UNIVERSITY OF LEEDS

Innovation: The World's Greatest

Understand what innovation means and consider the history and developments of innovations that are important in our daily lives.

If your students are completing the whole of this course online, then they can complete useful and engaging activities, or a test based on the content covered.

You can choose for your students to complete individual tasks by themselves or encourage group work. Though you may have your own ideas about what your students can do with the course content, we've made things easy for you by suggesting some activities that you can submit to your students below. Choose whichever suits your students and needs.

Each task has student-facing instructions you can use (found later in this pack).

Individual student tasks taken from the course

Reflection: Students write a 500-word reflection on what they learned from the course, including anything they might do differently now as a result of their learning and anything additional they found out from their own reading around the topic. They will submit this reflection as a written essay, podcast or video.

Research task: Students will choose something they think is one of the greatest innovations and research its history (Step 2.3). They create a timeline/poster/presentation to document the history and explain this innovation's importance. They submit this research to you.

Group tasks based on the course

Research task: Allocate the students to a group or allow them to choose their own groups of up to three students. Each group will choose something they think is one of the greatest innovations and research its history (Step 2.3). They will collaborate to create a timeline/poster/presentation to document the history and explain this innovation's importance. They submit their research to you alongside a brief written summary of how they worked together as a team.

Discussion task 1: Set up a discussion board on a platform of your choice. Students discuss the question: What do you think is the greatest innovation of all time? Why – what makes it great? How has it made a difference?

Discussion task 2: Set up a discussion board on a platform of your choice. Students discuss the question: Do you agree with the list of top ten innovations (Step 1.3)? Would you add anything/change the order? Is there anything you don't agree with? Why?

Test

You can use the test questions listed in the student instructions below as a short assessment to enable your students to demonstrate what they have learned on the course. The assessment has 15 marks in total.

The questions have been designed to be flexible and open. The questions indicate which steps the answers can be found on. The marks available reflect the likely length and complexity of the answer expected, and how many points they are likely to make. For example, a 5-mark question might reflect a longer, more complex question, or one where they have asked to describe or explain a number of elements. Depending on the level and ability of your students, you can decide how you wish to award the marks, so they appropriate for your class.

Each question suggests which steps the students may wish to return to answer the questions. You can decide if you want to include this information when you share the assessment with your students.

Additional support

You can use the How to use FutureLearn guide with your students to get them started. If you have any more questions, please refer to the FAQ section

Student instructions

Reflection

Write a 500-word reflection on what you have learned from the course. It should include anything you might do differently now because of what you learned and anything additional you found out in your reading around the topic. Submit this reflection to your teacher as a written essay, podcast or video.

Research task

Choose something you think is one of the greatest innovations and research its history (step 2.3). Create a timeline to document the history of that innovation and explain its importance. You can create a poster, slideshow or video of your findings and submit it to your teacher.

Group discussion 1

Using the discussion board your teacher has set up, answer this question: What do you think is the greatest innovation of all time? Back up your suggestion with why – what makes it great? How has it made a difference?

Group discussion 2

This is the list of the top ten innovations from Step 1.3 of the course:

1. The Internet
2. Electricity
3. The wheel
4. The printing press
5. Written language
6. Computers

7. Antibiotics
8. The light bulb
9. Development of communication and language
10. Smartphones

Using the discussion board your teacher has set up, answer this question: Do you agree with the list? Would you add anything/change the order? Is there anything you don't agree with? Why?

Group research task

in groups, choose something you think is one of the greatest innovations and research its history (Step 2.3). Create a timeline/poster/presentation to document the history and explain this innovation's importance.

Test

Complete the assessment questions below to demonstrate your understanding of the course. You can refer back to the course to find the answers or more detail as you need to. You should not however share your answers with other students.

Your answers should be written in full sentences and be appropriately detailed. Make sure you read the questions carefully before starting to answer. Each question shows how many marks are available – use this to guide how much detail or how many points you need to include.

The questions also indicate where you can start to look to find the answer. You can also include information from other steps if that is relevant.

1. Explain the meaning of innovation and how it relates to design. (5 marks) [Step 1.4]

2. Explain the different types of innovation. (5 marks) [Step 1.5]

3. Explain the difference between incremental and disruptive innovation and give examples of each from the business world. (5 marks) [Step 1.6]