

Design Summary

Design Summary

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The University of Georgia
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regarding
Albany State University
Global MPA Program

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Design Summary

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Design Summary

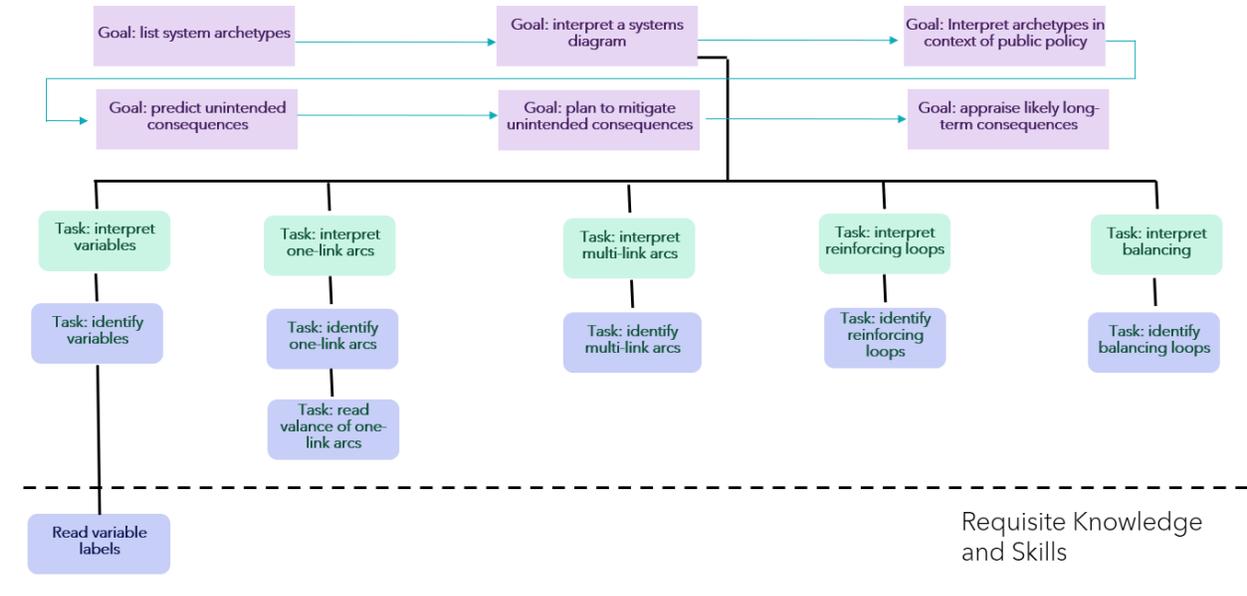
The following work builds upon the Analysis Brief Practice available at the following link.

<http://www.robertcat.net/uga-portfolio/edit6170e/analysis-summary.pdf>

GOAL ANALYSIS

Goal Analysis

Purpose: The purpose is to enable students to relate social problems to existing systems-thinking archetypes as per Peter Senge.



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PERFORMANCE OBJECTIVES

Performance Level	Objectives with 3 Components Each
Knowledge	Task: Identify the name of a visual model of a systems-thinking archetype.
	Condition: Provided a visual model of a systems-thinking archetype.
	Criterion: As per Peter Senge's book, "The Fifth Discipline."
Comprehension	Task: Interpret the valence of each reinforcing loop in an existing systems-thinking archetype.
	Condition: Provided an existing systems-thinking model that includes one or more reinforcing loops.
	Criterion: As per Peter Senge's book, "The Fifth Discipline."
Application	Task: Associate a systems-thinking archetypal model with a commonly observed pattern of behaviors in a public policy system.
	Condition: Provided assigned readings.
	Criterion: As per David Stroh's book, "Systems Thinking for Social Change."
Analysis	Task: Deconstruct a systems-thinking archetype by identifying its major reinforcing loops.
	Condition: Provided a systems-thinking archetype as a visual model
	Criterion: As per Peter Senge's book, "The Fifth Discipline."
Synthesis	Task: Construct an explanation of one or more of the major balancing loops in a systems-thinking archetype.
	Condition: Provided a systems-thinking archetype as a visual model.
	Criterion: As per Peter Senge's book, "The Fifth Discipline."
Evaluation	Task: Create a design for a public policy implementation derived from an existing systems-thinking archetype.
	Condition: Provided a relatively complex existing systems-thinking archetype.
	Criterion: As per David Stroh's book, "Systems Thinking for Social Change."
Format adapted from: Bloom, B.S. (Ed.) (1956) Taxonomy of educational objectives: The classification of educational goals: Handbook I, cognitive domain. New York; Toronto: Longmans, Green.	

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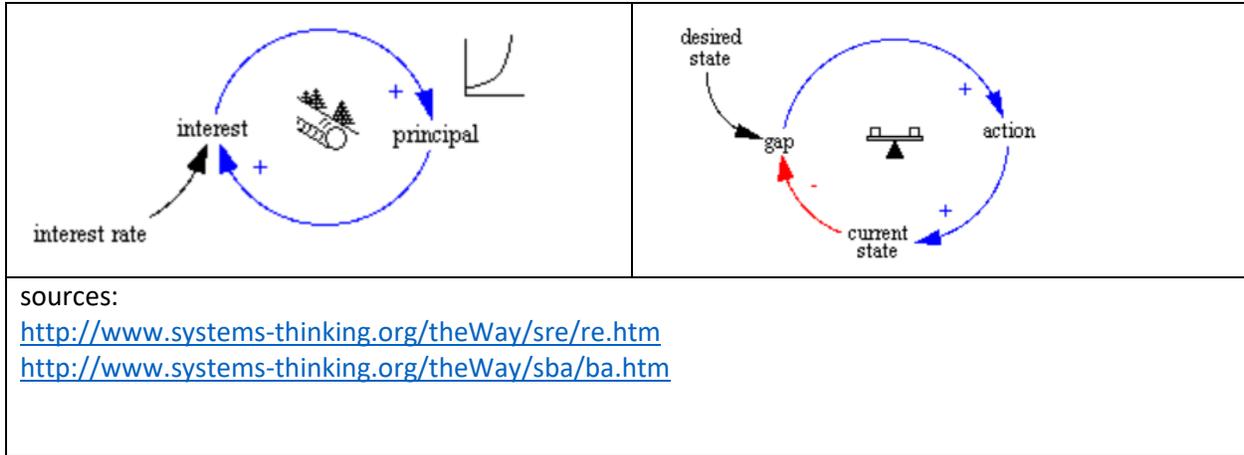


Figure 1. Representations of Systems-thinking Loops

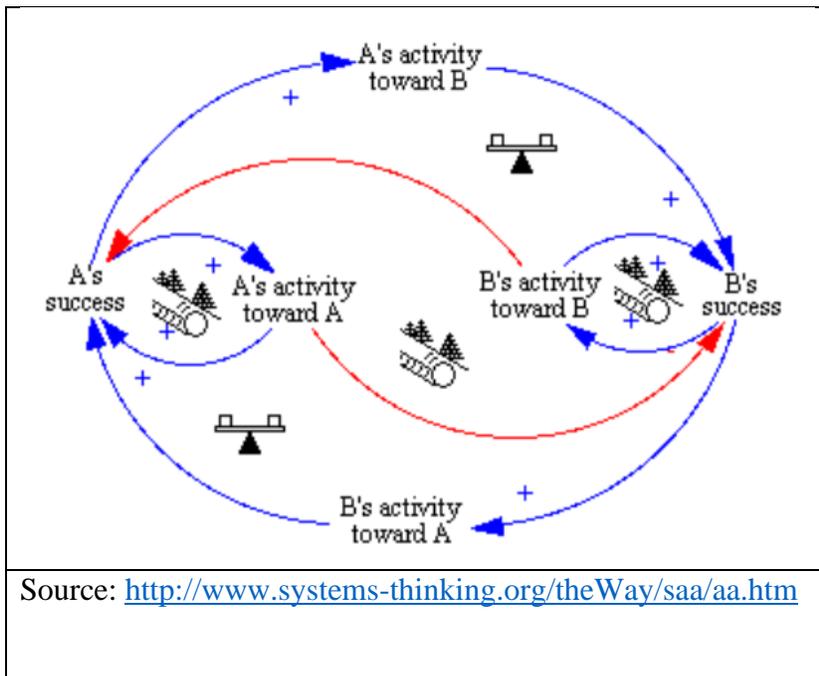


Figure 2. Representation of a Systems-thinking Archetype

TESTING METHODS

Task	Objective	Actual Test Item
Identify the name of a visual model of a systems-thinking archetype.	List systems archetypes particularly relevant to public policy design.	Identify the name of the systems-thinking archetype shown in Figure 2 above.
Interpret the valence of each reinforcing loop in an existing systems-thinking archetype.	Identify the difference between a balancing loop and a reinforcing loop in a visual model of systems diagram	What is the meaning of the positive valence of A's success and A's activity toward A in Figure 2 above?
Associate a systems-thinking archetypal model with a commonly observed pattern of behaviors in a public policy system.	Interpret existing archetypal visual models of a systems diagram in the context of public policy formulation.	Research the "tragedy of the commons" and write a essay relating the tragedy of the commons to the accidental adversaries systems-thinking archetype. See Figure 2 above.
Deconstruct a systems-thinking archetype by identifying its major reinforcing loops.	Predict unintended consequences of policy interventions	Identify the two major reinforcing loops in the Accidental Adversaries archetype and explain their meaning. See figures 1 and 2 above.
Construct an explanation of one or more of the major balancing loops in a systems-thinking archetype.	Plan to mitigate unintended consequences of policy interventions that cannot be avoided.	Identify the two major balancing loops in the Accidental Adversaries archetype and explain their meaning. See figures 1 and 2 above.
Create a design for a public policy implementation derived from an existing systems-thinking archetype.	Appraise the likely long-term consequences of a policy decision.	Based on Figure 2 above, how might a public policy decision be designed to address the conflict between organizations A and B?

Figure 3: Appropriate Testing Methods