



Unravelling Complexity

VCUG3001/LAWS4001/VCPG6001
Semester 1, 2017

Assessment Guide

v2017.1

In this guide

Assessment Timelines.....	2
Activity Co-Facilitation	3
Group Research Project	4
Portfolio.....	6
Appendix	
Example Secret Plan	7
Example Tag Report	8

Assessment Task Summary

Item	Mark	Marker	Due	Marks returned
Activity Co-Facilitation (20%)		<i>Run an activity on a topic for your peers</i>		
Activity co-facilitation	10%	Chris & Peers	Weeks 6 & 7	end of week
Toolkit 'take-home' message	10%		before seminars/panels	
Group Research Project (35%)		<i>Investigate a complex problem to improve Australia's role in the SDGs</i>		
Draft Solutions article	35%	Peers	Mon Week 9	NA
Fireside chat		Tutor & Peers	Weeks 9-10	at conclusion
Peer review comments		Tutor & Peers	Fri Week 9	following week
Poster showcase		Chris & tutors	Poster due Fri Wk 9 Showcase TBA	end of week
Solutions article		Chris & tutors	Fri wk 10	following week
Portfolio (45%)		<i>Understand a complex problem and reflect on course themes</i>		
Bring a draft	Req	Peers	Portfolio Workshop	NA
Portfolio showcase	10%	Chris & Peers	Tues wk12	as exams
Portfolio artefact/reflection	35%	Chris & tutors	Fri wk12	as exams

Assessment Timelines

This includes suggested timelines for all activities in the course (assessable and non-assessable).

Date	Activity Co-Facilitations (regular class times)	Portfolio (all submissions are midnight)	Group Research Project (all submissions are midnight)
Wk1	Course Pre-Readings		
Wk2	Topics formed for Activity Co-Facilitations in Tuesday session		
Wk3	<i>Confirm and interview experts ahead of facilitations</i>	<i>Should have a few ideas about what your portfolio topic is by now</i>	<i>Should have a few ideas about what SDG/s you would like to investigate</i>
Wk4			Groups formed for SDG Solutions around interest groups in Tuesday session
Wk5		<i>Should really know what your portfolio topic is by now</i>	<i>Confirm and interview experts about SDG Solutions</i>
Wk6	Facilitations Toolkit entry due beforehand		
B1			
B2			
Wk7	Facilitations Toolkit entry due beforehand		<i>Finalise Fireside chat speakers and dates</i>
Wk8		Portfolio and group project workshop	
Wk9			Group Project draft due Peer Review during week Group project Fireside chats
Wk10			Group project due Group project Fireside chat
Wk11		Portfolio workshop	
Wk12		Portfolio showcase Portfolio due	

Activity Co-Facilitation

Present an activity to your peers themed on the weekly topic.

Activity Co-Facilitation (Groups)

[10%]

Facilitate the learning of your peers by running an interactive tutorial.

Task Requirements

Co-facilitate a 50-min (+/- 5 min) that builds a shared understanding between members of the class around the nominated topics.

The tutorial should:

- engage in activities that make the tutorial awesome, such as engagement of peers, hands-on activities, lively discussion, inclusive debate, and scholarly learning.
- avoid activities that make the tutorial awful, such as closing up debate, avoiding discussion of controversial issues, encouraging single or dominant viewpoints
- be well prepared and building on the academic meetings, and give everyone someone to rave about as a take-home message

Moderation

Individuals in the group will be awarded the same mark, except where moderation is required in consultation with your tutor or Chris.

Secret Plan [required]

Design a plan for running the tutorial

This plan should demonstrate your thinking and preparedness for the task. An example will be provided.

Task Requirements

The plan should include:

- a one-sentence take-home message (ie what do you want the students to learn today)
- a one-sentence SMART+ Goal (specific, measurable, achievable, relevant, timely and positive - ie, we want everyone to participate)
- an overview of the plan, including timing and roles
- a logical and detailed plan, including prompts, resources required or activity contingencies
- ideas for how to increase or decrease time, depending on the flow of the tutorial

Please work on a draft secret plan with your tutor. Please bring the Secret Plan to the session you run, and give a copy to your tutor. It's important to note that you may deviate from the Secret Plan, though it should be clear as to why you are deviating (eg, you should be running off the plan, and not off the cuff).

Toolkit 'take-home' entry

[10%]

Give everyone a learning resource they can refer to and build their understanding about the topic

Task Requirements

Build a reference/resource that people can use, supplementing the activity co-facilitation. This will be linked to from Wattle available for everyone.

At a minimum, this should include:

- an outline/overview/summary/introduction
- key ideas about the topic
- core resources/readings that students can read for more information
- further resources/readings for exploration
- any resources that you've developed for the co-facilitation

The Toolkit take-home can take any form, but as an indication should be 1-2 pages long. The entries in the Topic Guide can act as a base.

Marking Criteria for Activity Co-Facilitation

The activity co-facilitation will be marked by Chris / tutors and your peers on the following criteria:

- **ideas** encourages high-quality exchange of ideas
- **connections** effectively relating the activity to the course themes in a way that maximises learning
- **timing** maintaining clarity and logical progressions of ideas to an effective conclusion within the allocated time
- **questions** ability to respond well to questions including the explanation of concepts
- **instructions** clear instructions detailed in a Secret Plan that assists in achieving above points

Tutor Mentoring and Academic Meetings

Each group will be allocated a tutor to develop your plan with. You will also need to meet ~2 academics ahead of the session to develop your understanding of the topic.

Topic Selection

Topics for this session will be selected in the first class from a broad list of 'tools' for understanding complexity.

Peer feedback

Brief feedback will be collected from your peers at the end of each session. Peers will use a 'Tag' report to provide brief feedback on the quality of the activity.

Group Research Project

Build an essay around global complex problems that address the SDGs for *Solutions* journal

Overview

Present a solution to a complex problem

Your task is to unravel a complex problem addressing one or more Sustainable Development Goals. More specifics will be given during the introduction Panel session with DFAT.

The research project will culminate in a journal article suitable for submission to *Solutions* journal. We recommend the *Perspectives* or *Envision* sections. Each group will be allocated a tutor mentor to help you bring the paper together.

You will need to interview experts in and around your topic. You should do this once you know quite a bit about the topic. These might be useful people to line up for the Fireside chats.

It may seem like there are many components to this piece — each component is targeted at a different audience and should assist you in developing your communication about complex problems.

Further Information

You should read an edition or some articles of interest in *Solutions Journal* - this will give you the best sense of the style of writing and issues that the journal engages with

<https://www.thesolutionsjournal.com/>

Group Formation

Groups should be diverse, and not include people that you've worked with in the activity co-facilitation. Groups should coalesce around a topic of common interest.

Groups will be formed in the session about group projects, indicated in the course outline.

Moderation

Individuals in the group will be awarded the same mark, except where moderation is required in consultation with your tutor or Chris.

Fireside Chat

[5%]

Help the class understand your chosen topic by hosting a fireside chat with 1-2 academics

If you've never heard of a 'fireside' chat, there are plenty of examples on YouTube, eg with [Elon Musk](#).

Task Requirements

Facilitate a 50-min (+/- 5 min) that builds a shared understanding about your article topic. The discussion should be pitched at a non-expert audience, and preferably is an organic discussion.

In most instances, it would probably work best if one student acts as the facilitator; however, the fireside chat should clearly be the work of all students in the group.

Marking criteria

The marking criteria will be the same as the activity co-facilitation, without the *Instructions* criterion (though, we encourage you to create a Secret Plan!)

Peer feedback

Brief feedback will be collected from your peers at the end of each session. Peers will use a 'Tag' report to provide brief feedback on quality of the activity.

Poster Showcase

[10%]

Test your idea with the real world

Task Requirements

Create a poster to supplement your paper, and pitch your idea back to DFAT. We plan to run this alongside a number of other project showcases in ANU courses.

The poster should be both informative, engaging and creative, and should be judicious with text.

Marking criteria

- **distillation** poster highlights the core aspects of the problem and its importance
- **solution** poster presents your idea, solution or direction forward on the issue at hand
- **visual communication** poster is appealing to an educated but not specialist audience
- **questions** ability to respond to questions

The poster should be A1 size. We will organise the printing of posters submitted on time, and we will mark the 'digital copy' of your poster.

Draft Solutions Article [required]

Submit a full, complete, finished, publication-ready, perfect final draft of your Solutions paper.

(See the requirements for the full article.)

Peer Review Comments

[5%]

Develop the arguments of two other articles

Task Requirements

Provide the feedback of a 'critical friend' on two other group's articles. The purpose of the peer review is to develop the group's ideas, and should not be about language usage.

This is a formative aspect of developing your group's article, and the review you provide should be useful to the authors as well as allowing you to reflect on the quality of your own article.

Review process

The review process should be a group effort. Articles and reviews will be submitted through Wattle. Comments should be given against three of the five marking criteria of the final article:

- framing
- exploration
- insights
- originality
- evidence

We expect to see approximately 200-250 words per criteria, plus some overall feedback.

The review process should be a collaborative effort between members of the group.

Marking process

You will meet with your tutor for 1 hour after the review process and before the final submission to reflect on the 'usefulness' of the reviews you've received and given.

Your tutor will collect feedback, and meet with Chris to determine a final grade for each of the reviews you've given, based on the feedback from the groups that received the review.

Solutions Article

[20%]

Present your 'Solution'

Write an article suitable for submission to *Solutions* journal.

Task requirements

The article should:

- spend no more than 1/3 of the paper on the 'problem' (with 2/3 of the paper on the solution)
- have a clear solution, addressing one or more Sustainable Development Goals
- synthesise a number of perspectives around the issue, including the synthesis of knowledge within the group
- be based in evidence, research and have a clear connection to the course themes
- the length, style, structure and format of the paper should meet the requirements of *Solutions* journal (that is, you should be able to send it directly to them for potential publication).

Formative feedback

You should build in the feedback from the peer review process.

Marking criteria

The mark will be determined by Chris/tutors based on the following criteria:

- **framing** extent that the that the complex problem is suitable and relevant for the group
- **exploration** the breadth and depth of intellectual exploration about the topic
- **originality** the novelty of your argument in relation to the topic
- **evidence** the use of evidence to support your argument
- **insights** quality of insights, engagement and argument around the 'solution'

In addition to the output, the process for creating the paper will be considered:

- **collaboration** extent to which the unique skill-sets of individual members come together to produce a high-quality argument
- **feedback** extent to which feedback opportunities have been used to further develop the paper

Individual Portfolio

Reflect on your experience of Unravelling Complexity

Overview

***Critically reflect on
the nature of complex problems***

Portfolio artefact/reflection

[35%]

Produce a major work that connects your experience in the course and the course themes. You should be in the 'swamp' of interdisciplinary complexity!

We recommend framing your portfolio as a reflection or response:

- based on a single complex problem or area, connecting to many different course themes
- based on the nature of complexity itself, connecting to many different complex problems

Task Requirements

- produce a physical or digital artefact that can be consumed in 10 minutes (equivalent of about 2000 words)
- format is completely open ended. It could take the form of—but is not limited to—an essay, paper, report poster, digital presentation, video, website, podcast, blog series, magazine article, scholarly work, travel guide, exhibition, teaching tool or demonstration
- the artefact should demonstrate scholarly activity, such as evidence, research and inquiry, as well as higher-order thinking, reflection and synthesis
- where the artefact is open to interpretation (for example, as an artwork), we recommend providing a rationale or exegesis to orientate the marker to your thinking

Themes

The portfolio topic can be as free-ranging as you like. If you're looking for inspiration, you could also consider:

- making connection to the themes from relevant tutorials, activities, group work and sessions
- connection or reflections on a contemporary and source of knowledge you have engaged with through semester, such as listening to the radio news (eg ABC Radio National) or reading a news source (eg The Conversation)
- connection to learning outside of the class, such as personal development programs or other courses at ANU

Opportunity for formative feedback

We will run a portfolio session towards the end of semester. You should bring your draft (or at least your ideas) to this session. We highly recommend starting work on your portfolio early in semester.

Assessment variations

LAWS4001 students must demonstrate a strong connection to a legal perspective in their portfolio. VCPG6001 students must demonstrate intensive research in framing their portfolio.

Portfolio showcase

[10%]

More a celebration – share what you have learnt in your portfolio with the class.

Task Requirements

- oral presentation of no more than 3 minutes
- no slides, but you may use physical props

Peer feedback

Brief feedback will be collected from your peers at the end of each session. Peers will use a 'Tag' report to provide brief feedback on the quality of the activity.

Marking Criteria for Artefact and Showcase

Portfolios and the showcase presentations will be marked against the following criteria:

- **articulation** effective articulation of the portfolio topic pitched to an educated audience
- **reflection** on the knowledge in relation to the course themes
- **connection** to different perspectives around the topic, your discipline, and to the course themes
- **engagement** ability to create an engaging narrative around the topic

Appendix

Extra info, et cetera

Example Secret Plan

This is a Generic 'Secret Plan' to help demonstrate the types of things you could incorporate into your Plan.

A good group secret plan will probably extend to two pages with some details down to three levels

Take-home Message

A clear message about the content knowledge that all students should remember at the end of the tutorial.

SMART+ Goal

A goal in a single sentence that is Specific, Measurable, Assignable/(Achievable), Relevant(/Realistic), Time-based, and positively-framed.

Overview

Time	Item	Person Responsible	Resources
0-10m	Ice Breaker	John and Jane	Whiteboard and markers
10-15m	Build a shared understanding	Sally	Slides
15-40m	Hands-on Activity	Jane to run, others to set-up/clean-up	Building materials
40-end	Discussion	John to wrap-up	Prompting questions

Detailed Plan

Start-10 - Ice breaker activity

- in the detailed plan, it would be good the have an idea of the main points
 - and then provide an extra layer of detail, such as the prompting questions
- ...and then the next point

CONTINUE FOR EACH ACTIVITY

|

CLOSE

Activities to drop if over time

indicate which activities you might 'drop' if running over time

Activities to add if running under time

- indicate which activities you might extend/add if running over time

[end of plan]

YOU CAN GIVE YOUR TUTOR MORE INFORMATION

Such as the outline or worksheets. Just staple it to the back of the plan...

A model plan should be about 2 pages long (or as long as it needs to be to deliver a great activity!)

NOTE: This is for taking notes only. PLEASE transcribe into Wattle by midnight after the session.

The **content** covered in the facilitation was...

- | | | | |
|--|-------------------------------------|-------------------------------------|------------------------------------|
| <input type="checkbox"/> clear | <input type="checkbox"/> irrelevant | <input type="checkbox"/> inspiring | <input type="checkbox"/> basic |
| <input type="checkbox"/> challenging | <input type="checkbox"/> easy | <input type="checkbox"/> reasonable | <input type="checkbox"/> confusing |
| <input type="checkbox"/> other/rationale _____ | | | |

The **connections** made to course content was...

- | | | | |
|--|----------------------------------|-------------------------------------|---------------------------------|
| <input type="checkbox"/> deep | <input type="checkbox"/> missing | <input type="checkbox"/> integrated | <input type="checkbox"/> simple |
| <input type="checkbox"/> meaningful | <input type="checkbox"/> brief | <input type="checkbox"/> strong | <input type="checkbox"/> vague |
| <input type="checkbox"/> other/rationale _____ | | | |

The way that the **facilitators** presented the tutorial was...

- | | | | |
|--|--------------------------------------|-----------------------------------|-------------------------------------|
| <input type="checkbox"/> relevant | <input type="checkbox"/> engaging | <input type="checkbox"/> dull | <input type="checkbox"/> compelling |
| <input type="checkbox"/> rewarding | <input type="checkbox"/> interesting | <input type="checkbox"/> striking | <input type="checkbox"/> boring |
| <input type="checkbox"/> other/rationale _____ | | | |

The **organisation** of the tutorial appeared...

- | | | | |
|--|-----------------------------------|----------------------------------|------------------------------------|
| <input type="checkbox"/> straightforward | <input type="checkbox"/> logical | <input type="checkbox"/> chaotic | <input type="checkbox"/> exemplary |
| <input type="checkbox"/> safe | <input type="checkbox"/> sensible | <input type="checkbox"/> lost | <input type="checkbox"/> inspiring |
| <input type="checkbox"/> other/rationale _____ | | | |

The overall **clarity** of the tutorial was...

- | | | | |
|--|--------------------------------------|------------------------------------|-----------------------------------|
| <input type="checkbox"/> obvious | <input type="checkbox"/> complicated | <input type="checkbox"/> complete | <input type="checkbox"/> clear |
| <input type="checkbox"/> fair | <input type="checkbox"/> pleasant | <input type="checkbox"/> confusing | <input type="checkbox"/> holistic |
| <input type="checkbox"/> other/rationale _____ | | | |

Rationale *If applicable, provide clear rationale for the above selections.*