**Course ID:** IB04  
**Delivery Method:** WebCT

**Creation Date:** 11/08/03  
**Revision Date:** 11/10/2005

**Development Team:**
- **Faculty:** Frank Wright  
- **Course Developer:** Marie-Pierre Huguet  
- **Support Team:** Craig Patick, Dana Pieluszczak, Mary Abercrombie, Chung Kiu Kim

**Scope:**
Integrate WebCT use in a class with a dual population: face-to-face, synchronous (T) and distant, asynchronous (D)

**Goal:** Identify and assess what components of WebCT can be used effectively.  
Design a user interface and navigational pattern that support faculty teaching style, course objectives, and course delivery mode.  
Identify, analyze, and evaluate what is involved when adding WebCT to a face-to-face class.  
Make recommendations for future use.

**Performance Level:** Evaluation

**Target Audience:** Faculty, IB students

**Prerequisites:** Basic computer skills and familiarity with the Internet.

**Outline**

100 – WebCT Features

**Performance Level:** Evaluation

**Objectives:** Identify, examine, organize, and assess what components of WebCT can be used effectively.

**Strategy:** Using previously collected data and information, as well as faculty feedback and recommendations, identify, review, examine, and assess WebCT tools use and functionality.

1A0 – Drop Box  
**Performance Level:** Application

**Objectives:** Identify appropriate use of the drop box and adjust to reflect course objectives and faculty teaching style.

**Application:** Use the drop box to collect submissions and return “criticized” (graded) assignments.

1B0 – Discussion Board  
**Performance Level:** Application
**Objectives:** Identify appropriate use of the discussion board and adjust to reflect course objectives and faculty teaching style. Focus is primarily on establishing an environment where ASK can be nurtured, professional communications can be practiced and asynchronicity can be deployed to the advantage of student (T&D) and instructor alike.

**Application:** Use the discussion board for:
- Weekly question
  - Student (T&D) to instructor dialogue
  - Student (T&D) to student (T&D) dialogue
- Area of knowledge/concentration (the new Geo pals)
  - Geographic
    - Country
    - Region
    - Supranational
  - Knowledge(s) [multi-literacy]
    - Organizations
    - Culture
    - Research
- Thought diversity
  - Beliefs
  - Values
  - “Ways” of thinking
- “Public” reflective thinking
  - Time delay for responses
  - “Forced” quantity: me and two more
  - Discussion thread beyond the week (hold open for ~ 2 weeks)

**1C0 – Notes**

**Performance Level:** Application

**Objectives:** Identify appropriate use notes and adjust to reflect course objectives and faculty teaching style.

**Application:** Notes are used by the faculty during the course development, during prep time, and after class time. The original intent is as a faculty ‘teaching journal’. It may also be a means of communication between designer and instructor.

**1D0 – Other tools**

*Note:* the following WebCT tools have not been identified as being used: Quiz/survey, whiteboard, chat, search and glossary. The instructor will construct his own glossary outside the WebCT tool suite.

**200 – User Interface**

**Performance Level:** Synthesis

**Objectives:** Design a user interface and navigational pattern that support faculty teaching style, course objectives, and course delivery mode(s).

**Strategy:** Through classroom observation, student utilization analysis and feedback, and faculty meetings, identify, examine, and design user interface.

**2A0 – Homepage**

**Performance Level:** Synthesis

**Objectives:** Within the limitations of WebCT, design a homepage that reflects teaching style, course objectives, and course delivery mode(s).

**Application:** The following features should be accessible from the WebCT homepage:
Current Week: Image to be identified. The icon is set up using the “conditional” feature (release is based on schedule). Takes the user to the week’s materials.

Reading Rooms: Image to be identified. Takes the user to thematically organized materials.

Drop box: Image to be identified. Takes the user to the Drop box page.

Discussion Board: Image to be identified. Takes the user to the Discussion Board.

Grades and progress (need new name): Image to be identified. Takes the user to a menu page with links to grades and tracking.

Previous Weeks: Image to be identified. Takes the user to a page listing previous weeks. Page will need to be updated every week.

Note: Although the use of a flash animation is recommended for the menu, WebCT does not allow tracking if it is used.

2B0 – IB HTML template

Performance Level: Synthesis

Objectives: Within the limitations of WebCT, design a template for the weekly lectures that reflects teaching style, course objectives, and course delivery mode(s).

Application: Although each page will have a “different” look, all will have the same navigational pattern:

- Top navigation:
  - Current Week
  - Previous Weeks
  - Reading Rooms
  - Text & Supplements
  - Current Events
  - News

- Left-hand navigation:
  - Syllabus
  - Schedule
  - Netiquette
  - Favorites
  - Glossaries
  - References
  - URLs
  - Student
  - Resources

Exception: Reading Rooms will have the navigation on the right to support the objectives for that page

2B0.a – Current Week

Description: Sets the tone with an editorial piece. Provides a lecture outline, lists materials, readings, assignments, and due dates for the week. Provides links to documents (PDF, PPT, Word) that are used to support the lecture.

Format:

2B0.b – Reading Rooms

Description: There are 11 reading rooms: Entrepreneurship/Innovation, MIS, Finance, Product Development, Accounting, Economy, Marketing, OB/HR, Enterprises Resources Plan, Strategy, and Governance. “Spotlight” draws attention to specific issue/event. The reading rooms will contain knowledge content as well as some skill building elements.
These might take the form of self assessments, business plans, PERT/GANNT charts, annotated bibliography, competing prepackaged software solutions and the like. “Spotlight” will focus on a ‘critical’ discussion point within the context of that week’s discussions; it might be integrative, participative…. These will allow the student to find themselves from their personal experience and create a sense of ‘belonging’ and familiarity.

2B0.c – I.B. News

Description: Provides links to recent news (may be a couple of weeks old) about content related events. Links can be to sites or articles. There is a quote of the week and a link to past issues. This may the initial site for classroom discussion.

2B0.d – Current Events

Description: Three sections (each representing a main “Kenichi Ohmae” geographical area: Americas, Europe, Asia) used to provide links and information about physical events. This may the initial site for classroom discussion. It is a means of awareness ‘outside’ “news” that demonstrates the complexity of forces in global interactions – like business.

2B0.e – Texts and Supplements

Description: Organized to support the reading rooms, this section provides links to additional materials (documents, websites) supporting the reading rooms and the weekly content.
2B0.f – Glossaries

**Description:** Provides links to glossaries on the web and the internet, as well as definitions for commonly used words, phrases, foreign language translation… Glossaries are organized in alphabetical order.

**Format:**

![Glossaries](image)

2B0.g – Student Resources

**Description:** Provides links to EWP course specific sites (Computer certification, WebCT@RPI, SIS) as well as other student resources (library services, using the drop box,)

**Format:**

![Student Resources](image)

2B0.h – Other Links

**Description:** From the left hand navigation, students will have access to:

- Syllabus (Word)
- Schedule (Word)
- Netiquette (HTML)
- Glossaries (see above)
- References (HTML) – Will contain all references made during the lecture by the instructor
- URLs (HTML) – Will contain all URLs from past IB courses and what may surface from the discussion board

**Format:** Words linked in the left-hand navigation.

300 – Content:

**Performance Level:** Based on Bloom’s taxonomy

**Objectives:** Pull objectives from Syllabus and add here.

**Strategy:** Enter lecture outline
3A0 – Week One:

Lecture One

Performance Level: Based on Bloom’s taxonomy

The expectation of the first day entails a ‘protracted’ socialization effort to cross boundaries of ‘time and place’ inherent in distance education with a classroom population. I am trying to set up what Brown Rice suggest:

Words to use in lectures (p.78):

<table>
<thead>
<tr>
<th>Arguing</th>
<th>Motivating</th>
<th>Prioritizing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proving</td>
<td>Challenging</td>
<td>Inferring</td>
</tr>
<tr>
<td>Contextualizing</td>
<td>Parenthesizing</td>
<td>Distinguishing</td>
</tr>
<tr>
<td>Conceptualizing</td>
<td>Discussing</td>
<td>Solving</td>
</tr>
<tr>
<td>Confirming</td>
<td>Comparing</td>
<td>Deducing</td>
</tr>
<tr>
<td>Contradicting</td>
<td>Contrasting</td>
<td>Extending</td>
</tr>
<tr>
<td>Debating</td>
<td>Deriving</td>
<td>Dismissing</td>
</tr>
<tr>
<td>Enthusiating</td>
<td>Formulating</td>
<td>Demonstrating</td>
</tr>
<tr>
<td>Exemplifying</td>
<td>Modelling [Brit.]</td>
<td>Supporting</td>
</tr>
<tr>
<td>Amplifying</td>
<td>Qualifying</td>
<td>Extrapolating</td>
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<tr>
<td>Developing</td>
<td>Extemporizing</td>
<td>Proposing</td>
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<tr>
<td>Quantifying</td>
<td>Improvising</td>
<td>Hypothesizing</td>
</tr>
</tbody>
</table>


Objectives: List covert and overt objectives.

Overt: To initiate “belonging”: creating the “we” from the class’ “I”

- Welcome and introduction
- Set expectations for instructor, solicit expectations from students via Student Profile
- Introduce course tools and intended use: website, text, Folsom Library
- Demonstrate, by example, the ASK (Attitudes, Skills Knowledges levels [see ASK Mapping of WebCT functions below])
- ‘How good is good enough’ performance for my criticism (the syllabus and the grading scheme) will be explored

Covert: To begin the deployment of pedagogical ‘alignments’ supporting the “belonging” [see L-T matrix below]

- How good is good enough’ performance for my criticism (the syllabus and the grading scheme) is expected to stimulate student self-reflection
- An idea about how difficult this course will be is sensed
- ASK is ‘felt’ by the student
- Value and relevance of the material is judged

Application: Give a brief description of the lecture and how it will be used in conjunction with WebCT.

IB’s WebCT site hints at the complexity of the subject material, the range of the subjects and the individual, personal commitment to ‘put in the time’ to explore this subject. The site will be dynamic enough to cover diverse student experiences, the ‘world’ of international business today and the possibility of developing a personal business philosophy. The ‘currency’ of the site content, its relevance to the text and the critical thinking necessary to ‘make sense’ of it are all attributes to be exploited.

Identify (as best as possible) all supporting materials and activities.

This will be done through the Page Content document. The specific pages of the site will be reviewed and the beginnings of learning my delivery, pace, use of English, wit and humor (such as it is)…. I will begin to see the risk takers and the gregarious students, the command of their experience and their ability to handle a ‘new’ experience. WebCT offers the stimulus that I ‘modulate’ so that D- or T-student alike can be challenged.
Lecture Two Focuses on extending and refining the above.

Performance Level: Based on Bloom’s taxonomy

Objectives: List covert and overt objectives.

Application: Give a brief description of the lecture and how it will be used in conjunction with WebCT. Identify (as best as possible) all supporting materials and activities.

<table>
<thead>
<tr>
<th>Bloom’s Performance Level Association</th>
<th>Overt: Management Acumen</th>
<th>Covert: Pedagogical Alignment (6 styles)</th>
</tr>
</thead>
</table>
| Knowledge: Relate \nComprehension: Recognize \nApplication: Interpret \nAnalysis: Inspect \nSynthesis: Plan \nEvaluation: Assess | Build the ‘vision’ of the course and its likely progress | Constructivism | – Social construction of knowledge: dialogue 
– Context of learning: relevancy of learning 
– Collaborative activities (participative learning): team work [MP: ‘your guide on the side’ rather than ‘sage on the stage’] |

| Knowledge: Repeat \nComprehension: Locate \nApplication: Operate \nAnalysis: Experiment \nSynthesis: Organize \nEvaluation: Value | Access to and structure of data sets available within the context of WebCT, Folsom Library and the text. | Resource based learning | – Encompass broad range of students (20+ majors, high school to non-traditional to staff) 
– Expose students to a variety of views 
– Encourage curiosity and questioning 
– Develop information skills and facility 
– Promotes active learning 
– Maintains course currency |

| Knowledge: Define \nComprehension: Locate \nApplication: \nAnalysis: Examine \nSynthesis: Prepare \nEvaluation: Select | Discussion Board | Collaborative learning | – Reflection: explain ‘whys’ of their work (self improvement) 
– Active learning (simulacra of work environment) 
– Communication skills development: written, oral and visual 
– Gestalt effect: there is a ‘unified whole’ to this management discipline 
– Human diversity: appreciate each student’s unique talents, skills... 
– Exposure: “I may be wrong and you may be right; through hard work, we may get closer to the truth” Popper’s condensation of his philosophy of science |

| Knowledge: Match \nComprehension: Review \nApplication: Install \nAnalysis: Differentiate \nSynthesis: Design \nEvaluation: Compare | Navigating the mazes of the knowledge sets | Problem based learning | – Increased student motivation: (case assignments) 
– Development of problem finding/solving skills (again case method) 
– Increased student responsibility: individual and team 
– Interactive and engaging: 
  o Flexible solution creation coupled with exposure to ‘other’ plausible alternatives 
  o Contextualization of information: information’s relevancy and significance (informed decision-making) |

<p>| Knowledge: Recall \nComprehension: Restate \nApplication: Interpret | Schedule, syllabus and deliverables as well as introductions | Narrative based teaching | – Makes the subject more memorable, places in a context: mythology, |</p>
<table>
<thead>
<tr>
<th>Analysis:</th>
<th>Question</th>
<th>Synthesis:</th>
<th>Evaluate:</th>
<th>Judge</th>
<th>metaphor, fable…</th>
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<td>Provides structure: attempt at generating <em>gestalt</em></td>
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<tr>
<td>Knowledge:</td>
<td>Relate</td>
<td>Comprehension:</td>
<td>Recognize</td>
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**3B0 – Week Two: Separate document for the succeeding weeks.**

**Lecture Three**

*Continue according to schedule and syllabus*

**400 – Project Assessment**

**Performance Level:** Evaluation

**Objectives:** Assess students’ response to use of WebCT and re-design of lecture.

**Strategy:** *What tools are we going to use?*
## IB04
### Week One

#### Introduction

**Materials:**
- Lecture - Video。”
- Changes in International Study (Word) - (PDF)
- Market Economy Story - International (PPT) - (PDF)

**Readings**
- Reading the Business Press (Word) - (PDF)

**Assignments**
- IB Company Report Format (Word) - (PDF)
- Industry, Company & Country Selection - Adam Ossel (Word) - (PDF)
- Learning Style (Word) - (PDF)

**Student Profile** (Word).

Submit your Student Profile in the Drop Box. To access the Drop Box, select "Homepage" on the left-hand navigation bar, then click on the Drop Box icon.

We recommend that you read the "How to use the Drop Box" document before you try to submit for the first time. If you have any problems, send an email to huguem@prv.edu.

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Based on United States Council for International Business
[http://www.uscib.org](http://www.uscib.org)

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### Reading Room - Entrepreneurship/Innovation

**WHAT ARE YOUR OPPORTUNITIES IN A SEA OF UNEMPLOYMENT?**

Is this the Golden Age of Entrepreneurship?

Many technology workers are finding themselves out in the cold as unemployment and underemployment plague the region. Find out why this is the time of the entrepreneur and how you can take advantage of opportunities you may not have thought possible into the future.

[http://www.businessleader.com/08/03/03/08/SplendidAgeOfEntrepreneurship.html](http://www.businessleader.com/08/03/03/08/SplendidAgeOfEntrepreneurship.html)

**The Meaning of Social Entrepreneurship**

J. Gregory Dees

The idea of "social entrepreneurship" has struck a responsive chord. It is a phrase well suited to our times. It combines the passion of a social mission with an image of business-like discipline, innovation, and determination commonly associated with, for instance, the high-tech pioneers of Silicon Valley. The time is certainly ripe for entrepreneurial approaches to social problems. Many governmental and philanthropic efforts have fallen short of our expectations. Major social sector institutions are often viewed as inefficient, ineffective, and unresponsive. Social entrepreneurs are needed to develop new models for a new century.

[http://www.gsb.stanford.edu/cu/SDForDefinition.html](http://www.gsb.stanford.edu/cu/SDForDefinition.html)

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Based on International Labor Organization (old site)
[http://www.ilo.org](http://www.ilo.org)
IB News
Lally School of Management and Technology

Europe stocks end winning run

LONDON, England (Reuters) – European shares ended lower on Tuesday as investors worried about stretched valuations after indices earlier hit 2003 highs and Banque Credit Suisse fell after saying it needed more cost-cutting.

H&K eyes Daimler unit: Private equity firm named exclusive bidder for MTU DaimlerChrysler's aircraft engine maker.

LONDON (Reuters) - Private U.S. equity firm Kohlberg Kravis Roberts & Co. has won the right to exclusive bids with DaimlerChrysler about buying its MTU aero-engine business, banking sources said Tuesday.

Copyright Office Rules For Toner Remanufacturer by Matt Villano

In a stunning end to a case that threatened the very foundation of the Digital Millennium Copyright Act, the U.S. Copyright Office ruled late Tuesday in favor of Static Control Components (SCC) that the company's fight against rival Lexmark International (News, Chart).

Current Events

The Peter Principles: Won't see TV

A picture, as the old saw has it, is worth a thousand words. A television morsel, therefore, may be worth a high school education.

DIA Compliance Validation

December 08, 2003 – December 10, 2003

Compliance to Computerized System Validation – A Moving Target

Dublin, Ireland

All its eggs in one rocket

And all the hoo-ha, ever China's man in space, nobody seemed to ask whether the project was legal.

The people's人大代表, it seems, have never been given the opportunity to vote on whether to spend the billions of dollars on the space project or on feeding the rural poor. - Li Yong Yang (Nov 4, '03)
ASK Mapping of WebCT functions

Attitude(s)
- Uncontrollable
  - Curr. Events
  - News
  - External Stimulus

Controlled
- WebCT
- Library
- Reading Rooms
- Text and Supplements
- References
- Doc, Books, URLs

Skill(s)
- Thinking - Concentration
  - Ent./Inno
  - MIS
  - Fin.
  - Prod. Dev.
  - Deliverables: Country and company profiles (analysis)
  - Casework
  - Final project (synthesis)

Knowledge(s)
- Accounting
- Finance
- Economy
- Marketing
- OB/HR
- Enterprises
- Resources
- Plan
- Strategy
- Governance
  - Business
  - Control