



## SUMMARY FOR BENCHMARKING

### How well is interdisciplinary learning supported by the assessment design?

Balance of both student and staff input to the process generating the assessment outcome provides a scaffolded opportunity for students to develop their collaborative skills including critique and communication, which are the focus of this unit/subject/course.

### How well does the assessment design fit the ID cohort?

#### Does it fit the level of *student expertise*?

Very broad cohort: flexible and student centred, developed for multiple year levels. Group formation as 'support' for individual project development from differing perspectives.

#### Does it respond to the *range and style of cohort learning expectations*?

Broad range of learning styles incorporated via a project-focused approach with a focus on preparing students for connection to industry. Online delivery may narrow forms of communication, but workshops introduced to scaffold.

### How well does the assessment design align to intended ID learning outcomes?

#### Do the *tasks and criteria* sufficiently support development of students' *disciplinary practices*?

Deepen knowledge base and expand skills relevant to the discipline through a focus on the translation of creative ideas (broadly conceived) for industry.

#### Do the *tasks and criteria* sufficiently support development of students' *interdisciplinary skills*?

The development of ideas through team contributions alongside individual reflection on group work develop with the aim of enhancing ID skills.

#### Do the student and staff roles influencing the *direction / aims* of the tasks support the ID learning outcomes?

Student led outcome, brief developed by individual students with the incorporation of feedback from other group members, in response to broad framework provided by staff.

#### Do the student and staff roles influencing the *process / development* of the tasks support ID learning outcomes?

Balance of both student and staff input to the process of developing the assessment outcome. Multidisciplinary input and feedback by multiple staff who sequentially deliver the themes of the teaching.

## UNIT/SUBJECT/COURSE OUTLINE + OUTCOMES

Entrepreneurial practice in the contemporary domain has evolved to encompass a transdisciplinary space where community, creativity and collaboration play critical roles. In this context, traditional notions of 'impact', 'loss' and 'business' are framed by a newly awakened social, cultural and environmental awareness. This course responds to the global demand for these core contemporary attributes by enabling graduates to develop confidence, capacity and capability for creative thinking and entrepreneurship. Students will learn to act in an enterprising manner across a broad range of disciplines and arenas and the course will provide opportunities for personal, professional and social achievement, recognition and satisfaction.

### Intended Learning Outcomes and Generic Graduate Attributes

Intended Learning Outcomes		Assessment Methods	Graduate Attribute Outcomes
In this unit you will learn:	In assessing this unit I will be looking at your ability to:		
To apply design thinking, idea generation and problem-solving to address an issue or project you are passionate about;	1a. Demonstrate your knowledge of design thinking and problem solving processes.	Video	<p>The assessments and teaching activities in this unit have been designed to develop the following graduate attributes in students:</p> <ul style="list-style-type: none"> <li><b>Knowledge</b> related to creative thinking, entrepreneurship and most importantly, yourself, will be developed through a student-centred process that requires you to manage and reflect upon your own learning, assist in the development and application of knowledge within online and face-to-face environments. This will be assessed through online student reflection and the learning statement activity.</li> <li><b>Communication Skills</b> will be developed using a variety of online learning tasks that will test your ability to listen, understand, and empathise with other members of the class. This will be assessed through online student reflection and the learning statement activity.</li> <li><b>Problem-Solving Skills</b> will be developed by applying your initiative, creativity and planning, and organising abilities to ensure you assist in the development of a range of strategies and solutions to the tasks you encounter. This will be assessed through online student reflection and the learning statement activity.</li> <li>An awareness of <b>global perspectives</b> and issues of <b>social responsibility</b> related to the process of entrepreneurship will be developed during discussion in the workshops.</li> </ul>
	1b. Demonstrate your ability to use design thinking and problem solving processes.	Personal Learning Statement 2	
	1c. Reflect upon your thinking about the role of design thinking and problem solving in your life (formative feedback only).	Personal Learning Statement 2	
To apply a framework of identifying and evaluating entrepreneurial ideas	2a. Demonstrate your knowledge of the process of identifying and evaluating ideas.	Video	
	2b. Demonstrate your ability to identify and evaluate entrepreneurial ideas.	Video, Personal Learning Statement 2	
	2c. Reflect upon your thinking about identify and evaluate entrepreneurial ideas. (formative & summative feedback).	Personal Learning Statement 1	
To identify the resources available in order to develop and present a coherent realistic, deliverable action plan to act on your idea	3a. Reflect upon your attitude and ability to organise your potential enterprising self.	Personal Learning Statement 1, Personal Learning Statement 2	
	3b. Take responsibility for your own contribution to your learning.	Personal Learning Statement 1, Video, Personal Learning Statement 2	
	3c. Explain the steps necessary to convert your entrepreneurial thinking into entrepreneurial action.	Personal Learning Statement 2	

## UNIT/SUBJECT/COURSE ACTIVITIES & ASSESSMENT TASKS

**Personal Learning Statement One (25%)** Complete an online reflective learning exercise related to the identifying and designing module.

**Video (50%)** Submit a draft video on-line. The submission will be made to a group of five students and you are required to offer suggestions on four other students work. Part 2 – Finalise video taking into account useful feedback received and submit online.

**Personal Learning Statement Two (25%)** Submit 1500 words/video/audio learning statement that details your progress, thoughts on how you could convert your thinking into action and a summary of your learning's across the unit

## ASSESSMENT CRITERIA / MARKING

- Clear evidence of deep reflection and learning.
- Clear statement that is underpinned by an articulate and convincing explanation of how the student arrived at that point.
- Demonstrated strong engagement with all four phases of the group sense making.
- Evidence of commenting on other videos in your allocated group.
- Evidence of mature reflection on other people's suggestions and identified of what was helpful and why.
- Development of a video that is engaging, heartfelt and no longer than 2 minutes.
- Video demonstrated evidence of the three key components: your passion, creative process and your engagement with the evaluation process.



**TASMANIAN SCHOOL OF  
BUSINESS & ECONOMICS**

In conjunction with

The School of Land and Food & the Tasmanian College of the Arts

# UNIT OUTLINE

Read this document to learn essential details about your unit. It will also help you to get started with your studies.

**XBR102**

**Developing Your Creative & Entrepreneurial Potential**

**Semester 1, 2015**

**THIS UNIT IS BEING OFFERED IN:  
HOBART, LAUNCESTON & BURNIE**

CRICOS Provider Code: 00586B

This detailed information provides background to the MM summary.  
The content was originally produced for the delivery of this unit/subject/course.  
Some content not directly relevant to the Multiple Measures project has been edited/  
removed.

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## Unit Description

Entrepreneurial practice in the contemporary domain has evolved to encompass a transdisciplinary space where community, creativity and collaboration play critical roles. In this context, traditional notions of 'impact', 'profit', 'loss' and 'business' are framed by a newly awakened social, cultural and environmental awareness. DYCEP responds to the global demand for these core contemporary attributes by enabling graduates to develop the confidence, capacity and capability for creative thinking and entrepreneurship. We will help students to act in an enterprising manner across a broad range of disciplines and arenas. We will provide opportunities for personal, professional and social achievement, recognition and satisfaction.

## Prior Knowledge &/or Skills OR Pre-Requisite Unit(s)

None specified.

## Enrolment in the Unit

Unless there are exceptional circumstances, students should not enrol in this unit after the end of week two of semester, as the Tasmanian School of Business and Economics (TSBE) cannot guarantee that:

- any extra assistance will be provided by the teaching team in respect of work covered in the period prior to enrolment; and
- penalties will not be applied for late submission of any piece or pieces of assessment that were due during this period.

## When does the unit commence?

The unit's teaching schedule commences in the week beginning 23 February, 2015.

## Intended Learning Outcomes and Generic Graduate Attributes for XBR102

INTENDED LEARNING OUTCOMES		ASSESSMENT METHODS	GRADUATE ATTRIBUTE OUTCOMES
In this unit you will learn:	In assessing this unit I will be looking at your ability to:		
<b>Learning Outcome 1</b>  To apply design thinking, idea generation and problem-solving to address an issue or project you are passionate about	1a. Demonstrate your knowledge of design thinking and problem solving processes.	Video	The assessments and teaching activities in this unit have been designed to develop the following graduate attributes in students:  <b>Knowledge</b> related to creative thinking, entrepreneurship and most importantly, yourself, will be developed through a student-centred process that requires you to manage and reflect upon your own learning, assist in the development and application of knowledge within online and face-to-face environments. This will be assessed through online student reflection and the learning statement activity.  <b>Communication Skills</b> will be developed using a variety of online learning tasks that will test your ability to listen, understand, and empathise with other members of the class. This will be assessed through online student reflection and the learning statement activity.  <b>Problem-Solving Skills</b> will be developed by applying your initiative, creativity and planning, and organising abilities to ensure you assist in the development of a range of strategies and solutions to the tasks you encounter. This will be assessed through online student reflection and the learning statement activity.  An awareness of <b>global perspectives</b> and issues of <b>social responsibility</b> related to the process of entrepreneurship will be developed during discussion in the workshops.
	1b. Demonstrate your ability to use design thinking and problem solving processes.	Personal Learning Statement 2	
	1c. Reflect upon your thinking about the role of design thinking and problem solving in your life (formative feedback only).	Personal Learning Statement 2	
<b>Learning Outcome 2</b>  To apply a framework of identifying and evaluating entrepreneurial ideas	2a. Demonstrate your knowledge of the process of identifying and evaluating ideas.	Video	
	2b. Demonstrate your ability to identify and evaluate entrepreneurial ideas.	Video, Personal Learning Statement 2	
	2c. Reflect upon your thinking about identify and evaluate entrepreneurial ideas. (formative & summative feedback).	Personal Learning Statement 1	
<b>Learning Outcome 3</b>  To identify the resources available in order to develop and present a coherent, realistic, deliverable action plan to act on your idea	3a. Reflect upon your attitude and ability to organise your potential enterprising self.	Personal Learning Statement 1, Personal Learning Statement 2	
	3b. Take responsibility for your own contribution to your learning.	Personal Learning Statement 1, Video, Personal Learning Statement 2	
	3c. Explain the steps necessary to convert your entrepreneurial thinking into entrepreneurial action.	Personal Learning Statement 2	

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## Learning Expectations and Teaching Strategies/Approach

The University is committed to a high standard of professional conduct in all activities, and holds its commitment and responsibilities to its students as being of paramount importance. Likewise, it holds expectations about the responsibilities students have as they pursue their studies within the special environment the University offers. The University's Code of Conduct for Teaching and Learning states:

*Students are expected to participate actively and positively in the teaching/learning environment. They must attend classes when and as required, strive to maintain steady progress within the subject or unit framework, comply with workload expectations, and submit required work on time.*

## Work, Health and Safety (WH&S)

The University is committed to providing a safe and secure teaching and learning environment. In addition to specific requirements of this unit, you should refer to the University's policy at: [www.utas.edu.au/work-health-safety](http://www.utas.edu.au/work-health-safety).

## Learning Resources

<http://www.utas.edu.au/mylo>

## Journals and Periodicals

Specific journal articles will be provided.

## Useful Websites

<http://www.entrepreneurship.org>

<http://www.gemconsortium.org>

<http://www.kickstarter.com>

<http://www.ted.com>

## My Learning Online (MyLO)

Access to the MyLO online learning environment unit is required for this unit. The unit has its own MyLO site.

## Details of Teaching Arrangements

	Pre-study	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Study Week
Week commencing		Feb 23	Mar 2	Mar 10*	Mar 16	Mar 23	Mar 30**	Apr 13	Apr 20	Apr 27	May 4	May 11	May 18	May 25	
Intended learning outcomes  (colour coded so that you can match with activities and assessment)	In this unit, you will learn	1. To apply design thinking, idea generation and problem-solving to address an issue or project you are passionate about;													
		2. To apply a framework of identifying and evaluating entrepreneurial ideas													
		3. To identify the resources available in order to develop and present a coherent, realistic, deliverable action plan to act on your idea													
Core teaching instruction  Mentor videos used throughout semester	IDENTIFYING AND DESIGNING Introduction to understanding your passion. If you were going to follow your heart, what might that be? Emphasis on feeling, possibility, designing, improvising (Led by John Vella)		Face to face Mar 10 Hobart Mar 11 Launi & Burnie	EVALUATING AND QUESTIONING Introduction to idea evaluation. Thinking, questioning (Led by Colin Jones)				Face to face Apr 13 Hobart Apr 15 Launi & Burnie	PLANNING AND COMMUNICATING Introduction to actioning ideas. How to move forward? Making it happen (Led by Emma Pharo)			Face to face May 11 Hobart May 13 Launi & Burnie			
Learning activities	Group sense making I: process explained and commenced with reaction to a statement, group reactions to statement, external reaction				Group sense making II					Peer feedback on draft ideas (via MyLO groups of five)					
Informal feedback	Weekly podcast of teachers' thoughts & impressions	Podcast	Podcast & Interim feedback on group sense making	Podcast	Podcast	Podcast	Podcast	Podcast	Podcast	Podcast	Podcast	Podcast	Podcast	Podcast	
Formal assessment							Personal Learning Statement					Two minute videos		Personal Learning Statement	

\* 8 hour holiday Monday 9<sup>th</sup> March \*\* includes Easter

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## Workshops

There are three optional face-to-face workshops that will be delivered in Hobart, Launceston and Burnie, during weeks 3, 7 and 11. A process of student-centred learning is used whereby you are required to take full responsibility for your learning (for a full explanation of this approach, see <http://www.utas.edu.au/mylo>). **Your attendance is not compulsory, but likely to assist you meet the assessment requirements of the unit.**

These face-to-face workshops support the online videocasts that provide information and guidance to all aspect of your progression in the unit.

## Online activities

You must prepare for this unit by making full use of the online resources available for you at:

<http://www.utas.edu.au/mylo>

## Group work expectations

To succeed in this unit, you must be prepared to work cooperatively and meaningfully with your group. The nature of your obligations is explained here:

<http://www.utas.edu.au/mylo>

## Communication, Consultation and Appointments

### TO KEEP UP WITH ANNOUNCEMENTS REGARDING THIS UNIT

Check the MyLO News tool at least once every two days. The unit News will appear when you first enter our unit's MyLO site. Alternatively, click on the News button (towards the top of the MyLO screen) at any time.

### WHEN YOU HAVE A QUESTION

Other students may have the same question that you have. Please go to the Q&A Forum on our course's MyLO site. Check the posts that are already there – someone may have answered your question already. Otherwise, add your question as a new topic. Students are encouraged to support each other using this forum – if you can answer someone's question, please do. We will attempt to respond to questions within 48 business hours. If your question is related to a personal issue or your performance in the unit, please contact the appropriate teaching staff member by email instead.

### WHEN YOU HAVE AN ISSUE THAT WILL IMPACT ON YOUR STUDIES OR THE SUBMISSION OF AN ASSESSMENT TASK

If you have a personal question related to your studies or your grades, please contact teaching staff by email.

### A NOTE ABOUT EMAIL CORRESPONDENCE

You are expected to check your UTAS email (WebMail) on a regular basis – at least three times per week. To access your WebMail account, login using your UTAS username and password at <https://webmail.utas.edu.au/>.

You are strongly advised not to forward your UTAS emails to an external email service (such as gmail or Hotmail). In the past, there have been significant issues where this has occurred, resulting in UTAS

being blacklisted by these email providers for a period of up to one month. To keep informed, please use your UTAS email as often as possible.

**\*IMPORTANT\*** Please email teaching staff when you have a question or issue of a personal nature, for example, you have a family issue that is affecting your studies. For general questions about the unit, please add them to the Q&A forum on our unit's MyLO site. This way, other students can also benefit from the answers.

## Assessment

### Assessment Schedule

In order to pass this unit you must achieve an overall mark of at least 50% of the total available marks. Details of each assessment item are outlined below.

Assessment Items	Due Date	Value/Weighting	Link to Learning Outcomes
<b>Assessment 1</b> Personal Learning Statement 1	Week 6	25%	2c, 3a & 3b
<b>Assessment 2</b> Video	Weeks 9 and 11	50%	1a, 2a, 2b & 3b
<b>Assessment 3</b> Personal Learning Statement 2	Week 13	25%	1b, 1c, 2c, 3a & 3b

### Assessment Item 1 – Personal Learning Statement 1

**Task Description:** You are required to complete an online reflective learning exercise related to the Identifying and Designing module. You must ensure you access further advice for this task online at <http://www.utas.edu.au/mylo>

**Task Length** A short summary of all 4 phases of the group sense making activities

**Assessment Criteria:** For details of the assessments for each assessment item, please see the information provided at <http://www.utas.edu.au/mylo>

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**Link to Unit's Learning Outcomes:** LO1, LO2

**Due Date:** Week 6

**Value:** 25 marks

**Task Description:** You are required to complete an online reflective learning exercise related to the Identifying and Designing module. You must ensure you access further advice for this task online at <http://www.utas.edu.au/mylo>

#### Assessment Item 2A – Peer review of draft video

**Task Description:** You are required to submit a draft video on-line. The submission will be made to a group of five students and you are required to offer suggestions on four other students' work. You must ensure you access further advice for this task online at <http://www.utas.edu.au/mylo>

**Task Length** You will be allocated to a group of 5 students and will need to submit four short paragraphs of feedback on your colleagues work, collate those paragraphs and submit for assessment

**Assessment Criteria:** For details of the assessments for each assessment item, please see the information provided at <http://www.utas.edu.au/mylo>

**Link to Unit's Learning Outcomes:** LO1, LO2

**Due Date:** Week 9

**Value:** 25 marks

#### Assessment Item 2B – Video

**Task Description:** You are required to finalise the video that you submitted for the second task, taking into account any useful feedback. You will submit that video on-line. You must ensure you access further advice for this task online at <http://www.utas.edu.au/mylo>

**Task Length** Approximately two minutes and no longer than three minutes

**Assessment Criteria:** For details of the assessments for each assessment item, please see the information provided at <http://www.utas.edu.au/mylo>

**Link to Unit's Learning Outcomes:** LO1, LO2, LO3

**Due Date:** Week 11

**Value:** 25 marks

### Assessment Item 3 – Personal Learning Statement 2

<b>Task Description:</b>	You will be required to complete and submit a learning statement that details 1) your progress during the unit, 2) your thoughts on how you could convert your thinking into action, and 3) a summary of your learning across the unit. For a complete overview of the task, see <a href="http://www.utas.edu.au/mylo">http://www.utas.edu.au/mylo</a>
<b>Task Length</b>	Maximum of 1500 words, or equivalent video / audio formats as agreed
<b>Assessment Criteria:</b>	For details of the assessments for each assessment item, please see the information provided at <a href="http://www.utas.edu.au/mylo">http://www.utas.edu.au/mylo</a>
<b>Link to Unit's Learning Outcomes:</b>	LO1, LO2, LO3
<b>Due Date:</b>	Week 13
<b>Value:</b>	25 marks

### How Your Final Result Is Determined

Your final result will be determined by the combined total of your marks across all 4 assessment items. There is no final examination for this unit.

### Submission of Assessment Items

Assessable items must be submitted in person during workshops.

### Late Assessment and Extension Policy

In this Policy

1. (a) 'day' or 'days' includes all calendar days, including weekends and public holidays;  
(b) 'late' means after the due date and time; and  
(c) 'assessment items' includes all internal non-examination based forms of assessment
2. This Policy applies to all students enrolled in TSBE Units at whatever Campus or geographical location.
3. Students are expected to submit assessment items on or before the due date and time specified in the relevant Unit Outline. The onus is on the student to prove the date and time of submission.
4. Students who have a medical condition or special circumstances may apply for an extension. Requests for extensions should, where possible, be **made in writing** to the Unit Coordinator on or before the due date. Students will need to provide **independent supporting documentation** to substantiate their claims.
5. Late submission of assessment items will incur a penalty of 10% of the total marks possible for that piece of assessment for each day the assessment item is late unless an extension had been granted on or before the relevant due date.
6. Assessment items submitted more than five (5) days late will not be accepted.
7. Academic staff do NOT have the discretion to waive a late penalty, subject to clause 4 above.

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## Academic Referencing and Style Guide

Before starting their assignments, students are advised to familiarise themselves with the following electronic resources.

The first is the *Harvard Referencing System Style Guide*, which can be accessed from the UTAS library: <http://utas.libguides.com/content.php?pid=27520&sid=199808>. The **Harvard style** is the appropriate referencing style for this unit and the guide provides information on presentation of assignments, including referencing styles. In your written work you will need to support your ideas by referring to scholarly literature, works of art and/or inventions. It is important that you understand how to correctly refer to the work of others and maintain academic integrity.

Failure to appropriately acknowledge the ideas of others constitutes academic dishonesty (plagiarism), a matter considered by the University of Tasmania as a serious offence.

The second is the Tasmanian School of Business and Economics *Writing Assignments: A Guide*, which can be accessed at: <http://www.utas.edu.au/business-and-economics/student-resources>. This guide provides students with useful information about the structure and style of assignments in the TSBE.

## Review of Assessment and Results

It is expected that students will adhere to the following policy for a review of any piece of continuous/internal assessment. The term continuous/internal assessment includes any assessment task undertaken across the teaching phase of any unit (such as an assignment, a tutorial presentation, and online discussion, and the like), as well as any capstone assignment or take-home exam.

Within five (5) days of release of the assessment result a student may request a meeting with the assessor for the purpose of an **informal review** of the result (in accordance with Academic Assessment Rule No. 2 Clause 22 – [www.utas.edu.au/university-council/university-governance/rules](http://www.utas.edu.au/university-council/university-governance/rules)). During the meeting, the student should be prepared to discuss specifically the marks for the section(s) of the marking criteria they are disputing and why they consider their mark(s) is/are incorrect. The assessor will provide a response to the request for review within five (5) days of the meeting.

If the student is dissatisfied with the response they may request a **formal review of internal assessment** by the Head of School, with the request being lodged within five (5) days of the informal review being completed. A Review of Internal Assessment Form is available at the following link: <http://www.utas.edu.au/business-and-economics/student-resources/forms>. The form must be submitted to the TSBE Office.

## Study Schedule

Note: this unit uses an online delivery format that enables you to complete the unit fully online and/or engage in the face-to-face modules delivered in weeks 3, 7 and 11. The unit requires each student to be fully responsible for their learning outcomes through full engagement with both the online learning resources and the student/facilitator community of the unit.

Week	Start of Week	Topic/s and activities	Mode of Delivery
1	Monday 23 February	Introduction to the unit: the challenges and opportunities of being entrepreneurial	Online: videocast and other electronic support materials available through MyLO
2	Monday 2 March	The context of problems and opportunities	Online: electronic case study available through MyLO
3	Tuesday 10 March	Design thinking and creative problem solving	Face-to-face workshop, supported by online videocast
4	Monday 16 March	Understanding our thinking	Online: student reflection on MyLO
5	Monday 23 March	Ideas in society	Online: electronic case study available through MyLO
6	Monday 30 March	Self-directed learning	
<b>Mid-Semester Break: 2- 8 April 2015 inclusive</b>			
7	Monday 13 April	Evaluating and strategising ideas	Face-to-face workshop, supported by online videocast
8	Monday 20 April	Understanding our thinking	Online: student reflection on MyLO
9	Monday 27 April	Bringing ideas to reality	Online: electronic case study available through MyLO
10	Monday 4 May	Self-directed learning	
11	Monday 11 May	Acting on our ideas	Face-to-face workshop, supported by online videocast
12	Monday 18 May	Understanding our thinking	Online: student reflection on MyLO
13	Monday 25 May	Unit review and evaluation of learning	Online submission of Personal Learning Statement