Activity Set up Worksheet

Use this worksheet to create your activity description and resources. If you follow the format, your assignments will be complete and accurate for the students to be successful.

D2L offers a variety of tools that help to facilitate activities. Before you consider the tool, you will consider how you want the student to learn, either student-to-student or instructor-to-student.

**Student-to-student learning:** Use the Discussion tool where students can collaborate, post information, debate, define, share experiences, discuss a topic, etc. This tool enables students to learn from other student’s various perspectives, research, reasoning, and real-world experiences.

**Instructor-to-student learning:** Use the Dropbox tool where students submit their work (assignments) and you provide feedback that is specific to that student’s work. This tool allows you to provide formative feedback, structured (rubric) feedback, and/or personalized feedback, all of which are forms of learning.

1. **When**: When do you want the students to do work?
   1. Before midnight (CST) on Saturday
2. **Background**: What background information do the students need to know prior to completing the assignment?
   1. After watching the
   2. After reading the text . . .
3. **What**: What is it that you want the students to do?
   1. Create a concept map
   2. Summarize your findings
   3. Select a topic related to XXX and summarize the article.
   4. Debate XXX situation
4. **Expectations**: What specific expectations do you have of the students?
   1. In one or two paragraphs
   2. Respond to at least two students
   3. Compare and contrast your position with another student’s post
5. **Resources**: What resources are required to complete the activity?
   1. Media, video, audio, images
   2. Readings, articles, textbook
   3. Case studies
   4. Pre-quiz
6. **How**: How will the students do the work or submit the finished work?
   1. Working in pairs, students will. . .
   2. In a group, students will. .
   3. A series of steps: Step 1, Step 2, Step 3.

**Examples of Activities**

In the examples that follow, you will not that the format is unique as required by the activity. The components of an activity are highlighted in **(bold)** so that you can see how to incorporate them into your activity description.

### Role Play - Discussion

Role play has great potential from many aspects.  You can ask your students to Role Play as the Devil's advocate, Muse, Summarizer where they are "required" to look at a complex topic from a perspective that they may not have experience considering (e.g. a Muse has difficulty playing the Devil's advocate role).  Another way to get your students to Role Play is to assign them to positions that are related to their field (e.g. in health care, you may have a role for a patient, nurse, doctor, technician, radiologist).

**Before midnight on Wednesday: (When)**

After watching the film, 12 Angry Men, (**Background)** you will work in groups of three**. (How and What)** Each student in your group will be assigned to one of the following roles: juror 1 (guilty), Juror 2 (not-guilty) and the foreman (neutral).

As you consider the "question" at hand, each of you will make arguments defending your positions.  Remember that you are here to analyze the behaviors of the accused and the other jurors.  Your argument will come strictly from a behavioral standpoint, be sure to reference the concepts from the textbook (**Resources**).

Each student will post their argument to the discussion. (**How**)

**Before midnight on Saturday:**

Read the other positions from your group.  Take into account the behaviors that were noted.  Does their perspective and insights to behaviors affect your original position? What does this tell us about the observation of organizational behaviors? Time? History?

Be specific in your responses and respond to both of the other roles in your group. Finally, what does this tell you about the various roles at your workplace.  When taking on another personal role, does it change your perspective? Decision making? (**Expectations**)

Post your responses to the [discussion](file:///C:\d2l\common\dialogs\quickLink\quickLink.d2l%3fou=%7borgUnitId%7d&type=discuss&rcode=marquette-1019960).

### Compare and Contrast Activity – Dropbox

If you have a complex topic that has many facets, you can create an activity where the students do research on a topic that they are interested in, explore it from various perspectives then summarize their findings.

**Before midnight on Saturday (When):**

The film, [12 Angry Men](https://www.youtube.com/watch?v=ngbEpZ0tTjI&t=6s) was created in 1957.  **(Background)** During that time there were a variety of social issues, social constructs and dated laws to protect individuals.  As you reflect on the film and the readings thus far in this course (**Resources**), you will select a topic of your choice that is related to social issues, social construct or laws in 1957. You will find at least two scholarly articles about your topic (**Resources**).

In a three page paper, or a comprehensive PPT, you will create a compare and contrast of your findings. **(What and Expectations)**

1. You will summarize your research and findings and include a link to the resource that you summarized. Be sure to include the most important take aways from your research and how it influenced your understanding of the internal and external behavioral forces that existed in 1957.
2. Explain your observation as it relates to social issues, social constructs and laws in 1957?  What has changed, what is the same?
3. Construct a compare and contrast of the social issues and social constructs in 1957. Be sure to identify those social issues and social constructs that you believe still exist today.
4. Finally, consider your position and career, tell me how you can use the knowledge that you gained from this compare and contrast to drive organizational change.

Submit your work to the Dropbox. (**How**)