

Faculty of Business and Enterprise  
Higher Education Division

## **Unit of Study Outline**

**HEI741**

## **Creativity & Innovation**

Version date (18 February, 2009)

Convenor: W J (Bill) Jarrard



SWINBURNE UNIVERSITY  
OF TECHNOLOGY

## Unit of Study Outline

<b>Unit of study code</b>	HEI741
<b>Unit of study name</b>	Creativity & Innovation
<b>Teaching Term/Semester &amp; Year</b>	Semester One and Two each year
<b>Contact Hours (hrs/wk) or total contact hours</b>	36 contact hours over 6 block mode classes
<b>Prerequisites</b>	Nil
<b>Corequisites</b>	Nil
<b>Credit Points</b>	12.5

### Unit Description

The subject is designed to develop in students practical skills for creative and innovative thinking that entrepreneurial leaders can use to identify opportunities, generate value-creating ideas and overcome barriers to successfully bringing new concepts to life. In this subject, students will:

- Learn a range of creative thinking tools and how to practically apply these to the innovation and entrepreneurial process.
- Develop an appreciation of the personal and organisational factors that influence organisational creativity and innovation, and how to influence them.
- Acquire innovation team leadership and facilitation skills that will prepare them to lead teams to achieve breakthrough creativity and problem solving.

This subject assumes exposure in previous courses to the principles of the innovation process, marketing, accounting and leadership; the forces and ground rules that operate in organisations that seek to innovate and the various analytical tools that need to be used in business in general and innovation in particular.

We will seek to build on these principles by developing specific skills in creative and innovative thinking techniques. We will also focus on the team skills required by entrepreneurs and innovators to develop opportunities and solve problems. There will be a focus on practical application of these skills, both in the classroom when applied to learning activities and during individual and team assignments.

**In summary this course aims to equip participants with a set of practical tools to enable them to take a leadership role in applied creativity and innovation.**

### Learning Outcomes

After successfully completing this unit, you should be able to:

1. Use Deliberate Creative Thinking techniques individually and in teams to focus on the generation and development of new ideas that drive innovation
2. Facilitate and lead cross-functional groups in creative problem solving and applied innovation and entrepreneurship.
3. Identify and select from a range of deliberate thinking tools to explore a potential opportunity and plan how to design a creative, new initiative to exploit it.

**NB. See Assessment section to see how assignments support these outcomes.**

## Content

- Defining the Challenge – Imagineering and Focus
- Exploration – Radiant and Parallel Thinking
- Deliberate Creative Thinking – The fundamentals of lateral thinking
- Designing Outcomes – From creativity to innovation
  - Creative Interventions – Team facilitation for Entrepreneurs
  - Application individually and in teams to advance organisational innovation
  - Corporate creativity and innovation and the link with entrepreneurship and intrapreneurship

## Prior Knowledge and Skills Assumed

This subject assumes exposure in previous courses to the principles of the innovation process, marketing, accounting and leadership; the forces and ground rules that operate in organisations that seek to innovate and the various analytical tools that need to be used in business in general and innovation in particular.

## Key Generic Skills for this Unit of Study

You will be provided with feedback during the assessment for this unit of study on your progress in attaining the following generic skills:

- Teamwork skills,
- Analysis and exploratory thinking skills,
- Creative problem solving skills,
- communications skills,
- Ability and willingness to tackle unfamiliar problems, and
- Ability to work independently

## Learning and Teaching Structure

This program is run in Block Mode 9:00am – 4:00pm on 3 Fridays and 3 Saturdays. See Swinburne semester schedule for dates.

In a Semester, you should normally expect to spend, on average, twelve and a half hours of total time (formal contact time plus independent study time) a week on a 12.5 credit point unit of study.

## Schedule of Lectures

Block Days	Session Number	Topic and content	Key events
1	1	<b>Applied Creativity &amp; Innovation</b> <ul style="list-style-type: none"><li>• Welcome/Orientation/Overview</li><li>• Intro to Deliberate Creative Thinking</li><li>• A Model for Applied Creativity &amp; Innovation</li><li>• Areas of Opportunity</li></ul>	Course Outline and Assignments Reviewed
	2	<b>Radiant and Whole Brain Thinking</b> <ul style="list-style-type: none"><li>• The Amazing Brain</li><li>• Mind Mapping®</li><li>• MMaplications for Entrepreneurs</li></ul>	Ref: The Ultimate Book of Mind Maps by Tony Buzan In class Team Activity
2	3	<b>Focus &amp; Imagineering – Begin with the end in mind</b> <ul style="list-style-type: none"><li>• Creating Opportunities &amp; Multiple Definitions</li><li>• Creative Imaging for strategy development</li></ul>	Project Teams form and focus In class Team Activity

	4	<b>The Power of Parallel Thinking</b> <ul style="list-style-type: none"> <li>• Unbundling the Thinking</li> <li>• Tools for Directed Thinking</li> <li>• Team exploration and practice</li> </ul>	Ref: Six Thinking Hats by Edward de Bono In class Team Activity
3	5	<b>Group Project Presentations (5 mins)</b> <ul style="list-style-type: none"> <li>• What is the Focus and Plan for the team's project?</li> </ul> <b>Tools for Creative Ideation</b> <ul style="list-style-type: none"> <li>• Beyond Brainstorming</li> <li>• Introduction to creative association</li> </ul>	<b>Group project focus to be confirmed in presentation</b>  In class Team Activity
	6	<b>Designing and Implementing Innovative Outcomes</b> <ul style="list-style-type: none"> <li>• From Ideas to Outcomes <ul style="list-style-type: none"> <li>▪ Harvesting the Thinking</li> </ul> </li> <li>• Constructing new designs and solutions <ul style="list-style-type: none"> <li>▪ Constructive Dialogue, SCAMPERR</li> </ul> </li> <li>• Testing and developing outcomes, IPPCO</li> </ul>	  In class Team Activity
4	7	<b>In-class Team Ideation Activity</b> <ul style="list-style-type: none"> <li>• Teams work on case challenges</li> <li>• Idea Box activity for Inventive Thinking</li> <li>• Real challenge activity</li> </ul>	  Graded Team Activity
	8	<b>Creative Interventions</b> <ul style="list-style-type: none"> <li>• Designing a team creativity session</li> <li>• Facilitation skills for creativity</li> <li>• Team Application and Practice</li> </ul>	<b>Individual Assignment 1 Due</b>  In class Team Activity
5	9	<b>Creativity &amp; Innovation – Important?</b> <ul style="list-style-type: none"> <li>• Establishing Creativity &amp; Innovation in Organisations</li> <li>• Teams work on a corporate innovation challenge</li> </ul>	<b>Individual Assignment 2 Due</b>  Assignment 2a to be set
	10	<b>In-class Graded Team Activity</b> <ul style="list-style-type: none"> <li>• In-class team presentations on Assignment 2A</li> <li>• Possible presentation to guest speaker</li> </ul>	  <b>Assignment 2a - due</b>
6	11	<b>Where to from here?</b> <ul style="list-style-type: none"> <li>• Creativity &amp; Innovation in Action</li> <li>• Role of the Entrepreneur or Innovation Champion</li> <li>• Program Review <ul style="list-style-type: none"> <li>▪ Key learning points</li> <li>▪ Thinking tools and methods</li> <li>▪ Application insights</li> </ul> </li> </ul>	Graded Team Activity  Team Mind Map of program lessons and application insights
	12	<b>Group Project Presentations and Wrap Up</b> <ul style="list-style-type: none"> <li>• Project Presentations (25 mins each, inc Q&amp;A)</li> <li>• Continued professional development</li> <li>• Feedback on course</li> <li>• Wrap up</li> </ul>	<b>Group project presentations and reports due</b>

### Teaching Staff

Name	Role	Phone No.	Email Address	Consultation Times
Bill Jarrard, MEI	Convenor	0419 645 299	<a href="mailto:Bill@mindwerx.com">Bill@mindwerx.com</a>	Via e-mail
Jennifer Goddard, bBus, MEI	Lecturer	0407 541 497	<a href="mailto:Jennifer@buzan.com.au">Jennifer@buzan.com.au</a>	Via e-mail

## Resources and Reference Material

### Recommended Texts

Buzan T; *The Ultimate Book of Mind Maps*, Thorsons 2005

de Bono E; *Six Thinking Hats*, Penguin Books, 1999

### Recommended reading references:

**A range of articles is available on BlackBoard for possible reference on assignment two – the individual essay.** These articles are not presented in any particular order of importance and cover a wide range of thinking on the subject of creativity and innovation. Articles are added and changed each semester as the subject focus is very broad and there is considerable new material coming available.

Students should NOT limit themselves to reviewing only the articles listed. Instead you should scan them and locate those of most relevance and interest to your own unique situation. Start-up entrepreneurs will have quite different interests than those students working in mature organisations. Find other material – preferably scholarly works and books that add value to YOUR exploration of this broad subject area.

Learn from what you read, then explore around your own world and make connections with what you see. This will be the key to success in your individual assignments and invaluable in unleashing your own creative genius.

### Blackboard Site for this Unit of Study

Important information concerning this unit of study is placed on a website on the Swinburne course management system (Blackboard), accessible via <http://www.mysubjects.swin.edu.au/>

It is your responsibility to access on a regular basis

- the Blackboard site for your unit of study,
- the Announcements section on Blackboard, and
- any emails sent by the teaching staff to your student email address via Blackboard.
- If you access your email through a provider other than Swinburne, it is your responsibility to ensure that your Swinburne email is redirected to your private email address. To redirect your Swinburne email, go to <https://www.swin.edu.au/chdets/login.php>
- Type in your ID number and your password. Note your ID number is the first six numbers of your student ID and your password is initially set to your date of birth in the format DDMMYY (however you should change it to something more secure)
- Under 'Email forwarding' enter the email address to which you would like your Swinburne emails to be forwarded. *Eg: johnsmith@hotmail.com*
- Now click 'Change'

## Assessment

Assessment of this course is divided into the following components:

	Component	Allocation	Due
a)	Individual contribution to in-class discussion and case team activities – supports learning outcomes 1, 2 and 3.	20%	Each session
b)	Assignment 1 - Individual Thinking Project – supports learning outcomes 1 and 2	20%	Session 8
c)	Assignment 2 -Individual Essay Assignment 2a -In-class team presentation – supports learning outcomes 2 and 3.	15% 10%	Session 9 Session 10
d)	Group project presentation – Focus and Plan only Group project presentation – Final Group project report – supports learning outcomes 1 and 2	15% 20%	Session 5 Session 12 Session 12

Activities done during classes are critical to the learning in this subject, and students are expected to participate in all classes and to pass all assignments in order to pass this course. Failure to attempt any assignment may result in course failure.

## Assignments

The requirements of the assessed components are detailed as follows:

### a. Individual Course Contribution (20%)

Each participant is expected to contribute to classroom discussion and team case activities. For several activities students will form into random teams for on the spot in-class team ideation activities. Teams may be posed 'real' entrepreneurial challenges and asked to use Deliberate Creative Thinking techniques learnt in the course to generate innovative ideas to be presented to the 'client', who may appear to hear team presentations. Assessment will be based on the following criteria, and participation is expected:

Course Participation Assessment Criteria	Weight
Participates in discussions/activities and contributes to tasks posed	25%
Understands the issue(s) behind activities and opens up new lines of thinking	25%
Demonstrates openness to new ideas and learning presented in the subject	25%
Demonstrates a growing appreciation of the techniques used	25%

### b. Assignment One - Individual Thinking Project (20%)

Each participant is required to undertake an individual deliberate thinking activity and present a written report documenting the task and the outcome. The report is assessed on the effective use of techniques taught in the course. **Details on this assignment are available on BlackBoard.** The criteria against which the personal project will be assessed are:

<b>Personal Project Assessment Criteria</b>	<b>Weight</b>
Development and management of Focus	25%
Range and depth of Exploration - using thinking tools	25%
Range and creativity in idea generation – using thinking tools	25%
Quality and richness of thinking and clarity of report layout	25%

### **Topic Selection**

Details on this assignment are available on BlackBoard. The subject area should be one of relevance to the individual, either personally or work-related and where they perceive that there is an opportunity for application of deliberate creative thinking. Techniques learnt in the first six sessions of the course will be expected to be used, however students can begin the assignment from class two as your thinking tools kit starts to grow. **If in doubt about the suitability of the topic please confirm it with the lecturer.**

**The assignment is due by Session 8. Late assignments will be marked down. Assignments must come with a signed Swinburne assignment cover sheet.**

### **c. Assignment Two - Individual Essay (15%) and Assignment 2A - Team Presentation (10%)**

Each participant is required to submit an assignment, based on a topic to be assigned by the lecturer during the first day. The assignment should be a document of approximately 2500 words and should include a Mind Map® overview and/or an Executive Summary. The topic will relate to the theory and practice of creativity and innovation in an organisational setting and will require participants to research the current body of knowledge in the area and present a case based on their research. **Details on this assignment are available on BlackBoard.** The assessment criteria is:

<b>Assignment Assessment Criteria</b>	<b>Weight</b>
Addresses the focus with thorough issue exploration?	20%
Clear evidence of independent research, thinking and reflection, with appropriate referencing (see Style Guide for formats)?	20%
Presents a well-argued view that challenges reader and stimulates thinking?	20%
Presents original insight or research related to personal experience?	20%
Quality and richness of thinking and clarity of report layout (see Style Guide)	20%

**The assignment is due at the start of Session 9 when it will be reviewed and discussed in class, therefore late assignments are not generally accepted.** Please provide one copy of the report with **signed assignment cover sheet**, and also e-mail a softcopy to [bill@mindwerx.com](mailto:bill@mindwerx.com).

In Session 9 students will be given a team presentation assignment that builds on the work they have done in their individual assignment 2. In Session 10 you will be required to give a 15 minute presentation on the topic given, with up to 10 minutes of questions to follow. Please provide a copy of your presentation to the lecturer at the start of your presentation.

#### d. Assignment Three - Group Project Presentation (15%) and Report (20%)

The task involves teams identifying an entrepreneurial or business opportunity, exploring the topic, generating and harvesting ideas, and designing a new approach to address the chosen opportunity. Teams will present their Project Focus and Plan to use Deliberate Creative Thinking at Session 5 (5 mins). **The Final Team Presentation showing the process and results of their work is to be made at Session 12 (20 minutes plus Q&A), together with the written report.** The report is to demonstrate the thinking processes used and the outputs and outcomes at each stage of the thinking, as well as the team's reflection on its learning. **The report must have a signed Swinburne assignment cover sheet and please provide a stamped return addressed envelope for return of the report.**

Guidance provided for assignment one (on BlackBoard) will be helpful on how this group project should be considered. The criteria against which the final presentation and report will be assessed is::

Team Project Assessment Criteria	Weight
Development of an Opportunity and management of Focus	20%
Range and depth of Exploration – using exploratory thinking tools	20%
Range, variety and development of Ideas – using multiple ideation tools	20%
Quality and richness of design into potential solutions	20%
Stimulating Presentation and/or Report Style	10%
Team reflection on the team process and learnings	10%

#### Topic Selection

- Teams are to explore and think creatively about a subject area where they perceive there is an opportunity for the application of Deliberate Creative Thinking as it relates to entrepreneurship or business. At least one team member should have experience or expertise in the subject area, but ideally the subject area will have relevance to the skills, experience and ambitions of all team members and be of current corporate, government, educational or social interest.
- Project teams should be formed by the end of Session 3. The project focus may be reviewed with the lecturer to ensure suitability. If you have any difficulty forming or joining a team, please talk to the lecturer ASAP.

#### Guidelines for reports and presentations

The emphasis is on demonstrating skill with the thinking tools and processes learnt, by showing clarity of Focus, thorough Exploration and development of new perceptions on the topic resulting in the design of new concepts and approaches. Be brief and concise and stick within the page/time limits given. **Reports and presentations should show the results of the application of the thinking tools and frameworks** to the topic and should not be just a recitation of facts, criticisms or judgements of the situation, nor a simple review of techniques taught.

- Hardcopies of all assignments, with **signed Swinburne Cover Sheet**, are to be submitted in class or mailed to Convenor (Bill Jarrard) at PO Box 462, Coolangatta, QLD 4225 if you are unable to do so in class. **For the final group assignment please provide a suitable stamped return addressed envelope so the report can be returned.**
- Additionally - Electronic copies of assignments 2 and 3 are also to be e-mailed to the convenor at bill@mindwerx.com.
- An electronic and/or hard copy must be kept by the student in case the original is lost

Reports should follow Swinburne Style Guide standards. Presentations are expected to be professionally delivered and accompanied by appropriate graphical displays (PowerPoint, slides, overheads, video, whiteboard demonstrations). Be creative!

### **Team Contribution Peer Assessment Process**

Normally for group projects every member of the team obtains the same mark, unless there is a demonstration that some members are contributing greater or lesser participation and leadership to the team. For this subject we will use a team contribution assessment process outlined in Appendix One. **Please review this and include it with the Final Assignment 3 Group Project report.** A Word version of the process and form is located on BlackBoard under the Assignments section.

### **Referencing Standard**

The referencing text used by the FBE is:

“Harvard System: In-text references, reference lists and bibliographies”  
(Rev. ed. based on Aust. Govt. Style guide, Style Manual for authors, editors and Printers, 2002).

This text is available at no cost in the library.

### **Extensions and late submissions**

All assessment tasks should be submitted on the required day unless otherwise agreed. Extensions are not normally granted but in exceptional circumstances or where there is genuine hardship, a limited extension may be granted by the subject convenor. Any applications should be made in writing to the convenor at least 48 hours prior to the due date and where appropriate documentary evidence such as a doctor’s certificate should be attached.

*Where an assignment is accepted after the specified due time and date, the assignment mark may be penalised at the rate of 10% per day or part thereof.*

If late assignments are submitted after marked assignments have been returned, the late assignments will not be accepted or awarded any marks.

### **Availability of Assessment Results, Retention of Assessed Materials:**

Assessed material will be returned to you, but you must retain all assessed material that contributes to the final grade up until such time as the final grades are published. The assessed material must, after a reasonable time, be produced on demand for review by the Convenor. Non-compliance with this requirement may result in loss of all credit for the assessed material not so produced.

## **Swinburne University of Technology's definition of plagiarism:**

Plagiarism is the action or practice of taking and submitting or presenting the thoughts, writings or other work of someone else as though it is your own work. Plagiarism includes any of the following, without full and appropriate acknowledgment to the original source(s):

- (i) The use of the whole or part of a computer program written by another person;
- (ii) the use, in essays or other assessable work, of the whole or part of a written work from any source including but not limited to a book, journal, newspaper article, set of lecture notes, current or past student's work, any other person's work, a website or database;
- (iii) the paraphrasing of another's work;
- (iv) the use of musical composition, audio, visual, graphic and photographic models,
- (v) The use of realia, that is objects, artefacts, costumes, models and the like.

Plagiarism also includes the preparation or production and submission or presentation of assignments or other work in conjunction with another person or other people when that work should be your own independent work. This remains plagiarism whether or not it is with the knowledge or consent of the other person or people. It should be noted that Swinburne encourages its students to talk to staff, fellow students and other people who may be able to contribute to a student's academic work but that where independent assignment is required, submitted or presented work must be the student's own.

Enabling plagiarism contributes to plagiarism and therefore will be treated as a form of plagiarism by the University. Enabling plagiarism means allowing or otherwise assisting another student to copy or otherwise plagiarise work by, for example, allowing access to a draft or completed assignment or other work.

## **Assessment and Appeals Policy and Procedure**

The information outlined in the Assessment sections above is covered in more detail in Swinburne's Assessment and Appeals Policy and Procedure. Students should make themselves familiar with all aspects of the Policy and Procedure, as failure to do so is not grounds for appeal.

<http://ppd.swin.edu.au/stuinf/AssessmentAndAppealsHigherEducation.htm>

The Policy and Procedure provides details about:

- Results
- Examinations
- Students with Disabilities and Special Needs
- Re-assessment of student work
- Special consideration/ Examination Issues
- Examination and Assessment Discipline including cheating and plagiarism
- Last to complete
- Progress review
- At-risk
- Appeals

Students are advised to seek advice from the staff at the Swinburne Student Amenities Association SSAA (<http://www.swinburne.edu.au/ssaa/>) if they require assistance with advocacy for Sections 12 (At-Risk and Progress Review) and 13 (Appeals) of the Policy and Procedure.

## **Groupwork Guidelines:**

A group project is the collective responsibility of the entire group, and if one member is temporarily unable to contribute, the group should be able to reallocate responsibilities to keep to schedule. In the event of longer-term illness or other serious problems involving a member of a project group, it is the responsibility of the other members to make the project supervisor aware of the situation straight away.

Group project reports must be submitted with the project cover sheet, signed by all members of the group.

All group members must be satisfied that the work has been correctly submitted. Any penalties for late submission will apply to all group members, not just the person who submitted.”]

### Assessment Grading Criteria

The grading criteria for assignments are shown in the table below.

	<i>Meaning</i>
<b>HD</b>	Outstanding, insightful work. Goes beyond requirements of the task to develop a response, which is thoughtful, reflective, and considers alternative views and makes connections among ideas and information from different sources or from different aspects of the course. Well researched and documented. Displays creativity and originality.
<b>D</b>	Very good work. Purposefully and logically developed. Thoroughly addresses all aspects of the task. Synthesis of details and concepts from various sources or topics shows evidence of sound understanding and thoughtful examination. Research information appropriately cited.
<b>C</b>	Good work. Generally clear, accurate and relevant. Adequately addresses all requirements of the task. Demonstrates understanding of course concepts, with evidence of some thoughtful examination and reflection. Development is generally logical, facts generally correct. Tends to focus on one interpretation.
<b>P</b>	Satisfactory work. Shows basic understanding of concepts with minimal evidence of reflection or thoughtful analysis. Complies with the basic requirements, relies on limited sources of information, little integration of concepts.
<b>N</b>	Unsatisfactory work. Fails to address the topic in a meaningful way. May be extremely brief, inaccurate, illogical or undeveloped.

### Final Result Categories

A letter grade will be awarded based on the aggregate score ranges as follows:

<b>HD</b>	High Distinction	85% and above
<b>D</b>	Distinction	75-84%
<b>C</b>	Credit	65-74%
<b>P</b>	Pass	50-64%
<b>N</b>	Not Pass	0-49%
<b>NA</b>	No assessment attempted	
<b>WDFP</b>	Withdrawn/Fee payable	
<b>NLWD</b>	Not Pass/Late withdrawal	
<b>DEF</b>	Deferred result	

### Ethical Conduct at Swinburne

During your studies you may carry out research projects or case studies where you will discuss business issues with personnel or customers of organisations. Any research activities relating to assignments should be under academic supervision. Your unit convenor is required to fully inform you of what and how you may be required to research.

Your activities as a Swinburne member (staff or student) are expected to be in accord with the Code of Conduct. The code is available at:

<http://ppd.swinburne.edu.au/humres/CodeOfConduct.htm>

If you are conducting research you must also be familiar with the University's Ethics Policy (available at <http://www.swinburne.edu.au/research/ethics/>). You may not contact any organisation or person until you have agreed to abide by these policies.

You should be grateful for the goodwill granted to you by individuals and organisations who agree to assist you and you are required to behave in a professional and ethical manner at all times. At no time are you to divulge confidential information of any organisation (including your employer) in any assignment or report without the written permission of the organisation.

Students collecting information for assignments and reports must disclose:

- That you are a student of Swinburne University of Technology
- Information on the assignment or report to the contact
- Your employment status and who your employer is, if employed
- Any potential conflict of interest

Under no circumstances are you to use any form of misrepresentation or unethical practices to obtain information. If you are unsure whether your data collection falls within the university's Ethics Guidelines, contact your Unit Convenor.

### **Student Feedback:**

Swinburne seeks student feedback in a number of ways, including through periodic "Student Feedback on Units" and "Student Feedback on Teaching" surveys, as part of the university's approach to quality assurance and improvement. Possible improvement based on both student and staff feedback is considered by Unit Convenors, Unit Panels made up of relevant teaching staff, Program Panels, Faculty Academic Committees, and the Academic Programs Quality Committee, as appropriate.

### **Swinburne Graduate Attributes:**

Swinburne graduate attributes signify that the university intends that its teaching programs assist all its graduates to be:

- capable in their chosen professional, vocational or study areas;
- entrepreneurial in contributing to innovation and development within their business, workplace or community;
- effective and ethical in work and community situations;
- adaptable and able to manage change; and
- aware of local and international environments in which they will be contributing (eg socio-cultural, economic, natural).

### **Safety Standards and Conduct Requirements:**

The University executes safety drills without warning. Be prepared to follow instructions from staff and/or wardens to evacuate the building in a safe and orderly manner.

All students are expected to respect the rights and sensibilities of their fellow students and teaching staff. This also applies in respect of the content of video and audio work submitted for assessment. The University had implemented anti-discrimination and harassment policies and procedures to promote a discrimination and harassment free work and study environment for all staff and students. <http://ppd.swinburne.edu.au/humres/AntiDiscrimination.htm>

### **Special Needs**

If you have special needs you should advise your Faculty and the Unit of Study Convenor by the end of the second week of the teaching period. In addition, you are recommended to notify the Equity Office if you have not already done so.

See also the "Students with Disabilities and Special Needs" Section of the Assessment and Appeals Policy & Procedure, at <http://ppd.swin.edu.au/stuinf/AssessmentAndAppealsHigherEducation.htm>

## Appendix One - Team Contribution Peer Assessment Process

### Rationale

Normally, if a team assignment were awarded, say, 30 marks out of a possible 40, then all team members are awarded 30 marks each, irrespective of the level of their contribution to the team assignment. However, situations do occur when different team members have put in a highly disproportionate effort, and unfairness is perceived by those who feel that some of the team members should have been awarded higher or lower marks.

### Procedure

Each team submits a written indication, signed by all group members, of how the group marks are to be allocated. The peer assessment form is compulsory with the submission of all group assignments.

The recommended, but optional, approach is that each member complete a peer assessment sheet privately, and rates all members including themselves using a scale of 1-25 with respect to the criteria. These ratings are then discussed at a team meeting and agreement reached on a joint evaluation. For each factor, a score of 25 represents outstanding performance, 13 is average performance, etc. Alternatively, the team may wish to complete the assessment sheet in a single step, with appropriate discussion.

The total score out of 100 is then calculated for each team member. If the highest score is less than 100, then all scores are adjusted to an Index of 100 by a constant ratio that makes the highest total score equal 100 (eg a top score of 78 requires all scores to be indexed by  $1 / 0.78$ , or 1.28).

Team members are expected to be fair in their assessment of the contribution of other team members. If a team member feels that all team members have contributed equally, let that be reflected in the rating, irrespective of whether that contribution is high or low.

The Index measures relative contributions of each team member rather than how much or how little work the team did overall. The team mark for each individual team member will then be adjusted (if necessary) according to the index and the table below.

### Example Assessment Adjustment

Assume that the team is awarded 30 out of a possible 40 marks for the team assignment.

Student's Index:	Percentage of the team mark awarded:	From 30 marks, student is awarded:
90 - 100	100%	30 marks
80 - 89	80%	24 marks
70 - 79	60%	18 marks
60 - 69	40%	12 marks
50 - 59	30%	9 marks
0 - 49 *	10%	3 marks

\* Requires discussion with your lecturer.

**TEAM CONTRIBUTION - PEER ASSESSMENT REPORT**

**THIS REPORT IS TO BE SIGNED BY ALL TEAM MEMBERS  
AND SUBMITTED WITH THE TEAM ASSIGNMENT**

Subject Code and Name: **HEI 741 – Creativity & Innovation**

Assignment 3: **Group Project Presentation and Report** Lecturers: **Bill Jarrard & Jennifer Goddard**

The information you provide on this form is used to fairly and equitably allocate team assignment marks to each individual team member. All team members receive the same mark if they contributed equally.

Rate each team member for each factor and then add the Total for each team member. If the maximum Total is not 100, multiply all Totals by the factor that makes the top Total equal 100 (eg a top Total of 78 requires all Totals to be indexed by  $1 / 0.78$ , or 1.28) to derive an Index out of 100.

Name	Team Member	Team Member	Team Member	Team Member	Team Member
<b>Rating Factor</b>					
Knowledge of relevant course content / 25					
Meeting attendance & punctuality / 25					
Development of assignment content / 25					
Delivered input as promised / 25					
<b>TOTALS</b>					
<b>INDEX (Top is 100)</b>					
<b>Signature</b>					

This sheet is to be signed by all team members. Any member who does not agree with the assessment of their peers should submit a written statement supporting their opinion to the lecturer.