

Demonstrate Your Learning

Your tasks are to:

1. Find at least three different sources of information about writing a *Team Code of Conduct*. They should be from text books, journal articles, etc. and not just Wikipedia. Google Books lets you search through some books and you can also find online books and articles in the USQ Library website. Having sourced the information you should:
 - i) Quote the research verbatim, as per the examples above; then
 - ii) **Paraphrase** it into a number of paragraphs using about a third to a half of a page. The essay structure should (a) introduce your idea; (b) support your idea; and (c) conclude your idea.
2. Answer the following quick questions about referencing. Remember to research your answers and reference that research within your answers.
 - i) When undertaking tasks at university why is it necessary to use reference materials and acknowledge such use? Aim for at least four points.
 - ii) Identify at least five different types of *information* (not resources) from authors that must be referenced if you use them in your own submissions. Note that books and journals are examples of different resources, not types of information.
 - iii) Define plagiarism and discuss how you can avoid it.

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Your task is to:

Identify your personal learning goals in taking this course. When completing this task ensure that you complete the following:

- i) Write at least five (5) personal learning goals as precise, positive statements that include dates or a timeframe. Justify these by examining your existing knowledge, experience and skills, in order to relate them to your strategic academic and professional development.
- ii) Identify steps and resources you will need to take to achieve these goals on time.
- iii) Determine how you will assess and demonstrate your progress and final outcome.

After you have discussed your personal learning goals, the time frame, resources and milestones, summarise this information into a Personal Learning Goals table as per Table 3 above.

These learning goals are your commitment for the course. Should your Facilitator feel that the goals are not satisfactory, you may be asked to edit and re-submit them.

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Your task is to:

Consider the following questions and write a paragraph on each aspect:

- i) What do you think transforms a group of people into a functional and effective team?
- ii) What personal characteristics do **you** possess that may work for or against the team?
- iii) List advantages (including how you can maximise them) and disadvantages (including how you can minimise them) of teamwork; and
- iv) Discuss the importance of leadership to effective teamwork and how you might incorporate this into your team in this course.

Dot points can be used within the paragraphs. Make sure you **research your answer** within the literature (text books, journals, professional articles, etc.) and then provide both intext citations and a reference list at the end of the assignment.

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Your task is to:

Write at least three paragraphs, in your own words, of what you would consider to be an effective design area for your team's engineering project in Cameroon. When completing this task ensure that you address the following:

1. Discuss what interest you personally have in this design area. What relevance could this have for your future academic and professional life?
2. Outline the broad design area, including any social, environmental and cultural considerations, as well as any economic benefits that a project in this design area might bring to the people.
3. Discuss the broad technical considerations associated with the design area. What technical issues will need to be kept in mind when designing your solutions?

Reference List

Boud, D 1985, 'Problem-based learning in perspective' in D Boud (ed.), *Problem-Based Learning in Education for the Professions*, Higher Education Research Society of Australasia, Sydney, pp. 13-18.

King, FB & Mayall, HJ 2001, 'Asynchronous Distributed Problem Based learning', *IEEE International Conference on Advanced Learning Technologies*, IEEE Computer Society, Madison, Wisconsin, USA, pp. 157-159.