Community of Practice – RSD, Undergraduate Research Skills
Fall 2014 to Spring 2015
Final Report
Marya Wilson, Operations and Management
College of Management
A discussion of your project’s goal and the assessment tools that you incorporated in an effort to determine student learning outcomes (include examples).

The goal of my project was to learn more about the RSD and how I could apply it to my courses. The specific courses I had in mind to work with were Productions and Operations Management, Quality Management and/or Organizational Leadership. The fall provided the time to learn more about the RSD framework and how it could apply to business operations courses. The spring provided the time to implement an RSD based activity into a picked course.

A description of what RSD Framework-based assignments, activities and/or projects you did in your course(s). Be sure to include samples (extra attachments) of your actual assignments/projects.

In the Fall, I had chosen to work with the Production and Operations Management course (level 200, mostly sophomores, juniors, and seniors). This course a survey course that provides an overview of the basics of production operations. The mix of students in age and in degrees is high. The goal at the time was to focus on the course project that is completed by my students. Each student is assigned a team at the beginning of the semester and each team presents their work for the term based on a specific researchable product. At first, it was very hard to decide how to incorporate the RSD into this project. With the help of Jessy Polzer and the entire CoP, I discovered that before I could actually implement the RSD into a project or course, I needed to understand the level of information literacy skills my students had.

We did a very high level non-scientific assignment that answered the question, “does a balanced scorecard affect the bottom line of an organization positively?” Each student was to use the CRAAP test (see attached) and assess three sources and then answer the question based on what they learned. The results were in a nutshell: comical, but very insightful. 99% of the students in both sections (I had two), utilized the Google method of searching and chose the FIRST result from the search – and it turned out to be the same result (the author of that blog must have been very happy with the uptick in clicks on her page). What this told me was that I needed to focus more time on information literacy, it’s importance, and even more so, decision making in the workplace.

In the Spring, due to schedule changes, I utilized my Organizational Leadership class. The goal was to do more work around the importance of information literacy as well as decision making in the workplace, THEN provide the assignment. I have attached the assignment and assessment tool. We were going to use this assignment in the beginning of the term and the end of the term to assess any changes. Unfortunately, I was only able to get one assignment in for the term.
Because this is a senior level course, the scores were much higher than the operations class, however, I also wonder if because this course was offered in the Spring (over 50% of the class graduated in May) and because after Spring Break, the “checkout” mode of my students kicks into high gear, if the scores were lower than they could have been. Something I will try to assess in the future.

- A summary of what was learned from assessing your students. If possible please include quantitative and qualitative results. This doesn’t have to be extensive. However, if only student comments/reflective statements are available, that’s fine too.

The learning for me is that two things need to be interjected into my curriculum: information literacy review AND decision making theory review. My students will end up in different operational capacities as they enter their career and their decisions are very crucial to the success of their businesses and organizations. Google searching and choosing the first several results seems to be a norm for many of my students in making final decisions personally and professionally. Before I can truly implement a full-scale RSD in the classroom, I must continue to work with my students and their skills in the areas of information literacy and decision making (which I consider to be research in the area of business and operations).

- Your personal insights and reflections about this yearlong project and what you gained from participating in it.

While I did not get to the level of my project that my team did, I am very thrilled to have been a part of this community of practice. Not only have I already begun work in all of my courses to increase information literacy skills, I have also learned more about myself in this area. It will take some time to get my courses updated to include modules/assignments regarding IL and DM, but what I know is they are vitally important considering the careers they will have when they leave our campus.

The learning for future participants and other faculty is that we have to focus more time on the information literacy of our students. I have found myself in the past getting very frustrated with the level of work being turned in when asked to “research” and “discuss” topics, ideas, etc. What I have learned this past year is that it isn’t always laziness, it’s understanding how to really get to good information to make decisions and reflect. That falls on me and how I implement my courses.
I want to thank all of the team members for their assistance during a most tumultuous year. There was still a great deal of learning for me AND my students. I will continue to take what I’ve learned and improve and grow.
When you search the Web, you’re going to find a lot of information...but is it credible and reliable? Use this guide to help you determine this for yourself. Give your Web page a score based on this point system. Is your Web source credible and reliable or is it a bunch of ...? SCORE ________

**Checking for C-R-A-A-P!**

<table>
<thead>
<tr>
<th>POINTS:</th>
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<th>2</th>
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<tbody>
<tr>
<td><strong>Currency or Timeliness</strong>&lt;br&gt;How important is it for your topic to have recent information? Science, technology, and health information need to be as recent as possible. If yes, how current is the information?</td>
<td>There is no indication of when the site was created or updated.</td>
<td>The site was created is over 5 years ago with no date given for updating.</td>
<td>The site was created, revised or updated within the last 5 years. If they are citing sources, they are also recent.</td>
<td>The site was created, revised or updated within the last 2 years. If they are citing sources, they are also recent.</td>
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<tr>
<td><strong>Relevance</strong>&lt;br&gt;Is this the information you need for your topic? Consider the type of information needed (primary sources or secondary sources) statistics, history or background information.</td>
<td>It mentions my topic briefly but not much else. Or it isn’t the type of information I need. Or it isn’t enough information.</td>
<td>It provides some information, but it’s not enough, or it’s not the right type of information.</td>
<td>It provides most of what I need, but I still need more or another type of information.</td>
<td>It is exactly on the subject, is the right amount of information and the right type of information.</td>
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<td><strong>Authority.</strong>&lt;br&gt;Locate the author or sponsor and Google the name to find out more. What else have they published on the topic? Are there any credentials for the person to establish them as expert? Is it the main organization that provides information about a topic?</td>
<td>There is either no author, or the author is possibly a student or an ordinary person publishing on the Web without expertise. Or the organization is not known. Text errors indicate the author is not an expert.</td>
<td>Author is named but with no credentials. Or the organization is of questionable authority. Web groups can name themselves with names that sound like other credible organizations.</td>
<td>Author is named but the degree of expertise is not that high. Or, the organization is well-known, and but the degree of expertise on this subject is not clear.</td>
<td>The author’s credentials are given and clearly indicate that he/she is an expert. Or the organization is well-known and highly credible on the topic.</td>
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<tr>
<td><strong>Accuracy</strong>&lt;br&gt;Are there any sources cited for the information? Are images/photos labeled and credited?</td>
<td>Information is provided with no indication as to where it comes from.</td>
<td>There is a vague reference to the information source. Assumptions must be made as to the source.</td>
<td>There is a general statement about the source of the information but not enough to locate it.</td>
<td>There is a good list of sources that can be located. Images/photos are labeled and sources given.</td>
</tr>
<tr>
<td><strong>Purpose</strong>&lt;br&gt;Is the information fact or opinion? Is it stating a point of view, promoting an idea, service or product? If you need opinions, then consider the author’s authority, their use of logic and provision of evidence for their opinions.</td>
<td>The purpose of the page is to present a biased point of view, sell or promote an idea, service or product. It is not a factual or balanced point of view. The opinion is either not backed up with facts or the facts are distorted.</td>
<td>The purpose of the page is to sell or promote something, but it also provides some good factual information. Or expressed opinion is somewhat logical and presents some evidence.</td>
<td>The purpose of the page is to educate or to offer mostly factual information. Or expressed opinion is logical presenting enough evidence for the opinion.</td>
<td>The purpose of the page is to provide information of a scholarly, academic or at least high quality. Evidence for opinion is factual, presented as numbers in charts, graphs, tables, or statistics or adequate evidence for the opinion.</td>
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**Score Total/Meanings:**

| 0 to 3 points | Very questionable source. Don’t use. | 4 to 7 points | OK for info, but don’t cite it. | 8 to 11 points | Good source to use and cite. | 12 to 15 points | Excellent source to use and cite. |

*This rubric uses a modified version of the CRAAP Test created by Meriam Library at California State University-Chico.*
Evaluation of Web pages and sites: Questions for the CRAAP test—

CURRENCY/ TIMELINESS: When the information was published and the importance the date as it relates to the topic.

- Is currency important for your topic? Is it a science, technology, or health-related topic?
- When was the Web page originally published, last updated or revised?
- Are all of the links on the page functional? Can you determine if there is new information on the page?

RELEVANCE/ COVERAGE OF THE TOPIC: The degree to which the information fulfils your information need.

- How relevant to your topic is the information? How on-topic is it?
- Can you find the same or better information in another source?
- Is it the type of information needed? (i.e. background, detailed history, statistics, primary source)
- Is there enough information or do you need to find additional information on your topic?

AUTHORITY: Who is providing this information and are they a reliable source.

- Who is responsibility for the information on the page (the author, creator, sponsor?)
- Are there any author credentials given? Can you determine the author’s age, level of expertise, etc. Are they experts on the subject? “Google” the author or site sponsor’s name to find out more.
- If there is a group or organization (called a corporate author) creating the page, establish the group’s authority. “Google” the name. Are they a well-known, reputable organization for this subject? Learn about the organization on their home page. Look for “About Us” on the home page.

ACCURACY: The truthfulness and correctness of the information.

- Where did the information on the page come from? Did the sponsor/author of the page create the information? If not, the original source should be cited on the page.
- Are there cited sources or links to the original source of the information?
- Can you verify any of the information in other independent sources or from your own knowledge?

PURPOSE: The reason the Web page/site exists, and the point of view of the author/sponsor.

- Is the page promoting something that might cause biases? (such as opinions, products, ideas)
- Is the information based on facts or is it opinion? If opinion, is it based upon logical thinking? Is the author using good evidence for their opinion?
- What is the purpose of the Web site sponsoring this page? Is the domain for the site a .org (an organization), .edu (an educational site), .gov (a federal government site), .mil (a military site), .com (a commercial site), .net (a web-sponsoring site), .TV (a television site)... to name the most well-known domains. Other domains describe state government sites (Texas government sites: state.tx.us) and sites from other countries that use the country abbreviation as the domain.
Leadership Paper Research Skills Assessment

Student Number: ____________________________

<table>
<thead>
<tr>
<th>Facet of Inquiry</th>
<th>Student Autonomy Level 1</th>
<th>Student Autonomy Level 2</th>
<th>Additional Notes</th>
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<tr>
<td></td>
<td>Students research at the level of a <strong>closed inquiry</strong> and require a high degree of structure/guidance</td>
<td>Students research at the level of a <strong>closed inquiry</strong> and require some structure/guidance</td>
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<tr>
<td>A. Students <strong>embark</strong> on inquiry and so determine a need for knowledge/understanding</td>
<td>Main points are somewhat connected, but lack a clear focus or purpose</td>
<td>Identifies a clear purpose within main points</td>
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<tr>
<td>B. Students <strong>find/generate</strong> needed information/data using appropriate methodology</td>
<td>Supporting materials partially relate to the main ideas/themes for the paper</td>
<td>Supporting materials clearly extend, enhance or clarify main ideas/themes for the paper.</td>
<td>Supporting materials include information from a variety of sources, including scholarly journals and popular media.</td>
</tr>
<tr>
<td>C. Students <strong>critically evaluate</strong> information/data and the process to find/generate it</td>
<td>Identifies indicators of source credibility and reliability but does not fully apply them in evaluating information</td>
<td>Identifies several relevant indicators of source credibility and reliability and provides appropriate rationale for usage/inclusion of information</td>
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<tr>
<td>D. Students <strong>organise</strong> information collected/generated</td>
<td>Has attempted to use an organizing pattern from the textbook, but supporting information is not fully connected to main ideas, or contains some peripheral or duplicated ideas</td>
<td>Uses an organizing pattern from the textbook and supporting material is included under the appropriate main points.</td>
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<tr>
<td>E. Students <strong>synthesise, analyse and apply</strong> new knowledge</td>
<td>Supporting material is included but is separated by sources rather than being integrated to form an argument.</td>
<td>Main points include knowledge claims that integrate ideas/data from different sources</td>
<td></td>
</tr>
<tr>
<td>F. Students <strong>communicate</strong> knowledge and the processes used to generate it with an awareness of ethical, social and cultural issues</td>
<td>Partial and/or incorrect acknowledgement of sources of information in the student’s paper</td>
<td>Full and correct acknowledgement of sources of all noted information in the student’s paper</td>
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Ethics Decision Making

20 Points

Everything we do, or don't do, is a choice that affects both our lives and the lives of others. Ethics is about making choices and decisions based on rational principles and common values rather than self-interest or quick-returns.

Making ethical decisions is about:

- being consistent with our own beliefs
- coordinating both ends and means
- living in harmony with common ethical values
- being consistent about what is thought to be right or wrong
- treating others as we want to be treated
- understanding facts, alternatives and consequences
- understanding how other people think and feel
- being discerning in right vs. right situations

For this paper, you will need to:

Research the background of the ethical violation of one of the companies listed here:

Enron, Brown and Williamson, Tyco, Ford (the Pinto), Countrywide Financial, Royal Dutch Shell, Blood Diamonds (not a specific company but a large ethical case).

- Provide a brief history and demographics of the company.
- What was the ethical violation; explain in detail.
- Use examples and facts.
- And finally, describe, briefly, what went wrong in your own words. Why did the company violate ethics? If you were the CEO, what decision would you have made?

Paper must be 4-6 pages long, double spaced, APA formatting (no more than 1” margins). You must utilize 5 recourses and score them per the CRAAP test. As well, read through the ethical decision making framework before writing about what decision you would make. Ethical Decision Making Framework: http://www.scu.edu/ethics/practicing/decision/making.pdf.

Dropbox in the Module 5: Ethical Decision Making folder when complete.