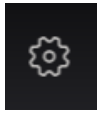
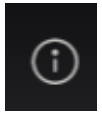
Welcome!

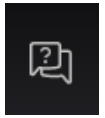
This Teams Live Event will begin in a few minutes.

Need help?

-use the gear icon to check your device's audio settings 

-use the information icon to email, call or chat with an IST help desk representative 

Q&A

-to open/close Q&A panel, click/tap the question mark bubble icon at the top right of your screen 

-type questions in the Q&A panel; moderators will review questions & publish them to the group

-click the "anonymous" check box if you'd like to ask anonymously

-some questions will be answered directly by a moderator in the chat window

-some questions will be read aloud for a verbal response

-the Q&A transcript will be shared with the event recording

-like questions you'd like the answer to; this will help moderators to prioritize them

WATERLOO | ENGINEERING

Online Course Development: Tools, Tips & Techniques

6/25/2020

Presented by the Engineering Teaching Portfolio

WATERLOO | ENGINEERING

Format & Agenda

- Welcome and Introduction by Ajoy Opal, Associate Dean Teaching
- Presentation by Umair Shah, Management Sciences
  - Part 1: Tips for Online Course Development
    - Q&A Period
  - Part 2: Tools for Online Teaching
    - Q&A Period
  - Part 3: Academic Integrity
    - Q&A Period
- Closing by Ajoy Opal, Associate Dean Teaching

Part 1: Tips for Online Course Development

Tips for Instructors

- Time is a serious factor…but, offering a good quality online course is absolutely possible.
- Pick a tool (e.g. Bongo, PowerPoint, WebEx, Teams, Camtasia etc.) and then stick with it…use Learn tools to keep things simple (and effective).
- How to begin:
  - start with the course syllabus
  - move onto the policies
  - then add each week's modules
  - think of using some third party resources (YouTube videos, Ted talks, Stanford U videos and other freely available stuff). Be mindful of the copy rights issues.
- Think long term…If possible, don't use time specific information in your recorded videos…(you may want to use them in the future).
- What we did at ManSci – S2020 faculty members subscribed to Piazza – plenty of useful resources shared by Ken McKay.

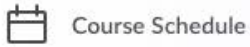
Course Templates in LEARN

The Remote Learning group has built a set of templates for LEARN courses. These templates are available (alongside resources & tips for their effective use) in a LEARN course called **Templates for Remote Teaching**.

To access the templates, log in to LEARN, select "Self Registration," scroll down or CTRL+F to "Templates for Remote Teaching" and click on the course title link and register in the course. Note that this is an *Ongoing course, so it won't appear under a specific term the next time you log in to LEARN.

Once enrolled, you can download the templates, edit them in Word, and re-upload them to your own LEARN course OR you can import directly to your LEARN course and manipulate the HTML there as desired.

Templates have been recently updated for Fall 2020.



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Add a module...

Upload / Create | Existing Activities | Bulk Edit

- Course Schedule — Web Page
- Contact Information — Web Page
- Course Description and Learning Outcomes — Web Page
- Grade Breakdown — Web Page
- About the Course Author/Instructor — Web Page
- Materials and Resources — Web Page
- Credits and Copyright — Web Page
- Course Policies — Web Page
- University Policies — Web Page
- Territorial Acknowledgement — Web Page

Add a sub-module...

MSCI 211: Organizational Behaviour
Winter 2018 Course Schedule

Important: ALL TIMES EASTERN - Please see the University Policies section of your Syllabus for details.

Module	Activities and Assignments	Start Date	Due Date	Weight
Module 1 -What Is Organizational Behaviour About?	Commentary Groups for discussions (Created by Technical Support)		Check after Thursday, September 4, 2019 at 4:30 PM	
	Introduce Yourself		Sunday, September 8, 2019 at 11:55 PM	Ungraded
	Syllabus Quiz			Ungraded (Must attain 100% to gain access to the remaining Quizzes.)
	Commentary for Module 1		Sunday, September 8, 2019 at 11:55 PM	Ungraded
Module 2 - Individual: Perception, Personality, Emotions, and Stereotypes	Commentary for Module 2		Sunday, September 15, 2019 at 11:55 PM	5%
Module 3 - Individual Values, Attitudes, and Their Effects	Create Riipen Account and join portal OR Inform Instructor of Opt-Out - see Organizational Consulting Project		Wednesday, September 18, 2019 at 11:55 PM	
	Teams for Organizational Consulting Project (Created by Technical Support)		Check after Friday, September 20, 2019 at 4:30 PM	
	Commentary for Module 3		Sunday, September 22, 2019 at 11:55 PM	5%
	Introduce Yourself to your Organizational Consulting Project Team		Wednesday, September 25, 2019 at 11:55 PM	Ungraded
	Assign a Team Lead within your Organizational Consulting Project Team		Thursday, September 26, 2019 at 11:55 PM	
	Check your UWaterloo email for correspondence from Riipen – see Organizational Consulting Project		Friday, September 27, 2019 at 11:55 PM	
Module 4 - Individual: Motivating Self and Others	Quiz 1	Tuesday, October 1, 2019 at 8:00 AM	Wednesday, October 2, 2019 at 11:55 PM	5%
	Team Leads: Contact your team's assigned Riipen Industry Partner – see Organizational Consulting Project	Monday, September 30, 2019 at 8:00 AM	Friday, October 4, 2019 at 4:00 PM	
Module 5 - Group: Work in Teams	Commentary for Module 5		Sunday, October 6, 2019 at 11:55 PM	5%
Reading Week - Study Days (Sunday, February 18, 2018 to Saturday, February 24, 2018)				

Textbook

Required

- Nancy Langton, Stephen P. Robbins, Timothy A. Judge. (2014). *Fundamentals of Organizational Behaviour*. (Updated Fifth Canadian Edition). Toronto: Pearson Canada Inc.
- MyManagementLab XL

Registering Your MyManagementLab XL

IMPORTANT: To watch the required MyLab Videos in this course, you will need to have registered your MyManagementLab XL. For instructions, please see Pearson's MyLab and Mastering Registration Using Desire2Learn (YouTube, 2:10) (https://www.youtube.com/watch?v=xWa3AXIYcqg) OR read Student Registration Instructions for MyLab MSCI 211 (PDF) (../../media/documents/mylab-student-registration-instructions.pdf?_&d2lSessionVal=t2btiuw8E9ixPftfn1njwBwWg&ou=399377). (**Note**: there is no "Course ID")

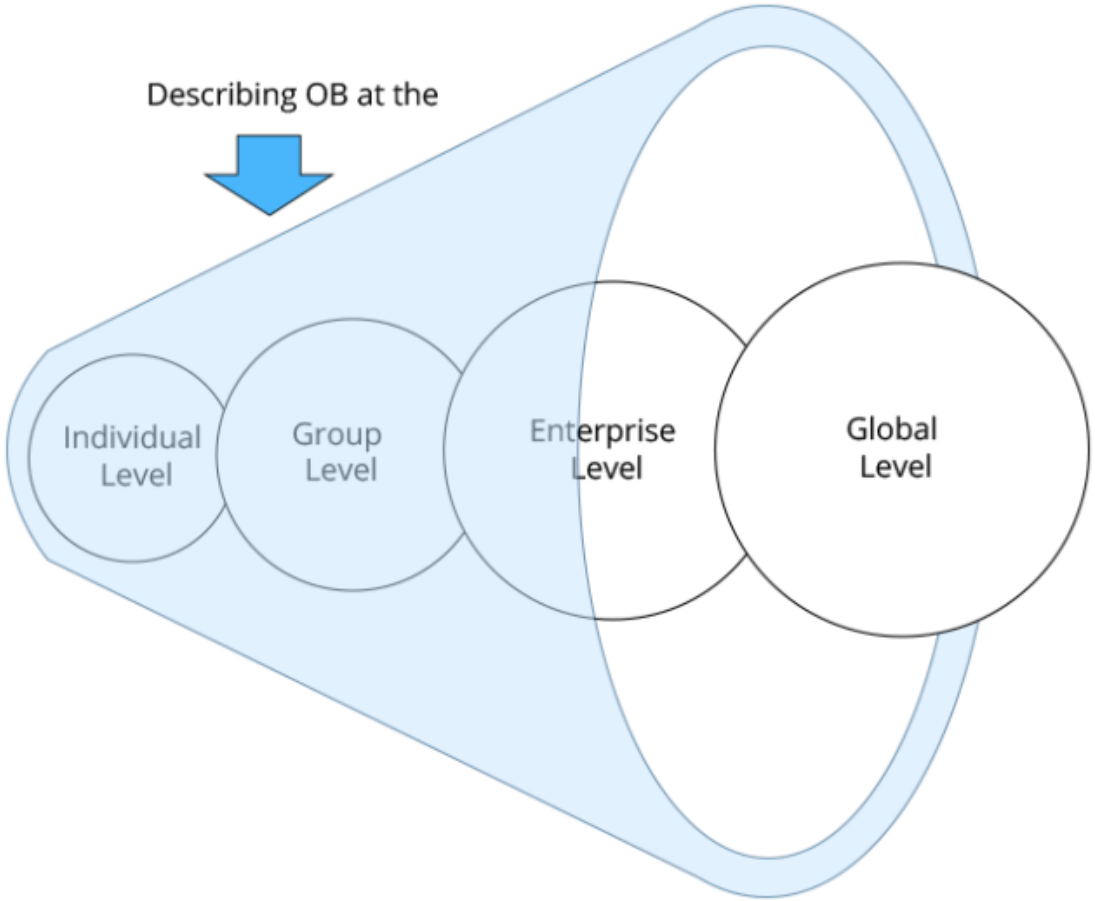
After you have logged into your Pearson MyManagementLab XL account, you will be able to click on the links to the videos in the course content.

For textbook ordering information, please contact the Waterloo Bookstore (http://www.bookstore.uwaterloo.ca/home.html)**.**

For your convenience, you can compile a list of required and optional course materials through BookLook (https://fortuna.uwaterloo.ca/cgi-bin/cgiwrap/rsic/book/index.html) using your Quest userID and password. If you are having difficulties ordering online and wish to call the Waterloo Bookstore, their phone number is +1 519-888-4673 or toll-free at +1 866-330-7933. Please be aware that textbook orders **CANNOT** be taken over the phone.

Resources

- Library services for co-op students on work term and distance education students (https://uwaterloo.ca/library/services/library-services-co-op-students-work-term-and-distance)



© University of Waterloo

Some of the questions we address include: When are teams more effective than individuals? What are effective ways to motivate employees? How does personality affect job performance? What leadership styles are effective with different employees? In addition to reading the text, students play audio-video presentations of lectures and expert interviews. Weekly Peer Reviewed Assessments and Case Studies are completed online using Discussions and Dropboxes on LEARN. It encourages the exchange of ideas among student peers.

Grade Breakdown

The following table represents the grade breakdown of thiscourse.

Activities and Assignments	**Weight**
Introduce Yourself	Ungraded
Syllabus Quiz	Ungraded*
Commentary for Module 1	Ungraded
Commentary for Modules 2, 3, 5, 6, 7, 9, 11, 12 (8 at 5% each)	40%
Organizational Consulting Project	20%
Quizzes (3 at 5% each)	15%
Quiz 4 (optional)	**5%****
Final Examination **Note: Students MUST pass the final examination in order to pass the course.** In the event of a failure on the final examination, the grade submitted in the course will be calculated according to this formula: [(grade on final exam out of 25) x 3.5] + [(grade on other assignments prior to final exam, maximum 75) x 0.10].	25%

*Must attain 100% to gain access to the remaining Quizzes.

**There is an optional Quiz 4 worth 5% that is available to all students.

Students who choose to write Quiz 4 will have their lowest Commentary or Quiz score dropped.

Module 5 - Group: Work in Teams

Learning Outcomes

After successful completion of this module, you will be able to:

- differentiate among teams and groups in organizations,
- characterize stages of group and team development, and
- create effective teams and describe their limitations.

Content

1. **Muhammad Umair Shah:** Module 5: Reading Summary (13:25)
2. **Reading:** Nancy Langton, Stephen P. Robbins, Timothy A. Judge. (2014). Chapter 5.
3. **John Hennessy:** A Good Team Needs Technical and Non-technical People (3:02)
   Biography: John Hennessy
4. **Margaret Heffernan:** Forget the Pecking Order at Work (15:47)
   Biography: Margaret Heffernan
5. **Lynn Reedy:** Auction for America – Teamwork at its Best (3:32)
   Biography: Lynn Reedy
6. **Daniel Ek:** Leading Distributed Teams (3:29)
   Biography: Daniel Ek

MyLab Video – Pearson Canada, Inc.

1. TWZ Role Play: Teams (9:15)
2. Witness.org: Managing Groups & Teams (9:15)

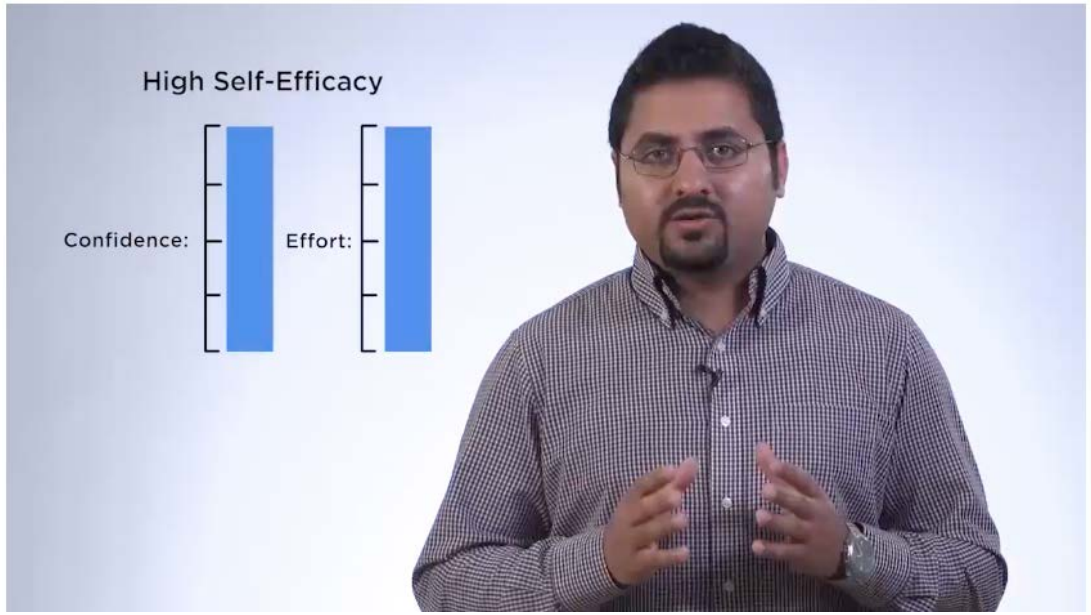
MyLab Learning Simulation – Pearson Canada, Inc.

1. Teams: Simulation

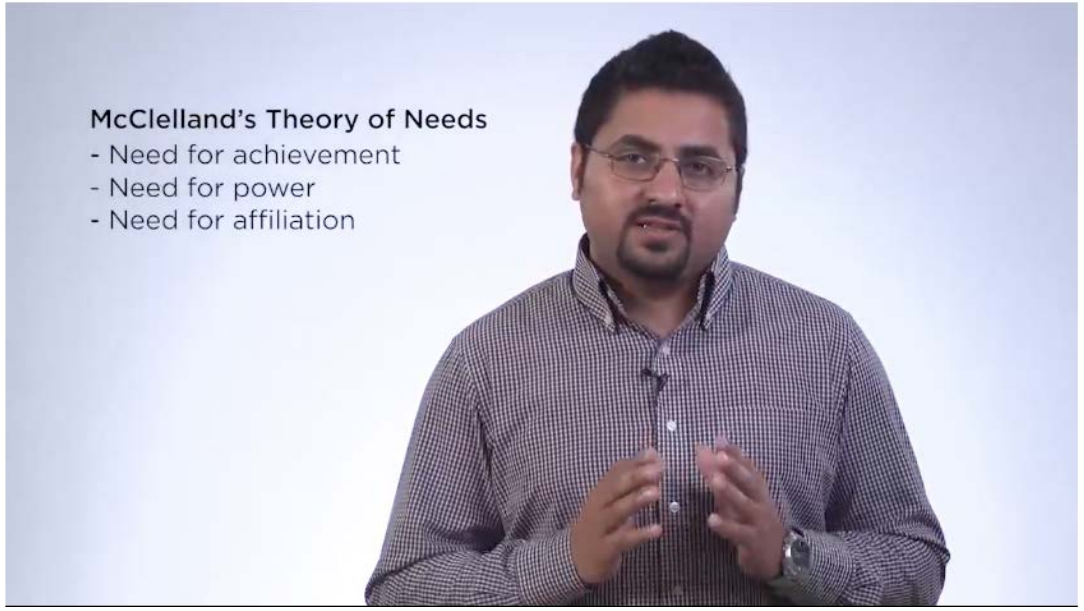
Assignments

- Complete your Commentary for Module 5.
- Deadlines are specified in the Course Schedule.

Module 4: Reading Summary



Module 4: Reading Summary



Course Discussions

Resources for online discussions:

- Online Discussions: Tips for Students
- Waterloo LEARN Help

Guidelines on Use of Waterloo Computing and Network Resources

Given that online components of this course are hosted on a UWaterloo server, there are Guidelines on Use of Waterloo Computing and Network Resources that you should be aware of. These Guidelines govern the appropriate and ethical use of these resources, inform users of expectations and responsibilities assumed in the use of Waterloo computing and network resources, and clarify the context. Misuse of the University's computing and network resources may result in disciplinary action within the University. Any such action undertaken will be governed by relevant Waterloo policies.

Topic	Threads	Posts	Last Post
Introduce Yourself Use this discussion topic to introduce yourself to your classmates.	189	189	[redacted] Sep 26, 2019 6:24 PM
Ask the Instructor This discussion topic should be used to ask your instructor questions about **course content**. **Please do not use this discussion topic to ask technical or administrative questions.** The best way to resolve such problems is to contact the Centre for Extended Learning. Also, please do not use this discussion topic to ask your instructor personal questions. Check the Contact Information section of the Syllabus for details on who to contact.	50	142	[redacted]ur Dec 5, 2019 6:07 PM

Commentary 12 deadline

[redacted] posted Dec 1, 2019 11:00 PM Subscribe

Hi professor,

more

0 Unread | 1 Replies | 37 Views

Last post **Dec 3, 2019 9:56 AM** by Umair Shah

Final Exam

[redacted]ted Nov 29, 2019 7:05 PM Subscribe

Hi professor,

more

0 Unread | 1 Replies | 42 Views

Last post **Dec 1, 2019 8:17 PM** by Umair Shah

Report Length

[redacted]sted Nov 28, 2019 12:26 PM Subscribe

Hello Professor,

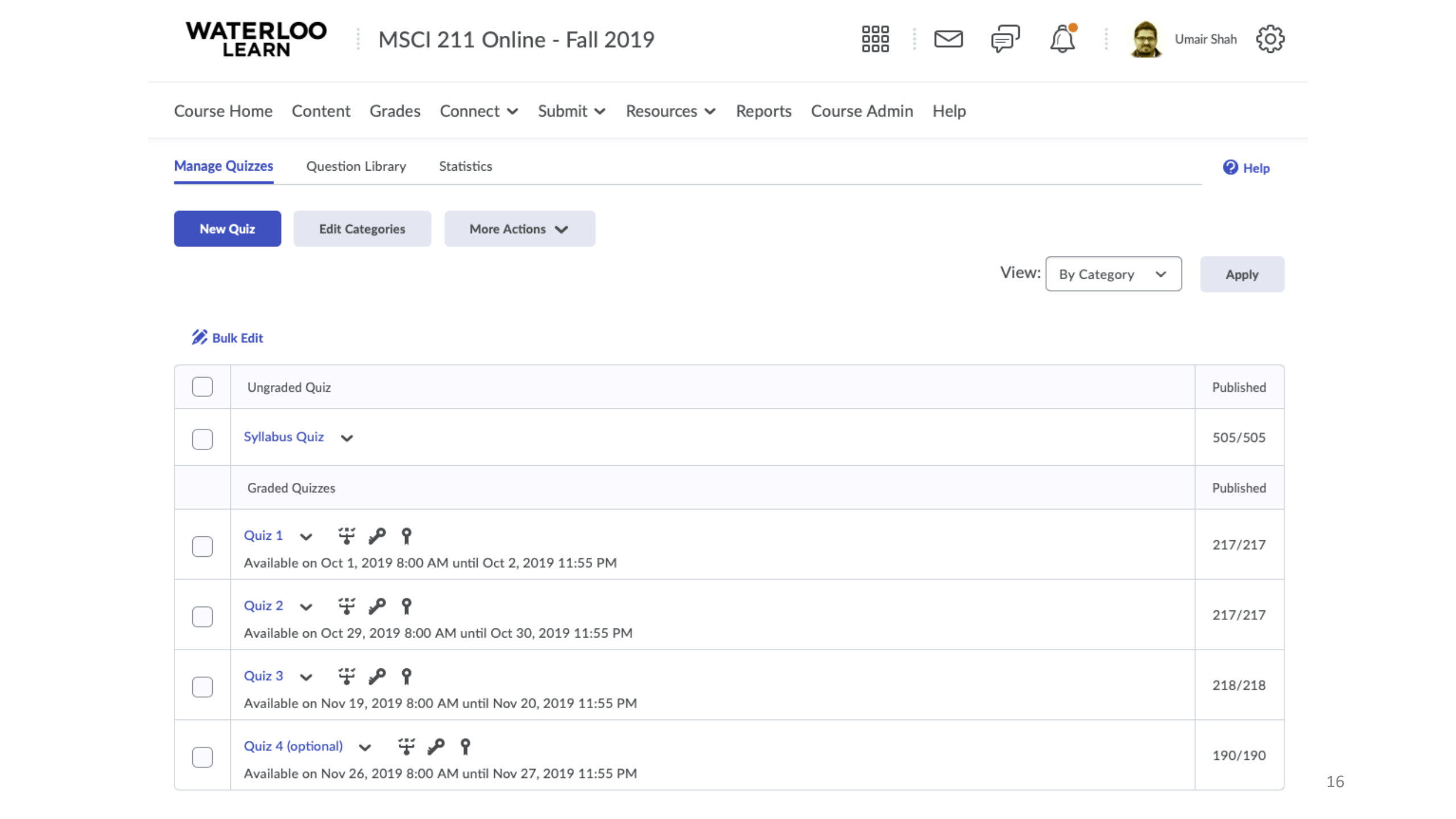
more

0 Unread | 3 Replies | 52 Views

Last post **Dec 1, 2019 8:16 PM** by Umair Shah

Submission on Riipen

[redacted] posted Nov 29, 2019 8:23 PM Subscribe


WATERLOO LEARN
MSCI 211 Online - Fall 2019
Umair Shah
Course Home
Content
Grades
Connect
Submit
Resources
Reports
Course Admin
Help
Manage Quizzes
Question Library
Statistics
Help
New Quiz
Edit Categories
More Actions
View:
By Category
Apply
Bulk Edit
Ungraded Quiz
Published
Syllabus Quiz
505/505
Graded Quizzes
Published
Quiz 1
Available on Oct 1, 2019 8:00 AM until Oct 2, 2019 11:55 PM
217/217
Quiz 2
Available on Oct 29, 2019 8:00 AM until Oct 30, 2019 11:55 PM
217/217
Quiz 3
Available on Nov 19, 2019 8:00 AM until Nov 20, 2019 11:55 PM
218/218
Quiz 4 (optional)
Available on Nov 26, 2019 8:00 AM until Nov 27, 2019 11:55 PM
190/190

Shuffle questions at the quiz level

Also shuffles sections at the quiz level. Does not cascade to sub-sections.

Add/Edit Questions | Edit Values

Page	Name	Type	Points	Diff	Bonus	Mandatory
1	Chapter 5 (5 from 19)	-	1	-	-	-
1	**Q1.** Random Question	RND	-	-	-	-
1	**Q2.** Random Question	RND	-	-	-	-
1	**Q3.** Random Question	RND	-	-	-	-
1	**Q4.** Random Question	RND	-	-	-	-
1	**Q5.** Random Question	RND	-	-	-	-
1	Chapter 6 (5 from 20)	-	1	-	-	-
1	**Q6.** Random Question	RND	-	-	-	-

Back to Quiz 1

Dave thinks he has the best job anyone could ever have. He is held personally accountable for his work, and receives a lot of feedback. For these reasons, he sees the results of his work. His job also gives him the chance to continually improve himself and do his personal best. He is responsible for planning, performing, evaluating, and changing his projects as he sees fit. He influences others to some extent but he works mostly on his own. This does not bother him, as he likes the autonomy. Finally, Dave likes his job

Answers *

- [x] strong achievement; low affiliation
- [ ] strong power; low affiliation
- [ ] strong power; strong achievement
- [ ] strong achievement; high power
- [ ] strong power; low affiliation

Add Answer

Dave thinks he has the best job anyone could ever have. He is held personally accountable for his work, and receives a lot of feedback. For these reasons, he sees the results of his work. His job also gives him the chance to continually improve himself and do his personal best. He is responsible for planning, performing, evaluating, and changing his projects as he sees fit. He influences others to some extent but he works mostly on his own. This does not bother him, as he likes the autonomy. Finally, Dave likes his job because he is able to take on a moderate degree of risk, which he chooses. This kind of work enables Dave to be successful, feel good about his work, and accomplish his work and personal goals. Using McClelland's theory of needs, Dave is exhibiting a _____ need and a _____ need.

Organizational Consulting Project Team Discussion

Group/section restrictions.

Subscribe

Use this discussion topic to communicate with your team mates about your Organizational Consulting Project.

Be sure to assign a Team Lead by the deadline that appears in the Course Schedule.

Start a New Thread

Filter by: All Groups | Status: Unread | Clear filters

Sort by: Most Recent Activity

Participation from all group members is necessary moving forward!

[redacted] posted Oct 22, 2019 12:14 PM to Team 22 Subscribe

Hey team, I'd like to start by thanking those group members who have been actively involved in the first two steps of our project and for your thoughtful contributions.

more

10 Unread | 10 Replies | 55 Views

[redacted]

Work Breakdown

[redacted] 7, 2019 11:27 PM to Team 8 Subscribe

Hi team, I wish you guys are having a great term so far and are doing well on your midterms. As it's getting closer to the end of the term, I think it might be a good time to start working

more

Next step of project due Oct. 21st!

[redacted] posted Oct 17, 2019 5:35 PM to **Team 22** ☆ Subscribe

Hey guys, I hope you all had a nice Thanksgiving weekend and that you're enjoying your fall reading week so far. I just wanted to check in to see if everyone has read those two documents that Dr. Shah posted a while ago (***Project Scope Document*** and ***Student-Industry Kickoff Checklist***). Our next step as a group is to compile a list of questions for our industry partner. Maybe everyone could contribute a question or two in the next couple of days to get things started? I would rather not leave this all until the last minute so hopefully we can all get a discussion going around this. Hope to hear from you all soon. Thanks.

~Rae

^ less

11	11	36
Unread	Replies	Views

Last post **Oct 21, 2019 10:49**
[redacted]

Q&A Period

Part 2: Tools for Online Teaching

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Add a module...

Syllabus Quiz
Web Page

Commentary
Web Page

Organizational Consulting Project
Web Page

Case Study Assignment
Web Page

Any condition must be met

Member of at least one group in group category: **Case Study**

Member of group: **Case Study** > **Group 1**

Member of group: **Case Study** > **Group 2**

Member of group: **Case Study** > **Group 3**

Member of group: **Case Study** > **Group 4**

Member of group: **Case Study** > **Group 5**

Member of group: **Case Study** > **Group 6**

Member of group: **Case Study** > **Group 7**

Member of group: **Case Study** > **Group 8**

Member of group: **Case Study** > **Group 9**

Member of group: **Case Study** > **Group 10**

Peer Evaluation
Web Page

Quizzes
Web Page

Final Examination
Web Page

Submitting to a LEARN Dropbox
Web Page

Description

The Organizational Consulting Project is worth 20% of your final mark. This project will be completed in randomly-assigned teams of 4-5 students. It entails developing an action plan that addresses a leadership or management challenge currently faced by a real organization.

The project has three phases:

Phase 1 – Project Plan: Students will connect with organization representative(s) to devise the project scope and prepare a detailed plan for completion of the project.

Phase 2 – Project Execution: Students will work on deliverables outlined in the project plan. Teams will periodically communicate with organization representative(s) as needed to complete project tasks.

Phase 3 – Outcome–10-page Report (double spaced; 12 pt.): Students will submit a detailed report on the outcomes of the project. The suggested report length does not include appendices or references. Use APA citing style.

In order to complete this project, your class will be piloting, for the University of Waterloo, the services of **Riipen.**

What is Riipen?

Riipen is a Canadian company that connects students with industry partners, to facilitate students

Instructions for Completing the Project

Please read these instructions carefully to gain a full understanding of this project and its requirements. There are a number of steps to complete, with deadlines, over the duration of the course.

1. **Create a Riipen account and join the University of Waterloo portal:**
   IMPORTANT: This step must be completed by the deadline set out in the Course Schedule.
   a. Create your Account with Riipen using your University of Waterloo email address.
      Important: Please use the form *WatIAMusername*@uwaterloo.ca (your WatIAM username is what you use to log in to LEARN and Quest).
      You will receive an email from Riipen with a link to confirm.
   b. Go to your Riipen project home page, then select "Join as Student". Use the access token **73061185**.
   c. You will now have access to an overview of the MSCI 211 project, Organizational Consulting Project.
   d. At this point, you may explore the Riipen website further, or simply log out.
   e. Await your instructor to assign you to a team and industry partner - check your UWaterloo email for correspondence from Riipen as per the deadline set out in the Course Schedule.

Description

You will use the online application called PEAR (Peer Evaluation, Assessment, and Review), developed at the University of Guelph, to evaluate your peers for the Organizational Consulting Project.

Peer Evaluation of Organizational Consulting Project Teams

- **Each member of the group will need to complete a peer assessment form in PEAR for each of their peers**. The group mark may be adjusted for individual group members, if necessary, based on the peer assessments they receive.

Accessing PEAR

- Follow the instructions on the Logging in to PEAR help page to access your password before logging in for the first time.

Completing your peer assessment

- Your peer assessment forms must be submitted before the deadline specified in the Course Schedule.
- Please see the Completing a group assessment help page for instructions on how to submit the peer assessment form for each of your group members.

[redacted]

1 thread, 0 replies

Topic Score: 7.5 / 10

Criteria	Exemplary	Competent	Satisfactory	Partially Satisfactory	Not Satisfactory	
Insightful - Shows understanding of involved concepts and relations among concepts. **Add Feedback**	2.5 points ✓	2 points	1.5 points	1 point	0 points	2.5 / 2.5
Clear - Clearly explains involved concepts and relations among concepts. **Add Feedback**	2.5 points	2 points	1.5 points ✓	1 point	0 points	1.5 / 2.5
Forceful - Expresses ideas in a persuasive and convincing manner. **Add Feedback**	2.5 points	2 points	1.5 points	1 point ✓	0 points	1 / 2.5
Brief - Goes right to the point without redundant explanations. **Add Feedback**	2.5 points ✓	2 points	1.5 points	1 point	0 points	2.5 / 2.5

Evaluation and Feedback

Rubrics

Case Study Assignment
80 / 100
Level achieved: **Level 4**

Score

80 / 100

Grade Item: Case Study 2

Student View Preview

80 / 100 - 80 %

Feedback

somewhere in your case, perhaps, more mention on the stakeholder management theory could have been ideal.
For instance, on what basis was the 20% increase in prediction laid out by GE? Did it involve all the various stakeholders? Or was it just from the perspective of shareholders?

For instance, in the London Review of Books (https://www.lrb.co.uk/the-

Tools for Online Teaching Documentation

https://uwaterloo.ca/management-sciences/sites/ca.management-sciences/files/uploads/files/tools_for_online_teaching.pdf

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Tools for Online Teaching Documentation

https://uwaterloo.ca/management-sciences/sites/ca.management-sciences/files/uploads/files/tools_for_online_teaching.pdf

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Tools for Online Teaching Documentation

https://uwaterloo.ca/management-sciences/sites/ca.management-sciences/files/uploads/files/tools_for_online_teaching.pdf

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Legend: Synchronous, Asynchronous

Bongo

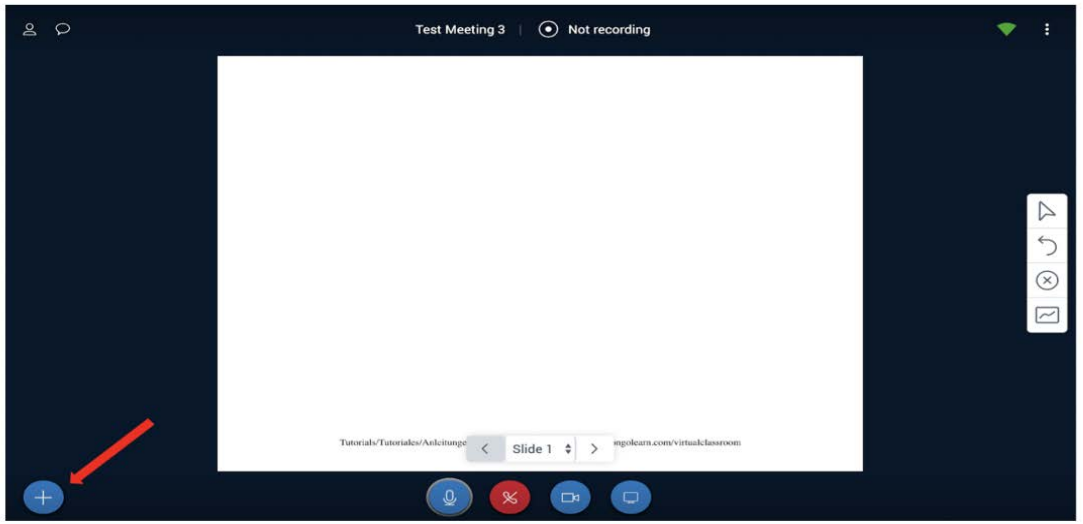
- Video conferencing tool in LEARN (Synchronous)
- Available for each course, keeps meetings for each course separate
- Allows invitation of external participants not registered in course
- Ability to record meeting within Bongo (no external technology required)
- Recorded meetings can be published online (creates URL to provide participants) and can be downloaded by instructor (Asynchronous)
- Screen sharing, chat feature, polls
- Breakout rooms function that allows the host to create separate spaces for grouped individuals
- Whiteboard feature + annotation of presentation slides
- Limit of 150 participants, 240 minutes (4 hrs) per meeting

Using Polls in Bongo Tutorial Documentation

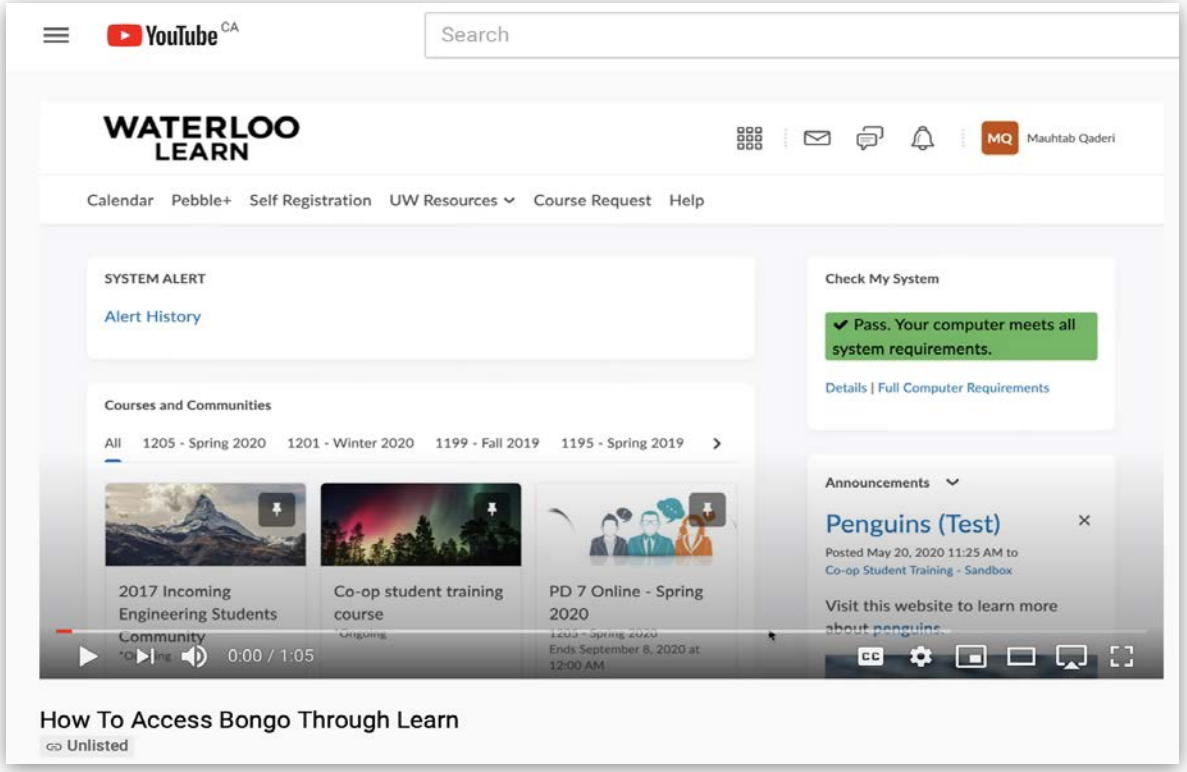
Use Polls in A Bongo Meeting

Tutorial Video: Click here to learn how to use polls in a Bongo meeting.

1. Click on the plus icon in the bottom left hand corner of the screen.



Corresponding Video Tutorial



MS Teams

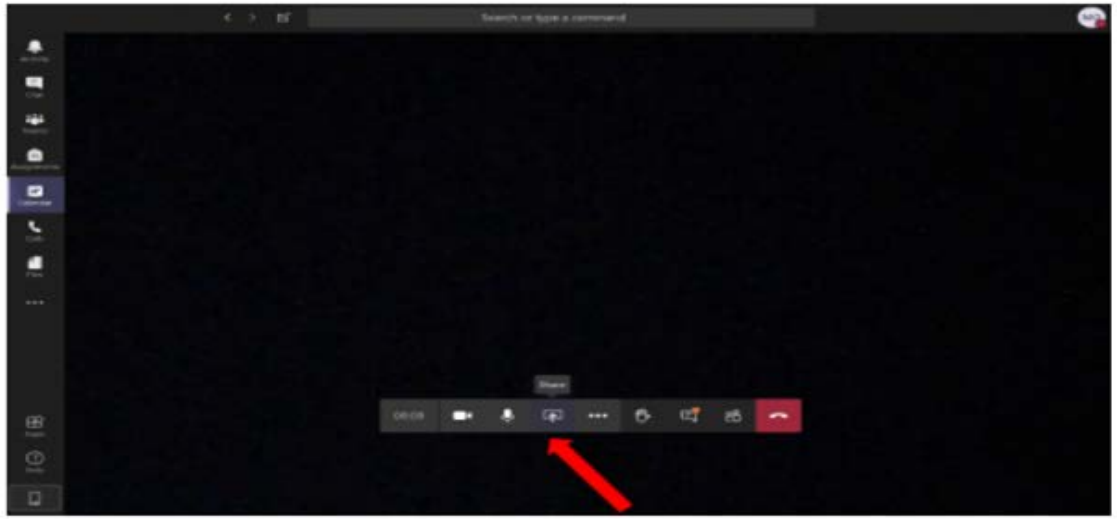
- Online collaborative software provided to all University staff and students (Synchronous)
- Application available for free download, users can login using uWaterloo email credentials
- Complete integration with Microsoft Office Suite, will automatically interface with Outlook
- Ability to create teams and channels within those team that allow for instant messaging, video conferencing and file sharing
- Users can schedule meetings and invite faculty/students to join the meeting at the set time (Eg. synchronous lecture)
- Live conferencing allows for attendees to ask question through chat
- Share desktop feature, whiteboard feature available during live meetings
- Limit of 250 participants

Using the Whiteboard Feature in MS Teams Tutorial Documentation

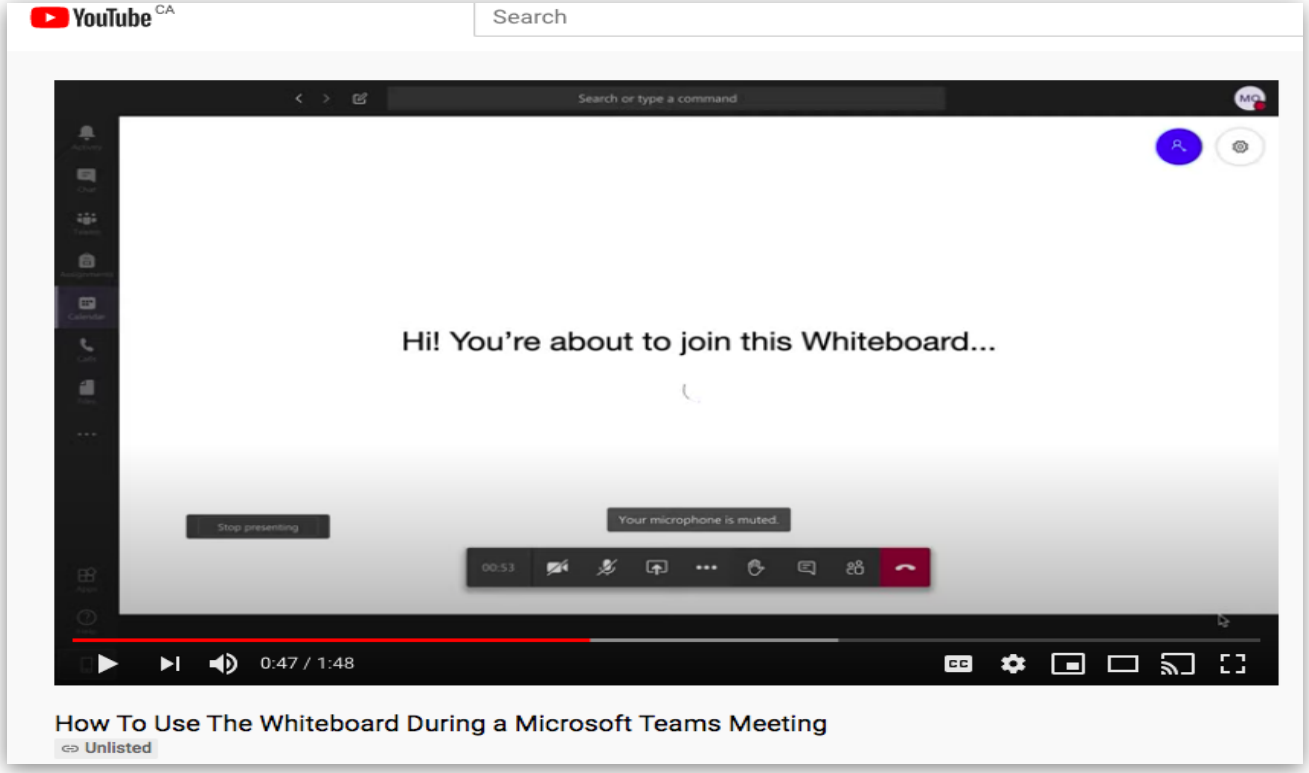
Use The Whiteboard During A Teams Meeting

Tutorial Video: Click here to learn how to use the whiteboard during a Teams meeting.

1. Click on the share icon on the bottom toolbar labelled "Share".



Corresponding Video Tutorial



Webex

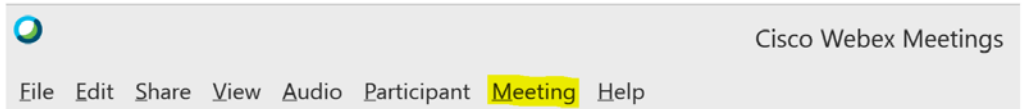
- Synchronous meeting software provided by the University at uwaterloo.webex.com
- Meet with up to 1000 participants at once
- Integrated with Office 365 for scheduling via Outlook
- Share content and annotate on screen to enrich presentations
- Record meeting audio, video, and chats for asynchronous needs

Record a Webex Meeting

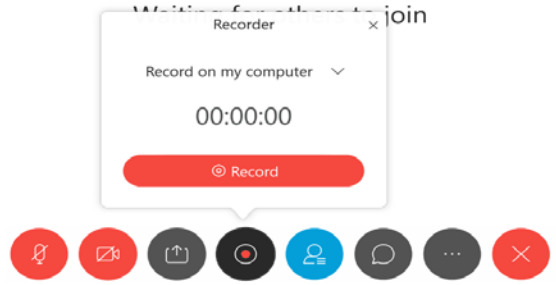
Recording a Meeting

Tutorial Video: Click here to learn how to record a Webex meeting.

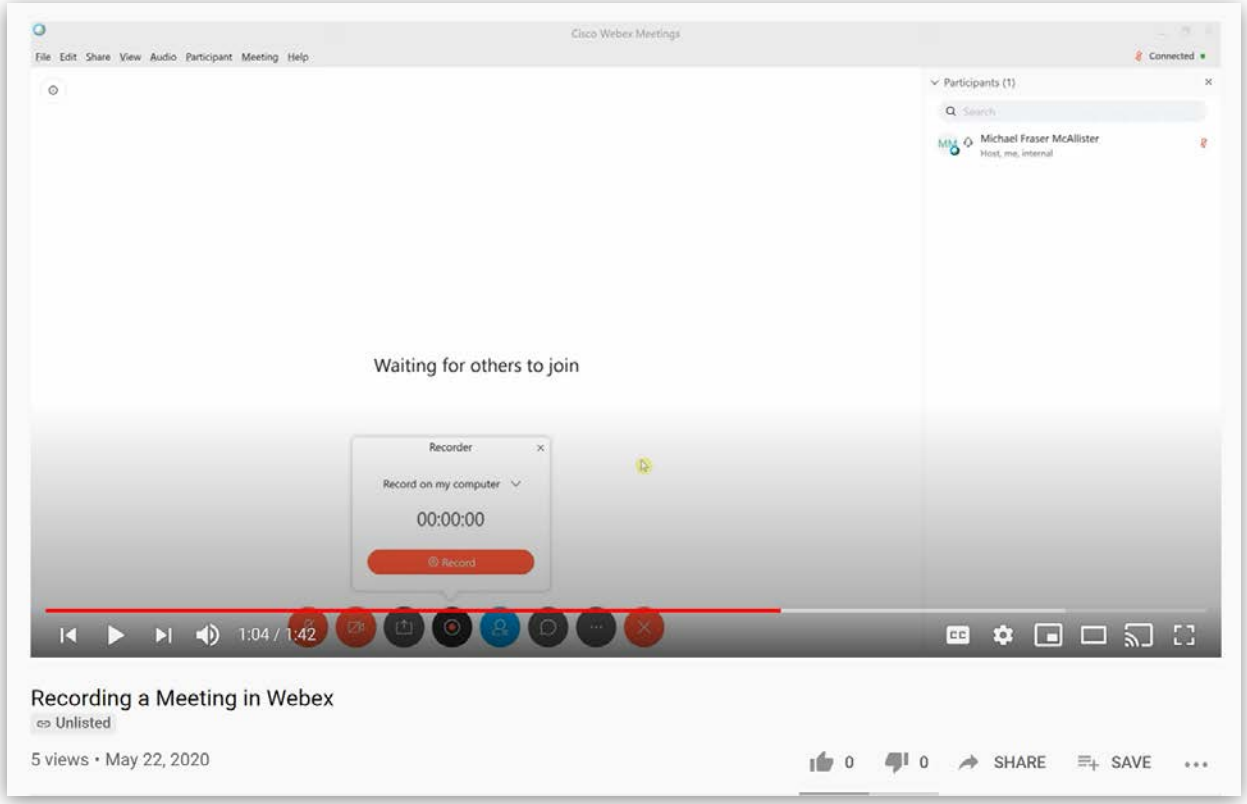
1. Select either the record button (red dot) on the dock, or use the **Meeting** tab at the top to configure **Recording Settings.**



2. Select **Cloud** to save the recording on the University Webex server, this also allows you to auto-generate captioning **or** select **My Computer** to save the recording locally, this does not create captioning but can be faster to manipulate/upload after the meeting.



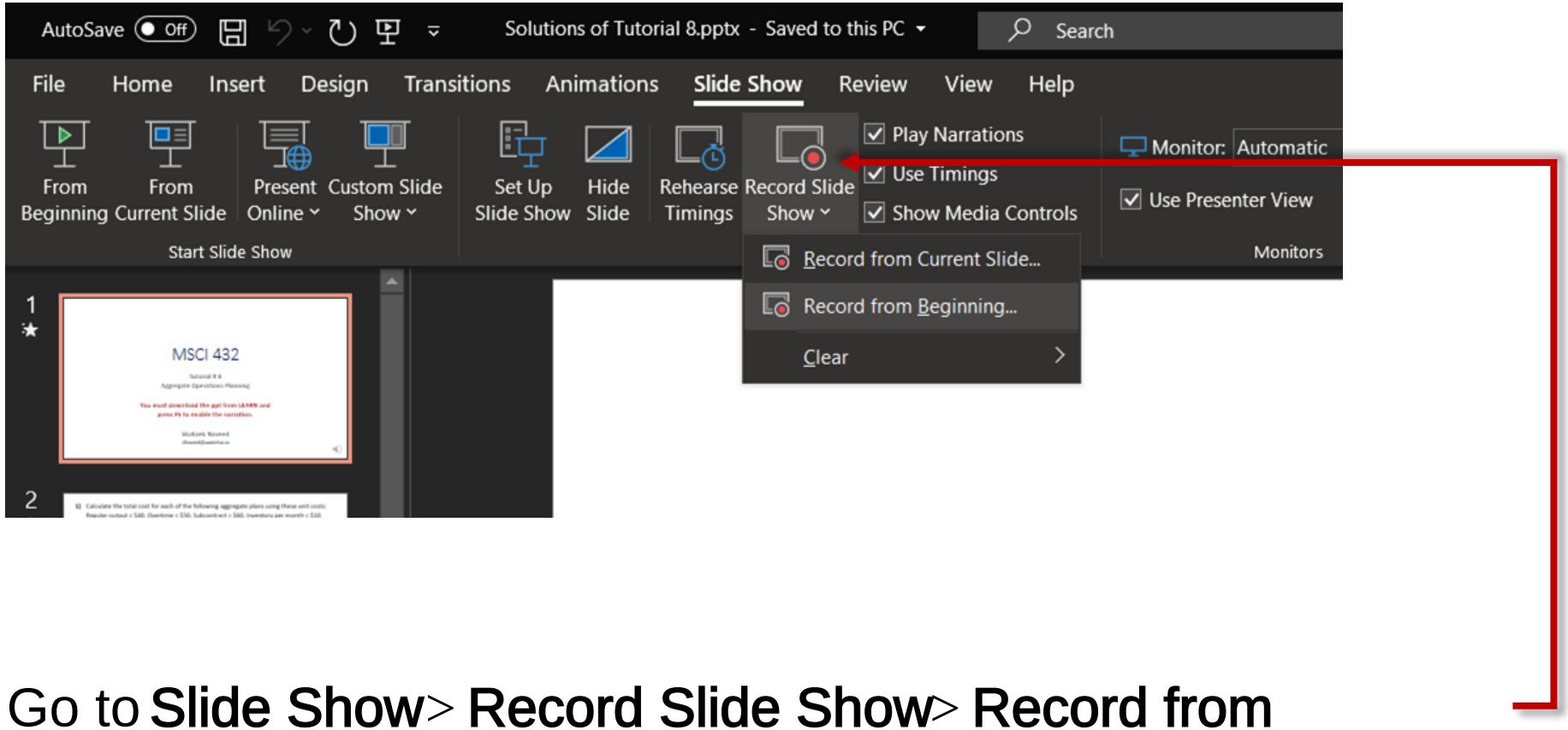
Corresponding Video Tutorial



PowerPoint

- Asynchronous software provided to all staff and students through Office 365
- Create visual notes that can be viewed in presentation format
- Annotate notes, add voice recordings, and add video
- Upload notes and presentation to Learn as a PowerPoint or export presentation as Mp4

Recording Lectures using Microsoft PowerPoint



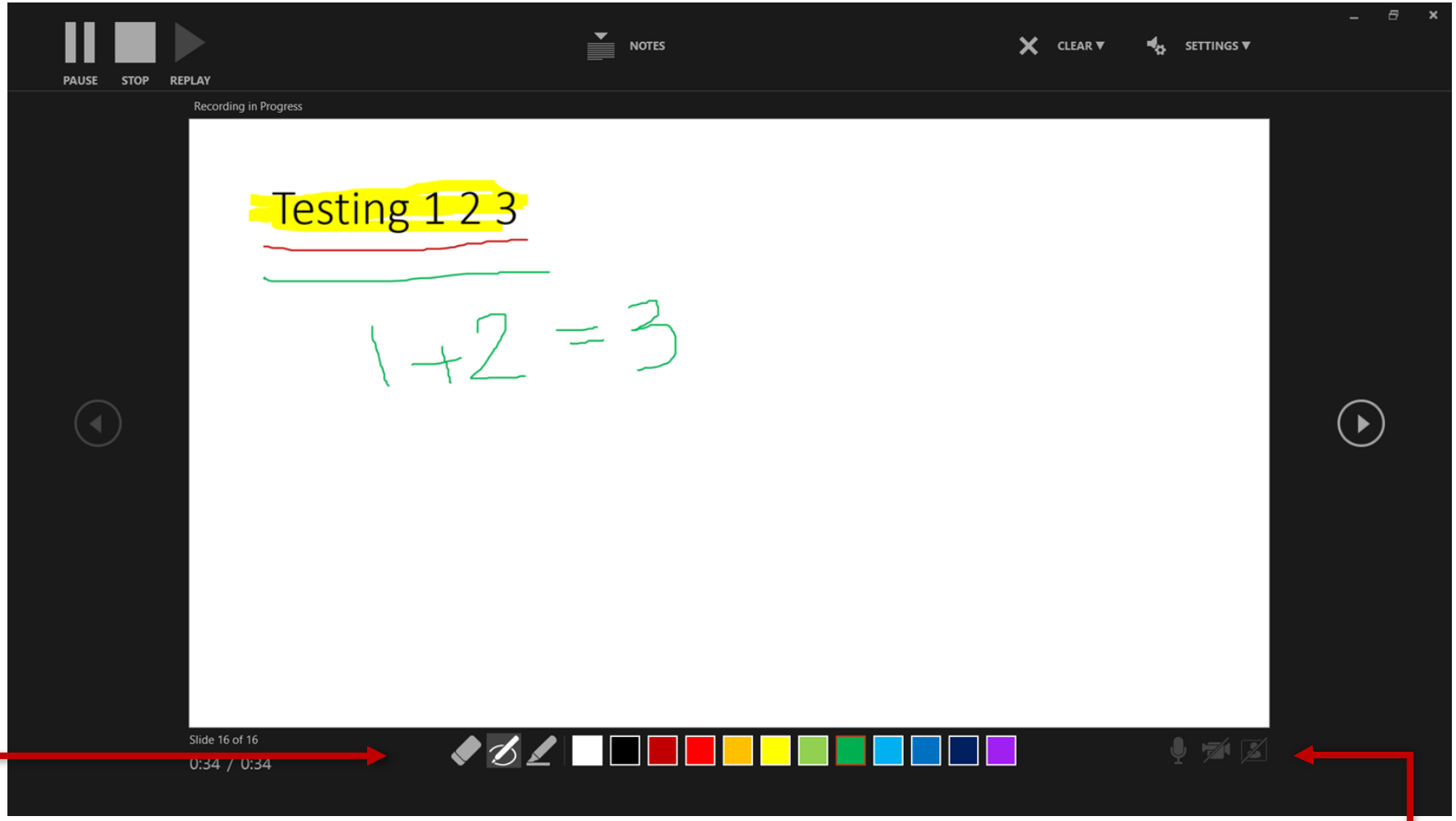
1 Go to **Slide Show> Record Slide Show> Record from Beginning**

2 Select **RECORD** button to start recording.

3 You can now start narration.

4

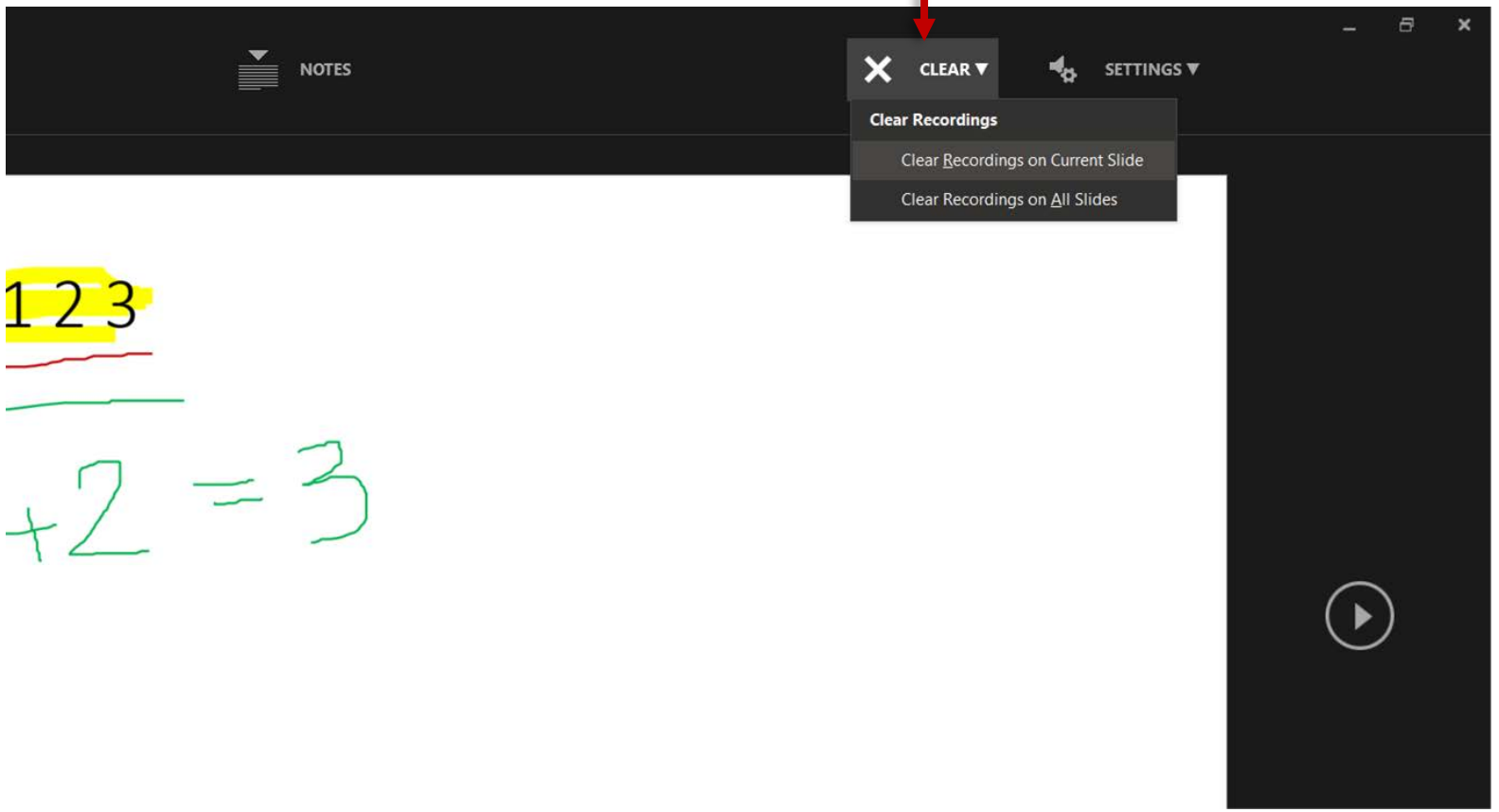
You can also use annotation tools as required.



5 Make sure to adjust Microphone and Camera settings as required.

6

If anything goes wrong, use the **CLEAR** option.



How to Conduct Tutorials – Tips for TAs

Course Home Content Grades Connect Submit Resources Reports Course Admin Help

WATERLOO LEARN | MSCI 432 - Winter 2020 Umair Shah

Course Home Content Grades Connect Submit Resources Reports Course Admin Help

Meetings

Active Meetings

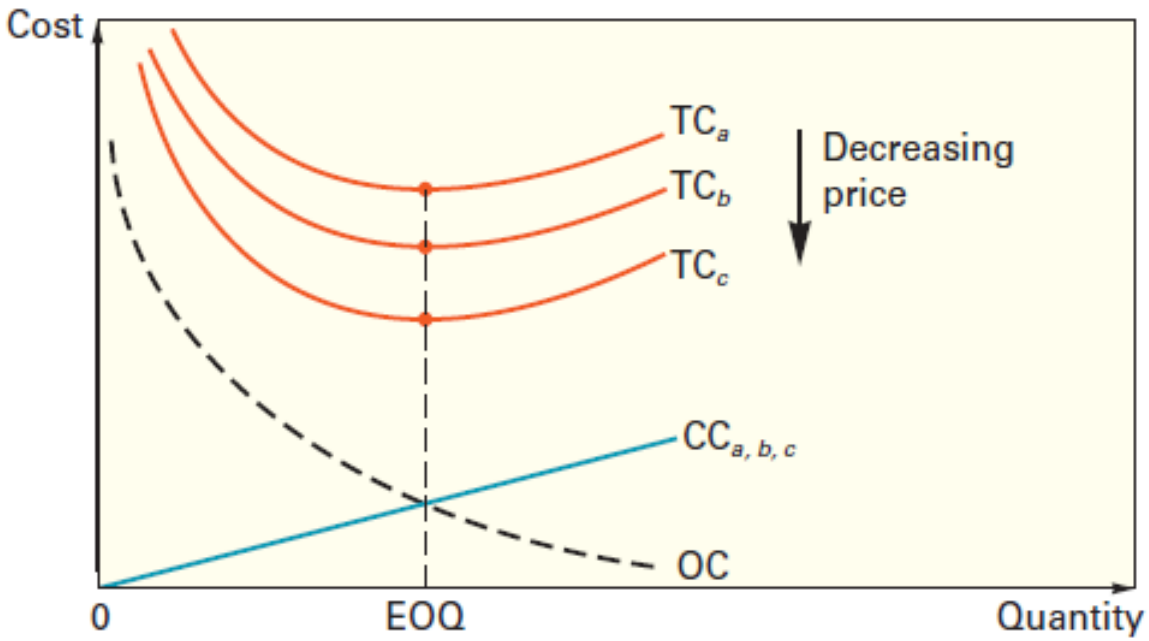
No active meetings yet

Recorded Meetings

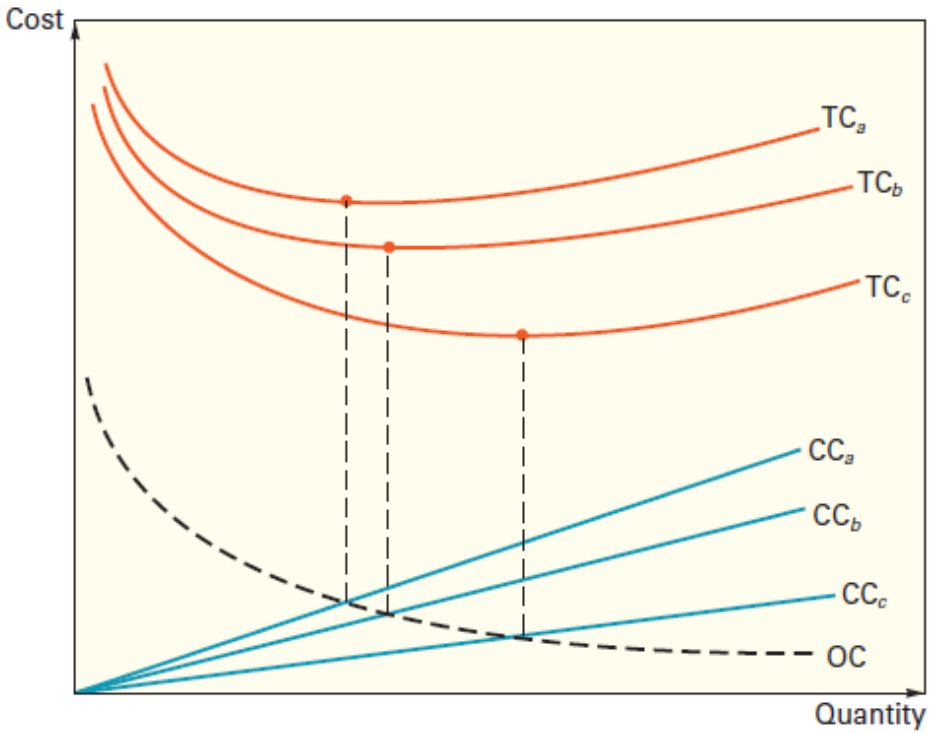
No recorded meetings yet

POWERED BY bongo

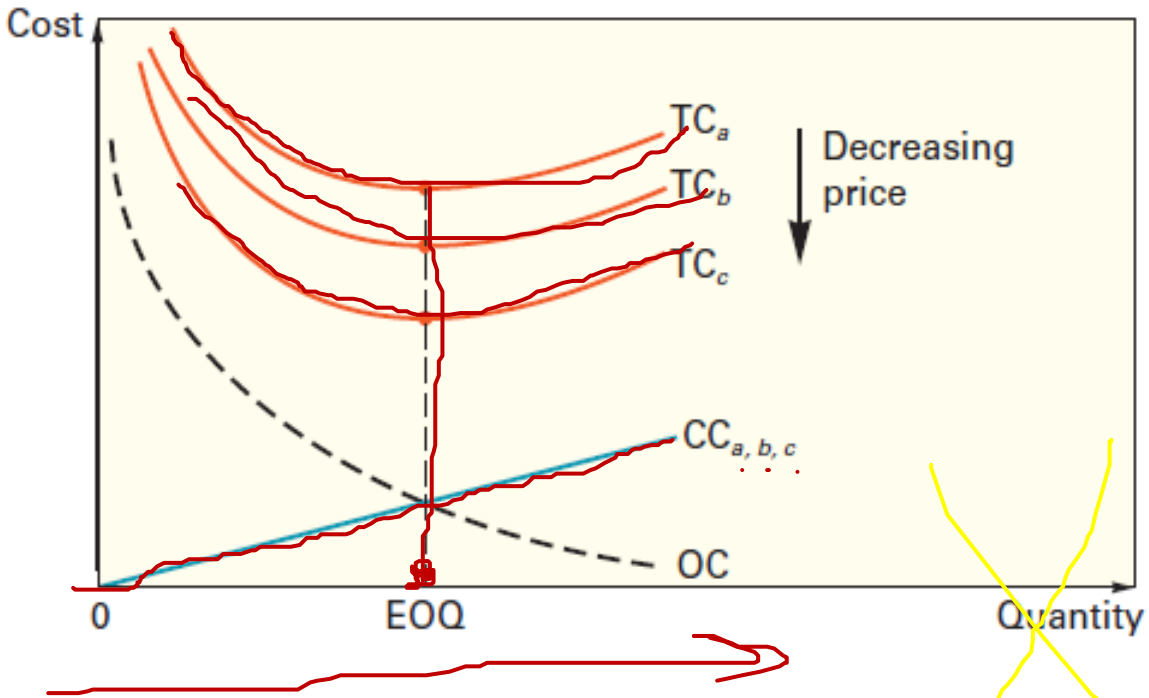
45



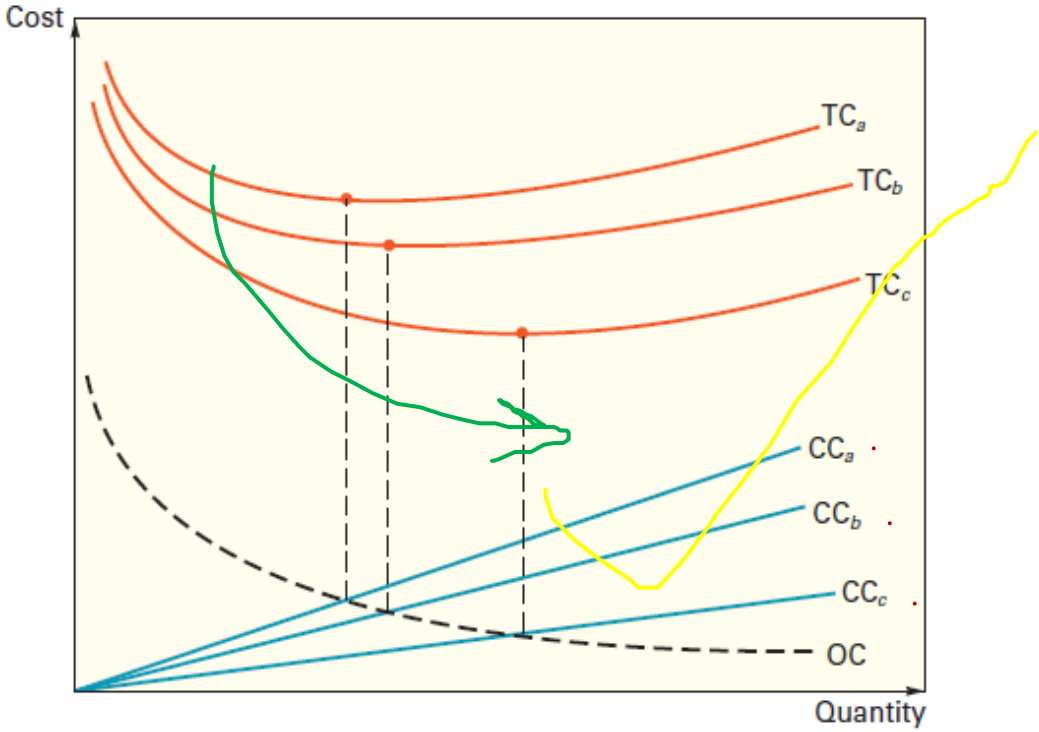
A. When carrying costs are constant, all curves have their minimum points at the same quantity.



B. When carrying costs are stated as a percentage of unit price, the minimum points do not line up.



A. When carrying costs are constant, all curves have their minimum points at the same quantity.



B. When carrying costs are stated as a percentage of unit price, the minimum points do not line up.

Start with 13 workers and keep them throughout. This results in 0 backorder & ending inventory in month 8.

Period		1	2	3	4	5	6	7	8	Total
Forecast		120	135	140	120	125	125	140	135	1,040
Output										
Regular	130	130	130	130	130	130	130	130	130	1,040
Overtime										0
Output - Forecast		10	-5	-10	10	5	5	-10	-5	0
Inventory										
Beginning		0	10	5	0	5	10	15	5	
Ending		10	5	0	5	10	15	5	0	
Average		5	8	3	3	8	13	10	3	50
Backorder		0	0	5	0	0	0	0	0	
Costs:										
Regular @	$500	65,000	65,000	65,000	65,000	65,000	65,000	65,000	65,000	520,000
Overtime @	$750	0	0	0	0	0	0	0	0	0
Hire @	$300	0	0	0	0	0	0	0	0	0
Inventory @	$50	250	375	125	125	375	625	500	125	2500
Back order @	$250	0	0	1,250	0	0	0	0	0	1250
Total		65,250	65,375	66,375	65,125	65,375	65,625	65,500	65,125	$523,750

Hiring cost/unit = $3000/10 = $300

Because numbers of backorder and inventory (shaded yellow) are small throughout, and hiring cost per unit ($300) is more than backorder cost per unit per month ($250), & lay off & rehiring cost per unit after up to 5 months $300/5 is more than carry cost per unit per month ($50), hiring and layoff cannot lead to a lower total cost.

Some General Online Teaching Tips

- Ask your TAs to watch for inactive students in Wk3 and send personal email "we notice you are inactive, can we help?”
- Syllabus Quiz: no marks; must score 100% to unlock other quizzes
- Discussion Forums: Try to monitor them daily, TAs can also be asked to monitor daily (e-tone)
- Quizzes: Provide a window of at least 24 hours to administer quizzes. Life happens. Consider developing an optional quiz to substitute score for lower or missing assignment.
- Projects: Dropbox (use Turnitin®)
- Final Exam (can’t say much here…but, generally, it shouldn’t be heavily weighted)

Some General Online Teaching Tips

- Gaming the Course System
  - PDF search in open book Qs
  - Teamed quiz-taking
  - Take care that non-uWaterloo emails are actually from enrolled students – don't share personal info to 'unofficial' email addresses
  - Many other methods … remain attentive to very small % of cheaters
- Online Purchase of Past Student Course Notes/Assignments
  - Alas, available from student-run sites
- Lockout of Students to D2L
  - Rare instances of technical failure of D2L or campus power – contingency planning
  - As with verified medical reasons, verified technical failures can be accommodated with Wk13 retake

Some General Online Teaching Tips

- Other matters ...
  - Foster learning; Maintain level playing field; Preserve academic integrity
  - Expect the unexpected – many, not all, things are anticipated
  - General discussion where students can talk amongst themselves
  - Check all the links
  - Schedule weekly meetings with your TAs to keep all on track

Q&A Period

Part 3: Academic Integrity

Academic Integrity

- With in-person courses now fully online, students feel more enabled to collaborate, use external resources and violate academic integrity policy

- Cheating cannot be fully eliminated, but there are tools and tips to regulate it

Academic Integrity - Tools

- LEARN Question Pool
  - Create a question pool using the LEARN Quiz feature
  - Make different versions of the same question
  - LEARN will randomly assign a question from the question pool to each student

- Randomize Answer Order
  - Option to randomize answers for each student using the LEARN Quiz feature

Academic Integrity - Tips

- Include a Policy 71 reminder before each assessment
- Create unique, high-order questions that require critical thinking
- Do not reuse exact questions from past quizzes, midterms, finals or other assessments

Academic Integrity - Tips

- Set an appropriate time to complete the assessment
- Delay grade availability of the assessment
- Have protection of assessment questions when reviewing them with student

Q&A Period

Thank you!

Presenter

- Umair Shah, Management Sciences

Q&A Moderators

- Richard Li, Faculty Liaison with CTE
- Stephen Tosh, Learning Technologies Analyst with CEL

Producer

- Yufei Du, Client Support Specialist with IST

Questions? Ask the Engineering Teaching Office:

- Ajoy Opal: aopal@uwaterloo.ca
- Kathy Becker: kabecker@uwaterloo.ca

Watch for the Q&A transcript and event recording within the next couple of weeks.

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