

ASSESSMENT 2 BRIEF	
Subject Code and Title	HCD402 - Human Centred Design
Assessment	Proposed Solution Report
Individual/Group	Individual
Length	2000 words (+/- 10%) with supporting images.
Learning Outcomes	<p>The Subject Learning Outcomes demonstrated by successful completion of the task below include:</p> <ul style="list-style-type: none"> a) Synthesise theoretical models of human knowledge. b) Investigate moral philosophy to learn about real-world ethical actions. c) Analyse ethical theories in ways that are sensitive to variations in cultural values. d) Examine and justify the political, social, and cultural effects of institutions on human behaviour. e) Develop critical thinking by using a creative design approach.
Submission	Due by 11:55pm AEST Sunday end of Module 8.
Weighting	30%
Total Marks	100 marks

Task Summary

Individually, select a recent technology development (in the last 10 years) and discuss how an aspect of this technology may have undermined its social, global or cultural impact. Then, discuss possible alternative solutions to address these concerns. This report should be 2000 words in length, a maximum of 200 words (10%) above or below. This assessment is preparation for Assessment 3, which involves fully developing or concepting one of the solutions you propose as part of this assessment.

Please refer to the Task Instructions for details on how to complete this task.

Context

All developed technologies come with inherent side effects. Whether recent developments - such as the internet, mobile phones, or artificial intelligence - or older creations - such as the internal combustion engine (ICE), many often cause unintended consequences. Fossil fuel usage alongside ICEs have contributed to widespread warming of our planet, and mobile phone introduction has led to fundamental changes in how society communicates and receives information.

This Proposed Solution Report aims to assess your understanding of the side effects of your chosen technology. A further aim is to determine your ability to evaluate, break down and categorise these side effects. Alongside your chosen technology and referenced resources, you will ideally demonstrate your understanding of these complex issues.

Some examples of topics you could cover include:

- The development of the aeroplane and its ability to connect individuals globally, but also its ability to cause health or safety issues through rapid spread of illness.
- The development of the Internet and its ability to connect individuals globally, and the issues it can cause - in particular with areas of illegal or dangerous activities.
- The development of firewalling technology in conjunction with the Internet, and how it is used to block access to parts of the internet in different regions.

The topic chosen should be addressed and evaluated in detail, and an examination of the severity level of the flow-on effects documented. It should also propose solutions to the flow-on effects caused by the technology's implementation. Note that the result of the report can highlight existing solutions that exist, but should go further in presenting additional solutions.

Please note: Keep in mind the solutions you discuss at the end of your report may become further developed or explained as part of assessment 3.

Task Instructions

This assessment requires you to investigate a technology developed in the past 10 years, and determine how an aspect of that technology has undermined its social, global or cultural impact. As part of this report, you will also discuss possible solutions. As part of the analysis component, you will write a report that focuses on the following areas:

- The development of the technology, and the main effects.
 - Did the technology, while in development, inspire anything else before release?
 - Was it an easy development process, or perhaps more ethically complicated?
- The release of the technology, and the immediate 'undermining' effect its release may have had.
 - How quickly did society identify the issues with the technology?
 - How long did issues take to appear?
- Long-term undermining effects.
 - How long did these take to appear?
 - How ingrained are they in society now?
 - What long-term adjustments or changes occurred?
 - Were there restrictions implemented for the technology's usage or future development?

Referencing

Referencing is essential for this assignment. A minimum of 10-12 references is required for this, including at least eight academic sources.

(An academic source is one that has been peer-reviewed, or cited in the past)

References are marked in relevance to ensure that your arguments and justifications draw on sound reasoning and clear relevance.

Ensure that you reference according to the appropriate APA style, for citing and referencing information, as well as all appropriate research sources.

It is essential that you use appropriate APA style for citing and referencing research. Please see more information on referencing here:

http://library.laureate.net.au/research_skills/referencing

Submission Instructions

- Submit your Proposed Solution Report via the **Assessment** link in the main navigation menu in HCD402_Human Centred Design. The Learning Facilitator will

provide feedback via the Grade Centre in the LMS portal. Feedback can be viewed in My Grades.

- Please ensure you give your file a suitable name, e.g., Singh_M_Assessment 2_HCD402
- Please retain a copy of your report for your reference

Assessment Rubric

Assessment Attributes	Fail (Yet to achieve minimum standard) 0-49%	Pass (Functional) 50-64%	Credit (Proficient) 65-74%	Distinction (Advanced) 75-84%	High Distinction (Exceptional) 85-100%
<p><i>Knowledge and understanding of Human-Centred design.</i></p> <p>Percentage for this criterion = 30%</p>	<p>Demonstrates a partially-developed understanding of the discussed technology, with:</p> <ul style="list-style-type: none"> An incomplete or flawed assessment of the development; little to no understanding or reasoning is shown. Understanding of the immediate repercussions of the technology's release are not present or poorly explained; there is no investigation in this direction. There are zero (or few) comments made about inadvertent long term social, global, or cultural impacts of the technology. 	<p>Demonstrates a functional knowledge of the technology and its effects, with:</p> <ul style="list-style-type: none"> An adequate assessment of the situation. Some reasoning or understanding exists. Understanding of the immediate repercussions of the technology's release are present. They may be somewhat poorly explained, but they are dealt with at a base level (at minimum). A few recommendations have been made regarding the flaws of the system, and how the student would address them. Further consequences of these changes are not considered. 	<p>Demonstrates proficient knowledge of the technology, its release, and the effects present. The submission has:</p> <ul style="list-style-type: none"> An accurate assessment of the technology's release. Both reasoning and understanding are shown, and core contributors are highlighted and detailed. Some immediate flow-on effects are covered in detail, and discussed to a mid-level. The recommendations made regarding improving the technology are made with some justification and understanding. Consequences of these recommendations are present, and some supporting evidence is present as well. 	<p>Demonstrates advanced knowledge of a technological development and its release. The submission contains:</p> <ul style="list-style-type: none"> A detailed assessment of the technology. Reasoning, understanding, and justification of decisions (and their results) are presented. Core contributors are highlighted and explained in detail. Immediate flow-on effects are completely covered, and discussed to a high level. These flow-on effects are particularly focused on the wider context of society as a whole, and specific impacts relative to social, global and cultural areas. The recommendations made regarding improving the 	<p>Demonstrates exceptional knowledge of a technological development and its release. The submission contains:</p> <ul style="list-style-type: none"> A completely detailed assessment of the technology and its development. Reasoning, understanding and justification are present for the technology and the decisions made during development. Core contributors are present and discussed at the highest level. The immediate flow-on effect examination is as detailed as possible, and discusses with a full understanding of context. The recommendations made are of an outstanding quality, and are incredibly creative. They are clear

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				technology have justification and understanding, which is in-depth and detailed. Consequences of these recommendations are detailed, and benefits are clear, and explained with supporting evidence.	and developed with a complete understanding of the situation. An eye towards any of the three focusing lenses (social, global, or cultural.) is present.
<i>Analysis and application with synthesis of new knowledge</i> Percentage for this criterion = 20%	<ul style="list-style-type: none"> Limited synthesis and analysis. Limited application/recommendations based upon analysis. 	<ul style="list-style-type: none"> Demonstrated analysis and synthesis of new knowledge with application. Shows the ability to interpret relevant information and literature. 	<ul style="list-style-type: none"> Well-developed analysis and synthesis with application of recommendations linked to analysis/synthesis. 	<ul style="list-style-type: none"> Thoroughly developed and creative analysis and synthesis with application of pretested models and / or independently developed models and justified recommendations linked to analysis/synthesis. 	<ul style="list-style-type: none"> Highly sophisticated and creative analysis, synthesis of new with existing knowledge. Strong application by way of pretested models and / or independently developed models. Recommendations are clearly justified based on the analysis/synthesis. Applying knowledge to new situations/other cases.

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<i>Evaluation of information selected to support the report.</i> Percentage for this criterion = 25%	<ul style="list-style-type: none"> Limited understanding of key concepts required to support the case study. Confuses logic and emotion. Information taken from reliable sources but without a coherent analysis or synthesis. Viewpoints of experts are taken as fact with little questioning, and source quality is narrow in scope. 	<ul style="list-style-type: none"> Resembles a recall or summary of key ideas. Often conflates/confuses assertion of personal opinion with information substantiated by evidence from the research/course materials. Analysis and evaluation do not reflect expert judgement, intellectual independence, rigor and adaptability. Viewpoints from experts are broader, with a few different perspectives. 	<ul style="list-style-type: none"> Supports personal opinion and information substantiated by evidence from the research/course materials. Demonstrates a capacity to explain and apply relevant concepts. Evidence supports these concepts. Identifies logical flaws. Questions viewpoints of experts. 	<ul style="list-style-type: none"> Discriminates between assertion of personal opinion and information substantiated by robust evidence from the research/course materials and extended reading. Well demonstrated capacity to explain and apply relevant concepts. Viewpoint of experts are subject to questioning. Analysis and evaluation reflect growing judgement, intellectual independence, rigor and adaptability. 	<ul style="list-style-type: none"> Systematically and critically discriminates between assertion of personal opinion and information substantiated by robust evidence from the research/course materials and extended reading. Information is taken from sources with a high level of interpretation/evaluation to develop a comprehensive critical analysis or synthesis. Identifies gaps in knowledge. Exhibits intellectual independence, rigor, good judgement and adaptability.
<i>Effective Communication (Written)</i>	<ul style="list-style-type: none"> Presents information. Specialised language and terminology is rarely or inaccurately employed. 	<ul style="list-style-type: none"> Communicates in a readable manner that largely adheres to the given format. Generally employs 	<ul style="list-style-type: none"> Communicates in a coherent and readable manner that adheres to the given format. Accurately employs 	<ul style="list-style-type: none"> Communicates coherently and concisely in a manner that adheres to the given format. 	<ul style="list-style-type: none"> Communicates eloquently. Expresses meaning coherently, concisely and creatively within the given format.

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Percentage for this criterion = 15%	<ul style="list-style-type: none"> Meaning is repeatedly obscured by errors in the communication of ideas, including errors in structure, sequence, spelling, grammar, punctuation and/or the acknowledgment of sources. 	specialised language and terminology with accuracy. <ul style="list-style-type: none"> Meaning is sometimes difficult to follow. Information, arguments and evidence are structured and sequenced in a way that is not always clear and logical. Some errors are evident in spelling, grammar and/or punctuation. 	specialised language and terminology. <ul style="list-style-type: none"> Meaning is easy to follow. Information, arguments and evidence are structured and sequenced in a way that is clear and logical. Occasional minor errors present in spelling, grammar and/or punctuation. 	<ul style="list-style-type: none"> Accurately employs a wide range of specialised language and terminology. Engages audience interest. Information, arguments and evidence are structured and sequenced in a way that is, clear and persuasive. Spelling, grammar and punctuation are free from errors. 	<ul style="list-style-type: none"> Discerningly selects and precisely employs a wide range of specialised language and terminology. Engages and sustains audience's interest. Information, arguments and evidence are insightful, persuasive and expertly presented. Spelling, grammar and punctuation are free from errors.
<i>Correct citation of key resources and evidence</i> Percentage for this criterion = 10%	<ul style="list-style-type: none"> Demonstrates inconsistent use of good quality, credible and relevant resources to support and develop ideas. Referencing is omitted or does not resemble APA. 	<ul style="list-style-type: none"> Demonstrates use of credible and relevant resources to support and develop ideas, but these are not always explicit or well developed. Referencing resembles APA, with frequent or repeated errors. 	<ul style="list-style-type: none"> Demonstrates use of credible resources to support and develop ideas. Referencing resembles APA, with occasional errors. 	<ul style="list-style-type: none"> Demonstrates use of good quality, credible and relevant resources to support and develop arguments and statements. Show evidence of wide scope within the organisation for sourcing evidence. APA referencing is free from errors. 	<ul style="list-style-type: none"> Demonstrates use of high-quality, credible and relevant resources to support and develop arguments and position statements. Show evidence of wide scope within and without the organisation for sourcing evidence. APA referencing is free from errors.

The following Subject Learning Outcomes are addressed in this assessment	
SLO a)	Synthesise theoretical models of human knowledge.
SLO b)	Investigate moral philosophy to learn about real-world ethical actions.
SLO c)	Analyse ethical theories in ways that are sensitive to variations in cultural values.
SLO d)	Examine and justify the political, social and cultural effects of institutions on human behaviour.
SLO e)	Develop critical thinking by using a creative design approach.