
AVIA310: Human Factors in Aviation

Course Outline: Section – 001 / Winter

1. Course Information:

1.1 Class Location and Time:

Room: MC 4059

Lectures: Thursdays 2:30-5:20 pm

1.2 Contact Information:

Instructor: Dr. Suzanne Kearns

Office: EV1-238

Office Hours: Thursdays 9:30-11:30am (or by appointment)

Phone: x32789

Email: suzanne.kearns@uwaterloo.ca

2. Course Description:

A case study-influenced course emphasizing the need for pilots to recognize and improve interpersonal skills for problem solving and conflict management. Components introduce Crew Resource Management (CRM), the human component of the human-technology interface, and the cumulative act effect.

3 hours lecture, 0.5 course

Prerequisite: Level at least 2A Science and Aviation or Geography and Aviation students only

3. Textbook & Additional Expense

3.1 There is no **required** text for this course. Optional text: Wickens, C.D., Lee, J.D., Gordon, S.E., & Liu, Y. (2003). *An introduction to human factors engineering*. New York: Longman.

3.2 Additional Expense: To complete the 'Escape Room Challenge & Presentation' element of the course you will be required to visit a local escape room located at 283 Duke St. W. in Kitchener. You will be responsible for transportation to and from this location along with the cost of participating in the Escape Room (\$20, payable directly to the escape room). Combined, the cost of transportation and the escape room is expected to be approximately \$30. Note: an alternate assignment is available for those unable or unwilling to participate in the escape room (see section 5.2, below).

4. Outcomes and Format

Course Outcomes: Through an interdisciplinary focus, with emphasis on teamwork and professional approaches, successful students will be able to:

- Analyze professional issues associated with human limitations, describe design characteristics of aircraft that enhance human capability, examine and apply academic theory that impacts pilot performance (referencing psychology, physiology, and ergonomics).

- Collaborate with team members to solve a real-world time-critical challenge. Identify, examine, and connect this experience with contemporary aviation human factors theory discussed in class and present the findings in written form.
- In a group setting, synthesize information from academic sources and produce an outreach video or presentation (and written material) exploring a human factors issue.

Course Format: The course will be organized as a combination of lecture, group discussion, group activities, and student presentations.

5. Evaluation

5.1 Professionalism (10%): A crucial element of this course is for students to develop an understanding of educational professionalism, as part of the pilot career involves a substantial amount of training. For this reason, professionalism in the classroom is mandatory and will be evaluated as an element of the course grade (10%). Attendance will be taken in the first 5 minutes of class, after which late arrivals will deduct half your professionalism grade for that class. All absences will impact your professionalism grade. [For medical absences, refer to the policy on accommodation for medical illness (<https://ugradcalendar.uwaterloo.ca/page/Regulations-Accommodations>)]. Professionalism also includes not using cellphones in class (unless instructed to do so as part of an assignment) and limiting computer use to taking notes. Note that, as computers have been shown to negatively impact class performance of both users and all in view of their screen, computer users are asked to sit in the back two rows of the classroom to avoid distracting others. Inappropriate use of technology, chatting with classmates, browsing the internet, and not being respectful to class guests will reduce your professionalism grade for that class.

5.2 Escape Room Challenge & Presentation (5%): Most human factors issues that contribute to aviation accidents are associated with crew inter-dynamics. In a classroom environment, it can be difficult to fully grasp how things like decision-making pitfalls or stress can impact real-world performance. To give students an opportunity to experience real-world problem solving within a group dynamic, this class will be completing an Escape Room as a required component of the course. Students will be assigned to teams. The teams will have class time to discuss their strategy, before the escape room, and are required to ‘rate’ their team-mates on human factors skills and provide constructive feedback. A discussion on the activity will be held in class the following week.

For attending and completing the Escape Room Challenge you will receive a participation grade of 5%.

*Alternate Assignment – Participation in the Escape Room Challenge is voluntary. For students who are unable or unwilling to participate in the Challenge, an individual alternate assignment is available. Students choosing this option are required to read:

Weigmann, D. A. & Shappell, S. A. (2003). A human error approach to aviation accident analysis: The human factors analysis and classification system. Burlington, VT: Ashgate.

After reading the book, you will be asked to apply the human factors analysis and classification system (HFACS) to a well-known movie, case, or incident and produce a 7 page paper on the topic (5% of your grade in the course).

5.3 Blog Post & Presentation (25%): You will work in groups to complete this project. This assignment is intended to get you to think about a human factors research topic that is of interest to you. You will be required to dig into human factors journal articles and choose a topic. Your group will choose a single broad topic, but each individual group member will choose a specific area of interest. For example, the group topic may be fatigue but individual group members may choose air traffic control, pilots, fatigue risk management, and crew scheduling as topic areas.

Once you have chosen your topic you will act as a modern “human factors expert” and each write a 1-page (approximately 250 word) blog post on your topic. The goal of working in groups is all work on a common topic (so that you have a team available to support you, help you understand the issue, and share academic resources). However, each person’s blog post must be individual.

The goal of this assignment is to present human factors research in an interesting and understandable way. The blog post should be geared towards an aviation audience, as you might find in a local flight school. You must have your topic approved by the instructor. You must incorporate information from at least 5 peer-reviewed journal articles per group member into the blog post. Additional instructions will be provided in class.

Peer Review: As you are working on your blog posts, as a class we will complete a 'peer review' process. On September 26th you are required to bring 3 printed copies of your blog post to class (with NO name printed on the paper – instead include a number or nickname so you can identify your paper at the end of class). You will share your blog with three classmates, and be asked to read and rate the blog posts of three other people. This process is intended to improve your work while giving you insight into the peer review process used by academics.

There are two steps to submit your final blog posts on October 3rd: 1) upload the blog post to the class website on Learn, 2) upload a second document that clearly identifies which sections of the blog post reference the required 5 journal articles. This blog post is worth 15% of your final course grade and each student will receive an individual grade. Blog posts are due October 3rd and must be uploaded to Learn. Please note that plagiarism checking software will be used to ensure the originality of submissions.

In the final week of the term, student groups must deliver a presentation to the class that combines the information learned from all group member's blog posts. Presentations must be 10-15 minutes in duration, be engaging and interactive, and deliver the information in an engaging style. Presentations account for 10% of the final course grade and students will receive a group grade.

5.4 Test 1 and Test 2 (30% each): Two tests will be given through the semester, after we have finished covering course material. The tests will cover all lecture information in the course, including presentation, lectures, videos, etc., up until the test day. Test format may include multiple choice, fill-in-the-blanks, short answer, and/or essay questions. Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

Evaluation Item	Percentage of Course Grade
5.1 Professionalism	10%
5.2 Escape Room Challenge & Presentation OR Alternate Assignment	5%
5.3 Blog Post (15%) & Presentation (10%)	25%
5.4 Test 1	30%
5.5 Test 2	30%

Students are *required to complete all components* of this course. Extra assignments to improve grades *will not* be allowed.

Exams will be scored electronically and examined for unusual coincidences in the pattern of answers given which may be indicative and used as supporting evidence of cheating.

All communication with students must be through either the student's University of Waterloo email account or via Learn. If a student emails the instructor or TA from a personal account, they will be requested to resend the email using their personal University of Waterloo email account.

Assignments are due on dates indicated. Last assignments are penalized 10% every 24-hours.

Grades will not be adjusted on the basis of need. It is important to monitor your performance in the course. Remember: *You* are responsible for your grades in this course.

6. Lecture Schedule

Lecture – Thursdays 11:30-2:20pm

Reading from Optional Text Ch. 1

September 5, 2019

- Course Introduction, Overview of Syllabus, Expectations of Professionalism
- What is human factors?
- The scope of human factors science

September 12th, 2019

- CECA resume & LinkedIn workshop
- Library workshop

September 19th, 2019

Ch. 4, 5

- The human visual system
- Auditory, tactile, and vestibular systems

September 26th, 2019

Ch. 6, 7

- Cognition
- Decision Making
 - *Decision making in aviation*
- *Peer Review of Blog Posts

October 3th, 2019

Ch. 8, 9

- Displays
- Control
 - *Workload management in aviation*
- *BLOG POSTS DUE

October 10th, 2019

Ch. 10, 12

- **Test 1**

October 24th, 2019

- Anthropometry
- Work Physiology
 - *Fatigue in aviation*

October 31st, 2019

- **Escape Room Challenge** – held off-campus at ‘Adventure Rooms’ 283 Duke St. W. Unit 101, Kitchener. Plan to arrive at this location at 7:15pm. You will be finished by 10:15pm. You need to pay for your admission (\$20) when you arrive. Enter through the main glass door entrance on Duke St. W

November 7th, 2019

Ch. 18

- Escape Room Challenge – Assignment Discussion
- Selection & Training

November 14th, 2019

Ch. 13, 16

- Stress

- Automation
 - *Situation awareness in aviation*

November 21st, 2019

- **Test 2**

November 28th, 2019

- Student Presentations

7. University Policies Related to Assignments, Tests, and Final Exams

Intellectual Property:

Students should be aware that this course contains the intellectual property of their instructor, TA, and/or the University of Waterloo. Intellectual property includes items such as:

- Lecture content, spoken and written (and any audio/video recording thereof);
- Lecture handouts, presentations, and other materials prepared for the course (e.g., PowerPoint slides);
- Questions or solution sets from various types of assessments (e.g., assignments, quizzes, tests, final exams); and
- Work protected by copyright (e.g., any work authored by the instructor or TA or used by the instructor or TA with permission of the copyright owner).

Course materials and the intellectual property contained therein, are used to enhance a student's educational experience. However, sharing this intellectual property without the intellectual property owner's permission is a violation of intellectual property rights. For this reason, it is necessary to ask the instructor, TA and/or the University of Waterloo for permission before uploading and sharing the intellectual property of others online (e.g., to an online repository).

Permission from an instructor, TA or the University is also necessary before sharing the intellectual property of others from completed courses with students taking the same/similar courses in subsequent terms/years. In many cases, instructors might be happy to allow distribution of certain materials. However, doing so without expressed permission is considered a violation of intellectual property rights.

Please alert the instructor if you become aware of intellectual property belonging to others (past or present) circulating, either through the student body or online. The intellectual property rights owner deserves to know (and may have already given their consent).

Academic Integrity:

In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect and responsibility. The University's guiding principles on academic integrity can be found here: <http://uwaterloo.ca/academicintegrity>. ENV students are strongly encouraged to review the material provided by the university's Academic Integrity office specifically for students: <http://uwaterloo.ca/academicintegrity/Students/index.html>

Students are also expected to know what constitutes academic integrity, to avoid committing academic offenses, and to take responsibility for their actions. Students who are unsure whether an action constitutes an offense, or who need help in learning how to avoid offenses (e.g., plagiarism, cheating) or about "rules" for group work/collaboration should seek guidance from the course professor, academic advisor, or the Undergraduate Associate Dean. Students may also complete the following tutorial: <https://uwaterloo.ca/library/get-assignment-and-research-help/academic-integrity/academic-integrity-tutorial>

When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 – Student Discipline. For information on categories of offenses and types of penalties, students should refer to Policy 71 - Student Discipline: <https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-71>. Students who believe that they have been wrongfully or unjustly penalized have the right to grieve; refer to Policy #70, Student Grievance: <https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-70>

Note for students with disabilities: AccessAbility Services, located in Needles Hall, Room 1401, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with AccessAbility Services at the beginning of each academic term.

Mental Health: The University of Waterloo, the Faculty of Environment and our Departments/Schools consider students' well-being to be extremely important. We recognize that throughout the term students may face health challenges - physical and / or emotional. **Please note that help is available.** Mental health is a serious issue for everyone and can affect your ability to do your best work. Counselling Services <http://www.uwaterloo.ca/counselling-services> is an inclusive, non-judgmental, and confidential space for anyone to seek support. They offer confidential counselling for a variety of areas including anxiety, stress management, depression, grief, substance use, sexuality, relationship issues, and much more.

Religious Observances: Students need to inform the instructor at the beginning of term if special accommodation needs to be made for religious observances that are not otherwise accounted for in the scheduling of classes and assignments.

Grievance: A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. See Policy 70 - Student Petitions and Grievances, Section 4, www.adm.uwaterloo.ca/infosec/Policies/policy70.htm. When in doubt please contact your Undergraduate Advisor for details.

Appeals: A decision made or penalty imposed under Policy 70 - Student Petitions and Grievances (other than a petition) or Policy 71 – (Student Discipline) may be appealed if there is a ground. A student who believes he/she has a ground for an appeal should refer to Policy 72 (Student Appeals) www.adm.uwaterloo.ca/infosec/Policies/policy72.htm

Unclaimed assignments:

Unclaimed assignments will be retained for one month after term grades become official in quest. After that time, they will be destroyed in compliance with UW's [confidential shredding procedures](#).

Communications with Instructor and Teaching Assistants:

All communication with students must be through either the student's University of Waterloo email account or via Learn. If a student emails the instructor or TA from a personal account they will be requested to resend the email using their personal University of Waterloo email account.

Turnitin: Text matching software (Turnitin®) may be used to screen assignments in this course. This is being done to verify that use of all materials and sources in assignments is documented. To better understand the meaning of 'similarity' in Turnitin, see https://guides.turnitin.com/01_Manuals_and_Guides/Student/Classic_Student_User_Guide/17_Similarity_Check#Viewing_an_Originality_Report.

Students will be given an option if they do not want to have their assignment screened by Turnitin®. In the first week of the term, details will be provided about arrangements and alternatives for the use of Turnitin® in this course.

Recording lectures:

- o Use of recording devices during lectures is only allowed with explicit permission of the instructor of the course.
- o If allowed, video recordings may only include images of the instructor and not fellow classmates.
- o Posting of videos or links to the video to any website, including but not limited to social media sites such as: facebook, twitter, etc., is strictly prohibited.

Co-op interviews and class attendance: Co-op students are encouraged to try and choose interview time slots that result in the least amount of disruption to class schedules. When this is challenging, or not possible, a student may miss a portion of a class meeting for an interview. Instructors are asked for leniency in these situations; but, a co-op interview does not relieve the student of any requirements associated with that class meeting. When a co-op interview conflicts with an in-class evaluation mechanism (e.g., test, quiz, presentation, critique), class attendance takes precedence and the onus is on the student to reschedule the interview. CECA provides an interview conflict procedure to manage these situations.

Students will be required to provide copies of their interview schedules (they may be printed from WaterlooWorks) should there be a need to verify class absence due to co-op interviews.

8. Other Information

- Bring student identification to exams.
- Nothing is to be on/at one's desk during an exam except a pencil, an eraser, and the individual's student card
- Do not wear baseball caps to exams
- Do not bring music players, cell phones, beepers, or other electronic devices to exams

9. FREQUENTLY ASKED QUESTIONS

Question	Answer
How can I succeed in this course?	Attend class and tutorials, complete homework, focus on understanding the principles in a way that lets you apply them to new situations.
When will the exam grades be posted?	Grades are posted on Learn when they become available.
Can I come and see my exam?	You can review your exam during office hours or at any other mutually convenient time.
There is so much material. How can I possibly remember everything?	You do not need to remember everything. You need to understand the fundamental principles and how to apply them.
This mark is going to prevent me from getting accepted into graduate school/NASA.	Grades are given based on actual performance, as set out on the course outline. In order to be fair to all the students in the course, grade adjustments, extra assignments, and the reweighting of course components are not available.
I need a certain mark to get or maintain a scholarship.	
I tried really hard but I still got a poor mark.	

10. Group Assignment Disclosure

Group Assignment Disclosure

Please read the disclosure below following the completion of your group assignment. Once you have verified these points, hand in this signed disclosure with your group assignment.

1. All team members have referenced and footnoted all ideas, words or other intellectual property from other sources used in the completion of this assignment.
2. A proper bibliography has been included, which includes acknowledgement of all sources used to complete this assignment.
3. This is the first time that any member of the group has submitted this assignment or essay (either partially or entirely) for academic evaluation.
4. Each member of the group has read the full content of the submission and is assured that the content is free of violations of academic integrity. Group discussions regarding the importance of academic integrity have taken place.
5. Each student has identified his or her individual contribution to the work submitted such that if violations of academic integrity are suspected, then the student primarily responsible for the violations may be identified. Note that in this case the remainder of the team may also be

subject to disciplinary action.

Course: _____

Assignment: _____

Date: _____

Name (print)	Signature	Section Contributed	Section Edited