



## ARTS3755

Development in Practice: Project Design

Term Two // 2020

## Course Overview

### Staff Contact Details

#### Convenors

Name	Email	Availability	Location	Phone
Susanne Schmeidl	s.schmeidl@unsw.edu.au	by appointment	138, MORVEN BROWN BUILDING	0478222350

### School Contact Information

School of Social Sciences

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## Course Details

### Credit Points 6

### Summary of the Course

Subject Area: *Development Studies*

In this course, you will draw upon the knowledge and skills from previous courses to design a humanitarian or development project. Group work will be based on interdisciplinary collaborations to arrive at creative evidence-based solutions to development challenges. You will experience working in a multi-expert team, and learn the basics of project design in development and humanitarian assistance. You will also have the opportunity to enhance your understanding of a region or country of your choice. Delivered in a seminar mode with opportunities for independent study, this course is designed to prepare students for work in the development or humanitarian sector.

### Course Learning Outcomes

1. Maximise project success by actively cooperating with an interdisciplinary team and leveraging individual knowledge and skill-sets.
2. Recognise and apply the fundamentals of evidence-based and context-specific project design.
3. Compare, evaluate and apply different approaches of best-practice in development.

### Teaching Strategies

#### Teaching Strategy

The course consists of highly interactive weekly 3-hour seminars, comprising short lecture elements, group work and whole class discussion. Lecture elements will extend and problematise assigned reading, present new empirical material, and use video clips to enable students to hear from diverse voices within the international development community. Group work will include the preparation of case studies, applied problem-solving, debate preparation, and simulations. The seminars are designed to supplement and further motivate independent study, and will require close engagement with assigned readings.

While all seminars will include assessed material, four seminars will explicitly involve formative assessment. In groups, students will read, discuss and constructively review one another's written submissions. This will enable peer learning and the development of respectful peer review techniques. In other seminars, quizzes, policy design simulations, structured debates and guided discussion will promote the full range of learning outcomes.

Online resources will be provided throughout the course, enabling it to include the most up-to-date news and current affairs.

#### Teaching Rationale

This course assumes a basic prior knowledge of key issues and concepts in development studies. Upon its successful completion, students who engage fully with the course (including content, activities and assessments) will be able to participate in analytical debates on the challenges of contemporary development policy, and the likely future trends for development policy and practice.

## Assessment

When you submit an assessment at UNSW, you are acknowledging that you have understood and abided by the University requirements in the preparation of that assessment item, in respect of student academic misconduct outlined in the Student Code Policy and Student Misconduct Procedures, both of which are available at <https://student.unsw.edu.au/conduct>. You are also declaring that the assessment item is your own work, except where acknowledged, and has not been submitted for academic credit previously in whole or in part.

In addition, you submit the assessment in the knowledge that:

1. the course convenor may provide a copy of the assignment to another staff for the purposes of assessment or evaluation; and
2. a copy of this assessment item will be retained in the Turnitin database and may be used in evaluations of originality.

UNSW provides support for students in using Turnitin at <https://student.unsw.edu.au/turnitin-support>. This webpage includes information on how to generate and interpret originality reports in Turnitin. Support is also available from the central Turnitin Help Center at [http://turnitin.com/en\\_us/support/help-center](http://turnitin.com/en_us/support/help-center).

Please note UNSW, Faculty and School protocols regarding special considerations (<https://student.unsw.edu.au/special-consideration>); late submissions and review of results (<https://www.arts.unsw.edu.au/current-students/academic-information/Protocols-Guidelines/>). Do make yourself familiar with these.

## Other Guidance

- **Assessments should be referenced in accordance with the School of Social Sciences Referencing Guide**, available at <https://socialsciences.arts.unsw.edu.au/students/resources/policies-guidelines/>.
- No footnotes, please! The SoSS guide uses an in-text citation system (not footnotes).
- Please do NOT use web reference pages such as Wikipedia etc. Official aid organisation websites are OK to use.
- **Essays are meant to demonstrate knowledge of course readings** – thus you are required to engage with course readings in addition to doing your own independent research.
- **You must have a bibliography** in addition to the in-text references in the essay. **5% of the final mark will be taken off if you fail to include a bibliography.**
- **Word counts include the entire essay text as well as in-text citations.** Only the bibliography is exempt from the count.
- **Stay with assigned word counts.** For assessments where no range is provided, you are allowed to a +/- 10% margin (above and beyond the indicated word count), anything above [or below] this margin will result in a penalty of 5% deduction of the final mark for every 50 words.
- The course convenor is happy to discuss questions about your assignment while you are researching **but will NOT be available to read drafts.**
- It is your responsibility to keep a copy of your work in case of loss of an assignment. You are also responsible for checking that your submission is complete and accurate.
- There will be **online forums available for questions related to assessments.**

## Assessment Tasks

Assessment task	Weight	Due Date	Student Learning Outcomes Assessed
Background Research	35%	26/06/2020 11:00 PM	2
Individual Research Paper	35%	24/07/2020 11:00 PM	2,3
Group Project Pitch	30%	31/07/2020 05:00 PM	1,2,3

## Assessment Details

### Assessment 1: Background Research

**Start date:** Not Applicable

**Length:** 2,000 words

**Details:**

2,000 research essay. Students will receive written feedback and a numerical grade within two weeks of submission through the University's Learning Management System (LMS). The feedback sheet/rubric will be available to students at the start of the course so that they can work towards specified standards.

**Additional details:**

Please see Moodle for more information.

**Submission notes:** Online submission

**Turnitin setting:** This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

### Assessment 2: Individual Research Paper

**Start date:** Not Applicable

**Length:** 2,000 words

**Details:**

2,000 research paper of individual student research contribution to the group project. Each group has to agree on a division of labour in terms of what project element each group member will research for the group project. Please consult Moodle for further details.

Students will receive written feedback and a numerical grade within two weeks of submission through the University's Learning Management System (LMS). The feedback sheet/rubric will be available to students at the start of the course so that they can work towards specified standards..

**Additional details:**

Please see Moodle for additional information.

**Submission notes:**Online submission

**Turnitin setting:** This is not a Turnitin assignment

**Assessment 3: Group Project Pitch**

**Start date:** Not Applicable

**Length:** See Moodle for details.

**Details:**

This will be the final assessment for this course. Student will have two options

a) Submission of a 20 minute video group presentation of the group project (plus 2 page handout) - this video is due on the day of the presentation (3 August) - with an outline to be submitted by the official deadline indicated below.

b) Submission of proposal following a template (different group members will have to lead on different sections - linked to their individual research project) - this is due the Friday prior to the last Seminar where feedback will be provided (see official deadline provided here)

**Additional details:**

Please consult Moodle for additional details.

**Submission notes:**To be emailed to the course convener.

**Turnitin setting:** This is not a Turnitin assignment

## Attendance Requirements

Students are strongly encouraged to attend all classes and review lecture recordings.

## Course Schedule

[View class timetable](#)

### Timetable

Date	Type	Content
Week 1: 1 June - 5 June	Blended	Introduction: What is Evidence-based Project Design? Why do we do it? Handling complexity and innovation in development.
	Online Activity	<p>Please set-up your individual group work profile (see Moodle for Details) - which will be helpful for the forming of project groups [this is a formative assessment that you need to pass this course]</p> <ul style="list-style-type: none"> <li>• Name:</li> <li>• Degree program:</li> <li>• Topics of Expertise / Interests: [What have you written essays about? In what areas do you have some background knowledge, possibly due to a dual degree/minor/double major, volunteer work? Etc.]</li> <li>• Countries of Expertise: [Have you written an essay about a specific country, conducted an overseas internship, from travels or other activities]</li> <li>• Geographic interstes: [Please indicate your TOP three country-priorities for the group work, based on the list provided]</li> <li>• What I can contribute to a project team (skills and knowledge): [What kind of group member am I? This question invites you to reflect on your strengths in group activities]</li> <li>• Interested in collaborating with people who: [What do you look for in other team-members. People with complementary skills sets, or that are aligned in terms of working styles]</li> </ul>
Week 2: 8 June - 12 June	Online Activity	Foundations for your Project: Evidence and Context. As this week's Seminar falls on a public holiday, you will find all course content online.
	Online Activity	Students are asked to reach out to each other based on the group profile - so we can finalise groups in Week 3. The Course convener will facilitate this process based on information provided.

Week 3: 15 June - 19 June	Blended	<p>Planning your Project / Elements of Project Design - Building Blocks</p> <p>We will also finalise GROUPS based on the individual research profiles today.</p>
Week 4: 22 June - 26 June	Blended	<p>Introduction to Problem Analysis</p> <p>Group Work [here you will be using your background research which is due later in the week]. Please ensure you have done research for this Seminar so you can contribute to group discussions. From this week onwards you will be working with the same group on your project pitch. It is important to identify the problems so you can develop the solution (your project).</p>
	Assessment	Individual Student Background Research due on FRIDAY - 26 June 2020 - 23:00 (11 pm).
Week 5: 29 June - 3 July	Blended	<p>Revisit Problem analysis from last week (based on your final research papers).</p> <p>Introduction to Solutions Analysis</p> <p>Group Work (you will think about the kind of project you might want to develop)</p>
	Group Activity	Groups independently workshop their project pitch for presentation in the Seminar in Week 7. You will be provided with a project pitch template on which you will receive feedback.
Week 6: 6 July - 10 July	Blended	Formative assessment due - Group Project Outline (based on a template shared) - you will receive feedback on this document. - DUE - FRIDAY - 10 July - MIDNIGHT
	Blended	Group Project Workshop - This will be an online 'live' workshop; where students pitch their project idea and will receive feedback from the course convener and guests.
Week 7: 13 July - 17 July	Group Work	Workshop your Project - intensive group work to move your project forward. Course convener will be available to meet with groups during Seminar hours (Groups can schedule 30 minute blocks by End of Week 7).
	Assessment	Individual Research for Group Work due FRIDAY - 24 July - 23:00 (11 pm)
Week 8: 20 July - 24 July	Group Work	Workshop your Project - intensive group work to move your project forward. Course convener will be available to meet with groups during Seminar hours (Groups can schedule 30 minute blocks by End of Week 8).
Week 9: 27 July - 31 July	Group Work	Workshop your Project - intensive group work to move your project forward. Course convener will be available to meet with groups during Seminar hours (Groups can schedule 30 minute blocks by End of Week 8).
Week 10: 3 August - 7	Blended	Group Project Presentation/Feedback. Peer and



August	guest feedback on student projects. Online video presentations are due on 3 August - to presented in the Seminar. Proposal-option is due on Friday, 31 July 2020 (5 pm)- so that feedback can be shared during the Seminar. Guest will be invited for feedback.
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## Resources

### Prescribed Resources

This course has no strict core readings, but each week provides some highly recommended readings that student will find helpful for completing their work (see Moodle for details). Below are some overall extremely useful books and guides that will help you in this course (additional ones are available on Moodle).

1. Green, D. 2017 *How Change Happen*; Oxford: Oxford University Press; <http://how-change-happens.com/> [book is free online, but also can be purchased] - It is a useful guide, but also biased toward's Oxfam's word view. I do recommend reading it.
2. Laws, S., Harper, C., Jones, N. and Marcus, R. 2013. *Research for Development: A Practical Guide*, London: SAGE publications. [Available at the UNSW Bookstore]
3. Thomet, Nieves and Alice Vozza. 2010. *Project Design Manual A Step-by-Step Tool to Support the Development of Cooperatives and Other Forms of Self-Help Organization*; Geneva: ILO/ICT; <http://www.ilo.org/public/english/employment/ent/coop/africa/download/coopafricaprojectdesignmanual.pdf> [For Project Design]
4. Whaites, A., E. Gonzalez, S. Fyson and G. Teskey (eds). 2015. *A Governance Practitioner's Notebook: Alternative Ideas and Approaches*, Paris: OECD; <http://www.oecd.org/dac/accountable-effective-institutions/Governance%20Notebook.pdf> [challenges your thinking; to think political about development]
5. Curriion, Paul. 2014. *Humanitarian Needs Assessment: The Good Enough Guide*. Warwickshire: Practical Action Publishing Ltd / Oslo: The Norwegian Refugee Council. <http://reliefweb.int/sites/reliefweb.int/files/resources/h-humanitarian-needs-assessment-the-good-enough-guide.pdf> [Needs assessments]
6. Ramalingam, B. 2006. *Tools for Knowledge and Learning: A Guide for Development and Humanitarian Organisations*; London: RAPID/ODI: <https://www.odi.org/sites/odi.org.uk/files/odi-assets/publications-opinion-files/188.pdf> [Some interesting tools]
7. DFID. 2003. *Tools for Development: A handbook for those engaged in development activity*. London: UK Department for International Development; <http://webarchive.nationalarchives.gov.uk/+http://www.dfid.gov.uk/Documents/publications/toolsfordevelopment.pdf>

### Recommended Resources

Please consult Moodle

You will benefit from becoming familiar with GoogleScholar (<http://scholar.google.com>) as a key search engine for academic publications and reports. You can set up the preferences to link to the UNSW Library even when you are not on campus.

Go to Google Scholar> settings> library links, and enter 'University of New South Wales' in the box for "Library":

You can sign up for Table of Contents (TOC) Alerts from the homepages of relevant journals, to receive an email whenever new articles are published in that journal. Journal websites will often carry information on the most viewed and most cited articles; these are likely to be

interesting and often influential contributions. Google Scholar will also point you to articles that have cited a particular article and hence will be related to the topic.

### Online materials and other useful sources

- Guardian Global Development: <http://www.theguardian.com/global-development>
- Institute of Development Studies: <http://www.ids.ac.uk/>
- Better Evaluation: <http://betterevaluation.org/>
- Overseas Development Institute: <https://www.odi.org/>
- Sphere Project: <http://www.sphereproject.org/>
- Local First; Development for the twenty-first century; <http://actlocalfirst.org/blog/>; Local First is a development approach that looks first for the capacity within countries before bringing in external expertise and resources, recognises that much of this capacity is found outside central government, and understands that local people need to lead their own development.
- The Developmental Leadership Program (DLP) is an international research initiative that explores how leadership, power and political processes drive or block successful development; <http://www.dlprog.org/research.php>
- Governance and Social Development Resource Centre (GSDRC) provides applied knowledge services on issues of governance, social development, humanitarian response and conflict. Our specialist research team supports a range of international development agencies, synthesising the latest evidence and expert thinking to inform policy and practice. <http://www.gsdrc.org/>
- Princeton University's Innovations for Successful Societies; <http://successfultsocieties.princeton.edu/about> [Lots of great thematic and geographic case studies].

### Resources on writing well:

- Strunk, William and E. B. White, *The Elements of Style* (any edition starting from 1918 onwards)
- Leftwich, Adrian. 2004. *Writing Essays: Some Guidance*. <http://www.york.ac.uk/media/politics/documents/resourcesyork/teaching/resources/Essay%20Writing%202009.pdf>
- Carroll, David L. 2000. *A Manual of Writer's Tricks*. Da Capo Press; 2nd edition
- Provost, Gary. 1980. *Make Every Word Count: A Guide to Writing That Works--For Fiction and Nonfiction*. Writer's Digest Books; 1st edition.
- UNSW's Learning Centre (<http://www.lc.unsw.edu.au/olib.html>) – use them, they have great resources! *This is for everybody as you can have them help you make it to the next level.*

### Online Opinion Blogs:

**Read the world news of a high-quality newspaper regularly:** *The Guardian, The New York Times/International Herald Tribune, The Washington Post, The Christian Science Monitor, The Financial Times, Sydney Morning Herald/Age; The Economist*

Most blogs are informal opinion editorials, written quickly and often without substantial supporting evidence. They can be an excellent source of very timely analysis and can point you in the direction of the latest information on policy issues. It is important to never read a blog uncritically. I encourage you to try to follow at least one on a frequent basis to give you some real-life understanding of the latest debates in development. I have also included one podcast and one website with short talks for those want something to listen [great when on public transport] or watch instead of read:

- Australia-Focused development policy blog by the Australian National University: <http://devpolicy.org/>
- Devex Blog: <https://www.devex.com/news>
- Duncan Green's Oxfam blog, 'From Poverty to Power', <http://www.oxfamblogs.org/fp2p/>
- Overseas Development Institute (ODI)'s blog: <http://www.odi.org/opinion>
- Agence Française de Développement Blog (in cooperation with ODI): <http://ideas4development.org/en/>
- Project Syndicate –<http://www.project-syndicate.org> – contains numerous op-eds from prominent economists (and the occasional political scientist).
- Center for Global Development Policy Blogs: <http://www.cgdev.org/section/opinions/blogs>
- World Bank Blog on Development Impacts: <http://blogs.worldbank.org/impactevaluations/>
- 'Africa Can End Poverty' – World Bank: <http://blogs.worldbank.org/africacan/>
- iMFDirect; International Monetary Funds' Global economy forum: <http://blog-imfdirect.imf.org/>

### Key Development Data Sources [great places to start collecting evidence]

- GapMinder: <http://www.gapminder.org/> - Hans Rosling's amazing world of visualized development and global health data [great videos, but also great data]; sadly he died recently: <https://www.theguardian.com/global-development/2017/feb/07/hans-rosling-obituary>
- The Economist – Big Mac Index: <http://www.economist.com/content/big-mac-index>
- Sustainable Development Goals: <http://unstats.un.org/sdgs/>
- World Bank Data: <http://data.worldbank.org/>; your one-stop guide to all kinds of country-level information
- World Bank's *World Development Reports* <http://go.worldbank.org/LOTTGBE9I0>: influential, agenda-setting annual publication, focused on a single issue each year.
- UNDP's *Human Development Reports* (<http://hdr.undp.org/en/>): Annual publication on the state of social /economic development in the world. Excellent data visualization tools
- World Income Inequality Database by the United Nation's University: <https://www.wider.unu.edu/project/wiid-world-income-inequality-database>
- AidData – open data for international development: <http://www.aiddata.org>
- Oxford Poverty & Human Development Initiative (OPHI)'s Multidimensional Poverty Index: <http://www.ophi.org.uk/multidimensional-poverty-index/>; a new development index developed by the Oxford Poverty and Human Development Initiative, now adopted by the United Nations Development Program for integration into the annual Human Development Reports
- Gender Data Portals
  - OECD: <http://www.oecd.org/gender/data/>
  - World Bank: <http://datatopics.worldbank.org/gender/>
- MEDevEcon: <https://sites.google.com/site/medevecon/development-economics/devecondata> - website links to a variety of datasets for empirical development economists, most of which are freely accessible; great website to explore and learn if you are a data-geek (like me)
- UNDP's Millennium Development Goals Monitor: <http://www.mdgmonitor.org>
- IMF World Economic Outlook (WEO), Global Financial Stability Reports and Global Monitoring Reports: <http://www.imf.org/external/pubind.htm>
- Organization for Economic Cooperation and Development: <http://www.oecd.org>; good source of macroeconomic data on the OECD member states, as well as many analytical reports on salient economic policy issues.
- Vision of Humanity Global Peace Index; a new way to look at development; <http://www.visionofhumanity.org/#/page/indexes/global-peace-index>

### Course Evaluation and Development

Students have an important role to play in the continual improvement of courses. Students will have the opportunity to offer their suggestions for improving their learning experience at various times throughout the Term. An Anytime Anonymous Feedback has been set up in Moodle for unsolicited feedback (which is welcome). The formal mechanism for feedback is MyExperience completed at the end of each Term: an important mechanism through which course conveners can understand how students experienced the course, and what improvements are required in subsequent years. This course has been adapted over the past couple of years based on student feedback.

## **Submission of Assessment Tasks**

### **Turnitin Submission**

If you encounter a problem when attempting to submit your assignment through Turnitin, please telephone External Support on 9385 3331 or email them on [externalteltsupport@unsw.edu.au](mailto:externalteltsupport@unsw.edu.au) . Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year). If you are unable to submit your assignment due to a fault with Turnitin you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support you will automatically receive a ticket number, but if you telephone you will need to specifically ask for one. Turnitin also provides updates on their system status on Twitter.

Generally, assessment tasks must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible, it will be stated on your course's Moodle site with alternative submission details.

For information on how to submit assignments online via Moodle: <https://student.unsw.edu.au/how-submit-assignment-moodle>

## Academic Honesty and Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

UNSW groups plagiarism into the following categories:

**Copying:** using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This also applies to images, art and design projects, as well as presentations where someone presents another's ideas or words without credit.

**Inappropriate paraphrasing:** Changing a few words and phrases while mostly retaining the original structure and/or progression of ideas of the original, and information without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit and to piecing together quotes and paraphrases into a new whole, without appropriate referencing.

**Collusion:** working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student before the due date, or for the purpose of them plagiarising at any time, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.

**Inappropriate citation:** Citing sources which have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained.

**Duplication ("self-plagiarism"):** submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

Correct referencing practices:

- Paraphrasing, summarising, essay writing and time management
- Appropriate use of and attribution for a range of materials including text, images, formulae and concepts.

Individual assistance is available on request from The Learning Centre (<http://www.lc.unsw.edu.au/>). Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items.

UNSW Library also has the ELISE tool available to assist you with your study at UNSW. ELISE is designed to introduce new students to studying at UNSW but it can also be a great refresher during your study.

Completing the ELISE tutorial and quiz will enable you to:

- analyse topics, plan responses and organise research for academic writing and other assessment tasks
- effectively and efficiently find appropriate information sources and evaluate relevance to your needs
- use and manage information effectively to accomplish a specific purpose
- better manage your time

- understand your rights and responsibilities as a student at UNSW
- be aware of plagiarism, copyright, UNSW Student Code of Conduct and Acceptable Use of UNSW ICT Resources Policy
- be aware of the standards of behaviour expected of everyone in the UNSW community
- locate services and information about UNSW and UNSW Library

Some of these areas will be familiar to you, others will be new. Gaining a solid understanding of all the related aspects of ELISE will help you make the most of your studies at UNSW.

<http://subjectguides.library.unsw.edu.au/elise/aboutelise>



## **Academic Information**

For essential student information relating to:

- requests for extension;
- late submissions guidelines;
- review of marks;
- UNSW Health and Safety policies;
- examination procedures;
- special consideration in the event of illness or misadventure;
- student equity and disability;
- and other essential academic information, see

<https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/>

## **Image Credit**

(c) Susanne Schmeidl (Course Convener)

## **CRICOS**

CRICOS Provider Code: 00098G

## **Acknowledgement of Country**

We acknowledge the Bedegal people who are the traditional custodians of the lands on which UNSW Kensington campus is located.