

## Chicken & Egg e-Simulation<sup>1</sup>

The aim of this e-Simulation is to enable students to deeply understand a controversial issue relating to animal welfare and the way we, as a society, determine the way animals will be treated. The battery cage chicken will be used as the example for this assessment. A scenario will be presented relating to the development of battery cage chicken sheds north of Gawler. Students will select a group to represent in the scenario (stakeholder, media or decision-maker) and a Public Inquiry will be held with submissions by each stakeholder group. At the end of the Public Inquiry the decision-maker group will make a final decision on whether or not the development should go ahead, and groups will then have time to interact with the decision-maker group to determine how this decision was reached. Students will then exit from their roles and debrief in tutorial classes to discuss what they have learnt from the e-Sim.

The components of assessment relating to the Chicken & Egg e-Sim are:

### 1. Quizzes (5%; individual)

The online quizzes will be put up on MyUni. There will be two quizzes, one relating to egg production and the other relating to the relevant organisations in the e-Sim. Students will have the chance to practice the quizzes as many times as they like, with the mark at the time of the deadline counted towards the assessment. Note that the quizzes are open book, but must be completed without the assistance of anybody else.

### 2. Chicken & Egg e-Sim Participation

#### Objective

Participation in the Chicken & Egg e-Sim will enable students to experience how decisions are made relating to the way that we treat animals.

#### Communication

The basis of the e-Sim is for groups to interact with other personae. This interaction will provide the experiences that you will draw your learning from, and provide the data and information you will need to complete the final debriefing report.

All information flow through the e-Sim will be via email, public inquiry discussion boards, news events (discussion board), online chats and informal channels. All personae should use the various communication channels to try to influence the direction of the e-Sim and the decisions that will be made. Individual persona control the release of information through email and the public inquiries, but the media (with lobbying from personae) control which information is released through news events. Email should **only** be used to correspond with several relevant personae. Blanket emails to ALL personae are **not allowed** and constitute spamming. If you wish to broadcast these types of information you should contact the media groups to communicate via news events.

---

<sup>1</sup> The Chicken & Egg e-Sim has been based on the Mekong e-Sim developed by Professor Holger Maier in the School of Civil, Environmental & Mining Engineering. The assistance of Professor Maier and his team is gratefully acknowledged. The notes for the Chicken & Egg e-Sim are modified from the Course Information Pack relating to the Mekong e-Sim.

All personae should adopt a communication strategy relevant to their own group, but all information channels may not be equally appropriate for all personae. For example, some personae who have highly newsworthy public inquiry submissions or who make high impact decisions may focus on news events, while other groups spread their participation across all information channels. The assessment mark for participation will also reflect how well the persona was able to utilise appropriate information channels to promote their role. A separate peer assessment process may be used if necessary to account for any differences in the performance of group members within a persona.

### **Email**

All emails should be sent to groups (personae) from the Moodle website, not to individuals within a group. Subject headings should include the name of the persona(e) to receive the emails, followed by the subject of the email (e.g. "To AA: Beak trimming). To send an email, go to NNNNNNNNNNNNNNNN. A copy of every email sent between personae will also be copied automatically to the e-Sim facilitator. Both the quantity and quality of emails will be assessed.

### **Discussion Boards**

Discussion boards are the main form of communication used in the Chicken & Egg e-Sim. Separate Discussion Boards for the Public Inquiry, Media Releases and News Articles will be set up.

### **News Events**

News events should be submitted to the media groups, and the media personae should also seek out news stories from the other groups. Persona will be assessed on their ability to seek out newsworthy information relevant to their readership will be assessed.

## **3. Public Inquiry Submission/ Media Stories/ Decision (7.5%; group mark)**

### **Objectives**

As part of this assessment task you will develop a deeper understanding of some specific issues that are relevant to your personal in the e-Sim. Each persona group has a different topic of research which is relevant to their particular position. These topics will be released into the group area for your persona at the beginning of the interaction stage. The types of submissions required for the media, non-media and decision-maker groups will vary, as outlined below.

### **Non-Media Groups**

The submission will consist of two parts:

Part 1: A 1000 word paper on the topic provided to each group. This report is expected to be well researched and referenced appropriately for the type of information presented.

Part 2: A 400 word summary of the 1000 word paper that provides the group's position with regard to the terms of reference of the public inquiry. This must be posted by the group to the public inquiry discussion board. This submission should still be based on the well-researched facts presented in the 1000-word submission, but the style should be different as it is an argument to the public inquiry to persuade the decision-makers.

### Media Groups

A minimum of five articles of ~250-300 words each are required. These articles should be spaced throughout the e-Sim. Note that there are additional submissions required as the media groups will not be submitting to the public inquiries. The articles will be published on a discussion board specifically for media articles. As a media group you may comment on issues raised in the public inquiries.

### Decision-Maker Group

The decision-maker group must write a report to justify the decision they make, which will be posted to the appropriate public inquiry forum after the conclusion of the Public Inquiry phase. The word limit is 1000 words. It is recognised that the time frame you have to prepare this document is short, and this will be taken into account during the assessment.

## 4. Debriefing Report (20%; individual mark)

### **Objective**

The debriefing report is used to illustrate your understanding of the complexity in decision-making relating to animal welfare. You should draw upon your own experience within the e-Sim, plus any face-to-face debriefings.

Write a reflective report addressing the question:

Based on **your experience** of participating in the Chicken & Egg e-Sim, what are the main factors affecting the decision-making processes for the intensive production development project?

The suggested format for your debriefing report is:

#### **Introduction:**

- *General description of your persona,*
- *Course and group composition*

#### **Policies:**

- *To what extent were the policy objectives outlined in your role profile achieved?*
- *What were the main reasons that impacted upon you achieving your objectives?*

#### **Group Dynamics:**

- *How have you utilised the diversity in backgrounds and skills of the members of your group? Was there any conflict within your group?*
- *What do you think the main reasons for this conflict were, and how did you try to resolve any conflict?*

#### **e-Sim:**

- *Do you feel that the Chicken & Egg e-Sim represented the complexity of decision-making in matters relating to the way we treat animals?*

- *How would you improve the e-Sim to better represent the situation and improve your satisfaction and learning?*

The word limit is 1,500 words.

### Summary of Tasks Relating to the Chicken & Egg e-Sim up to the Mid-Semester Break

Task	Week 1					Week 2					Week 3					Week 4					Week 5					Week 6																				
	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S				
Read Course Information																																														
Read e-Sim Background Papers																																														
Check e-Sim Website																																														
Weekly Quizzes																																														
Announcement of Public Inquiry																																														
Announcement of PI Topics																																														
Interact with other groups																																														
Read Discussion Boards																																														
<b>Media Groups</b>																																														
Interview e_Sim participants																																														
Write and post articles																																														
<b>Decision Maker Groups</b>																																														
Prepare for public enquiry																																														
Run public enquiry																																														
Announce decision																																														
Post replies to questions																																														
<b>Other Groups</b>																																														
Prepare PI paper																																														
Prepare PI submission																																														
Participate in PI																																														
Post questions to decision makers																																														
Debrief Session																																														
Complete Debriefing Report																																														

Summary of Tasks Relating to the Chicken & Egg e-Sim following the Mid-Semester Break

Task	Week 9					Week 10					Week 11					Week 12						
	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	
Read Course Information																						
Read e-Sim Background Papers																						
Check e-Sim Website																						
Weekly Quizzes																						
Announcement of Public Inquiry																						
Announcement of PI Topics																						
Interact with other groups																						
Read Discussion Boards																						
<b>Media Groups</b>																						
Interview e_Sim participants																						
Write and post articles																						
<b>Decision Maker Groups</b>																						
Prepare for public enquiry																						
Run public enquiry																						
Announce decision																						
Post replies to questions																						
<b>Other Groups</b>																						
Prepare PI paper																						
Prepare PI submission																						
Participate in PI																						
Post questions to decision makers																						
Debrief Session				∅																		
Complete Debreifing Report																					∅	

## Assessment Rubrics

### Non-Media Groups Public Inquiry Submission

	Level 1 (<50)	Level 2 (50-64)	Level 3 (65-74)	Level 4 (>75)	Level 5 (>85)
A. Students <b>embark on inquiry</b> and so determine a need for knowledge/ understanding	<ul style="list-style-type: none"> <li>○ Aim of submission not stated</li> </ul>	<ul style="list-style-type: none"> <li>○ Aim of submission stated, but unclear</li> </ul>	<ul style="list-style-type: none"> <li>○ Aim of submission clear and adequately reflects persona objectives</li> </ul>	<ul style="list-style-type: none"> <li>○ Aims of submission clear and substantially reflects persona objectives</li> </ul>	<ul style="list-style-type: none"> <li>○ Aims of submission clear, and goes beyond material given to persona</li> </ul>
B. Students <b>find/generate</b> needed information/data using appropriate methodology	<ul style="list-style-type: none"> <li>○ Sources of information inadequate compared with those available</li> </ul>	<ul style="list-style-type: none"> <li>○ Sources of information minimally cover those available</li> </ul>	<ul style="list-style-type: none"> <li>○ Several sources of information used covering most of those available</li> </ul>	<ul style="list-style-type: none"> <li>○ Multiple sources of information reflecting information available</li> </ul>	<ul style="list-style-type: none"> <li>○ Multiple sources of information used including some originality in searching</li> </ul>
C. Students <b>critically evaluate</b> information/data and the process to find/generate this information/data	<ul style="list-style-type: none"> <li>○ Insufficient and/or inaccurate information</li> </ul>	<ul style="list-style-type: none"> <li>○ Limited but correct information</li> </ul>	<ul style="list-style-type: none"> <li>○ Adequate and accurate information</li> </ul>	<ul style="list-style-type: none"> <li>○ Extensive and accurate information to back up argument</li> </ul>	<ul style="list-style-type: none"> <li>○ Extensive and accurate information with presentation of multiple lines of argument</li> </ul>
D. Students <b>organise</b> information collected or generated	<ul style="list-style-type: none"> <li>○ Errors in spelling/ grammar</li> <li>○ Poor organisation and low readability</li> </ul>	<ul style="list-style-type: none"> <li>○ Spelling/ grammar mostly correct</li> <li>○ Adequate organisation and readable</li> </ul>	<ul style="list-style-type: none"> <li>○ Spelling/ grammar correct</li> <li>○ Good organisation and readability</li> </ul>	<ul style="list-style-type: none"> <li>○ High level of language used and high clarity and readability</li> </ul>	<ul style="list-style-type: none"> <li>○ Excellent use of language and professional level of clarity and readability</li> </ul>
E. Students <b>synthesise, analyse and apply</b> new knowledge	<ul style="list-style-type: none"> <li>○ Limited evidence of ability to construct coherent argument</li> </ul>	<ul style="list-style-type: none"> <li>○ Sound argument based on evidence</li> </ul>	<ul style="list-style-type: none"> <li>○ Well-reasoned argument based on wide evidence</li> </ul>	<ul style="list-style-type: none"> <li>○ Some evidence of imagination, flair, originality and independent thought</li> </ul>	<ul style="list-style-type: none"> <li>○ Demonstration of imagination, flair, originality and independent thought</li> </ul>
F. Students <b>communicate</b> knowledge and the process used to generate it with an awareness of ethical, social and cultural issues	<ul style="list-style-type: none"> <li>○ Submission does not reflect the perspective of the persona</li> <li>○ Partial/incorrect reference list provided</li> </ul>	<ul style="list-style-type: none"> <li>○ Submission partially reflects the perspective of the persona</li> <li>○ Limited referencing and/or incorrect referencing style</li> </ul>	<ul style="list-style-type: none"> <li>○ Submission reflects the perspective of the persona</li> <li>○ Adequate sources used and correct referencing style</li> </ul>	<ul style="list-style-type: none"> <li>○ Submission reflects the perspective of the persona and considers some ethical, social and cultural issues</li> <li>○ A variety of sources used and referencing style correct</li> </ul>	<ul style="list-style-type: none"> <li>○ Submission reflects the perspective of the persona and considers in details other ethical, social and cultural issues</li> <li>○ A variety of source types used and referencing style correct</li> </ul>

## Media Groups Articles

	Level 1 (<50)	Level 2 (50-64)	Level 3 (65-74)	Level 4 (>75)	Level 5 (>85)
A. Students <b>embark on inquiry</b> and so determine a need for knowledge/ understanding	<ul style="list-style-type: none"> <li>Article of no interest to other personae</li> </ul>	<ul style="list-style-type: none"> <li>Article of limited interest to other personae</li> </ul>	<ul style="list-style-type: none"> <li>Article of some interest to other personae</li> </ul>	<ul style="list-style-type: none"> <li>Article of interest with impact on other personae</li> </ul>	<ul style="list-style-type: none"> <li>Article of strong interest with significant impact on other personae</li> </ul>
B. Students <b>find/generate</b> needed information/data using appropriate methodology	<ul style="list-style-type: none"> <li>Sources of information used from outside e-Sim</li> </ul>	<ul style="list-style-type: none"> <li>Sources of information primarily from inside e-Sim</li> </ul>	<ul style="list-style-type: none"> <li>Information from one or two sources within the e-Sim</li> </ul>	<ul style="list-style-type: none"> <li>Information from multiple sources of information within the e-Sim with some engagement of other personae</li> </ul>	<ul style="list-style-type: none"> <li>Multiple sources of information within e-Sim used with evidence of wide engagement with personae</li> </ul>
C. Students <b>critically evaluate</b> information/data and the process to find/generate this information/data	<ul style="list-style-type: none"> <li>Insufficient and/or inaccurate information</li> </ul>	<ul style="list-style-type: none"> <li>Limited but correct information</li> </ul>	<ul style="list-style-type: none"> <li>Adequate and accurate information</li> </ul>	<ul style="list-style-type: none"> <li>Extensive and accurate information to back up argument</li> </ul>	<ul style="list-style-type: none"> <li>Extensive and accurate information with presentation of multiple lines of argument</li> </ul>
D. Students <b>organise</b> information collected or generated	<ul style="list-style-type: none"> <li>Errors in spelling/grammar</li> <li>Poor organisation and low readability</li> </ul>	<ul style="list-style-type: none"> <li>Spelling/grammar mostly correct</li> <li>Adequate organisation and readable</li> </ul>	<ul style="list-style-type: none"> <li>Spelling/grammar correct</li> <li>Good organisation and readability</li> </ul>	<ul style="list-style-type: none"> <li>High level of language used and high clarity and readability</li> </ul>	<ul style="list-style-type: none"> <li>Excellent use of language and professional level of clarity and readability</li> </ul>
E. Students <b>synthesise, analyse and apply</b> new knowledge	<ul style="list-style-type: none"> <li>Limited evidence of ability to construct coherent argument</li> </ul>	<ul style="list-style-type: none"> <li>Sound argument based on evidence</li> </ul>	<ul style="list-style-type: none"> <li>Well-reasoned argument based on wide evidence</li> </ul>	<ul style="list-style-type: none"> <li>Some evidence of imagination, flair, originality and independent thought</li> </ul>	<ul style="list-style-type: none"> <li>Demonstration of imagination, flair, originality and independent thought</li> </ul>
F. Students <b>communicate</b> knowledge and the process used to generate it with an awareness of ethical, social and cultural issues	<ul style="list-style-type: none"> <li>Articles do not refer to ethical, social and cultural issues</li> <li>Partial reference to sources of information</li> </ul>	<ul style="list-style-type: none"> <li>Articles include some ethical, social and cultural issues but do not provide any detail of their relevance</li> <li>Limited referencing to sources of information</li> </ul>	<ul style="list-style-type: none"> <li>Articles include some ethical, social and cultural issues and their relevance</li> <li>Adequate reference to sources used</li> </ul>	<ul style="list-style-type: none"> <li>Articles consider some ethical, social and cultural issues and have some impact on the e-Sim</li> <li>Several sources used and referenced</li> </ul>	<ul style="list-style-type: none"> <li>Articles consider ethical, social and cultural issues in detail and have a significant impact on the e-Sim</li> <li>Multiple sources used reflecting scope of debate within the e-Sim</li> </ul>



## Decision-Maker Group Report

	Level 1 (<50)	Level 2 (50-64)	Level 3 (65-74)	Level 4 (>75)	Level 5 (>85)
A. Students <b>embark on inquiry</b> and so determine a need for knowledge/ understanding	<ul style="list-style-type: none"> <li>Decision does not reflect the main points in the Public Inquiry</li> </ul>	<ul style="list-style-type: none"> <li>Decision reflects some of the major points raised in the Public Inquiry</li> </ul>	<ul style="list-style-type: none"> <li>Decision reflects the major points raised in the Public Inquiry</li> </ul>	<ul style="list-style-type: none"> <li>Decision reflects in detail</li> </ul>	<ul style="list-style-type: none"> <li>Decision</li> </ul>
B. Students <b>find/generate</b> needed information/data using appropriate methodology	<ul style="list-style-type: none"> <li>Information inadequately references e-Sim events</li> </ul>	<ul style="list-style-type: none"> <li>Information has limited reference to e-Sim events</li> </ul>	<ul style="list-style-type: none"> <li>Adequate referencing of limited e-Sim events</li> </ul>	<ul style="list-style-type: none"> <li>Adequate reference to multiple e-Sim events</li> </ul>	<ul style="list-style-type: none"> <li>Extensive reference to multiple e-Sim events</li> </ul>
C. Students <b>critically evaluate</b> information/data and the process to find/generate this information/data	<ul style="list-style-type: none"> <li>Insufficient and/or inaccurate information</li> </ul>	<ul style="list-style-type: none"> <li>Limited but correct information</li> </ul>	<ul style="list-style-type: none"> <li>Adequate and accurate information</li> </ul>	<ul style="list-style-type: none"> <li>Extensive and accurate information to back up argument</li> </ul>	<ul style="list-style-type: none"> <li>Extensive and accurate information with presentation of multiple lines of argument</li> </ul>
D. Students <b>organise</b> information collected or generated	<ul style="list-style-type: none"> <li>Errors in spelling/ grammar</li> <li>Poor organisation and low readability</li> </ul>	<ul style="list-style-type: none"> <li>Spelling/ grammar mostly correct</li> <li>Adequate organisation and readable</li> </ul>	<ul style="list-style-type: none"> <li>Spelling/ grammar correct</li> <li>Good organisation and readability</li> </ul>	<ul style="list-style-type: none"> <li>High level of language used and high clarity and readability</li> </ul>	<ul style="list-style-type: none"> <li>Excellent use of language and professional level of clarity and readability</li> </ul>
E. Students <b>synthesise, analyse and apply</b> new knowledge	<ul style="list-style-type: none"> <li>Limited evidence of ability to construct coherent argument</li> </ul>	<ul style="list-style-type: none"> <li>Sound argument based on evidence</li> </ul>	<ul style="list-style-type: none"> <li>Well-reasoned argument based on wide evidence</li> </ul>	<ul style="list-style-type: none"> <li>Some evidence of imagination, flair, originality and independent thought</li> </ul>	<ul style="list-style-type: none"> <li>Demonstration of imagination, flair, originality and independent thought</li> </ul>
F. Students <b>communicate</b> knowledge and the process used to generate it with an awareness of ethical, social and cultural issues	<ul style="list-style-type: none"> <li>Decision does not refer to ethical, social and cultural issues</li> <li>Partial reference to sources of information</li> </ul>	<ul style="list-style-type: none"> <li>Decision includes some ethical, social and cultural issues but does not provide any detail of their relevance</li> <li>Limited referencing to sources of information</li> </ul>	<ul style="list-style-type: none"> <li>Decision includes some ethical, social and cultural issues raised by the e-Sim</li> <li>Adequate reference to sources used</li> </ul>	<ul style="list-style-type: none"> <li>Decision considers some ethical, social and cultural issues with a good reflection of issues raised by the e-Sim</li> <li>Several sources used and referenced</li> </ul>	<ul style="list-style-type: none"> <li>Articles considers ethical, social and cultural issues in detail with extensive reflection of issues raised by the e-Sim</li> <li>Multiple sources used reflecting scope of debate within the e-Sim</li> </ul>



# Chicken & Egg e-Sim Debriefing Report

Student Name: \_\_\_\_\_

Marker: \_\_\_\_\_

	Level 1 (<50)	Level 2 (50-64)	Level 3 (65-74)	Level 4 (>75)	Level 5 (>85)
A. Students <b>embark on inquiry</b> and so determine a need for knowledge/ understanding	<ul style="list-style-type: none"> <li>○ Aim of submission not stated</li> </ul>	<ul style="list-style-type: none"> <li>○ Aim of submission stated, but unclear</li> </ul>	<ul style="list-style-type: none"> <li>○ Aim of submission clear and adequately reflects persona objectives</li> </ul>	<ul style="list-style-type: none"> <li>○ Aims of submission clear and substantially reflects persona objectives</li> </ul>	<ul style="list-style-type: none"> <li>○ Aims of submission clear, and goes beyond material given to persona</li> </ul>
B. Students <b>find/generate</b> needed information/data using appropriate methodology	<ul style="list-style-type: none"> <li>○ Inadequate reference to e-Sim events</li> </ul>	<ul style="list-style-type: none"> <li>○ Limited reference to e-Sim events</li> </ul>	<ul style="list-style-type: none"> <li>○ Adequate reference to e-Sim events, information sourced from limited e-Sim events</li> </ul>	<ul style="list-style-type: none"> <li>○ Adequate reference to e-Sim events, information sourced from multiple e-Sim events</li> </ul>	<ul style="list-style-type: none"> <li>○ Extensive reference to e-Sim events, information sourced from multiple e-Sim events and from outside the e-Sim</li> </ul>
C. Students <b>critically evaluate</b> information/data and the process to find/generate this information/data	<ul style="list-style-type: none"> <li>○ Limited discussion of factors</li> </ul>	<ul style="list-style-type: none"> <li>○ Discussion of factors in isolation</li> </ul>	<ul style="list-style-type: none"> <li>○ Discussion of multiple factors, limited discussion of interactions between factors</li> </ul>	<ul style="list-style-type: none"> <li>○ Discussion of multiple factors, detailed discussion of interactions between factors</li> </ul>	<ul style="list-style-type: none"> <li>○ Discussion of multiple factors, detailed discussion of interactions between factors with extrapolation to examples outside the e-Sim</li> </ul>
D. Students <b>organise</b> information collected or generated	<ul style="list-style-type: none"> <li>○ Errors in spelling/grammar</li> <li>○ Poor organisation and low readability</li> </ul>	<ul style="list-style-type: none"> <li>○ Spelling/grammar mostly correct</li> <li>○ Adequate organisation and readable</li> </ul>	<ul style="list-style-type: none"> <li>○ Spelling/grammar correct</li> <li>○ Good organisation and readability</li> </ul>	<ul style="list-style-type: none"> <li>○ High level of language used and high clarity and readability</li> </ul>	<ul style="list-style-type: none"> <li>○ Excellent use of language and professional level of clarity and readability</li> </ul>
E. Students <b>synthesise, analyse and apply</b> new knowledge	<ul style="list-style-type: none"> <li>○ Limited evidence of ability to construct coherent argument</li> </ul>	<ul style="list-style-type: none"> <li>○ Sound argument based on evidence</li> </ul>	<ul style="list-style-type: none"> <li>○ Well-reasoned argument based on wide evidence</li> </ul>	<ul style="list-style-type: none"> <li>○ Some evidence of imagination, flair, originality and independent thought</li> </ul>	<ul style="list-style-type: none"> <li>○ Demonstration of imagination, flair, originality and independent thought</li> </ul>
F. Students <b>communicate</b> knowledge and the process used to generate it with an awareness of ethical, social and cultural issues	<ul style="list-style-type: none"> <li>○ Minimal reflection presented</li> <li>○ Partial/incorrect reference list provided</li> </ul>	<ul style="list-style-type: none"> <li>○ Adequate reflection that does not cover the major issues raised in the e-Sim</li> <li>○ Limited referencing and/or incorrect referencing style</li> </ul>	<ul style="list-style-type: none"> <li>○ Good reflection with adequate coverage of the major ethical, social and cultural issues raised in the e-Sim</li> <li>○ Adequate sources used and correct referencing style</li> </ul>	<ul style="list-style-type: none"> <li>○ Good reflection with good coverage of the major ethical, social and cultural issues raised in the e-Sim</li> <li>○ A variety of sources used and referencing style correct</li> </ul>	<ul style="list-style-type: none"> <li>○ Excellent reflection with extensive coverage of the major ethical, social and cultural issues raised in the e-Sim</li> <li>○ A variety of source types used and referencing style correct</li> </ul>