

BUILDING A CLASS PRESENTATION

ACCORDING TO CONTENT AND METHODOLOGY

INTRO

CONTENT & METHODOLOGY

There are many ways to build a class template for your presentations. However, in our opinion, what is important to consider in any presentation, no matter the format, is the consistency of content and methodology. As for content, our templates follows the general division of content of the field, that is, Management Ethics, Work Ethics, Commercial Ethics, and Corporate Ethics; being this example a part of Commercial Ethics.

On the other hand, the methodological approach of a class usually has two approaches, namely, practical assessment or theory-comprehension. MBA programs, for instance, as they teach from business cases, have a *practical assessment* approach according to which the purpose of the class session is to resolve the case, not much to fathom on the theoretical discussion.

Other classes, like those many times tough to undergrads or MSc students, are usually offered under a teaching framework according to which the purpose of the session is to understand the theory. Accordingly, the use of cases (short cases, news, short videos) is simply a way to introduce a practical problem with the aim to explain theory, not firstly to solve the case.

In light of the above, the following example for a presentation has been develop as aimed to theory-comprehension.

The presentation contains 5 parts por a single class

- Part 1: Class Overview
- Part 2: Case
- Part 3: Discussion and Leading Questions
- Part 4: Explaining Concepts
- Part 5: Reframing the Case

PART 1

CLASS OVERVIEW

The first part, presentation (Slide 2), introduces (i) the topics according to the textbook **(A)** putting in white the specific topic for the following class, and (ii) the session according to syllabus **(B)**.



SLIDE
1



SLIDE
2

PART 2

SHORT CASE

The second part, Case (slides 3 and 4), provides a short case needed for discussion.

The case can be provided graphically (like the BBC news shown on the side), or with a short case in video (see Resources in www.dignityethics.com).



SLIDE
3



SLIDE
4

PART 3

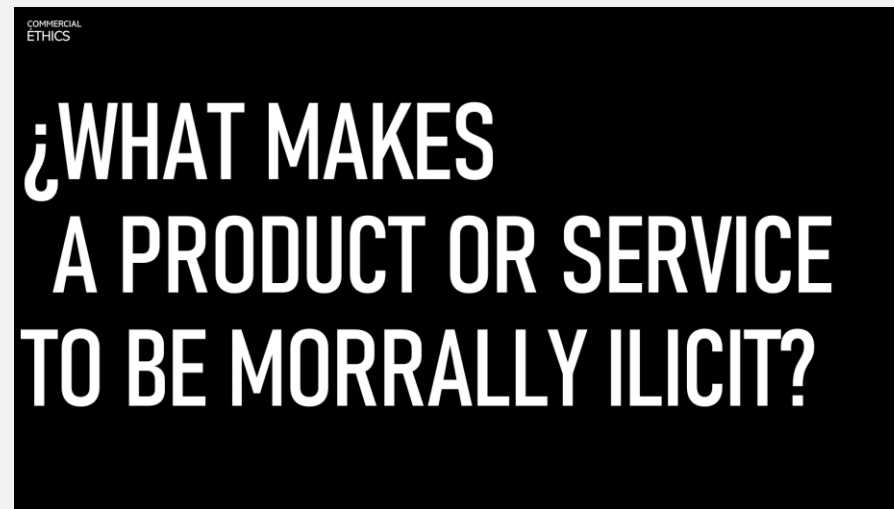
DISCUSSION & LEADING QUESTIONS

The third part, Discussion and Leading Question (slides 5 and 6) shows, in the first place, a question needed to provide some guidance to the discussion. It happens that students who participate in this part of the class usually give their opinion, but they hardly provide arguments.

In this sense, the Discussion Question (Slide 5) associated with the case becomes a first step needed channel the conversation towards consistent arguments. Accordingly, the Leading Question (Slide 6) intends to live behind the case while the professor indicates the theoretical consideration that applies to this case or another similar ones.



SLIDE
5



SLIDE
6

PART 4

EXPLAINING CONCEPTS

The third part, Discussion and Leading Question (slides 5 and 6) shows, in the first place, a question needed to provide some guidance to the discussion. It happens that students who participate in this part of the class usually give their opinion, but they hardly provide arguments. In this sense, the Discussion Question (Slide 5) associated with the case becomes a first step needed channel the conversation towards consistent arguments. Accordingly, the Leading Question (Slide 6) intends to live behind the case while the professor indicates the theoretical consideration that applies to this case or another similar ones.

TEXTBOOK

UNIT IV

Chapters 1 & 2

10

SLIDE
7



SLIDE
8



SLIDE
9

PART 5

REFRAMING THE CASE

Finally, in the fifth part, we would suggest to go back to the case by answering the Discussion Question, but this time, with the concepts explained in class.

This can be made at the last part of the class or, additionally, in the class assessment, as shown on the side.

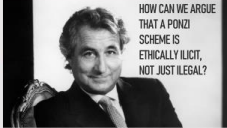
E S S A Y

4


UNIT IV

Responda las siguientes preguntas en base a los conceptos de la unidad:


1. HOW CAN WE ARGUE THAT A PONZI SCHEME IS ETHICALLY ILLICIT, NOT JUST LEGAL?



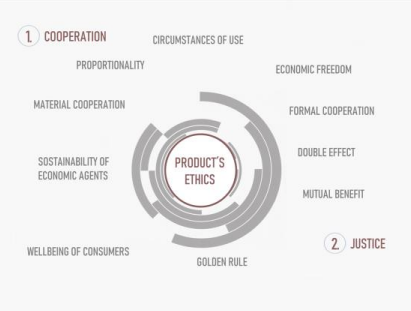
2. ¿IS REALLY UNFAIR FOR CUSTOMERS TO REDUCE THE PRODUCTS OBSOLESCENCE?



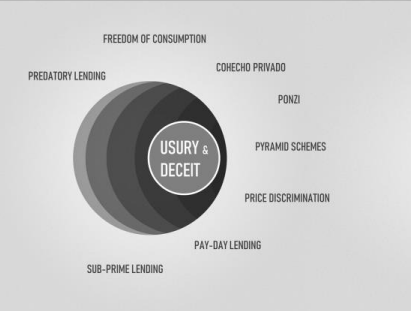
3. CAN WE MORALLY JUSTIFY THE LEGAL COMMERCE OF DRUGS?

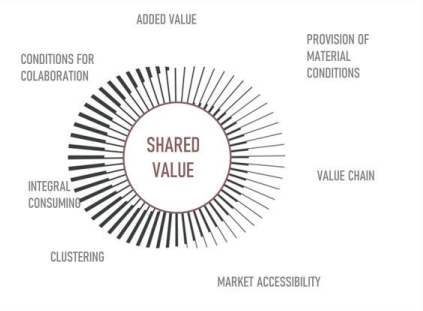


1. COOPERATION



2. JUSTICE





See the details of the instructions below:

E S S A Y

4

UNIT IV

INSTRUCTIONS

1. To develop your responses, use the course textbook.
2. For each answer, you must use at least 5 concepts associated with the questions.
3. Add information from audiovisual or written media.
4. The concepts are shown in the diagrams we have seen in class. These are copied below in this same document (conceptual diagrams).
5. Based on this information, show the magnitude of the case in terms of economic resources, industry, financial information, social impact, etc.
6. Indicate all sources of information, registering them at the end of the presentation document in APA bibliography format.
7. Develop a written report of at least 12,000 characters with spaces.
8. The evaluation will be according to the following criteria:
 - a) Concepts of Business Ethics correctly defined and explained according to the chosen case.
 - b) Information gathered (audiovisual and written media) that show the history and magnitude of the case. Remember to indicate the sources.
 - c) Correct application of the concepts to the case.
 - d) Clarity and writing of the report.
 - e) Spelling.
9. Each criterion will be evaluated as follows for scoring purposes:
 - Insufficient 5 points
 - Partial 10 points
 - Achieved 15 points
 - Excellent 20 points