Overview

There are three main activities in this course:

**a complexity summary**
- distilling a key idea or approach in solving complex problems to share with your peers

**a tutorial co-facilitation**
- an activity that helps your peers understand a ‘Grand Challenge’ problem

**a research portfolio**
- a critical or creative research piece that explores a complex problem of your choosing

Each activity has multiple submission points so that you can produce your best work possible, and so that your peers can get maximum benefit from your contribution.

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Changelog

Primer/Summary Presentation moved to Thur Week 4 from Thur Week 5 due to scheduling error. Discussed and agreed in class on 8 Mar, supplemented by a Wattle post.
**Assignment Summary**

What you can expect about the assignment timelines, etc.

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**Task Summary**

<table>
<thead>
<tr>
<th>Item</th>
<th>Mark</th>
<th>Marker</th>
<th>Due</th>
<th>Marks returned</th>
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<tbody>
<tr>
<td><strong>Complexity Primer (25%)</strong></td>
<td></td>
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<tr>
<td>Complexity Presentation</td>
<td>5%</td>
<td>Chris &amp; tutors</td>
<td>Thu Week 4</td>
<td>following week</td>
</tr>
<tr>
<td>Draft summary</td>
<td>Req</td>
<td>Peers</td>
<td>Fri Week 4</td>
<td>NA</td>
</tr>
<tr>
<td>Peer review</td>
<td>5%</td>
<td>Peers</td>
<td>Tues Week 5</td>
<td>following week</td>
</tr>
<tr>
<td>Final summary</td>
<td>10%</td>
<td>Chris &amp; tutors</td>
<td>Fri Week 5</td>
<td></td>
</tr>
<tr>
<td>Peer critique</td>
<td>5%</td>
<td>Peers &amp; tutors</td>
<td>Fri Week 6</td>
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**Activity Co-Facilitation (30%)**

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<th>Item</th>
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<tr>
<td>Activity co-facilitation</td>
<td>30%</td>
<td>Chris &amp; Peers</td>
<td>Weeks 6-10</td>
<td>following week</td>
</tr>
<tr>
<td>Activity secret plan</td>
<td></td>
<td></td>
<td>before seminars/panels</td>
<td>following week</td>
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<tr>
<td>Grand Challenge primer</td>
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<thead>
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<td>Bring a draft</td>
<td>Req</td>
<td>Peers</td>
<td>Portfolio Workshop</td>
<td>NA</td>
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<tr>
<td>Portfolio presentation</td>
<td>10%</td>
<td>Chris or tutors</td>
<td>Tues wk12</td>
<td>following week</td>
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<tr>
<td>Portfolio artefact/reflection</td>
<td>35%</td>
<td>Chris &amp; tutors</td>
<td>Fri wk12</td>
<td>as exams</td>
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**Assignment Philosophy**

What? Yes. The construction and flow of the assignments have a philosophy.

There’s no exam because—although most academics would claim that it is the only way to measure a student’s understanding—it encourages surface learning, avoidance and even cheating. It does test how well you can cram for an exam or perform in a strange, time-limited environment contrived by an unimaginative and self-fulfilling system. I want you to engage deeply with the material and produce work you are proud of. I want you to share your ideas with your classmates. I want to expose you to new ways of thinking, and even change the way you think. I want those ideas to be flexible and evolve over the semester. I want you to learn about Complexity in your own way on your own terms. I want to live up to idea (from Boulton & Lucas) that universities serve to make students think. In Complexity, there is no right answer, and there are no right questions.

Now to the practical. For each task, there is a drafting stage, a production stage, and a sharing phase. The purpose of the draft is to improve your work. We want you to do well. Then we need you to polish - act on the feedback. We want you to improve between the draft and what you present. Then we want you to share. We want you to celebrate and be proud of your work.
There are many ideas to explore complexity, but we only have twelve weeks. Before we explore the how to solve complex problems, we need to understand the nature of complexity.

**Task Requirements**

Create a ~500-word summary of a selected reading. Readings will be allocated/chosen in the first week of class, from a long list of topics.

The summary should be written for someone with no idea about the topic: it’s a primer. You may include a picture or other illustrative device too.

Your individual summary will be collated with your peers’ to be a public resource for everyone, shared via the public webpage. We’d like to include a recording of your presentation too :-)

**Draft Summary**

Submit your draft summary on Wattle so that we can access it for peer review (in class).

This is required (no ifs or buts, although the absolute quality of the draft may vary). Everyone will be able to see everyone else’s work at this point.

**Peer Review**

Provide constructive feedback on two other summaries. The feedback should be constructive and actionable. There’ll be a form to fill out on Wattle.

To complete the Peer Review, you’ll have to read the articles that the summary is about.

*Design note: yes, this is a way of getting you to engage with more than your own topic!*

**Complexity Presentation**

Share the topic with the class. You have 60 seconds for presentation, and another 60 for questions. No slides, but you may use a physical prop or draw on the whiteboard, etc. The presentation is also a great place to get final feedback before your summary is submitted. We’ll record (video) the presentations too, and hope to put them with the resource. We’ll ask your permission.

**Final Summary**

The final thing. Polished. Yeah!

**Peer Critique**

To cap the activity off, we’ll ask you to review two (different to the ones you reviewed) final summaries. This will be a very similar activity to the Peer Review, but will not require you to read the articles that the summary is based on (although, you can).

*Design note: yes, this is another way of getting you to engage with even more topics!*

**Marking Criteria**

The complexity primer will be assessed on following criteria:

- **ideas** - distill the key ideas of the reading/topic
- **accessibility** - is easily accessible to an educated but general audience
- **narrative** - quality of insights and engaging narrative in your own words about the reading/topic

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

- **actionable** extent to which the feedback can be applied to improve the work
- **constructive** extent to which feedback is helpful to improve the work
Facilitate a learning activity for your peers

Co-facilitate (groups of 2-3) a 50-min (+/- 5 min) tutorial that builds a shared understanding between members of the class, supplementing the Grand Challenge topics.

These sessions will be in the second hour of the Grand Challenge topics. You should work with the Guests if useful beforehand, and invite them to join your tutorial activity. We’ll run a workshop on how to run an effective tutorial in Week 4.

Tutorial Activity

Deliver an awesome tutorial about a Grand Challenge

The tutorial activity 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 grand challenge seminar, and give everyone someone to rave about as a take-home message
- be aware and sensitive of alternative viewpoints and perspectives
- most of all, the tutorial should be fun and engaging.

Secret Plan

Design a plan for running the tutorial

This plan should demonstrate your thinking and preparedness for the task. An example will be provided. It should be between 2-3 pages, but may be longer as appropriate. 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. Bring the Secret Plan to the session you run, and give a copy to your tutor and submit a copy on Wattle.

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).

Grand Challenge Primer

Provide a primer peers can refer to and build their understanding about the topic

Build a 500-word primer about the Grand Challenge that your peers can use, supplementing the activity co-facilitation. This will be linked to from Wattle available for everyone. As a guide, 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

Please bring a hard copy of your primer to the session for your tutor, and submit a copy on Wattle.
Marking Criteria
The activity co-facilitation and secret plan will be assessed using 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
- **instructions** clear instructions that assist in achieving above points

The facilitation will include the additional criterion:

- **questions** ability to respond well to questions including the explanation of concepts

The primer will use the same criteria as the Complexity Primer activity.

Tutor Mentoring and Academic Meetings
Each group will be given the opportunity to develop your plan with your tutor. You are also welcome to arrange a meeting with the Grand Challenge team, and get a further insight into the topic. (Keep in mind, though, that these are busy people!)

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. You should build this timing into the last 5 minutes of class.

Peer moderation
Individuals in the group will be awarded the same mark, except where moderation is required in consultation with your tutor or Chris.
Critically reflect on the nature of complex problems

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

Portfolio artefact/reflection

This brings together your experiences in the course.

• produce a physical or digital artefact that can be consumed in 10 minutes (equivalent ~3,000 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, physical object, artwork 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 reader to your thinking

Themes

The portfolio topic can be as free-ranging as you like. If you’re looking for inspiration, you could 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 or following a news source
• connection to learning outside of the class, such as personal development programs or other courses

There are a wealth of example portfolio on the public webpage.

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

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

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

Brief feedback will be collected from your peers about your ideas for inclusion in the final portfolio.

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 but general 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
• narrative ability to create an engaging narrative around the topic
Example Secret Plan

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

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

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

Detailed Plan

Start-10 - Ice break activity

• in the detailed plan, it would be good to 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

[END OF PLAN]

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

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!)