

Moving Online: Maintaining Quality with Live Cases

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Presentation for “Teaching Public Policy and Public Administration in Times of COVID-19.” A panel or the CAPPa Workshop held by ZOOM, June 2, 2020.



Designing your Course for Quality, Effectiveness and Fun

- ▶ How does it fit in your program?

Program Competencies

Universal & Mission-Based


Course Competencies

Universal and program specific

- ▶ CAPPAs Universal Competencies

- ▶ Ability to analyze and think critically about public sector problems
- ▶ Ability to lead and manage in public organizations
- ▶ Understanding of tools and techniques to engage stakeholders in policy process
- ▶ Appreciation of purpose of public service and expected standards of ethics
- ▶ Ability to communicate & interact with a diverse and changing citizenry

“Your” Course

- ▶ **What are your strengths?**
- ▶ **What competencies will this course impart to students?**
 - ▶ List them (boring)  Set them as goals or challenges (interesting)
- ▶ **Choose the cases for the competencies**
 - ▶ What competencies fit your course?
 - ▶ What competencies fit your employers?
- ▶ **Multiple Cases**
 - ▶ Different competencies for different groups
 - ▶ Let the students choose the cases they will present and perspectives/roles
 - ▶ Choosing can become a competency in itself

Live Cases: An Example, of Course

**** means synchronous session ### means Asynchronous or off-line

1. *Understanding the world of intergovernmental negotiations and policy.*

- ▶ Guest speaker in 2nd week of class on importance/world of intergovernmental negotiations. **##
- ▶ Final class: students reflect on what they have learned and lessons going forward. **##

2. *Understanding intergovernmental negotiation strategy*

- ▶ Guest speaker (IGR Negotiations) on intergovernmental negotiation strategy. ##
- ▶ Professor conducts a mini case study on strategic negotiations **

3. *Two three-week cycles of negotiations + presentation*

- ▶ Students will work on one issue for each 3-week cycle ###

Zoom technology Enabled

Praxis Case Studies

► First Class:

- DM/ADM/Senior Government Official provides context and topic to students***
- Students discuss topic and divide up the tasks ###
- ITBs and Beer, FNs & Education, The Affirmation Policy (Quebec), Same policy 2x

► Second Class:

- Students will begin compiling the work. Access/Mentors. ###

► Third Class:

- Students prepare the briefing note (1500-2000 words) to be submitted a few days before briefing (1-15 minutes + 5-10 Q&A) ###
- Usually include: Purpose/Issues Section; Background; Current Situation; Key Considerations (SWOT/PESTLE Analysis); Options/Approach; Conclusions/Recommendations/Next Steps.

► Fourth Class:

- Students present their briefing note to SGO & officials & professor ***



Meeting the Competencies

- Competencies require measurement and evidence
- Participation – self-assessments with professor review
 - Students: Attendance, readings, contributions, collaborative endeavours, discussion work including both questions and answers, leadership
 - Professor: Observation, monitoring small groups, communications
 - Peers: Positive feedback on peer performance
- SGO provides feedback to professor which professor incorporates into grading
- Briefing Notes