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Corporate and Individual Accountability: Ethical, Legal, and Social Issues

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| **COURSE: INFM 109 Informatics Fundamentals** | **DURATION:** | | **TEACHER:** | |  | |
| **Global Issue Overview** | | | | | | |
| This assignment will be performed by the students in pairs, pairing with a student at our partner school in Turkey. This assignment explores the differences in ethical, legal, and social issues between the two countries.  **Global Competencies:**  *Investigate the World*: Initiate investigations of the world by framing questions, analyzing and synthesizing relevant evidence, and drawing reasonable conclusions about global issues.  *Recognize Perspectives*: Recognize, articulate, and apply an understanding of different perspectives.  *Communicate Ideas*: Select and apply appropriate tools and strategies to communicate and collaborate effectively, meeting the needs and expectations of diverse individuals and groups.  *Take Action*: Translate ideas, concerns, and findings into appropriate and responsible individual or collaborative actions to improve conditions. | | | | | | |
| **STANDARDS ADDRESSED** | | | | | | |
| **Career/Technical Knowledge and Skills** | | **Academic Knowledge and Skills** | | | | **21st Century Skills** |
| Illustrate knowledge of research, technical writing, and effective presentations.  Explain the concept of information security in terms of Confidentiality, Integrity, and Availability.  Identify reasons for an organization to promote a work environment where employees are encouraged to act ethically. | |  Discuss the importance of security within informatics, including its application in various aspects of the computing disciplines.   Discuss the importance of ethics, bias, and effective dissemination of technological knowledge. | | | | 1. Critical thinking 2. Creativity 3. Collaboration 4. Communication 5. Information literacy 6. Media literacy 7. Technology literacy 8. Flexibility 9. Leadership 10. Initiative 11. Productivity 12. Social skills |
| **PROJECT DEFINITION & GOALS/OBJECTIVES** | | | | | | |
| Corporate and Individual Accountability: Ethical, Legal, and Social Issues: Module 6 – Cengage Module 3 You Make the Decision Assignment in MindTap | | | | | | |
| **SCENARIO OR PROBLEM: What scenario or problem will you use to engage students in this project?** | | | | | | |
| Discuss and research the following MindTap scenario with your assigned partner at our partner school:  You’re currently serving as an Assistant VP at a family-owned company that owns and manages apartment complexes. The company’s founder recently passed away unexpectedly, leaving his son, Malik, to take over as majority owner and CEO. Malik is fairly young and has some bold ideas about changes he wants to make at the company to increase revenue and employee efficiency. He’s assembled a committee of company officers and managers to implement the changes, and you’ve been asked to join this group.  During the first meeting, Malik outlines several of his ideas and opens the floor for discussion to decide which to implement and in what order. He then assigns tasks to smaller teams, who will be responsible for hashing out the details in order to bring about the changes the larger committee has agreed to pursue. You’re in charge of the team responsible for investigating possible technology-based solutions and policies to encourage employee efficiency and incorporate technology into the hiring practices.  As you evaluate your list of directives, the first one you want to tackle relates to how computer resources are used by employees. Malik is concerned that employees are wasting work time playing games or scrolling through social media sites. There have also been some problems with hacked accounts through shared passwords as well as a close call with some ransomware. Malik wants new company policies to crack down on these behaviors.  Deliverable: Write a policy recommendation answering the essential and reflection questions below. | | | | | | |
| **Essential Questions** | | | | **Grade Level Adaptations** | | |
| Answer the following questions as appropriate to the country you live in.  What approaches can your team identify as possibilities to reduce wasted time?  Which approach does your team decide to pursue and consider will be the most effective? Why? | | | | Consider AUP’s, incentives, breaks, video surveillance or monitoring, etc. | | |

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| **ASSESSMENT: How will you determine what students have learned? (Check all that apply)** | | | | |
| **FORMATIVE** | | | **SUMMATIVE** | |
| Quizzes/Tests | | x | Multiple Choice/Short Answer Test |  |
| Notes/Graphic Representations | |  | Essay Test |  |
| Rough Draft | | x | Written Product with Rubric | **x** |
| Practice Presentation | | **x** | Oral Presentation with Rubric | **x** |
| Preliminary Plans/Goals/Checklists of Progress | |  | Other Product or Performance with Rubric |  |
| Journal/Learning Log | | **x** | Self-Evaluation or Reflection | **x** |
| Other: | |  | Evaluation by Authentic Audience |  |
|  | |  | Other: 3D model |  |
| **MATERIALS, RESOURCES, or CONSTRAINTS: What materials and resources will be needed? Are there any perceived challenges?** | | | | |
| **Resources and materials needed:**  Principles of Information Systems, 14th Edition textbook module 3 in MindTap  Zoom  Internet connectivity  Translation software  **Challenges**:  Time zone difference  Meet live or share information online (not live) | | | | |
| **SUPPORT, MODIFICATIONS, AND EXTENSIONS: What is needed to provide support for students who have difficulty learning the content, modify for students with special learning needs, or to provide enrichment for advanced students?** | | | | |
| **See any individual student DSS accommodations sheets.** | | | | |
| **STUDENT REFLECTION ACTIVITIES**—How will students reflect on their work? Add reflection questions and/or activities here. | | | | |
| 1. What differences in perspectives did you experience between yourself and your partner? 2. Were there any legal, social, or ethical differences between your country and your partner’s country that you discovered during your research? 3. What did you learn from your partner? Can you use those lessons to improve or enhance your solution and how? | | | | |

Adapted from: Southern Regional Education Board, Unit Planning Template, 592 10th St. N.W., Atlanta, GA  30318-5776