# ICOM301

## Global Knowledge Society

S1 Day 2015

*Dept of Media, Music & Cultural Studies*

# Contents

# General Information

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|---|
| Unit convenor and teaching staff<br>Qin Guo<br>qin.guo@mq.edu.au |
| Credit points<br>3 |
| Prerequisites<br>39cp |
| Corequisites |
| Co-badged status |
| Unit description<br>This unit discusses the commodification of knowledge in information societies focusing on how information and communication technologies are used by international actors such as states, corporations and non-government organisations. Lectures and readings link discipline-based skills and knowledge to career paths. Through team exercises students are asked to consider themselves as knowledge workers and to discover inter-disciplinary approaches to finding solutions in an economy which is global, networked and informational. Students are encouraged to engage in innovation learning through individual project design informed by leaders in the field. |

## Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at https://www.mq.edu.au/study/calendar-of-dates

# Learning Outcomes

On successful completion of this unit, you will be able to:

1. Demonstrate a knowledge and understanding of disciplinary theories and concepts and how these impact upon contemporary workforce.

2. Integrate and synthesise prior knowledge and learning across diverse topic areas in the discipline of communication.

3. Apply synthesised knowledge and skills to an initially unstructured authentic problem.

4. Engage in innovative learning through class participation and individual project design.

5. Translate discipline-based skills and knowledge to career pathways informed by updated knowledge of the field.

6. Apply inter-disciplinary approaches to analysing issues and finding solutions in a society which is global, networked and informational.

# General Assessment Information

**All students are expected to submit their assignments by the submission deadline. Late submission will incur a penalty of 5% of the total mark of the assignment per day.** A penalty will be avoided if an extension is sought and received **before** the deadline for submission is reached. Students should follow the online procedure to submit the request and relevant supporting document for approval of extension. For assignments submitted after the due date, where no extension has been granted and where there are no extenuating circumstances, should only expect to receive a mark for that work.  Markers are under no obligation to provide further comments on the work.

# Assessment Tasks

| Name | Weighting | Due |
|------|-----------|-----|
| Participation | 10% | Week 1 to Week 13 |
| Weekly Seminar | 20% | Week 4 to Week 9 |
| Written Paper | 30% | 5pm Friday Week 7 |
| Final Group Project | 40% | 5pm Friday Week11 |

## Participation

Due: **Week 1 to Week 13**
Weighting: **10%**

*Description:* Students are expected to attend and engage actively in all learning and teaching activities of ICOM301.

*Requirements*:

1.  Attendance: attend weekly tutorial punctually and signing the attendance register;

Participation: participate actively in all tutorial activities, including discussions and presentations.

On successful completion you will be able to:
- 1. Demonstrate a knowledge and understanding of disciplinary theories and concepts and how these impact upon contemporary workforce.

- 4. Engage in innovative learning through class participation and individual project design.

# Weekly Seminar

Due: **Week 4 to Week 9**
Weighting: **20%**

*Description:* This is a group (in teams of 4) activity which requires students to research, plan and organise a seminar style discussion around the topic of the week (topic of the current week when the seminar is conducted). Students are encouraged to role-play based on one's own career trajectory (e.g. journalist, PR officer, policy adviser, diplomat, aid worker, etc.) and make the presentation in the guise of the figure. It is expected that in addition to the assigned weekly readings, students will read, watch and listen to a variety of texts including news reports, which are connected to the week's topic, and identify connecting themes. A key element of this assessment is to ascertain how well students can relate the readings to an issue in the real world and bring insights from within their chosen professional role. The discussion must endeavour to engage the whole class. The discussion can be presented in a variety of interesting formats (e.g. panel discussion, round table, focus group, press conference, etc.).

*Requirements:*

1. 500-word proposal (10%): due one week before the seminar taking place.

2. Clearly defined objective(s) of the seminar.

3. Method and design of the seminar are justified.

4. Demonstrated knowledge and understanding of the week's topic.

5. Evidence of research with appropriately referenced source material.

The proposal is required to be submitted to the tutor **one week before** the seminar taking place. Late submission will incur mark penalty.


1. Presentation: 40 minutes(10%)

2. Demonstrated knowledge and understanding of the current week's topic (concepts, theories and their relations with the real world).

3. Demonstrated capability to apply inter-disciplinary approaches in discussion and presentation of the topic.

4. Demonstrated effectiveness of inter-communication in intercultural context, including engaging the whole class and responding to audience.

5. Demonstrated efficiency of team work.

Demonstrated time management capability during the presentation.

On successful completion you will be able to:

- 1. Demonstrate a knowledge and understanding of disciplinary theories and concepts and how these impact upon contemporary workforce.

- 4. Engage in innovative learning through class participation and individual project design.

# Written Paper

Due: **5pm Friday Week 7**
Weighting: **30%**

**Description**: This is an individual writing assignment. Students are required to write a 1500-word critical summary based on a biography/autobiography of a high profile person or an organisation. The critical summary will critically discuss the interrelations between the growth path of the selected person/organisation and the globalisation context. Students are encouraged to choose cases which are related to their proposed career path.

It is expected that the paper will justify the selected case (its relevance to the subject of this unit and your career path); show evidence of research on the case (e.g. supporting your arguments with specific examples); demonstrate your capability to innovatively and critically apply relevant theories and concepts learned in this unit to articulate your points of argument. The work should be written and presented properly (accurate grammar, punctuation and spelling and proper structure). All source material used in the work should be referenced properly using Harvard referencing style.

*The summary should include the following points:*

1. A brief summary of the points of argument to be presented.

2. A short bio of the person/organisation and the field in which they work.

3. Discussion on the interrelations between the growth path of the selected person/ organisation and the globalisaiton context. This includes the impacts of global knowledge society (demands, opportunities, challenges) on the growth path of the person/ organisation and the contribution/reaction of the person/organisation to the global knowledge society.

4. A conclusion of your argument.

5. References (Harvard referencing style).

*Assessment criteria*

This assignment will be assessed using the following criteria:

1. Demonstrated capability to apply global knowledge society concepts to critically discuss a practical case

2. Demonstrated capability to associate relevant concepts of global knowledge society with phenomenon in practical settings

3. Evidence of research with appropriately referenced source material

4. Properly presented (grammar, punctuation, spelling, and structure)

*Submission of the critical summary:*

Both hard copy and electronic turnitin are required. Deadline of the submission is 5pm on Friday of Week 7 for both hard copy and the electronic turnitin. **Late submission will incur a penalty of 5% of the total mark of the assignment per day.**

Hard copies of the assignments are to be submitted by students through the boxes in the foyer of W6A. An electronic copy needs to be submitted for turnitin on the iLearn.

On successful completion you will be able to:

- 1. Demonstrate a knowledge and understanding of disciplinary theories and concepts and how these impact upon contemporary workforce.
- 2. Integrate and synthesise prior knowledge and learning across diverse topic areas in the discipline of communication.
- 3. Apply synthesised knowledge and skills to an initially unstructured authentic problem.
- 5. Translate discipline-based skills and knowledge to career pathways informed by updated knowledge of the field.
- 6. Apply inter-disciplinary approaches to analysing issues and finding solutions in a society which is global, networked and informational.

# Final Group Project

Due: **5pm Friday Week11**
Weighting: **40%**

*Description:* This is a group project. Working in groups, students are required to write a briefing paper on a specific issue (e.g. education, environment, poverty, international relation etc.) for the relevant Federal (National) Minister of a selected country, and make an oral presentation to the

officials of the Ministry. The paper (2000 words) and presentation (15 minutes) are required to cover the following sections:

1. The topic of the briefing paper;

2. Background of the issue;

3. Analysis of the issue (significant aspects of the issue, prospective problems/ consequences/opportunities);

4. Identification and discussion of the options of solution, and recommendations to address the issue.

5. References (Harvard referencing style)

You are expected to integrate key concepts and theories from this unit and other units of international communication discipline in your project report.

*Assessment Criteria:*

1. **Written report** (20% of the total mark of this unit): a hardcopy of the briefing report is due at 5pm on Friday of Week 11.

    The report will be assessed using the following criteria:

2. Demonstrated understanding and knowledge of theories and concepts of global knowledge society.

3. Demonstrated capability to apply theories to analyse practical issues.

4. Evidence of research of the issue with appropriately referenced source material. Accurate grammar, punctuation, spelling, and proper structure of the presentation.

5. **Oral Presentation** (20% of the total mark of this unit): present at the tutorials of in Week 11 to 13

    The presentation will be assessed using the following criteria:

6. Demonstrated knowledge and understanding of theories and concepts of global knowledge society.

7. Demonstrated capability to apply theories to analyse practical issues.

8. Evidence of research and understanding of the selected issue.

9. Demonstrated capability and efficiency of teamwork between the group members and communication with multicultural audiences (presentation design and time management).

Submission of the briefing paper:

Both hardcopy and electronic turnitin are required. Deadline of the submission is 5pm on Friday of Week 11 for both of the hardcopy and the electronic turnitin. **Late submission will incur a penalty of 5% of the total mark of the assignment per day.**

Hard copies of the assignments are to be submitted by students through the boxes in the foyer of W6A. An electronic copy needs to be submitted for turnitin on the iLearn.

On successful completion you will be able to:

- 1. Demonstrate a knowledge and understanding of disciplinary theories and concepts and how these impact upon contemporary workforce.
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# Delivery and Resources

1. Lectures - Students are expected to attend the lectures (or iLecture). Lecture notes (PPTs) will be uploaded onto iLearn each week **after** the lecture. Updated weekly reading list can be found in the end of each week's lecture PPT.

2. Tutorials - Students are required to attend and actively participate in the weekly tutorials.

3. Course reader  - Course reader is available for sale at Coop book store.

4. iLearn - Additional readings and announcements will be distributed via iLearn.

# Unit Schedule

**Week 1**

Unit Overview and Introduction

The global knowledge society reflects an innovative way of organising societies, economies, culture and politics by utilising theory, science, technology and communications. It offers a means to overcome the legacy of underdevelopment and address persistent and emerging problems like inequality, depletion of resources, and intercultural/national conflicts through education, communication and application of advanced theoretical insight. It proposes a model for change in advanced and developing societies.

**Reading:**

Unit Outline

Selected Biography/autobiography for the written paper

**Activities:** L&T content outline and objectives, expectations and assessments, contact details.

**Week 2**

Information Society

The concepts of the Information Society, post-industrialisation and the knowledge society are drawn from visions about how technology and social organisation would interact to drive new opportunities for democracy, wealth creation, peace and security. They were also a deeply ideological project.

**Reading**

Webster, Frank (2005). Making Sense of the Information Age

In *Information, Communication & Society*. Vol. 8, No4 December 2005,

pp439-458

McDowell, Stephen D. (2001), 'Theory and Research in International

Communication: A Historical and Institutional Account,' in William Gudykunst

and Bella Mody (eds.), *Handbook of International and Intercultural*

*Communication* (Second Edition) Thousand Oaks: Sage.

**Tutorial questions:** What constitutes a post-industrial society? Has technology been used to improve well-being and security? What are the values behind the information society? Are there alternatives or deficiencies?

**Week 3**

The Promise of the Knowledge Society

The knowledge society reflects an idealistic proposition on the development of science, technology, information and communication to benefit whole communities. It reflects a model for development that is applicable to both advanced and emerging economies.

**Reading**

UNESCO (2005). 'Introduction' in *Towards Knowledge Societies* (UNESCO World Report) Stehr, Nico (2007). 'Modern Societies as Knowledge Societies' in Sales, A. & Fournier, M. (Eds) *Knowledge, Communication & Creativity*. London: Sage.

**Tutorial questions:** What is the premise of the knowledge society? Does it hold any value for improving life? What social, cultural and political factors inhibit its application? Why is theory useful for development and policy formation?

**Week 4**

Educating the Knowledge Worker

The knowledge economy reflects the structuring of production and society in ways that encourage the commodification of information and knowledge. This approach reflects the values of individual financial gain and private enterprise. It has become the favoured approach of national governments and international policy organisations.

**Reading:**

Delanty, Gerard. (2001). 'The University in the Knowledge Society', in *Organization* 8(2).

Reich, Robert B. (1992). 'The Education of the Symbolic Analyst (I)' in *The work of nations: Preparing ourselves for 21st century capitalism*, New York:Vintage Books.

**Tutorial questions**: What are the values of the Knowledge Economy? How might these values and practices work against social interests? Who is likely to find knowledge economy a positive approach? Why is knowledge important for innovation?

**Week 5**

Working in the Knowledge Society

Establishment of a global market linked through communication technologies has changed the nature of work in many industries associated with the information age. Knowledge is central to catching the opportunities of the global economy and universities play a key role in training the workers.

**Reading**

Kessels, Joseph. (2001).'Learning in organizations: a corporate curriculum for the knowledge economy"

Drucker, P. (1998). 'The Discipline of Innovation' Harvard Business Review, November-December.

**Tutorial questions:** Why has knowledge become so important to work in the global economy? What are the skills necessary to succeed in the information society? Why has advanced knowledge education become an important policy issue for governments? If advanced knowledge is so important for national economies success, why have many governments introduced university fees? Should government, business or the individual support the cost of education?

**Week 6:** Public Holiday. There is no lecture and no tutorial this week.

**Week 7**

Media and the Global Public Sphere

Media and communications argued to be the safeguard of democratic rights and citizenship yet these institutions seem to be playing a diminishing role in reflecting the public interest.

**Reading**

Calhoun, C. (2007). 'Information Technology and the International Public Sphere' in Sales, A. & Fournier, M. (Eds) *Knowledge, Communication & Creativity*. London: Sage.

Gandy, Oscar. H. (2002). The Real digital divide: Citizens versus consumers, in Leah A. Lievrouw and Sonia M. Livingstone (eds.), *The Handbook of New Media: Social Shaping and Consequences of ICTs*, London: Sage Publications.

**Tutorial questions:** Does the media or new communications offer the best way to raise issues and explore the promise of the knowledge society? How many public spheres exist in each society and internationally? Do these public spheres offer places to debate alternative or controversial views that make up society? Which voices seem to be strongest in the public sphere? Is Wikileaks important for democracy? Why are democratic governments against it?

**Week 8**

Managing Information

Public relations sector has enjoyed a phenomenal growth and plays an important role in knowledge management in all sectors – private, public and civil society organization. An important aspect of strategic communication is to promote dialogue with different publics. We'll discuss the trends and challenges in strategic communication which may include crises communication, public affairs, press relations, marketing communication, etc.

**Reading**

Patching, R. and Pearson, M. (2009). 'Censorship Through Spin' in Banerjee, I. & Muppidi, S. (Eds) *Changing Media, Changing Societies,* Singapore: AMIC.

Frith, K. & Chen, J. (2006). 'Insights On The Education Needs Of Aspiring Advertising Professionals' in *Media Asia* 33 (1 & 2).

**Tutorial questions:** Should government spend public money on spin? What are the dangers and advantages of managing information in this way? Is truth a casualty? Who benefits from Public Relations? How does it impact on the news media? What are the skills and knowledge required to work in this area?

**Week 9**

Deeper Divides or Greater Equity?

International comparisons often show the great gulf between societies in terms of access to technology, education and income. These divides seem to be persistent and leading to inequalities between people within and between societies.

**Reading**

McMichael, P. (2008) 'The Globalization Project in Practice' in *Development and Social Change,* Thousand Oaks: Pine Forge Press.

Hywel, W. (2009) *In Our Time: The Speeches that shaped the Modern World (Anita Roddick),* London: Quercus.

**Tutorial questions:** What are the characteristics of the digital divide? What are the other types of divides which reduce peoples' ability to participate in the knowledge society? How could these divides be tackled? Is it important to tackle the divides or should we accept that inequality is a part of human life? Does the adoption of technologies change local cultures and societies? Why would some people find these conceptions to be alien? How could these ideas be improved?

**Week 10**

Owning Knowledge Intellectual Property

Ownership of knowledge has become a crucial issue all over the world as international regimes gradually increase the range of property rights that can be expressed over information and knowledge. Indigenous knowledge has been marginalised or appropriated by modern capital. What are the interests that lie behind corporatisation of knowledge ownership?

**Reading**

Drahos, Peter with Braithwaite, John (2002). 'The Knowledge Game' in *Information Feudalism. Who owns the knowledge economy*, London: Earthscan Publications Ltd.

Laughlin, Robert (2009). Standing to reason, *Sydney Morning Herald,* January 17-18, p.6.

**Tutorial questions:** Have you ever copied a CD or computer game? Is it right for people to steal intellectual property? Should companies be allowed to exclusively own knowledge and be able to control its use? Does this help or hinder the progress of human life and society?

**Week 11-13** Group project and presentation

# Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central. Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy http://mq.edu.au/policy/docs/academic_honesty/policy.html

Assessment Policy  http://mq.edu.au/policy/docs/assessment/policy.html

Grading Policy http://mq.edu.au/policy/docs/grading/policy.html

Grade Appeal Policy http://mq.edu.au/policy/docs/gradeappeal/policy.html

Grievance Management Policy http://mq.edu.au/policy/docs/grievance_management/policy.html

Disruption to Studies Policy http://www.mq.edu.au/policy/docs/disruption_studies/policy.html *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the Learning and Teaching Category of Policy Central.

## Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/support/student_conduct/

## Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in eStudent. For more information visit ask.mq.edu.au.

**Additional information**

MMCCS website https://www.mq.edu.au/about_us/faculties_and_departments/faculty_of_arts/

department_of_media_music_communication_and_cultural_studies/

MMCCS Session Re-mark Application http://www.mq.edu.au/pubstatic/public/download/?id=167914

Information is correct at the time of publication

# Student Support

Macquarie University provides a range of support services for students. For details, visit http://students.mq.edu.au/support/

## Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- Workshops
- StudyWise
- Academic Integrity Module for Students
- Ask a Learning Adviser

# Student Services and Support

Students with a disability are encouraged to contact the Disability Service who can provide appropriate help with any issues that arise during their studies.

# Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

# IT Help

For help with University computer systems and technology, visit http://informatics.mq.edu.au/help/.

When using the University's IT, you must adhere to the Acceptable Use Policy. The policy applies to all who connect to the MQ network including students.

# Graduate Capabilities

## Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

### Learning outcomes

- 2. Integrate and synthesise prior knowledge and learning across diverse topic areas in the discipline of communication.
- 3. Apply synthesised knowledge and skills to an initially unstructured authentic problem.
- 4. Engage in innovative learning through class participation and individual project design.
- 5. Translate discipline-based skills and knowledge to career pathways informed by updated knowledge of the field.
- 6. Apply inter-disciplinary approaches to analysing issues and finding solutions in a society which is global, networked and informational.

### Assessment tasks

- Weekly Seminar
- Written Paper
- Final Group Project

## Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

### Learning outcomes

- 1. Demonstrate a knowledge and understanding of disciplinary theories and concepts and how these impact upon contemporary workforce.
- 2. Integrate and synthesise prior knowledge and learning across diverse topic areas in the discipline of communication.
- 3. Apply synthesised knowledge and skills to an initially unstructured authentic problem.
- 4. Engage in innovative learning through class participation and individual project design.

- 5. Translate discipline-based skills and knowledge to career pathways informed by updated knowledge of the field.
- 6. Apply inter-disciplinary approaches to analysing issues and finding solutions in a society which is global, networked and informational.

## Assessment tasks

- Written Paper
- Final Group Project

# Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

## Learning outcome

- 4. Engage in innovative learning through class participation and individual project design.

## Assessment tasks

- Participation
- Weekly Seminar

# Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

## Learning outcomes

- 1. Demonstrate a knowledge and understanding of disciplinary theories and concepts and how these impact upon contemporary workforce.
- 2. Integrate and synthesise prior knowledge and learning across diverse topic areas in the discipline of communication.
- 3. Apply synthesised knowledge and skills to an initially unstructured authentic problem.

- 5. Translate discipline-based skills and knowledge to career pathways informed by updated knowledge of the field.
- 6. Apply inter-disciplinary approaches to analysing issues and finding solutions in a society which is global, networked and informational.

## Assessment tasks

- Participation
- Weekly Seminar
- Written Paper
- Final Group Project

# Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

## Learning outcomes

- 1. Demonstrate a knowledge and understanding of disciplinary theories and concepts and how these impact upon contemporary workforce.
- 2. Integrate and synthesise prior knowledge and learning across diverse topic areas in the discipline of communication.
- 3. Apply synthesised knowledge and skills to an initially unstructured authentic problem.
- 5. Translate discipline-based skills and knowledge to career pathways informed by updated knowledge of the field.
- 6. Apply inter-disciplinary approaches to analysing issues and finding solutions in a society which is global, networked and informational.

## Assessment tasks

- Participation
- Written Paper
- Final Group Project

# Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in

order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

## Learning outcomes

- 3. Apply synthesised knowledge and skills to an initially unstructured authentic problem.
- 5. Translate discipline-based skills and knowledge to career pathways informed by updated knowledge of the field.
- 6. Apply inter-disciplinary approaches to analysing issues and finding solutions in a society which is global, networked and informational.

## Assessment tasks

- Written Paper
- Final Group Project

# Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

## Learning outcome

- 4. Engage in innovative learning through class participation and individual project design.

## Assessment tasks

- Participation
- Weekly Seminar
- Final Group Project

# Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

## Learning outcome

- 4. Engage in innovative learning through class participation and individual project design.

## Assessment tasks

- Participation
- Weekly Seminar
- Final Group Project

# Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

## Assessment task

- Final Group Project