# Scenario

### Resources required to complete the assessment task:

* Computer
* Internet
* MS Word
* Printer or e-printer
* Access to the LMS – Blackboard and CANVAS

### Instructions

This assessment task requires you to demonstrate the skills and knowledge to develop the habit of thinking in a more creative way through looking at things differently, testing, experimenting and challenging existing thought patterns. You are required to work to instructions on the migration from one LMS to another.

During this scenario you are expected to:

**Phase 1**

* Develop a questioning mindset to generate ideas and responses and enhance creative thinking skills.
* Use various information sources to provide answers to own questions.
* Use a range of creative thinking techniques to generate ideas or responses to questions or issues.
* Record ideas in response to a predetermined issue or situation.

**Phase 2:**

Challenge, test and reinvent ideas.

This assessment task will be completed through independent research online.

### Scenario

You are working in a school as an IT support officer.

Your school is developing a plan to embark on an exciting transformational journey moving from an older learning Management System called Blackboard to a more innovative and intuitive application called CANVAS.

Your supervisor has advised you to assess the current organisational operations, procedures, processes, resources and equipment and identify the steps required to prepare and carry out the migration from one LMS to another. Copies of the various materials, policies and procedures are available in the Task 2 portal.

You are required to understand the benefits of this migration to the new LMS, the specific Information and Communications Technology (ICT) requirements and changes required, preparation of FAQs and support resources for staff and students and a schedule for the migration. You will need to explain the benefits and processes you are planning to your manager and colleagues and perhaps ask for feedback on how broad, real and achievable they are.

You are to:

1. Identify the questions that may need to be asked and who the targeted audience will be.
2. The potential barriers to success.
3. The process and policy that the school will adopt for the new LMS.
4. The schedule you propose for the migration from the old to the new.
5. Potential hazards and problems and your contingencies if these arise.
6. Responses to the reflective practice document that is attached. This is completed as the last stage of the assessment.

Your work is to be formed into a logical, well presented portfolio that may also have a digital element such as a webpage, digital documents, etc.

**Your observations**

You have noticed the following:

* Staff do not recognise the benefits of changing to another LMS or accepting new practices and operations.
* All the computers in the school are under 2 years old and all use the current version of Windows.
* There is no support documentation for any LMS in the school.
* There is no clear use of course templates within the current LMS. All the courses look different.
* Change is often unscheduled and there is often conflict as network changes start when the system is under heavy use, i.e. at student report times or when accountability reports need to be completed.
* Both LMS applications are externally hosted.
* CANVAS appears to use lesser bandwidth than Blackboard.
* The flow of information within the school does not work well. People are often ‘kept in the dark’ about change.
* Some of the employees of the school have the attitude of this is the way it is done here, and they do not want to change their work practices.
* Policies and procedures of the school have little or no information about maintaining standard course layouts.

**Assessment criteria**

* You will be assessed on your skills, knowledge, and expertise to:
* Identify and ask relevant questions to expand your knowledge in the relevant business areas and domains.
* Asking questions from different perspectives.
* Providing relevant answers to their questions by exploring a variety of information sources. The information sources may include but are not limited to:

• colleagues

• websites

• customers/ clients

• supervisor/ manager

• other individuals

• information databases

• policies and procedures

• other organisational documents

• local government

• legislation and regulation

• local media

• specific target groups – in the case of opinion polls and surveys

* Identify the central questions, problems and challenges by sorting through information and ideas.
* Determining actual constraints in defining the resolution for a problem, i.e. challenging preconceptions and assumptions.
* Reflect on existing thinking and current practices to generate new concepts, ideas, views, and thoughts.
* Generate ideas and responses using a range of creative thinking techniques.
* Identifying and challenging blockers to creative thinking.
* Determining then challenging perceived or actual constraints and existing boundaries.
* Use a variety of ways to broaden their knowledge and record this in ways that support their reflection of practice.
* Comprehending textual information and integrating ideas and concepts from various sources.
* Participating in a verbal exchange of ideas and eliciting the views and opinions of others by listening and questioning.
* Collaborating with others to test, strengthen and explore new ideas and different ways of thinking.
* Assumptions that are behind ideas are identified, interrogated and challenged.
* Using analytical techniques to identify issues and assessing the options of various solutions.
* Contributing to the design of new approaches within the immediate work environment.
* Understanding and applying basic principles of analytical and lateral thinking to identify and select ideas.

The assessment task requires you to communicate with a number of organisational stakeholders. The main roles applicable to the assessment task includes:

**Role number 1:** Supervisor/manager: The supervisor or manager is the individual who supervises or is in charge of the organisation (i.e. your course teacher). They are of a higher rank or status. Their job role and responsibilities are:

* Active participation in three (3) creative thinking activities (based on your choice) with the student/candidate.
* Interactions with the student/candidate and others to reflect the nature of the creative thinking process.
* Review and assess student/candidate performance and provide them with constructive feedback, as necessary.
* Evaluation of a presentation made by the candidate articulating the process of developing ideas or pieces of work, plus evaluation of candidate’s portfolio.

**Role number 2:** Colleague: The colleague is student’s co-worker or work-fellow (i.e. a fellow student in this course selected by the student). They are associates that the candidate works with. Their job role and responsibilities are:

• Discuss the opportunities for creative thinking in the workplace

• Discuss the ideas and responses

• Explore a range of creative thinking techniques to generate ideas and responses

• Muse on, play around with and have fun with ideas in relation to a perceived objective

• Consider and explore realities beyond the current situation

**Role number 3:** Client: Your client is someone who uses your services, products, or goods. In this scenario this will be students and teachers from the school.

The role and responsibilities of the client are:

• Have access to LMS services

• Provide feedback on the LMS services and practices

Reflective Practice Feedback

**Part 1:**

You must correctly identify and use the three (3) creative thinking techniques to complete the assessment activity. The techniques can be used from the options provided below. If you select other creative thinking technique, you must specify the name:

|  |  |
| --- | --- |
| **Creative thinking techniques** | **If used, please tick** |
| brainstorming:   * stop and go * sequencing * buzz session * bulletin board * computer-aided |  |
| daydreaming and mental wandering |  |
| Edward de Bono's six thinking hats |  |
| ego alter or heroes |  |
| graphic organisers:  visual maps  webbing  concept fans |  |
| lateral thinking games |  |
| making associations |  |
| mind mapping |  |
| morphological analysis |  |
| storytelling |  |
| sub-culture surfing |  |
| trigger words |  |
| use of metaphors and analogies |  |
| vision circles |  |
| visualisation |  |
| wishful thinking |  |
| word salads |  |
| Other, please specify: |  |

**Creative thinking technique 1 (from above) - Total 200-400 words**

|  |
| --- |
| Creative thinking technique used |
| Click or tap here to enter text. |
| What is the purpose of the creative thinking technique? |
| Click or tap here to enter text. |
| Why did you use this creative thinking technique? |
| Click or tap here to enter text. |
| How did the creative thinking technique assist you with your assessment activities? |
| Click or tap here to enter text. |
| What questions did you ask, and how did those questions assist you? |
| Click or tap here to enter text. |

**Creative thinking technique 2 (from above) - Total 200-400 words**

|  |
| --- |
| Creative thinking technique used |
| Click or tap here to enter text. |
| What is the purpose of the creative thinking technique? |
| Click or tap here to enter text. |
| Why did you use this creative thinking technique? |
| Click or tap here to enter text. |
| How did the creative thinking technique assist you with your assessment activities? |
| Click or tap here to enter text. |
| What questions did you ask, and how did those questions assist you? |
| Click or tap here to enter text. |

**Creative thinking technique 3 (from above) - Total 200-400 words**

|  |
| --- |
| Creative thinking technique used |
| Click or tap here to enter text. |
| What is the purpose of the creative thinking technique? |
| Click or tap here to enter text. |
| Why did you use this creative thinking technique? |
| Click or tap here to enter text. |
| How did the creative thinking technique assist you with your assessment activities? |
| Click or tap here to enter text. |
| What questions did you ask, and how did those questions assist you? |
| Click or tap here to enter text. |

**Part 2**

You will be required to identify and challenge the **blockers to creative thinking** to you might find in this scenario. You are asked to identify and challenge the blockers to creative thinking and be willing to participate in open discussion to promote and enhance creative thinking. This will include:

* Identifying and challenging blockers to creative thinking.
* Considering and exploring realities beyond the current situation and looking around for new inspiration.
* Acknowledging and accepting the opportunity for revelation when least expected.
* Identifying connections and associations from things that seem unconnected.
* Challenging the assumptions, experimenting with variations, and exploring different solutions and ideas.
* Consciously change perspectives and evaluate ideas and situations in new ways.

You must correctly identify below the **three (3) blockers** to creative thinking you identified and challenged to complete the assessment activity. If you select other, you must specify the name:

|  |  |
| --- | --- |
| **Blockers to creative thinking** | **If used, please tick** |
| Cultural |  |
| Emotional |  |
| Environmental |  |
| Family |  |
| Ideas and perceptions about how we should behave, such as:   * play according to the rules * don't ask questions * don't be silly * do as you're told * be practical |  |
| Intellectual |  |
| Peer Pressure |  |
| Perceptual |  |
| Risk Aversion |  |
| 'Way It's Done Round Here' |  |
| Other, Please Specify: Click or tap here to enter text. |  |

**Blocker to creative thinking 1 (from above - Part 2) - Total 200-400 words**

|  |
| --- |
| Creative thinking blocker |
| Click or tap here to enter text. |
| How did you identify the blocker is relevant to your assessment criteria? |
| Click or tap here to enter text. |
| How have you challenged the blocker to creative thinking? |
| Click or tap here to enter text. |

**Blocker to creative thinking 2 (from above - Part 2) - Total 200-400 words**

|  |
| --- |
| Creative thinking blocker |
| Click or tap here to enter text. |
| How did you identify the blocker is relevant to your assessment criteria? |
| Click or tap here to enter text. |
| How have you challenged the blocker to creative thinking? |
| Click or tap here to enter text. |

**Blocker to creative thinking 3 (from above - Part 2) - Total 200-400 words**

|  |
| --- |
| Creative thinking blocker |
| Click or tap here to enter text. |
| How did you identify the blocker is relevant to your assessment criteria? |
| Click or tap here to enter text. |
| How have you challenged the blocker to creative thinking? |
| Click or tap here to enter text. |