



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

educere

LEADING OUT

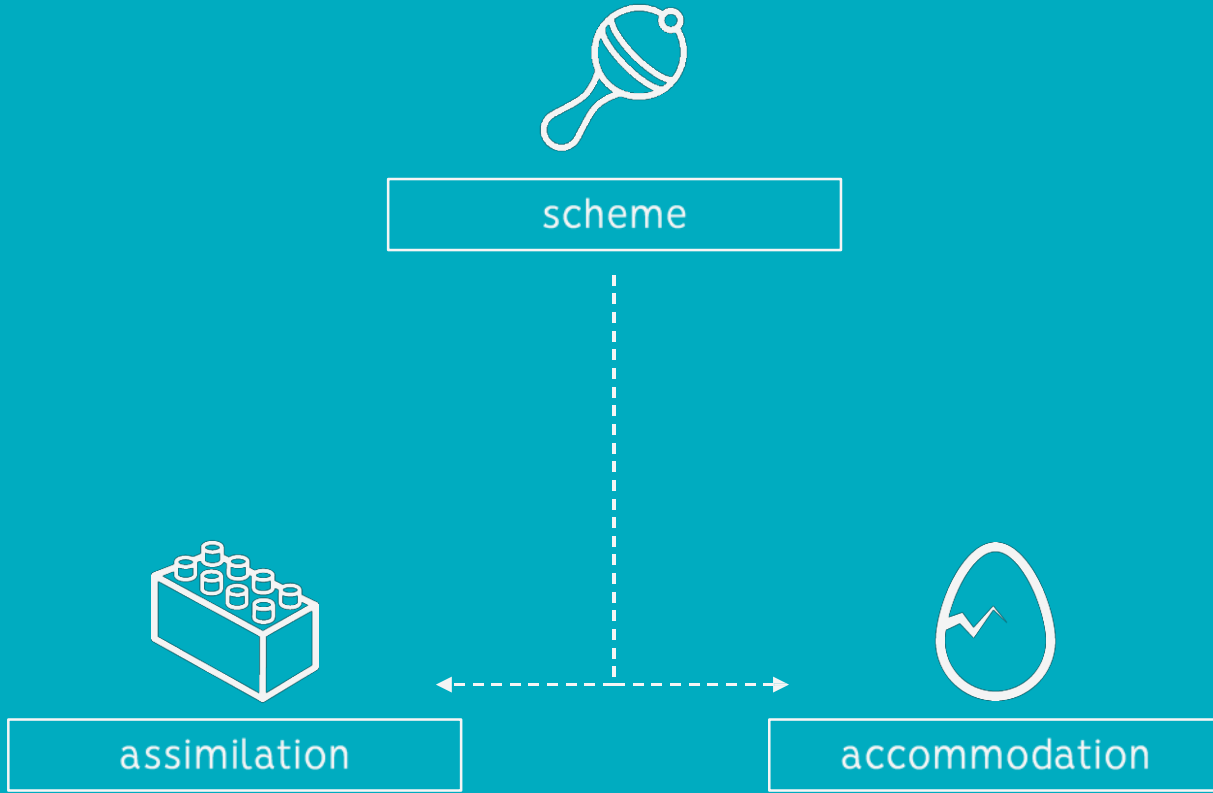
INFORMATIVE

FILLING THE FORM

TRANSFORMATIVE

CHANGING THE FORM

WHAT is known



HOW its known

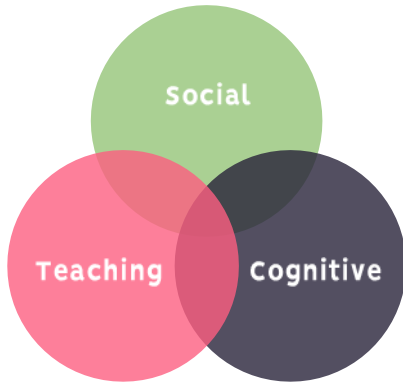
education

CREATION OF **SPACE** FOR THE **AMPLIFICATION** OF IDEAS

research

COMMUNITY OF INQUIRY

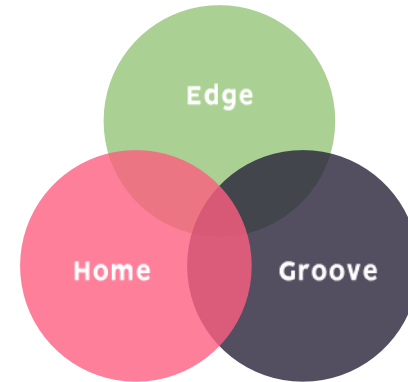
SPACE



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

TRANSFORMATIVE LEARNING

AMPLIFICATION



“a process by which previously uncritically assimilated assumptions, beliefs, values, and perspectives are questioned and thereby become more open, permeable, and better validated”

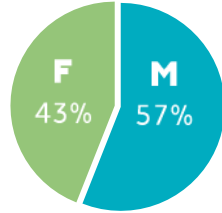
579

participants
online, graduate MBA program

ETHNICITY

White	56%
Asian	22%
African-American	12%
Other	12%

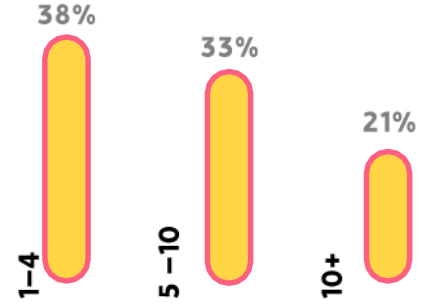
GENDER



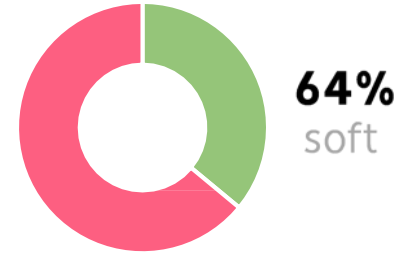
AGE



ONLINE EXPERIENCE



DISCIPLINE



COI

T

TEACHING
13

S

SOCIAL
9

C

COGNITIVE
12

TLT

HA

HABITUAL ACTION
4

U

UNDERSTANDING
4

CR

CRITICAL REFLECTION
4

R

REFLECTION
4

HA

HABITUAL ACTION

U

UNDERSTANDING

R

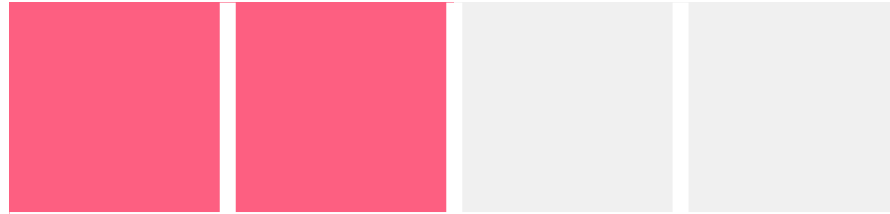
REFLECTION

CR

CRITICAL REFLECTION

S

SOCIAL



T

TEACHING



C

COGNITIVE



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



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

amplification

INDIVIDUALIZATION

STRUCTURE

STANDARDIZATION

Consistent

Easy Navigation

Support Active Learning

Accessible



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.] _____

5

Tort L



Assignment for Tue. 2/12



Liebeck v. McDonald's (Hot Coffee Case)



Assignment for Thur. 2/14



Content-Based Power Point Slides

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 the injured, and resolve disputes between plaintiffs and defendants in real torts cases. We will also consider the impacts of recent so-called "tort reform," on making justice accessible to a wide range of stakeholders, in

Benefits

After completing Module 3, you will be able to:

- Recognize and assess legal risks and liabilities related to business operations and product development.
- Understand and articulate the role the civil justice system plays with respect to consumer safety and business regulation.
- Challenge and defend proposed changes to the civil justice system and their impacts on a range of stakeholders from consumers to communities and businesses.

Challenges

1. Articulate your understanding of the function of the civil justice system; identify different types of torts (e.g., intentional, negligence, strict liability) and different theories of tort liability; and apply a Negligence framework by answering the **Torts Law Guided Reading Questions**.

2. Contribute to our class discussion 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

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

Product Liability Oral Arguments

Enter this Flip Code: f6ee7f1b

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

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 Stella Liebeck, "Hot Coffee Case."

Read **The McDonald's Hot Coffee Case** (Liebeck v. McDonald's Restaurants) to apply all the concepts you read in Chapter 7 to the facts of the "hot coffee case," in order to understand the

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

amplification

CEILING

OBJECTIVES

FLOOR

challenge statements

Connect objectives with activities
Stimulate active learning

Missing Connection

Moodle - Loyola University Maryland Loyola Maryland English - United States (en_us)

Session Objective: 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 Twiss - 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



Dei Verbum



The Chicago Statement on Biblical Inerrancy



Twiss - Reading the Bible Unjustly



Weekly Essay #1 - Due Friday, September 6 at 9:00 am

Clear Connections

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 the Bible.

Benefits

By completing Module 2, you will be able to:

- Articulate your knowledge for contextual interpretations when discussing sacred text
- Identify and define discrete Christian approaches when analyzing sacred text

Challenge

- Analyze two approaches to reading the Bible in **Reading a Sacred Text** discussion forum.

[Reading a Sacred Text](#)

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 **Twiss - Reading the Bible Unjustly**

amplification

QUESTIONS

TASKS

STATEMENTS

declarative statements

Inform by filling in conditions

Support active learning to find solutions

Connect content with measurable objectives

Beyond the Balance Sheet

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?

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 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. As an accountant, however, you may encounter **ethical dilemmas outside the scope of your accounting work**.

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.

2. Watch "The Dropout: The rise and fall of Elizabeth Holmes, Theranos" (4:52) and prepare a post that discusses the ethical violations of those involved with Theranos, most notably (but not exclusively) Elizabeth Holmes.

3. Add a new discussion

4. 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*)

5. 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 **brief** recommendations for how to resolve the key issues
- Your top **two takeaways** based on the week's reading and case analysis. These are **not** 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; you better informs how you could more effectively work through such situations.

Submit your summary in the appropriate area in Moodle on the 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

Submit a Word document: 2-3-pages, double-spaced, 1-inch margins, Calibri 12-point font.

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 Yukl (1999).

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

1. Summary

Summarize [in a paragraph] the Managing Up: A case.

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.

Case Analysis

In-class Presentation: The presentation should consist of the following elements:

- a. A brief overview of the case.
- b. A clear and detailed presentation of the organizational behavioral (OB) problems or issues in the case.
- c. A set of strategic alternatives that offer a reasonable chance to help solve the problem.
 - i. Remember that you are operating as consultants, so you are expected to support and substantiate any claims that underlie your recommendations and time associated with its recommendations.
 - ii. The issues presented in these cases are of an OB nature, so your recommended alternatives need to reflect an application of the appropriate OB concepts.
- d. An evaluation of alternative solutions and a justification for the team's final recommendation. These questions should guide this process.
 - i. How well do each of the alternatives address the OB problem or issue?
 - ii. What is the feasibility of success for each alternative?
 - iii. What are the compelling reasons for choosing the recommended solution?

Submission Process: Upload the PowerPoint presentation file to the appropriate area of Moodle on the date shown in the "Class Schedule" page.

NOTE: Teams are encouraged to confer with the instructor about case analysis and approaches before presenting or submitting. To allow for a presentation.

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 you

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 behavioral

Slide 4: Organizational Culture and Role Expectations

- a. Describe the organization's cultural conditions.
- b. Explain how their cultural conditions contribute to the organization's performance.
- c. Describe the organization's role expectations.
- d. Explain how the role expectations contribute to the organization's performance.

Slide 5: Strategic Alternatives

Provide a set of strategic alternatives that offer

Slide 6: Evaluation of Strategic Alternatives

- a. Describe how well each of the alternatives address the OB 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 OB 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. The file name should be: *Money Flow, Inc. Case Analysis - Team Name*.
3. Although it is not required, teams are encouraged to confer with the instructor about case analysis and approaches before presenting or submitting. To allow for a presentation.
4. *Annotations. There is no separate written report for this assignment. However, **teams are responsible for** ensuring that the slide notes should be directly tied to the content of the slide by elaborating on topics that are outlined in the slide content. 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 afterthought.

review

STRUCTURE

CREATE A CONSISTENT STRUCTURE

OBJECTIVES

TRANSFORM OBJECTIVES INTO CHALLENGES

TASKS

REPHRASE QUESTIONS AS STATEMENTS

QUALITY MATTERS

QM



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LOYOLA
UNIVERSITY MARYLAND