**Work Studies Assessment 4**

This will be our main assignment for the semester. This will be a style of assessment squarely based on our Active Learning Mindset, where the students (in groups of 4) design and run the project, to achieve an outcome. You are marked on the skills used in the design and NOT the outcome!

**Active Learning Mindset Skills:**

* Understanding community and industry/workplace needs
* Learning through real world application
* Seeking and reflecting on feedback
* Collaborating with others
* Persevering, embracing challenges and uncertainty
* Accepting failure as a healthy part of learning
* Persuasive communication and presentation
* Sustainability and spiritual/moral aspects explored
* Making good financial and personal decisions
* Planning and management
* Turning ideas into action
* Spotting opportunities and solving problems
* Taking initiative.

**Driving Question:** How can we help improve our community?

**What will be marked:** Interviews; All collaborative evidence (Team/Value/Business Canvases, Problem Statement, architype build, Gantt chart, mind maps); Presentation; Record of 5-3-4-5 Process; Reflection.

**STEPS:**

**STEP 1 Empathy – research a social problem and interview** **stakeholders about their issues**

**a** Choose a social or environmental cause and sell a product or provide a service to support it.Some social enterprise project examples: <https://daniellesutton.co/blog/22-awesome-social-enterprise-business-ideas>; Haiku resource: ‘Current World Problems’. Research the issue – how serious is it?, who does it effect?

**b** Use Team Canvas to work out your team dynamics and individual roles – To work out Skills of Team Members and Team Strengths and Team Development and Team Member Types sections: you can use Haiku resources: ‘Characteristics of an Entrepreneur’ test/radargraph and ‘Self-reflection’

**c** interview people who are affected by the issue to find out how they could be helped – use the ‘Customer’ section of the Value Proposition Canvas to think about the issue before you make up the interview questions. Interview question resource on Haiku: Survey Questions

**STEP 2 Define the Problem**

Use verbs in interviews to determine the underlying issue in the mind of stakeholders. Haiku resource: ‘Problem Statement’ sheet

**STEP 3 Ideate – brainstorm solutions for the problem – be creative as possible and don’t worry about limitations at this stage**

Haiku resources: ‘Mindmapping’ tool and ‘SCAMPER’

**STEP 4 Prototype – come up with a solution**

First define in detail who your target audience are. Haiku resource: ‘Architype Build’ then as a group design a service or product that offers them solutions.

**Proposal Presentation**

Planning:

Use other half of ‘Value Proposition Canvas’ to evaluate your product/service design. As a group, answer the following questions, which will form the substance of your 5 minute presentation:

What is the problem you have explored?

Why it is a problem of significance?

How are things with the issue right now? What’s working? What doesn’t work?

How your ideas have been refined?

What were your initial ideas about a potential solution and what opportunities there are in the market?

What links are there between the customer and product segment of the value proposition? (How does your product meet the needs/pains/gains of consumers?)

Demonstrate the viability of the product

Show some projections into the future

**STEP 5 test** **– with your stakeholders – get feedback and if they don’t like it listen to why. You will then need to go back to step 3 and 4, then test again until you have a winner. RECORD this process in detail – is being marked!**

**Finally:**

Produce an individual reflection on how you have developed Active Learning Mindset thinking of 500 words.

Assessment 4 Marking Rubric

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| **Assessment** | **Skills** | **Well Above Expectation** | **Above**  **Expectation** | **At Expectation** | **Below Expectation** |
| Presentation | Persuasive presentation  exceptionally well-executed and compelling in every aspect, using clear and concise content | Well-executed and persuasive communication to effectively convey their position, presenting supporting evidence and uses persuasive techniques | Presentation justifies choice of project well; communication lacks depth or polish in some areas may use supporting evidence. | Presentation justifies choice of project sufficiently; weaknesses evident in content, organisation, or delivery in communication. It may lack clarity and evidence | Does not effectively convey the intended message. It may lack a clear position, relevant evidence |
| Step 5-3-4-5 process record | Skilfully adapts to changing circumstances, showing resilience and maintains a positive attitude and determination in adversity; actively seeks to understand and learn from failures, using them as opportunities for growth. | Readily adjusts to uncertainty and maintains composure in challenging environments; regularly analyses failures to extract valuable lessons and insights. | Demonstrates some adaptability but may struggle to remain composed in uncertainty; seeks to learn from failures but may not consistently delve deep into the lessons they provide | Struggles to adapt effectively in uncertain situations, leading to discomfort; struggles to learn effectively from failures, often repeating similar mistakes. | Resists change and uncertainty, causing significant distress and disruption; fails to learn from failures, repeating the same mistakes without reflection. |
| Interview data | Communicates ideas, information, and feedback effectively, facilitating understanding and alignment among stakeholders to work collectively toward a solution. | Consistently communicates ideas and feedback clearly and listens actively to work collectively toward a solution | Communicates ideas adequately but may occasionally struggle to ensure understanding. | Struggles with clear communication, leading to misunderstandings. | Fails to communicate effectively, hindering collaboration efforts. |
| 3 Canvases, Problem Statement, architype build, Gantt chart, mindmaps and any other collaborative materials | As above with team members; Consistently demonstrates excellent planning and management skills through a highly organised and systematic approach which links to clear and achievable goals. | As above with team; They set and work towards achievable goals, demonstrating good organisation and resource allocation. They can adapt to changes in their plans and address issues as they arise. | As above with team; They set goals to organise their work, but their plans may sometimes lack clarity or detail. They can adapt to some changes and address issues as needed | As above with team; Sets unclear or unrealistic goals and has difficulty organising their work effectively. | As above with team; Lack of effective planning and management skills. They often have unclear or impractical goals, poor organisation, and an inability to adapt to changes or address issues |
| Reflection | Shows deep understanding of Active Learning Mindset skills and ideas | Shows good understanding of Active Learning Mindset skills and ideas | Shows acceptable understanding of Active Learning Mindset skills and ideas | Shows shallow understanding of Active Learning Mindset skills and ideas | Shows little understanding of Active Learning Mindset skills and ideas |