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ARTS3755

Development in Practice: Project Design

Term Three // 2019

Course Overview

Staff Contact Details

Convenors

Name	Email	Availability	Location	Phone
Susanne Schmeidl	s.schmeidl@unsw.edu.au	by appointment	138, MORVEN BROWN BUILDING	(02) 9385 2405

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.

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.
- 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 the FIRST essay we allow a +/- 10% margin (above and beyond the word count), anything above [or below] this margin will result in a penalty of 5% deduction of the final mark for every 50 words. For the FINAL essay, you should stay within the word range provided (don't go above or below).
- The course convenor is happy to discuss questions about your assignment while you are researching **but will NOT be available to read drafts.**
- Discussion of essays will only be available in allocated consultation sessions or by appointment.
- Please keep your email questions to a minimum.
- 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.

Assessment Tasks

Assessment task	Weight	Due Date	Student Learning Outcomes Assessed
Background Research	30%	01/11/2019 05:00 PM	2
Group presentation: Project Design	30%	18/11/2019 09:00 AM	1,2,3
Critical analysis of project design	40%	09/12/2019 09:00 AM	2,3

Assessment Details

Assessment 1: Background Research

Start date: Not Applicable

Length: 1,500 words

Details: 1,500 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:

This Background Research is the individual student contribution to the group project presented in Week 10. Each group has to agree on a division of labour in terms of what project element the student has to research and submit to the Course Convener a list with group member names and the corresponding areas each student will focus on by Week 4 (e.g., context assessment, needs assessment, stakeholder assessment, risk assessment etc.). It is anticipated that there will be some healthy overlap between the different student papers, but each paper needs to present a student's original work. This is the evidence base the project should rest upon and students need to share it with group members in draft form before submission. While this assessment has a final deadline in Week 7, it should be an ongoing research project the student improves to help shape the group project. The deadline for this assessment is late in the Term to allow students enough time to fine-tune their research and is based on student feedback from previous courses.

Please consult Moodle for further details.

Submission notes: Online submission

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

Assessment 2: Group presentation: Project Design

Start date: Not Applicable

Length: 20 minute group presentation, Power Point Slides and 2 page handout

Details: 20 minute presentation and a handout. Students will design a development project which will be pitched in an oral presentation (20 minutes) with a powerpoint and two-page handout. Students will receive written feedback and a numerical grade after all groups have completed their task, 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:

In this Group Presentation you are asked to make a 20 minute team presentation of the international development project you designed in response to development challenges identified by Non-governmental organisations (NGO). Your oral group presentation will be in the form of 20 minute pitch to a panel of international development professionals and UNSW academics from a variety of backgrounds who will provide comments and feed-back to your project design. This is to provide you with as close to a real-life experience as possible of how it might be to pitch a project to a donor agency.

The feedback should inform your final reflection and enhance your learning. The Student Project and Presentation will be marked by the Course Convener on an agreed upon criteria. The order of presentations will be decided no later than Week 7 at which time an assessment rubric will also be available. You will be marked on the project quality as well as group presentation (which includes the presentation slides and 2 page project concept).

Please consult Moodle for additional details.

Submission notes: Oral Presentation, email presentation slides and 2-page project concept to course convener

Turnitin setting: This is not a Turnitin assignment

Assessment 3: Critical analysis of project design

Start date: Not Applicable

Length: 2,000-2,500 words

Details: 2000-2500 word Project Evaluation. Students will critically analyse a proposed development project. They will draw upon relevant literature to write a report that outlines the strengths and weaknesses of the proposal. This is the final assessment for the course. 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:

The Final Report (2,000-2,500 words) is meant as a reflective exercise where you evaluate your project against the feedback received as well as at least two other student projects in your course. It is an exercise that is targeted at deepening student learning considering project strengths and weaknesses as well as design adaptations needed.

An outline of the final project report and an assessment rubric will be shared in class and on Moodle by Week 7.

Please consult Moodle for further information.

Submission notes:Online submission

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

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: 16 September - 20 September	Seminar	Introduction to Course (incl. group projects). Introduction to Project Design –What is Evidence-based project Design? Theories of Change – handling complexity and innovation in development.
Week 2: 23 September - 27 September	Seminar	Evidence-based Project Design – Project Best Practice
	Assessment	Each group has to submit a document to the course convener reflecting the agreed-upon work principles. Templates to be adapted will be provided. The document has to be sent by one group member to the Course Convener by 27 September 2019 (5 pm).
Week 3: 30 September - 4 October	Seminar	Elements of Project Design: Aims/ Objectives/ Outcomes / Assumptions
	Assessment	This week a formative assessment is due - you are asked to write a one-page project concept - presenting to your group your project idea - you will receive peer review on your project concept. The preparation of this concept note should be based on reviewing project best practice and counts as a structured student learning activity associated with this course. Online submission deadline is 4 October 2018 (5 pm).
Week 4: 7 October - 11 October	Online Activity	Our Seminar falls on Labour day. During this week you will engage in a peer review of TWO student project concepts which will be assigned to you. You will base your feedback on course learning/readings to date and available best practice. You should spend about 1.5 hours per project concept and provide some concrete suggestions of where the project might be improved. Further details will be shared with you about this exercise by Week 3 - please also consult Moodle.
Week 5: 14 October - 18	Seminar	Ethical / Context-Sensitive Project Design

October		
Week 6: 21 October - 25 October	Seminar	Workshop your Project - intensive group work to move your project forward. Course convener will circulate between groups to provide targeted input-feedback. Input lectures will be provided on a needs-basis.
Week 7: 28 October - 1 November	Seminar	Project Development Workshop. Each group brings a 2 page Project Concept Note to class and prepares a 5-10 minute short project overview pitch (followed by Q/A)
	Assessment	Background Research Paper (30%) due 1 November 2018 (5 pm).
Week 8: 4 November - 8 November	Seminar	Workshop your Project - intensive group work to move your project forward. Course convener will circulate between groups to provide targeted input-feedback. Input lectures will be provided on a needs-basis.
Week 9: 11 November - 15 November	Group Work	Workshop your Project - intensive group work to move your project forward. Course convener will circulate between groups to provide targeted input-feedback. Input lectures will be provided on a needs-basis.
Week 10: 18 November - 22 November	Presentation	Group Project Presentations / Pitch your Project - the order of which groups will present this day will be determined no later than Week 7.
	Assessment	Group presentation material due to course convener - 18 November (9 am) - presentation slides, 2 page project concept
Week 11: 25 November - 29 November	Seminar	Learning from change and feedback: Monitoring & Evaluation - Feedback

Resources

Prescribed Resources

This course has no strict core readings, but provides several guidance documents that can help the student to complete their work. There are recommended readings each week (see Moodle).

1. Gree, 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 Oxfams word view.
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 Voza. 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/coopafriaprojectdesignmanual.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. Currian, 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://successfulsocieties.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

Student evaluative feedback is gathered through UNSW's My Experience. Informal feedback and class-generated feedback are also important.

I welcome and appreciated your constructive feedback on this course. I've been making adjustments to this course based on student feedback (both content and assessments) last year and am continuing to strive to improve student learning and experience.

I tend to use the last seminar (last hour) for requesting more detailed feedback from students both verbally and in writing (anonymously), which will be utilized to make further changes to the course structure and assessments as required.

Submission of Assessment Tasks

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. 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/>

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