ONBOARDING INITIATIVES FOR INCOMING STUDENTS

Élise Lepage introduced PebblePad ePortfolios to the students in the first week, using this technology to enhance their learning experience. The ePortfolios were used to facilitate student reflection, consolidation, and the integration of course content. The students were encouraged to upload their work electronically, which helped in tracking their progress and provided feedback. The students were also provided with resources such as links to online articles and academic journals, which helped them to expand their knowledge and understanding. The Department of Management Sciences developed a highly effective program for onboarding new students in the remote learning environment.

SUPPORTING STUDENT ENGAGEMENT AND CREATIVITY

In the last week of August, an online manual to help students transition to the program ran a special student competition in late August (Industry 4.0 Design Challenge). The competition aimed to motivate and further engage students in their learning. The students were given the task of creating their own hangout and group chat. The incoming class had to be engaged and had to be part of the adapting process. The students were given the freedom to create their own hangout and group chat.

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It is our impression that the incoming class has benefited from the initiatives and monitoring and adjusting the engagement activities.

Coffee-chats are done with students and the instructor. We thought we would try creating separate tutoring classes set up in Campuswire for this. The students each day a Management Café. That was not needed. The students had separate tutoring classes set up in Campuswire for this. The students had separate tutoring classes set up in Campuswire for this. The students had separate tutoring classes set up in Campuswire for this. The students had separate tutoring classes set up in Campuswire for this. The students had separate tutoring classes set up in Campuswire for this. The students had separate tutoring classes set up in Campuswire for this.

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During the fall, as did the department – they were good to have occasionally, but not needed in most cases. We had thought about helping the students organize a study-buddy process, but it didn’t work as planned. The students had separate tutoring classes set up in Campuswire for this. The students had separate tutoring classes set up in Campuswire for this. The students had separate tutoring classes set up in Campuswire for this. The students had separate tutoring classes set up in Campuswire for this. The students had separate tutoring classes set up in Campuswire for this.

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ONLINE MANUAL TO HELP STUDENTS TRANSITION TO THE PROGRAM

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