Designing for Change

Using the Community of Inquiry and Transformative Learning to create authentic learning experiences
designing for change

Using the community of inquiry and transformative learning to create authentic learning experiences
philosophy
education

CREATION OF SPACE FOR THE AMPLICATION OF IDEAS
research
COMMUNITY OF INQUIRY

"The Community of Inquiry framework describes an environment where participants collaboratively construct meaning and share understanding”

TRANSFORMATIVE LEARNING

"a process by which previously uncritically assimilated assumptions, beliefs, values, and perspectives are questioned and thereby become more open, permeable, and better validated”
579 participants online, graduate MBA program

**Ethnicity**
- White: 56%
- Asian: 22%
- African-American: 12%
- Other: 12%

**Online Experience**
- 1-4: 38%
- 5-10: 33%
- 10+: 21%

**Gender**
- Female: 43%
- Male: 57%

**Age**
- 22-30: 29%
- 31-40: 54%
- 41+: 13%

**Discipline**
- 64% soft
amplification

Historically, the management of social organizations of all types has been maintained by control measures that work to block the capacity of systems to operate autonomously. It is ironic that in our efforts to stabilize systems against failures, we often transform them into more tightly coupled systems that redistribute stress.
amplification
FEEDBACK STRUCTURES

NEGATIVE:
Corrective
Prevents Failure

POSITIVE:
Productive
Amplifies Success
application
application

STRUCTURE
CREATE A CONSISTENT STRUCTURE

OBJECTIVES
TRANSFORM OBJECTIVES INTO CHALLENGES

TASKS
REPHRASE QUESTIONS AS STATEMENTS
Module 1: Topic [Date-Date]

Introduction
In Module 1, we will [discover, experience, define, identify, etc.] ________________

Benefits
By completing Module 1, you will be able to:
A. _____ when _____
B. _____ when _____

Challenges
1. [State your learning objective as a challenge to students; bold and capitalize Assignment Title]
2. [State your learning objective as a challenge to students; bold and capitalize Assignment Title]

Resources
Resources to help you complete the challenges:
Read ______ to [define, understand, gain an overview of, etc.] ________________
Read ______ to [define, understand, gain an overview of, etc.] ________________
Watch ______ (length of video time) to [understand, see the actions of, etc.] ________________
Module 3: Tort Law and the Civil Justice System (Week 3)

Introduction
Welcome to Module 3! In this module, we will gain an understanding of the ways in which the civil justice system can be used to protect consumers, manage risk, compensate parties, and deter misconduct. We will also consider the impact of recent so-called "tort reform," or making justice accessible to a wider range of stakeholders.

Benefits
After completing Module 3, you will be able to:
A. Recognize and assess legal risks and liabilities relevant to business operations and product development.
B. Understand and articulate value the civil justice system plays with respect to consumer safety and business regulation.
C. Challenge and defend proposed changes to the civil justice system and their impacts on a range of stakeholders of consumers, communities, and businesses.

Challenges
1. Articulate your understanding of the functions of the civil justice system. Identify different types of torts (i.e., intentional, negligent, strict liability) and different theories of liability using a Negligence framework by answering the "Torts Law Guided Reading Questions.

2. Contribute to class discussions about the purpose of product and service liability law and the implications of our system of tort law on a range of stakeholders, including:
   - Civil Justice
   - Business Regulations

3. Logically argue different theories of product and service liability to a given case and identify and articulate any viable defenses in the Product Liability Oral Argument.

4. Test your understanding of different theories of negligence as well as product and service liability by taking the Torts Quiz.

Resources
Resources to help you complete the challenges:
Read Chapter 7 in the online textbook in order to gain a detailed understanding of:
- The definition and classifications of torts (i.e., intentional, negligent, strict liability)
- The purpose of tort law and role of the civil justice system
- The elements of, and defenses to, a negligence claim that you can apply to the facts of the Liebeck v. McDonald's Hot Coffee Case.

Read The McDonald's Hot Coffee Case (Liebeck v. McDonald's Restaurant) to apply all the concepts you read in Chapter 7 to the facts of the "hot coffee case" in order to answer the "Torts Law Guided Reading Questions.

Watch the following chapters from Hot Coffee, Is Justice Being Served?: 45 minutes to gain a fuller understanding of the impact of tort reform on the United States judicial system.

Assignment for Tue. 2/12
Liebeck v. McDonald's (Hot Coffee Case)
Assignment for Thur. 2/14
Content-Based Power Point Slides
challenge statements

Connect objectives with activities
Stimulate active learning
Module 2: Entering the World of the Bible

Introduction
In Module 2, we will discuss multiple approaches to reading a text, sacred or not. We will discover ways in which understanding and acceptance of text. We will also introduce and discuss two specific Christian approaches to reading.

Benefits
By completing Module 2, you will be able to:
A. Articulate your knowledge for contextual interpretations when discussing sacred text
B. Identify and define discrete Christian approaches when analyzing sacred text

Challenge
1. Analyze two approaches to reading the Bible in Reading a Sacred Text discussion forum.

Resources
Resources to help you complete the challenge:
Read Chapter III entitled “Sacred Scripture, Its Inspiration and Divine Interpretation” from Dei Verbum
Read The Chicago Statement on Biblical Inerrancy
Read Twist - Reading the Bible Unjustly

Session Objectives:
To examine and analyze different approaches to reading the Bible.

Assignments:
- Read Chapter III entitled “Sacred Scripture, Its Inspiration and Divine Interpretation” from Dei Verbum
- Read The Chicago Statement on Biblical Inerrancy
- Read Twist - Reading the Bible Unjustly
- Submit Weekly Essay (see link below) by Friday at 9 am and respond to at least one colleague’s post by the following Monday at 9 am
- Weekly Essay #1 - Due Friday, September 6 at 9:00 am
declarative statements

Inform by filling in conditions
Support active learning to find solutions
Connect content with measurable objectives
Content:

The professional conduct of accountants is regulated in the US by federal agencies, state legislatures, and member organizations. To enforce ethical accounting standards, the Securities and Exchange Commission (SEC) may bar or suspend from practice any accountant deemed to have engaged in “unethical or improper professional conduct.” States from which an accountant receives her license can fine, suspend, or bar the accountant from practice. The Professional Ethics Division within the American Institute of Certified Public Accountants (AICPA) can initiate investigations into allegations of unethical or wrongful conduct if the Certified Public Accountant (CPA) is a member of the AICPA. If it determines guilt, it can bar or suspend the accountant from AICPA membership. The auditing profession is subject to oversight by the Public Company Accounting Oversight Board (PCAOB), and auditors remain subject to professional discipline to ensure that they maintain compliance with auditing standards.

Initial Posting Guidance

1. Review the “Disciplinary Matters” page of the New York State Society of CPAs (NYSSCPAs). The violations of ethical standards described in “Disciplinary Matters” mostly concern misconduct by accountants in the course of their duties as accountants. But what other ethical issues can you imagine arising in the general business context, which accountants would also need to be equipped to handle? Would issues raised in “Should Employers Hire Based On Social Media” likely arise in the accounting workplace? Why or why not?

2. Silicon Valley startups often embrace and maintain a culture of “fake it until you make it,” in order to raise investment capital. Evaluating that particular corporate culture using a lens of accounting standards can help illustrate the ways in which ethical standards extend across industries and professions.

3. Think about the ethical violations of those involved with Theranos, most notably (but not exclusively) Elizabeth Holmes.

4. Add a new discussion.

5. Title your post with:
   a. Your first and last name
   b. Key words identifying the AICPA ethical standards arguably violated by Holmes/Theranos
   (e.g., Elizabeth Kennedy, Integrity, Due Care)

6. In your post:
   a. Identify two AICPA Principles of Professional Conduct that were arguably violated by Elizabeth Holmes/Theranos.
   b. Explain why each of your chosen principles were violated by Elizabeth Holmes/Theranos.
   c. Describe conduct that led to the breaches for each of your chosen principles.
   d. Identify and describe specific morals or values that could have helped to prevent the breaches.
Individual Case Summaries

Your summary should consist of the following sections:

- A brief summary of the case and key issues
- Your key recommendations for how to resolve the key issues

Your top two takeaways based on the web's reading and case analysis. These are the issues or your recommendations. Nor are they generic suggestions for ambiguity gained from the case that you can apply to a specific work situation. A good takeaway will be grounded in a specific situation you have encountered in the workplace; it better informs how you could more effectively work through such situations.

Submit your summary in the appropriate area in Moodle on the due date shown in the 'Class Schedule and Due Dates' section of the course syllabus.

Length Limit: No more than one and one-half double-spaced pages for each case summary. Note that the takeaways section should make up roughly half the overall length.

Individual Case Paper: Managing Up (A)

Snapshot:
10 points
Due Sunday, 11:59 PM ET

Guidance:

Summarize the Managing Up: A case and explain specific elements related to course concepts.

Support your statements with specific references to the influence tactics outlined by Cialdini (2001) and/or Falbe and Yuki (199

Use the following headings to structure your paper and address each prompt.

1. Summary

2. Culture and Roles
   a. Name and describe principles of culture and roles, citing course materials where appropriate.
   b. Explain why Grace and Landon's approaches to handling the situation in the Managing Up (A) case were logical.
   c. Infer how Grace and Landon's actions were likely affected by culture and role conditions/constraints at the organization.

3. Recommended Tactics
   a. Identify two tactics that would have been more effective than Grace and Landon's approaches.
   b. Explain why you selected those tactics, citing course materials where appropriate.
   c. Describe the difference those tactics would have made in the outcome of the case.

4. Takeaway Application
   a. Identify the most important takeaway point from the case.
   b. Describe how you will apply it in the real-world.
Team Case Analysis: Money Flow, Inc.

Snapshot:
60 points
Due by Sunday, 11:59 PM ET

Guidance:

Based on the Money Flow, Inc. case, with your small group, complete the following:

Slide 1: Title Slide
a. Title
b. Team members

Slide 2: Case Overview
A brief overview of the case.

Slide 3: Organizational Problems
Clearly identify the organizational behavior.

Slide 4: Organizational Culture and Role E
a. Describe the organization’s cultural context.
b. Explain how their cultural conditions control.
c. Describe the organization’s role expectations.
d. Explain how the role expectations control.

Slide 5: Strategic Alternatives
Provide a set of strategic alternatives that address the CB problem or issue.

Slide 6: Evaluation of Strategic Alternatives
a. Describe how well each of the alternatives address the CB problem or issue.
b. Address the feasibility of success for each alternative.
c. Explain your reasoning for choosing the recommended solution, citing course materials where appropriate.

Slide 7: Key Takeaways
a. As a team, identify the top three CB takeaways from the case analysis.
b. Explain why these takeaways are relevant.
c. Apply each takeaway to an occupational setting.

Assignment Notes:
1. Your team may develop a PowerPoint with more than 7 slides, if needed.
2. Submission Process: One team member can upload your team’s annotated PowerPoint presentation file to the appropriate area of Moodle on the due date.
3. Although it is not required, teams are encouraged to confer with the instructor about case analysis and any instructor the week before a presentation.
4. Annotations. There is no separate written report for this assignment. However, teams are responsible to ensure that notes should be directly tied to the content of the slide by elaborating on topics that are outlined in the slide. Each note section should:
   a) start with a topic sentence.
   b) provide a basic discussion of the topics covered on that particular slide,
   c) use bullet pointing and outlining where appropriate, to clearly inform, and
   d) be formatted in a consistent style throughout the presentation. Slide notes should not come across as an essay.
review

**STRUCTURE**
- Create a consistent structure

**OBJECTIVES**
- Transform objectives into challenges

**TASKS**
- Rephrase questions as statements
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