

LESSON PLAN

**Subject:** Information Processing

Materials/Aids Required: Article to read, questions to give to each group, 1 worksheet for each student, teachers notes, assessment for decision making process

Unit	Module 9: Business Information Processing
Topic	Ethical Decision Making
Content	9.6 Relate the issues of computer ethics and security to employee responsibility in the use of computers in business.

<p><b>Objectives:</b></p> <p>1.) After reading an article, SWBAT use the decision making process to reach a decision for an assigned question about the article relating to issues of computer ethics. Evaluation will be based on the decision making process.</p>	<p><b>Evaluation:</b></p> <p>1.) Students will complete their worksheet and hand it in.</p>
---	---

<p>CELS: CCT  PSVS</p>	<p>Where they are evident in the lesson: – while students are creating a solution to the problem – students need to consider their values as well as societies when making their decision</p>
------------------------------------	---

Pre Requisite Learning: Ethical Decision Making Process

Presentation	Classroom Management
<p><b>Bell Work:</b> (2 mins) Give an example of a situation where you have had to make a decision, how you made the decision and why you made that decision.</p>	<ul style="list-style-type: none"> <li>- ask students to pick up the worksheet and the case as they walk in the classroom.</li> <li>- take attendance while they are working</li> </ul>
<p><b>Set:</b> (3-5 mins) Now that students have thought of an example of a problem in their life, tell students to think about ethics in the work place. Ask students to brainstorm situations that may require ethical decision making in the work place. Write them on the board. After students have brainstormed, tell them that we are going to read a case on some technology misuse examples.</p>	<ul style="list-style-type: none"> <li>- allow students to answer without raising their hand</li> <li>- make sure students are being polite and waiting turns to speak</li> <li>- use the list from Teachers Notes to help get them generates ideas if they are struggling.</li> </ul>
<p><b>Development:</b> (35-40 mins)</p>	

<ol style="list-style-type: none"> <li>1. Tell students that they are going to be working in groups to discuss the case. Explain that they are to read the case in their group and examine the question assigned to discuss. With their group, each individual should fill in their worksheet using the decision making process we learned last class. After working in their groups they will be asked to share the decision or thoughts with the class.</li> <li>2. Put students into 3 groups. After students are settled in their groups, go over the instructions again for the activity. Tell them to read the case in their group, look at the question they are going to be giving and discuss and answer the questions on their worksheets. Have a student repeat the instructions to check for understanding.</li> <li>3. Allow 15 minutes for the students to read, discuss and answer their questions.</li> <li>4. After 10 minutes, let students know they have 5 minutes left to work on the case.</li> <li>5. After 15 minutes call the attention to the front of the class. Ask for a group to volunteer to share their question and the discussion they had. Remind students that there is no right or wrong answer and it is based on what you decided given the information.</li> <li>6. Give each group about 3-5 minutes to present. Allow for discussion (2-3 mins) after each group, asking the class whether or not they agree with that decision or if they have other suggestions.</li> <li>7. After all groups have presented, ask students if they had troubles deciding what to do. Were there times when they had arguments that could go both ways? Discuss the decision making process and ask if they think solving all problems will be the same.</li> </ol>	<ul style="list-style-type: none"> <li>- tell students where each group will be meeting. Group 1 at the front right corner of the class, group 2 in the back right corner of the class, and group 3 in the back left corner of the class.</li> <li>- number students off 1,2,3,1,2,3 etc and tell them to hold their fingers as the number or write it down so they don't forget</li> <li>-tell students to move to their groups.</li> <li>- hand out the questions each group will look at while they are reading their case.</li>   <li>- be sure to ask students why they came to the conclusion that they did</li> <li>- Students should be comfortable presenting and others should not tell them they are wrong for deciding what they did. Students need to know it is a very open ended question</li> </ul>
<p>Closure: (5 mins) Remind students that there is no right or wrong decision for any given dilemma. Conclusions should be based on their</p>	<ul style="list-style-type: none"> <li>- have students hand in worksheets as they walk out the class.</li> </ul>

<p>best interest. Have students list the 6 steps for ethical decision making from the teacher notes. Tell students they can use this process for any dilemma.</p>	
<p>Adaptive Dimensions:</p> <ul style="list-style-type: none"><li>- have a different case for each student to read based on their questions</li><li>- have students research the issue more in depth</li><li>- create mini cases on decisions they may have to make in school or outside of school in their personal life.</li></ul>	



## Target for Professional Development

### Case Studies:

1. Did my handout reflect the decision making process students were taught? Look over my handout and explain whether they reflect one another.
  
2. Did I ensure students knew that there was no right or wrong answer to each question? How did I let them know this?
  
3. Did I ask students to justify their answers and solutions to the problems? How did I ensure students were explaining themselves? Please write the name of the student and place a check beside it if I asked them to explain themselves, or an x if I didn't and say what happened.

## Teacher Notes

Place the word Ethical Dilemmas in the middle of the board. Write their ideas around the title on the board.

Some examples to help students generate ideas are:

- using the computer for personal use (playing games, checking personal email, surfing the net)
- sexual harassment
- emailing or telling inappropriate jokes
- stealing company supplies (pens, paper etc)

## Six Steps in the Decision Making Process

1. Problem Recognition
2. Identification of Alternative Courses of Action
3. Evaluation of Alternative Courses of Action
4. Estimation of Probabilities
5. Calculations of Expected Values
6. Justification of the Course of Action Chosen

Name: \_\_\_\_\_

Group members: \_\_\_\_\_

## Ethical Decision Making At Work

### Case studies

Working with your group, answer the following questions about the situation your group has been given to discuss. Please be specific with your answers and explain each answer fully.

1. Identify the issues and decisions that are involved in the situation. Who does it affect or benefit?

2. Analyze the courses of action in the situation. Is there an obvious solution? Can you come up with a creative solution that is different?

3. Evaluate each of your courses of action. Look at the strengths and weaknesses of each course of action. Which best represents your personal feelings?

4. Identify the consequences that have a relatively high probability of occurring.

5. Examine the expected results of the different courses of action. Does one have more benefits to the company than the other? (financial, ethical)

6. Explain your decision. How did you come up with your decision and why did you make that decision? What are the consequences of your decision? What were some other options you had for courses of action?

## Group Work Discussion Questions – Decision Making Process

Group 1 – Is there a problem when 90% of your employees are using the Internet for personal reasons during work hours?

Group 2 – Should surfing the Web for personal reason be allowed during lunch and other break periods during the day?

Group 3 – Your co-worker regularly visits the Internet during work hours. Her favorite site is CNN. She often calls you over to show you a news item or headline that she thinks will be of interest. Is this a problem?

## **Strategy Name:** Problem Solving

### **Explanation of Strategy**

Problem solving focuses on knowing the issues, considering all possible factors and finding a solution. Because all ideas are accepted initially, problem solving allows for finding the best possible solution as opposed to the easiest solution or the first solution proposed.<sup>1</sup>

### **Why This Strategy Works**

Students get a chance to look at a problem and decide on a possible solution. This is a great skill to have for careers and everyday life. I think students appreciate the opportunity to be evaluated based on the decision making process and not on finding the right or wrong solution. This gives students an opportunity to think for themselves and it helps them realize that they are independent.

### **Business Education Content that Could be Taught Using this Strategy**

**Entrepreneurship - 3.5** To select and illustrate critical and creative thinking skills needed to solve problems and set goals.

- students will understand that problem solving is important to entrepreneurship. The decision making process can be describe to them and they can use it to assess business problems.

**Information Processing - 9.14** Distinguish among and make decisions regarding information distribution systems used in business.

- students can be given a situation and decide which information distribution system should be used for that particular situation

**Life Transitions** - Students will practice skills that are effective in resolving conflict.

---

<sup>1</sup> Saskatoon Public Schools (2008). Instructional Strategies Online, *What is problem solving?* Online. <http://olc.spsd.sk.ca/DE/PD/instr/strats/psolving/index.html>