Unit Outline Semester 2, 2012
Faculty of Business Government & Law

Unit Title: Problem Evaluation & Resolution
Foundation C

Unit Number: 8730
This Unit Outline must be read in conjunction with:

a) **UC Student Guide to Policies**, which sets out University-wide policies and procedures, including information on matters such as plagiarism, grade descriptors, moderation, feedback and deferred exams, and is available at (scroll to bottom of page) http://www.canberra.edu.au/student-services

b) **UC Guide to Student Services**, and is available at (scroll to bottom of page) http://www.canberra.edu.au/student-services

c) Any additional information specified in section 6h.

### 1: General Information

1a **Unit title** Problem Evaluation & Resolution

This unit builds on the generic and academic skills student develop in *Problem Analysis and Statistics*. It is applied across all the Faculty of Business and Government undergraduate degrees. 50% of the unit will be quantitative based research methods, which will enable students to analyse primary data in order to make more effective and evidence based decisions. The other 50% of the unit syllabus will be qualitative enabling research design and application in order to gather and analyse primary data for problem evaluation and resolution.

1b **Unit number**: 8730

1c **Teaching Period and year offered**

Semester 2, 2012

1d **Credit point value**

3 Credit Points

1e **Unit level**

Foundation Unit level C, Years 1 & 2

1f **8730 Contact Email address: Please use this to email the teaching team**

8730ProblemEvaluation&ResolutionUnit@canberra.edu.au – Email

Display Name: **8730PERUnit**

**Name of Unit Co-Conveners and contact details**

<table>
<thead>
<tr>
<th>Co-Conveners</th>
<th>Co-Conveners</th>
<th>Senior Tutor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diane Phillips (BGL)</td>
<td>Dr Judith Ascione (ISE)</td>
<td>Caroline Doyle</td>
</tr>
<tr>
<td><a href="mailto:Diane.Phillips@Canberra.edu.au">Diane.Phillips@Canberra.edu.au</a></td>
<td><a href="mailto:Judith.Ascione@canberra.edu.au">Judith.Ascione@canberra.edu.au</a></td>
<td><a href="mailto:Caroline.Doyle@Canberra.edu.au">Caroline.Doyle@Canberra.edu.au</a></td>
</tr>
<tr>
<td>Phone: 6206 3815</td>
<td>Office Location: 11C20</td>
<td>Office Location: TBA</td>
</tr>
<tr>
<td>Office Location: 6B12</td>
<td>Phone: 6201 2044</td>
<td>Phone: TBA</td>
</tr>
<tr>
<td>Consultation times: Mon 10.00 am- 4.00 pm &amp; Tues 2.00 – 5.00 pm</td>
<td>Consultation times: TBA</td>
<td>Consultation times: Tuesday 9.30- 1.30 Thursday 3.30-4.30</td>
</tr>
</tbody>
</table>
1g Administrative contact details (including name, location, telephone and email)
Faculty of Business, Government & Law Administration Office
Room: 6C38
Tel: 6206 8810
Email: BGLAdminEnquiries@canberra.edu.au

2: Academic Content

2a Unit description and learning outcomes

On completion of this unit, students will be able to
1. Determine what primary data needs to be collected in order to provide an appropriate evidence base for a decision;
2. Discuss the implications of alternative methods of data collection and interpretation and use this for determining appropriate data collection;
3. Develop research designs for the collection of quantitative and/or qualitative data;
4. Analyse and interpret data collected across a variety of units in order to select strategies and plans; and
5. Summarise and present complex data graphically and statistically either manually or by computer package.

2b Generic skills
By the end of their course, graduates will have developed skills and attributes in:

1. Communication
The ability to present knowledge, ideas and opinions effectively and communicate within and across professional and cultural boundaries

2. Analysis and inquiry
The ability to gather information, and to analyse and evaluate information and situations in a systematic, creative and insightful way

3. Problem solving
The ability to apply problem-solving processes in novel situations; to identify and analyse problems then formulate and implement solutions

4. Working independently and with others
The ability to plan their own work, be self-directed, and use interpersonal skills and attitudes to work collaboratively

5. Professionalism and social responsibility
The capacity and intention to use professional knowledge and skills ethically and responsibly, for the benefit of others and the environment

Personal attributes

Individuals entering our programs bring with them a diversity of attributes and experiences. As students of the University they will develop the qualities of critical thinking, curiosity and reflective practice. They will use foresight, initiative and leadership, and be open to alternative perspectives. As graduates, they will continue to learn and thrive in environments of complexity, ambiguity and change.
2c Prerequisites and/or co-requisites

Prerequisite 8732 Problem Analysis and Statistics

Assumed knowledge: Basic Mathematics, approx to Year-10 High School standard

3: Delivery of Unit and Timetable

3a Delivery mode

This unit will be delivered in traditional mode; that is, on-campus in standard undergraduate semesters with weekly face-to-face lectures and tutorials throughout the semester, which runs from 13 August (Week 1) to 16 November (Week 14) 2012. The week beginning Monday 1 October (Week 8) is a class free period.

You should attend lecture each week. The lecture is held on Tuesday morning commencing at 11.30am. A recording of each week’s lecture will be available on the unit Moodle site (see section 4c) if you are unable to attend the lecture due to illness or some other emergency. However, it is strongly recommended that you make every effort to the lectures in person each week. The timetable will also be placed on the unit Moodle site.

You should also attend a tutorial each week. The tutorial groups meet at various times during the week. You need to register for a tutorial online through MyUC, then consult the tutorial lists (also available through MyUC) to confirm which tutorial you have been allocated. You should enrol in a tutorial for a timeslot that does not conflict with other regular commitments such as work or sporting activities.

In general, the material covered in tutorials will apply and reinforce material covered in lectures in the previous week. The tutorial in Week 1 will include revision of assumed knowledge from the unit 8732 to ensure students have the basic knowledge and skills they will need.

3b Timetable of activities, such as lectures/ tutorials/ practicals/ field classes, showing key dates and topics

Key topics:

- Overview of the research process
- Critical thinking in research
- Planning & designing research projects
- Literature reviews
- Overview of ethics
- Qualitative research methodology & methods
- Qualitative field work Interviews and Focus groups
- Quantitative research methods & measurement
- Questionnaire Design and Experiments
- Sampling & sampling distributions (e.g., sample size selection; confidence intervals)
- Inferential statistics: hypothesis testing (e.g., hypothesis testing principles; choice of test)
- Chi-square & contingency table analysis
- Comparing means: t-tests
- Simple linear regression
- Mixed methods
- Pulling it all together & evaluation
| Semester week | Lecture | Tutorials | Online 1 hour  
Online support assessment |
|---------------|---------|-----------|--------------------------------|
| **Week 1**    | Introduction  
Introduction & Overview, Moodle and Assessment  
Research Process and Proposal Overview - Flow Chart  
Research Ethics | Unit and Assessment overview  
Weekly assessment – online  
Statistics review from 8732 Problem Analysis & Statistics | Harvard Case Study Approach  
Weekly Case Work – link to assessment  
Set up by tutorial groups  
Marks per case response  
Discussed in the next tutorial  
/workshop 20 mins each week.  
**Weekly Assessment 1 hour**  
Week 1 practice week  
No marks given this week |
| **Week 2**    | Approaches to research  
Planning & designing research projects  
The process: Qualitative  
Quantitative and Mixed Methods research design more in-depth Survey design Library - Literature review | Research Process and Proposal Overview: Qualitative  
Quantitative and Mixed Methods research design more in-depth  
Weekly assessment – online | Harvard Case Study Approach  
Weekly Case Work – link to assessment  
Set up by tutorial groups  
2 Marks per case response  
Discussed in the next tutorial  
/workshop 20 mins each week.  
**Weekly Assessment 1 hour** |
| **Week 3**    | Qualitative research methodology | Designing you research project  
Survey Monkey Overview  
Questionnaire design overview in Survey monkey  
Questionnaire design  
Weekly assessment – online | Harvard Case Study Approach  
Weekly Case Work – link to assessment  
Set up by tutorial groups  
2 Marks per case response  
Discussed in the next tutorial  
/workshop 20 mins each week.  
**Weekly Assessment 1 hour** |
| **Week 4**    | Qualitative data collection methodology & methods | Qualitative data collection methodology & methods  
Document review & focus groups  
Weekly assessment – online | Harvard Case Study Approach  
Weekly Case Work – link to assessment  
Set up by tutorial groups  
2 Marks per case response  
Discussed in the next tutorial  
/workshop 20 mins each week.  
**Weekly Assessment 1 hour** |
| **Week 5**    | Qualitative research methods and analysis | Observation & in-depth interviews  
Thematic analysis  
Weekly assessment – online | Harvard Case Study Approach  
Weekly Case Work – link to assessment  
Set up by tutorial groups  
2 Marks per case response  
Discussed in the next tutorial  
/workshop 20 mins each week.  
**Weekly Assessment 1 hour** |
<table>
<thead>
<tr>
<th>Week 6</th>
<th>Planning &amp; designing research projects</th>
<th>Quantitative research methods &amp; measurement overview</th>
<th>* Where to from here? Statistics review from 8732 Problem Analysis &amp; Statistics Weekly assessment – online</th>
<th>Harvard Case Study Approach Weekly Case Work –link to assessment Set up by tutorial groups 2 Marks per case response Discussed in the next tutorial/workshop 20 mins each week. <strong>Weekly Assessment 1 hour</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 7</td>
<td>Sampling distributions * sample size selection * confidence intervals</td>
<td>Quantitative data collection methods – Designing the survey * What should be asked? * Wording &amp; sequence of questions * introductory remarks &amp; instructions * Layout * Pretesting the questionnaire * Administering the questionnaire Weekly assessment – online</td>
<td>Questionnaire design: Design your own – survey monkey Harvard Case Study Approach Weekly Case Work –link to assessment: Set up by tutorial groups 2 Marks per case response Discussed in the next tutorial/workshop 20 mins each week. <strong>Weekly Assessment 1 hour</strong></td>
<td></td>
</tr>
<tr>
<td>Week 8</td>
<td>Non Teaching Week</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 9</td>
<td>Inferential statistics: thinking behind hypothesis testing (i) * Hypothesis testing principles * Z test * Single Sample Proportions</td>
<td>Sampling distributions * Sample size selection * Confidence intervals Weekly assessment – online</td>
<td>Harvard Case Study Approach Weekly Case Work –link to assessment Set up by tutorial groups 2 Marks per case response Discussed in the next tutorial/workshop 20 mins each week. <strong>Weekly Assessment 1 hour</strong></td>
<td></td>
</tr>
<tr>
<td>Week 10</td>
<td>Inferential statistics: Hypothesis testing (ii) * chi-square &amp; contingency table analysis</td>
<td>Inferential statistics: hypothesis testing (i) * Hypothesis testing principles Weekly assessment – online</td>
<td>Harvard Case Study Approach Weekly Case Work –link to assessment Set up by tutorial groups 2 Marks per case response Discussed in the next tutorial/workshop 20 mins each week. <strong>Weekly Assessment 1 hour</strong></td>
<td></td>
</tr>
<tr>
<td>Week 11</td>
<td>Inferential statistics: hypothesis testing (iii) * t-tests (I samples) Hypothesis testing comparing means: t-tests (ii samples) * two sample proportion tests * Review of correlation &amp; associated Excel output * assuming equal variance and non assuming variances</td>
<td>Inferential statistics: Hypothesis testing (ii) * chi-square &amp; contingency table analysis Weekly assessment – online</td>
<td>Harvard Case Study Approach Weekly Case Work –link to assessment Set up by tutorial groups 2 Marks per case response Discussed in the next tutorial/workshop 20 mins each week. <strong>Weekly Assessment 1 hour</strong></td>
<td></td>
</tr>
</tbody>
</table>
### Week 12
- * Simple linear regression
- * Review of correlation & associated Excel output

**Inferential statistics:** hypothesis testing (iii)

* comparing means: t-tests (i)

* comparing means: t-tests (ii)

* comparing means: t-tests (iii)

**Inferential statistics:** hypothesis testing (iv)

Class activities:

- Harvard Case Study Approach
- Weekly Case Work – link to assessment
- Set up by tutorial groups
- 2 Marks per case response
- Discussed in the next tutorial/workshop 20 mins each week.
- **Weekly Assessment 1 hour**

**Weekly assessment – online**

### Week 13
- Mixed methods – Qualitative and Quantitative research drawing all the threads together
- Evaluating project: scaling, reliability & validity

**Inferential statistics:** hypothesis testing (v)

- * Simple linear regression
- * review of correlation & associated Excel output

Weekly assessment – online

### Week 14
- Review & revision

**Review & Revision Practice Examination**

No online work

---

**Timetable details**

<table>
<thead>
<tr>
<th>Semester week</th>
<th>Lecture</th>
<th>Workshops(50)</th>
<th>Tutorials 2 hours</th>
<th>Online 1 hour Assessment Task</th>
<th>Total hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>1 hour</td>
<td>Workshop/Tutorial 2 hours</td>
<td>2 hours</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Week 2</td>
<td>1 hour</td>
<td>Workshop/Tutorial 2 hours</td>
<td>2 hours</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Week 3</td>
<td>1 hour</td>
<td>Workshop/Tutorial 2 hours</td>
<td>2 hours</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Week 4</td>
<td>1 hour</td>
<td>Workshop/Tutorial 2 hours</td>
<td>2 hours</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Week 5</td>
<td>1 hour</td>
<td>Workshop/Tutorial 2 hours</td>
<td>2 hours</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Week 6</td>
<td>1 hour</td>
<td>Workshop/Tutorial 2 hours</td>
<td>2 hours</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Week 7</td>
<td>2 hours</td>
<td>Tutorial 1 hour</td>
<td>1 hour</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Week 8</td>
<td></td>
<td>NON TEACHING WEEK</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 9</td>
<td>2 hours</td>
<td>Tutorial 1 hour</td>
<td>1 hour</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Week 10</td>
<td>2 hours</td>
<td>Tutorial 1 hour</td>
<td>1 hour</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Week 11</td>
<td>2 hours</td>
<td>Tutorial 1 hour</td>
<td>1 hour</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Week 12</td>
<td>2 hours</td>
<td>Tutorial 1 hour</td>
<td>1 hour</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Week 13</td>
<td>2 hours</td>
<td>Tutorial 1 hour</td>
<td>1 hour</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Week 14</td>
<td>2 hours</td>
<td>Tutorial 1 hour</td>
<td>No online work</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>
4: Unit Resources

4a Lists of required texts/readings


**Customised textbook from Cengage – includes chapters from the following books**

Reading list

<table>
<thead>
<tr>
<th>Week</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 3</strong></td>
<td>Babbie, E,(2011), Part 3, Chapter 10</td>
</tr>
<tr>
<td><strong>Week 4</strong></td>
<td>Babbie, E,(2011), Qualitative Field Research and Chapter 13, Qualitative Data Analysis,</td>
</tr>
<tr>
<td><strong>Week 5</strong></td>
<td>Babbie, E,(2011), 13, Qualitative Data Analysis</td>
</tr>
<tr>
<td><strong>Week 6</strong></td>
<td>Babbie, E,(2011), Part 3, Chapter 8, Experiments and Chapter 9, Survey research</td>
</tr>
<tr>
<td><strong>Week 8</strong></td>
<td>Non Teaching Week</td>
</tr>
</tbody>
</table>
Proposal Checklist

<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 13</td>
<td>Rubin, A &amp; Babbie, E, (Essential Research methods for social work, Chapter 3, Quantitative and Qualitative and Mixed Methods of Inquiry.</td>
</tr>
<tr>
<td>Week 14</td>
<td>Revision and review of all readings</td>
</tr>
</tbody>
</table>

4b Materials and equipment

You will require a scientific pocket calculator to undertake routine calculations. It is **essential** to have a model that will calculate standard deviations and simple regressions. Calculators of this type typically have keys marked $\sum x$, $\sum y$, $\sum x^2$, $\sum y^2$ and $s_x$, $s_y$, or $\sigma_x$ and $\sigma_y$. You can purchase a suitable scientific calculator from newsagencies, Dick Smith and some department stores. At least one workshop on the use of scientific calculators will be held at an appropriate time during the semester. You will also find information on the different types of calculators on Moodle.

The use of scientific calculators is permitted all assessment items, including in the final examination. Graphics calculators are just a particular type of scientific calculator and so are allowed.

You will also require access to Excel (Windows or Mac) the internet and to a printer. If you do not have your own computer you can use the computers in Buildings 6 and 11.

4c Unit website: Unit materials and announcements are available through the unit’s Moodle site, which you should access and read at least twice a week.

To access the site:

- go to the UC home page at www.canberra.edu.au
- log in using your student ID and password **Problem Evaluation & Resolution (8730), Semester 2, 2012 should be displayed** (along with other units in which you are enrolled that use Moodle); if not displayed your enrolment in the unit is not correct and you will need to **amend this through Student Administration**

- **Click on Problem Evaluation & Resolution (8730), Semester 2, 2012** unit materials will be displayed under several self-explanatory icons

Copies of the notes with similar materials to **that used in lectures will be posted to the** Moodle site, as well as a considerable amount of additional material designed to help you with the unit. You should spend some time perusing the site to see what is available.

**Grading Scale**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Letter grade</th>
<th>Numerical grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>High Distinction</td>
<td>HD</td>
<td>85% - 100%</td>
</tr>
<tr>
<td>Distinction</td>
<td>DI</td>
<td>75% - 84%</td>
</tr>
<tr>
<td>Credit</td>
<td>CR</td>
<td>65% - 74%</td>
</tr>
<tr>
<td>Pass</td>
<td>P</td>
<td>50% - 64%</td>
</tr>
<tr>
<td>Fail</td>
<td>N</td>
<td>0% – 49%</td>
</tr>
<tr>
<td>Ungraded pass</td>
<td>UP</td>
<td>50% - 100%</td>
</tr>
</tbody>
</table>
Generic Descriptors for Grading

<table>
<thead>
<tr>
<th>Designated grade</th>
<th>Verbal description</th>
</tr>
</thead>
<tbody>
<tr>
<td>High Distinction (HD)</td>
<td>Work of outstanding quality on the learning outcomes of the unit, which may be demonstrated in areas such as criticism, logical argument, and interpretation of materials or use of methodology. This grade may also be given to recognise particular originality or creativity.</td>
</tr>
<tr>
<td>Distinction (DI)</td>
<td>Work of superior quality on the learning outcomes of the unit, demonstrating a sound grasp of content, together with efficient organisation and selectivity.</td>
</tr>
<tr>
<td>Credit (CR)</td>
<td>Work of good quality showing more than satisfactory achievement on the learning outcomes of the unit, or work of superior quality on a majority of the learning outcomes of the unit.</td>
</tr>
<tr>
<td>Pass (P)</td>
<td>Work showing a satisfactory achievement of the learning outcomes of the unit.</td>
</tr>
<tr>
<td>Ungraded pass (UP)</td>
<td>Work showing achievement of the learning outcomes of the unit to a satisfactory level or better.</td>
</tr>
<tr>
<td>Fail (NW, NX, NC or NN)*</td>
<td>Work showing an unsatisfactory achievement of one or more learning outcomes of the unit, and not qualifying for the grade of pass.</td>
</tr>
</tbody>
</table>

Late Penalties for assignments – Extensions will only be granted as per University of Canberra’s deferred examination policy. For assignments this will be 5% per day late. (https://guard.canberra.edu.au/policy/Academic/Assessment)

5: Assessment

5a Assessment overview

Students must attempt all assessment to pass this unit.

<table>
<thead>
<tr>
<th>Assessment item (including exams held in the exam period)</th>
<th>Due date of assignments</th>
<th>Weighting (Total to equal 100%)</th>
<th>Addresses learning outcome(s)</th>
<th>Related generic skill(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment 1: Individual assignment Weekly cases - 1 Mark per case response x 11 weeks. Online Sunday night by midnight.</td>
<td>Individual work posted online by Trial week 1 (weeks 2-12)</td>
<td>Harvard Case Study Approach (11%) Weekly Individual work as per the weekly topic. 1 Mark per weekly hand in activity (11%). Each week work will be discussed in the next tutorial /workshop 15/20 mins each and this will count toward your participation mark (See assessment 4). See marking matrix on moodle</td>
<td>Determine what primary data needs to be collected in order to provide an appropriate evidence base for a decision; Discuss the implications of alternative methods of data collection and interpretation and use this for determining appropriate data collection; Develop research designs for the collection of quantitative and/or qualitative data; Analyse and interpret data collected across a variety of units in order to select strategies and plans; and Summarise and present</td>
<td>Communication Analysis and inquiry Problem solving Working independently and with others Professionalism and social responsibility Personal attributes</td>
</tr>
<tr>
<td>Assessment 2: Finalised collated version of group research report completed. Groups of 3-5</td>
<td>Monday the 5th of November by 5pm of week 13</td>
<td>20% total Completed Research Report. All work collated, summarised, and abstract, introduction, conclusions and references completed. <strong>See marking matrix on moodle</strong></td>
<td>complex data graphically and statistically either manually or by computer package.</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>Assessment 3: 12% Reflective learning essay 750 - 1000 words</td>
<td>Week 14 Friday 16th of November by 5pm</td>
<td>12% A reflective essay posted on line. Question: A reflective and critical analysis: What I now know about research design and analysis, evaluation: validity and reliability. <strong>See marking matrix on moodle</strong></td>
<td>Determine what primary data needs to be collected in order to provide an appropriate evidence base for a decision; Discuss the implications of alternative methods of data collection and interpretation and use this for determining appropriate data collection; Develop research designs for the collection of quantitative and/or qualitative data; Analyse and interpret data collected across a variety of units in order to select strategies and plans; and Summarise and present complex data graphically and statistically either manually or by computer package.</td>
<td></td>
</tr>
<tr>
<td>Assessment 4: Workshop and Tutorial Participation. This means active learning, discussion in all classes.</td>
<td>Weekly 14 by tutors &amp; lecturers</td>
<td><strong>Tutorial Participation</strong> .5 per week x 14 weeks (7%) in Total <strong>See marking matrix on moodle</strong></td>
<td>Develop research designs for the collection of quantitative and/or qualitative data; Analyse and interpret data collected across a variety of units in order to select strategies and plans; and Summarise and present complex data graphically and statistically either manually or by computer package.</td>
<td></td>
</tr>
</tbody>
</table>

Communication  
Analysis and inquiry  
Problem solving  
Working independently and with others  
Professionalism and social responsibility  
Personal attributes
Assessment 5: 50% Final Examination 3 hours

<table>
<thead>
<tr>
<th>Assessment 5: 50% end-of-semester exam</th>
<th>Date TBA as per examination schedule</th>
<th>Discuss the implications of alternative methods of data collection and interpretation and use this for determining appropriate data collection; Analyse and interpret data collected across a variety of units in order to select strategies and plans; and Summarise and present complex data graphically and statistically either manually or by computer package.</th>
</tr>
</thead>
</table>

Communication
Analysis and inquiry
Problem solving
Personal attributes

5b Details of each assessment item- still working on the assessment criteria.

Assessment 1: 11% Harvard Case Study Approach
Individual assignment - Weekly online postings - 1 Mark per case response x 11 weeks in total

Due date & time: Must be posted online Sunday night by 11.55 pm each week.

Trial process in week 1, there are 11 weeks in total to be completed. Each week you will be expected to bring your weekly online posting work to be discussed in the next week’s tutorial /workshop for the first 15 mins each week. Additionally this will contribute your participation (active learning, discussion in class and critical thinking in class will count toward your participation mark) – see marking matrix under assessment 4. This is an adaptation of the Harvard Case Study Approach. It is a method whereby week by week the students individually complete a part of their research case and then in a group produce the full project study and report.

See Assessment Research report format with weeks per (See table of content below)

Assessment report format

WEEK TASK
Week 1: Overview .................................................................
Week 2: Title Page .................................................................
Week 2: Time Management Plan (Gantt chart) for the Group Project .................................................................
Week 2: Ethics procedures .................................................................
Week 3: Acknowledgements .................................................................
Week 3 & Week 12: Abstract/Executive Summary .................................................................
Week 4: Project Scope .................................................................
Week 4: Project Budget .................................................................
Week 5: Introduction .................................................................
Week 6: Literature review/Background knowledge .................................................................
Week 7: The Research Design .................................................................
Week 8: Qualitative Methodologies .................................................................
Week 8: Conducting the research .................................................................
Week 9: Major Findings or results (reject or fail to reject H_o) .................................................................
Week 9: List of Figures and Tables

Week 10: Analysis

Week 11: Discussion - discuss the results of your findings

Week 12: Summary and Conclusions

Week 12: Recommendations for Further Investigation

Week 1-12: References Cited or Consulted

Week 12: Appendices

See marking matrix on moodle

Assessment 2: 20% Finalised collated version of group research report completed and undertaken in groups of 3-5. See the report template on Moodle, this template must be used for this unit.

Due date: Monday the 5th of November by 5pm of week 13
Completed research report (20%) All work collated, summarised, and abstract, introduction, conclusions and references completed (See report format provided on moodle). This report is based on the collated individual activities

8730 Research Assignment Topics

1. Work based learning option

Perhaps your family, workplace or manager has a problem s/he would like you to work and make recommendations in the form of a report? Write a clear explanation of the problem/topic and email this to your tutor. You tutor will then discuss this with you in your tutorial for you to gain approval.

2. Generic option – please advise your tutor which project your group would like to undertake to gain approval. Only one group per tutorial can select each topic. The broad topic will also need to be refined.

   1. Downsizing / Layoff / Outsourcing / Mergers and Acquisitions / Transfer issues (job security concerns)
   2. Employee / management issues (such as respect, privacy, compensation, promotions, health insurance changes)
   3. Escalated product quality / service complaints by large customers / clients
   4. Concerns of internal fraud or violations of internal policies (internal whistle blowing)
   5. Concerns of fraud against external parties / exposure to legal liability (external whistle blowing)
   6. Harassment/Bullying (gender, race, religion, sexual preference)
   7. Intellectual property / employee departure issues (who owns the IP, theft of trade secrets)
   8. Pressure for higher productivity with less resources
   9. Offensive behavior (unwanted advances, images on computers, offensive language, stalking)
   10. Allegations of patterns or instances of subtle discrimination
   11. Perceived favouritism (promotions, job assignments, training opportunities, classes, degree reimbursement)
   12. Affirmative action issues
   13. Equal pay for equal work issues
   14. Support staff issues (respect, privacy, compensation)
   15. Inter-personal disputes impacting the employees and their co-workers
   16. Dependent care / day care / elder care issues (work flexibility)
   17. Illegal drug / alcohol addiction issues impacting work performance / attendance
   18. Employee / management waste
19. Employee theft against the organization
20. Employee bullying / hazing
21. Abuse / mistreatment by supervisors and allegations of same
22. Repetitive strain injuries / accommodation of physical disabilities
23. Product development / product quality issues
24. Fear of violence by co-worker
25. Drug testing / treatment issues at work
26. Domestic violence issues impacting work performance and productivity
27. Domestic financial issues impacting work (mortgage, loan, credit, debt, insurance issues)
28. Stress from travel / long hours / employment stability issues
29. Company email / voicemail / smart phone privacy issues
30. Issues regarding financial policies (accounting, tax, securities)
31. Stress / exhaustion / burnout (work / life balance and work / life blurring issues)
32. Internal and / or external business conflict (impacting productivity, profit, or customer relationships)
33. 21st Century Workforce Demographics
34. Rise of Mobility of Staff
35. Explosion of Mobile Internet – Impacts On Small Business

See marking matrix on moodle

Assessment 3: 12% Reflective learning essay 750- 1000 words posted on line.  
Due Date: Week 14, Friday 16th of November by 5pm

Question: A reflective and critical analysis: What I now know about research design and analysis and evaluation. You will need to address the following in your essay:

- Demonstrate evaluation or self analysis and self-criticism or what you did well and what you could have done better when undertaking this research project.
- Discuss whether you demonstrated; initiative, imagination, leadership, took action and had the ability to be independent in your learning?
- Include reflection on your ability to solve problems through using this research process.
- Evaluate your teams research project and demonstrate the learning that took place about research

See marking matrix on moodle

Assessment 4: Workshop and Tutorial Participation

This means active learning, discussion in all classes.  
Due date: this will be recorded weekly by tutors .5 per week x 14 weeks 7% in Total. 

<table>
<thead>
<tr>
<th>Criteria</th>
<th>.5 - High distinction</th>
<th>.4 - Distinction</th>
<th>.3 - Credit</th>
<th>.2 - Pass</th>
<th>.1 – Fail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enters into tutorial discussions Student proactively contributes to</td>
<td>Almost always</td>
<td>Frequently</td>
<td>Occasionally</td>
<td>Seldom</td>
<td>Almost</td>
</tr>
<tr>
<td>tutorial by offering ideas</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>never</td>
</tr>
<tr>
<td>Level of Engagement: offers questions or comments during tutorial and</td>
<td>Almost always</td>
<td>Frequently</td>
<td>Occasionally</td>
<td>Seldom</td>
<td>Almost</td>
</tr>
<tr>
<td>asking questions more than once per class.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>never</td>
</tr>
<tr>
<td>Share ideas and thinking in tutorials</td>
<td>Almost always</td>
<td>Frequently</td>
<td>Occasionally</td>
<td>Seldom</td>
<td>Almost</td>
</tr>
<tr>
<td>Clarify ideas and understanding</td>
<td>Almost always</td>
<td>Frequently</td>
<td>Occasionally</td>
<td>Seldom</td>
<td>Almost</td>
</tr>
</tbody>
</table>

Australian Government Higher Education (CRICOS)  
Registered Provider number: #00212K
Engages in the electronic learning modes and forums E.G. Offers questions, answers or comments via moodle

<table>
<thead>
<tr>
<th>Attendance and is prompt</th>
<th>Almost always</th>
<th>Frequently</th>
<th>Occasionally</th>
<th>Seldom</th>
<th>Almost never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening Skills Student listens when others talk, both in groups and in class. Student incorporates or builds off of the ideas of others</td>
<td>Almost always</td>
<td>Frequently</td>
<td>Occasionally</td>
<td>Seldom</td>
<td>Almost never</td>
</tr>
<tr>
<td>Student is almost always prepared for class with assignments and required class materials.</td>
<td>Almost always</td>
<td>Frequently</td>
<td>Occasionally</td>
<td>Seldom</td>
<td>Almost never</td>
</tr>
</tbody>
</table>

**Assessment 5:** 50% Final Examination 3 hours  
**Date:** TBA as per examination schedule  
50% end-of-semester exam (centralized exam period). Students must pass the final examination by 45% to pass the unit.

c Special assessment requirements

To pass this unit you need to attempt all assessment items, achieve a mark of at least 45% in the final examination, and achieve an overall mark of 50% of the total available marks. The weighting for each assessment item in terms of the total available marks is indicated in the table in 5a above.

In the case of illness, misadventure or an unavoidable commitment interfering with your ability to complete any assessment item by the due date you must contact the Unit Convenor as a matter of urgency (the accepted period is usually no later than 3 days after the due date of the relevant assessment item, and where feasible students should advise the Unit Convenor prior to the due date). You will need to provide documentary evidence in support of your request for special consideration. Refer to the UC Student Guide to Policies (accessible through the UC Student Administration web page) and to the UC Assessment Policy.  

5d Supplementary assessment

As per the UC Supplementary Assessment Policy – refer to the following web address:  

5e Academic Integrity

As a UC student you have a responsibility to uphold University standards on ethical scholarship. Good scholarship involves building on the work of others and use of others’ work must be acknowledged with proper attribution made. Cheating, plagiarism, and falsification of data are dishonest practices which contravene academic values.

5f Text-matching software

Text-matching software may be used in this unit.

6: Student Responsibility
6a  Workload

The amount of time you will need to spend on study in this unit will depend on a number of factors including your prior knowledge, learning skill level and learning style. Nevertheless, in planning your time commitments you should note that for a 3cp unit the total notional workload over the semester or term is assumed to be 150 hours. These hours include time spent in classes. The total workload for units of different credit point value should vary proportionally. For example, for a 6cp unit the total notional workload over a semester or term is assumed to be 300 hours.

Problem Evaluation and Resolution is a 3cp unit. Thus it is assumed that you will work on tutorial preparation, assignments, etc for a minimum of 6–8 hours per week, in addition to the 4 hours of lectures and tutorials. If you are a full-time student undertaking 4 units this means that you should be spending a minimum of 40 hours per week on all the parts of your life such as study, work, family, sport and socialising.

6b  Special needs

Students who need assistance in undertaking the unit because of disability or other circumstances should inform their Unit Convener or UC AccessAbility (formerly the Disabilities Office) as soon as possible so the necessary arrangements can be made.

6c  Participation requirements

Weekly postings and weekly participation in lectures/workshops/ tutorials

6d  Withdrawal

If you are planning to withdraw please discuss with your unit convener. Please see this link for further information on deadlines.

6e  Required IT skills

It is expected that you will have some familiarity with the use of a computer such as word processing and email, and are able to print unit materials, access the unit Moodle site, etc. You will need to be able to access and use the Internet for research purposes, including the UC Library databases. Please note that UC Library provides training throughout the semester in how to use its online resources. For details refer to www.canberra.edu.au/library/research-gateway/research-skills-training.

PDF submission

Work submitted electronically must be in Adobe Acrobat Portable Document Format (PDF). Work submitted electronically in any format other than PDF will be treated as late until you submit a PDF. Submitting via PDF guarantees that your tutor sees what you intended without there being any dependence on computer hardware, operating system, installed fonts, or the applications that you used to create your work. It also means that you can choose the most appropriate applications and techniques without having to wonder whether your tutor will be able to read your work.

If you are using a personal or work computer running a version of:

- Microsoft Windows, you may already have the ability to create PDFs. If not, you could consider installing a freeware product like PDFCreator (Google that term). Alternatively, all PCs in the UC computer labs have the necessary software installed.
- Apple Mac OS X, the ability to create PDFs is built in via the PDF popup menu which appears in the Print dialog. Alternatively, all Macs in the UC computer labs can be used to produce PDFs.
- Linux, Google “creating pdfs on linux” for advice.

Note that installing software or diagnosing problems with PDF creation on your personal or work computer is your own responsibility. Remember, you can always use PCs and Macs in the UC computer labs.

You should test your ability to create PDFs well before the deadline for any assignment to make sure that it works and that you understand the process. An inability to create a PDF is not an acceptable excuse for late submission.
You should also check any PDF that you produce before you submit it to make sure that it displays properly and contains all parts of your work.

You should always retain a copy of any PDF you have uploaded to Moodle. You should also retain all receipts that Moodle provides. If you have trouble uploading to Moodle and you suspect a problem with Moodle, it is vital that you collect evidence in the form of screen-shots. Unless you can provide evidence that you both completed the work and made a reasonable attempt to upload your work before the deadline, your work may attract late penalties.

6f Costs
Research Project Related costs – Pending On topic selected

6g Work placements, internships or practicums
Pending research projects:
1. Students may be required to collect data form industry: surveys, interviews and focus groups.

6h Additional information
This unit outline is a formal document and it is your responsibility to become familiar with its contents. If you have any questions about the unit outline please refer them to your tutor or the Unit Convenor.

University ethics requirements are applied this unit and these research projects. These will be discussed in lecturers and tutorials and details will be posted on moodle.

Additional learning sessions will be conducted in the Maths and Stats Help (MASH) Centre in Building 11 for the statistical work in this unit. A schedule for these sessions will be announced in lectures and posted on the unit Moodle site. These sessions are designed to assist students experiencing any difficulties with understanding the statistics content of Problem Evaluation and Resolution (8730) unit. You are strongly encouraged to attend these sessions if you would like additional explanation and practice to assist you in fully understanding the statistics content of the unit.

7: Student Feedback

All students enrolled in this unit will have an opportunity to provide anonymous feedback on the unit at the end of the Semester via the Unit Satisfaction Survey (USS) which you can access by logging into MyUC via the UC homepage: http://www.canberra.edu.au/home/. Your lecturer or tutor may also invite you to provide more detailed feedback on their teaching through an anonymous questionnaire.

8: Authority of this Unit Outline

Any change to the information contained in Section 2 (Academic content), and Section 5 (Assessment) of this document, will only be made by the Unit Convener if the written agreement of Head of Discipline and a majority of students has been obtained; and if written advice of the change is then provided on the unit site in the learning management system. If this is not possible, written advice of the change must be then forwarded to each student enrolled in the unit at their registered term address. Any individual student who believes him/her to be disadvantaged by a change is encouraged to discuss the matter with the Unit Convener.