

# *Design Brief*

## *Introduction to Management*

**Course ID:** ITM\_FW  
**Delivery Method:** WebCT

**Creation Date:** 07/22/03  
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**Development Team:**  
**Faculty:** Frank Wright  
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### **Scope:**

Integrate WebCT use with a face-to-face class.

**Goal:** Identify and assess what components of WebCT can be used effectively to support face-to-face interaction. Design a user interface and navigational pattern that support faculty teaching style, and course objectives. Assess students' response to use of WebCT and re-design of lectures. 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, ITM students

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

### **Outline**

#### **100 – WebCT Features**

**Performance Level:** Evaluation

**Objectives:** Identify and assess what components of WebCT can be used effectively to support face-to-face interaction.

**Strategy:** Through classroom observation, faculty and students interview and questionnaires, identify, examine, and assess WebCT tools.

#### **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 specific 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.

**Application:** Use discussion board for administrative communication and informal student to student communication

## 1C0 – Other tools

**Performance Level:** Application

**Objectives:** Identify appropriate use of other tools (notes, calendar, quiz, ...) and adjust to reflect course objectives and faculty teaching style.

**Application:** Throughout the semester, monitor potential use of features.

## 200 – User Interface

**Performance Level:** Synthesis

**Objectives:** Design a user interface and navigational pattern that support faculty teaching style, and course objectives.

**Strategy:** Through classroom observation 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 course objectives and faculty teaching style.

**Application:** The following features will be accessible from the homepage:

- ITM News: Icon: ITM News folded. The icon is set up using the “conditional” feature (release is based on schedule).
- Drop box: Icon: Cartoon of a character being attacked by the content of a mailbox.. Takes the user to the Drop box page.
- Discussion Board: Icon: Head of a Greek statue in an old fashion TV box. Takes the user to the Discussion Board.
- Grades and progress (need new name): Icon TBD. Takes the user to a menu page with links to grades and tracking.
- Previous Issues: Icon: stack of ITM newspapers. Takes the user to a page listing previous weeks. Page will need to be updated every week.

## 2B0 – ITM News template

**Performance Level:** Synthesis

**Objectives:** Within the limitations of WebCT, design a template for the weekly lectures that reflects course objectives and faculty teaching style.

**Application:** The design is that of a newspaper front page. The following features are available from the page:

- Within the content area: “Headlines” for the week with summary of cases, topics, ...; image illustrating/supporting headlines
- Left-hand navigation links: “stable” links: references, shared URLs, Netiquette, week specific
- Right-hand navigation links: “dynamic” links, tailored to class,

## 2B0.a – Across the Board

**Description:** Provides information and supporting links and documents (PDF, PPT, Word) that can be useful throughout the semester. There are three sections:

- *Off the Press:* electronic documents
- *Surfing the Net:* URLs
- *Book It:* references

**Format:** Three rows 15%/85% (LA) 85%/15% (RA) 15%/85% (LA)

## 2B0.b – This Week’s Trend

**Description:** Three sections providing information and supporting documents that can be used during the week:

- *Supporting Documents:* PPT, PDF, Word + short description
- *Supporting Websites:* URLs + short description
- *Additional Materials:* Documents and URLs + short description (more general than previous two)

**Format:** Three rows 15%/85% (LA) 85%/15% (RA) 15%/85% (LA)

## 2B0.c – From the Edge

**Description:** This is “owned” by the TA(s) and the students. Three sections providing advice, recommendations, feedback, and shared information:

- *Tips from the Wise:* from the WAR’s, students’ recollections of faculty’s advice and recommendation during class time
- *Insider Trading:* Advice and recommendation from TA(s) or former students (pulled from past years’ WAR’s)
- *Who’s on Deck?:* Documents and URLs + short description (more general than previous two)

**Format:** Three rows 15%/85% (LA) 85%/15% (RA) 15%/85% (LA)

## 2B0.d – The Wright Way

**Description:** Three sections owned by the faculty:

- *Editorial:* (overt objectives)
- *Unknown Territories:* supporting materials (documents and/or URL’s) that do not seem to directly connect with the week’s theme but actually are (covert objectives)
- *Wild Card:* any kind of “timed” material, very important to the students. May be available on Monday, but not on Thursday. Will only change during the week. Will remain stable after Thursday entry.

**300 – Content: (Example – Week Three)**

**Performance Level: Synthesis**

**Objectives:** Develop concepts and principles used by managers as they cope with various dynamic elements of technology-based business environments; apply concepts, tools, and analytical techniques learned in this and previous courses (and life experiences) to the management of business situations; improve ability to present and defend recommendations, or argue persuasively for a point of view, recognizing that no single set of "solutions" is necessarily "correct."; broadening personal philosophy of management; appreciate competencies of other stakeholders.

**Strategy:** The idea for this week is to create a more I/WE centered datum for our discussions. The first day focuses on relating current ‘globalizing’ forces with our own observations of their effects and centers them in our discussion of the economic model of last Thursday. It provides me with an opportunity to ‘organize’ their observations within the 5 resources of a manager: People, money, material/process interplay, time and authority – with people and time as ‘bookend’ constraints that challenge the manager. Thursday’s focus is on assisting the student to engage in the case method of teaching, offer a format for reducing their analysis and synthesis and to demonstrate the depth of thought expected in this course. It begins the integrated approach to managerial knowledge and skills while exemplifying, through the instructor’s command of the information, the level of performance - management is every bit as hard as the physical sciences but endures the legacy of the human sciences: it is contingent.

**Strategy to Tactics Discussion:** On day 5, I organize the observations, (from eliciting oral responses to ‘prods’) unbeknownst to the student (although I give them the five sections to organize our thoughts), then, after showing interrelationships – arrows – I then reveal the taxonomy nomenclature. This is then a basis for discussing, as a wrap up, the contingent nature of management. Thursday is practically a ‘documentary’ into the appropriate employment of the case method as a pedagogical tool. The students have been establishing a thought datum and now, with a couple of chapters of the text, witnessing instructor conduct and judging their classmates’ initial prowess, we can now convert this individualism into a common point: we still have much to learn. Reading the case, employing the case guidelines, will offer the students the opportunity to also use reading the business press as vehicles to understand more thoroughly the written word. It will also begin their utilization of WebCT as an organized portal into support resources that assist them in their learning.

**3B0 – Week Three:**

**Lecture Five:** World Trends (Monday, 8 September: Day 5)

**Performance Level:** Based on Bloom’s taxonomy as noted below.

**Objectives: (Individual)**

<b>Bloom’s Performance Level Association</b>	<b>Overt: Management Acumen</b>	<b>Covert: Pedagogical Alignment (6 styles)</b>
Knowledge: Name Comprehension: Identify Application: Apply Analysis: Question Synthesis: Collect Evaluation: Compare	Culture and ethics are underscored as well as trends in the ‘globalization’ context	<b>Constructivism</b> – Social construction of knowledge: dialogue – Context of learning: relevancy of learning
Knowledge: Relate	The internet, parents,	<b>Resource based learning</b>

Comprehension: Translate Application: Employ Analysis: Experiment Synthesis: Organize Evaluation: Appraise	classmates... provide the basis for condensing, organizing, translating... the students' observations into a practical tool and integrating into a clearer 'whole'	<ul style="list-style-type: none"> <li>- Encompass broad range of students</li> <li>- Expose students to a variety of views</li> <li>- Encourage curiosity and questioning</li> <li>- Develop information skills and facility</li> <li>- Promotes active learning</li> <li>- Maintains course currency</li> </ul>
Knowledge: Define Comprehension: Discuss Application: Interpret Analysis: Test, Debate Synthesis: Construct Evaluation: Value	<p>I juxtapose the students' observations with my translations to establish a 'more' democratic learning environment where the goal is for ALL of us 'to get there'</p> <p>Alone, we have a view, together we have a CLEARER view: management's reasoning behind multidisciplinary teams</p>	<p><b>Collaborative learning</b></p> <ul style="list-style-type: none"> <li>- Active learning (simulacra of work environment)</li> <li>- Communication skills development: written, oral and visual</li> <li>- <i>Gestalt</i> effect: there is a 'unified whole' to this management discipline</li> <li>- Human diversity: appreciate each student's unique talents, skills...</li> <li>- 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</li> </ul>
Knowledge: Select Comprehension: Discuss Application: Illustrate Analysis: Criticize Synthesis: Propose Evaluation: Choose	The first real interaction exploring an open ended investigation that each individual 'sees' differently, yet, <i>a</i> model will be generated... an extension of our learning discourse datum	<p><b>Problem based learning</b></p> <ul style="list-style-type: none"> <li>- Increased student motivation</li> <li>- Development of problem finding/solving skills (again case method)</li> <li>- Increased student responsibility: individual and team</li> <li>- Interactive and engaging: <ul style="list-style-type: none"> <li>o Flexible solution creation coupled with exposure to 'other' plausible alternatives</li> <li>o Contextualization of information: information's relevancy and significance (informed decision-making)</li> </ul> </li> </ul>
Knowledge: Recall Comprehension: Describe Application: Dramatize Analysis: Inventory Synthesis: Assemble Evaluation:	We demonstrate that the 'stories' of the company (part of their tradition/history) play a role in the make up of the decision making process they employ	<p><b>Narrative based teaching</b></p> <ul style="list-style-type: none"> <li>- Provides structure: attempt at generating <i>gestalt</i></li> </ul>
Knowledge: List Comprehension: Explain Application: Interpret Analysis: Differentiate Synthesis: Construct Evaluation: Evaluate	The students observe the mechanism they use to create categories while simultaneously watching (possibly trying to discover the taxonomy before it is revealed) their colleagues PARTICIPATE and concurrently witnessing disparate levels of <i>Weltanschauung</i> and <i>Weltansicht</i> ... possibly <i>Weltschmerz</i>	<p><b>Situated learning</b></p> <ul style="list-style-type: none"> <li>- Realistic problem solving: cases</li> <li>- Guidance: performance under criticism that enables improvement from novice to adept</li> <li>- 'Guide to the side' again</li> <li>- Allows for assessment of individual <i>and</i> 'community of learners' (class)</li> </ul>

### Application:

### World Trends:

We examine the forces that underpin the term 'globalization' in the context of managerial resources. Complexity, in the form of diversity of human resources, financing,

product/service production processes, rate of 'world' change and shifting decision making authority are considered.

Possible Activities	Associated WebCT Materials
Review syllabus and deliverable specimens and WebCT interfacing	<ul style="list-style-type: none"> <li>▪ Examine specimens: especially the WAR and I&amp;CP selection which are due this Thursday</li> <li>▪ Use with error, the WebCT environment (stumbling on purpose)</li> </ul>
Get the 'big picture' from last Thursday into a narrower focus	<ul style="list-style-type: none"> <li>▪ Tools at the finger tip (I have said that we must educate the mind before we engage the digits.)</li> <li>▪ I will use the blackboard... this forces a decision on how to use the keyboard for note taking or paper copy then record later or...</li> </ul>
Resource utilization	<ul style="list-style-type: none"> <li>▪ Clues and hunches from our site 'deep' pages</li> </ul>

**Lecture Six:** The Japanese Facsimile Industry (Thursday, 11 September: Day 6)

**Performance Level:** Based on Bloom's taxonomy as noted below.

**Objectives: (Individual)**

Bloom's Performance Level Association	Overt: Management Acumen	Covert: Pedagogical Alignment (6 styles)
Knowledge: Record Comprehension: Recognize Application: Attach Analysis: Inspect Synthesis: Evaluation: Rate	We learn we do not know how to read, but, we can employ some tools to help us begin	<b>Constructivism</b> <ul style="list-style-type: none"> <li>- Context of learning: relevancy of learning</li> <li>- Collaborative activities (participative learning)</li> </ul>
Knowledge: Define Comprehension: Describe Application: Operate Analysis: Experiment Synthesis: Set up Evaluation: Evaluate	Just what are the WebCT tools available to me when I start asking the questions that I am learning to ask?	<b>Resource based learning</b> <ul style="list-style-type: none"> <li>- Expose students to a variety of views</li> <li>- Encourage curiosity and questioning</li> <li>- Develop information skills and facility</li> <li>- Promotes active learning</li> </ul>
Knowledge: Relate Comprehension: Locate Application: Illustrate Analysis: Categorize Synthesis: Collect Evaluation: Compare	We can employ observation and question to generate many areas of possible understanding and plausible alternatives	<b>Collaborative learning</b> <ul style="list-style-type: none"> <li>- Reflection: explain 'whys' of their work (self improvement)</li> <li>- Active learning (simulacra of work environment)</li> <li>- Communication skills development: written, oral and visual</li> <li>- Human diversity: appreciate each student's unique talents, skills...</li> </ul>
Knowledge: Relate Comprehension: Restate Application: Install Analysis: Calibrate Synthesis: Design Evaluation: Assess	Twofold: One is to understand the Note as is and the second is to make a mental leap to the Industry portion of the Industry and Company Profile report	<b>Problem based learning</b> <ul style="list-style-type: none"> <li>- Increased student motivation</li> <li>- Development of problem finding/solving skills</li> <li>- Increased student responsibility</li> <li>- Interactive and engaging:               <ul style="list-style-type: none"> <li>o Contextualization of information: information's relevancy and significance (informed decision-making)</li> </ul> </li> </ul>
Knowledge: Match Comprehension: Recognize	In a different way twofold: one is to understand the Note as is and	<b>Narrative based teaching</b> <ul style="list-style-type: none"> <li>- Makes the subject more memorable, places</li> </ul>

Application: Adjust Analysis: Appraise Synthesis: Compose Evaluation: Appraise	the second is to make a mental leap to the Industry portion of the Industry and Company Profile report	in a context: mythology, metaphor, fable... – Provides structure: attempt at generating <i>gestalt</i>
Knowledge: Define Comprehension: Describe Application: Interpret Analysis: Criticize Synthesis: Assemble Evaluation: Select	I express value judgments based on reflective examination of the data presented while ‘forecasting’ the use of this thought pattern to other areas of their academic life	<b>Situated learning</b> – <b>Realistic problem solving: reading data</b> – <b>Guidance: performance under criticism that enables improvement from novice to adept</b> – <b>NOT ‘Guide to the side’ again, but guide right in their face</b>

**Application:**

**The Japanese Facsimile Industry:**

A snapshot of the fax industry is examined in this Note. Here we will uncover a means of reading cases, understanding their content, organizing our managerial assessments and reflecting upon the possible ‘other uses’ of this process.

Possible Activities	Associated WebCT Materials
Note taking	▪ Here we have the idea that a ‘marked up copy’ of the note is reviewed an how to take notes
How does this matter?	▪ We can examine the Folsom sight to see if there are avenues there
Glossary exposition	▪ WebCT and refdesk.com glossary sources