Agenda

Introduction and overview
Course structure and components
Suggestions
Q&A
Background Resources

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Goals / Purpose

Provide information about online courses in the iMSA Program

Focus on course structure and components
Caveats

My view of one approach

Not trying to sell you anything (i.e., software, etc.)

I believe
General Course Structure
General Course Structure

Course
Foundational Content
High Engagement

**Asynchronous**
GENERIC FRAMEWORK FOR REVENUES
Module 1 Quiz - Quantitative

TOTAL POINTS 5

1. Mutton Company has the following information available regarding its labor:

   Managers expected to pay $11 per direct labor hour, but ended up paying $10 per labor hour. Each unit produced should take 2 direct labor hours, actual total usage was 5,000 direct labor hours. Finally, the company planned to produce 1,000 units, but only produced 500.

   Calculate the labor spending variance.

   - $1,000 (unfavorable)
   - $1,000 (favorable)
   - $900 (favorable)
   - $900 (unfavorable)

2. Happiesnekensoid Corp. has the following information available regarding its labor:

   Managers expected to pay $11 per direct labor hour. Each unit produced should take 1 direct labor hour; actual total usage was 990 direct labor hours. Finally, the company planned to produce 1,000 units, but only produced 900.

   The direct labor spending variance is $900 (unfavorable).

   How much did the company actually spend on direct labor per hour?

   - $16.50
   - $11.50
   - $12
   - $11

3. Mutton Company has the following information available regarding its materials:

   Managers expected to pay $5 per kilogram, but ended up paying $6 per kilogram. Each unit produced should require 2.5 kilograms; actual total usage was 2,000 kilograms. Finally, the company planned to produce 1,000 units, but only produced 500.

   Calculate the materials efficiency variance.

   - $10
General Course Structure

Course

- Foundational Content
- High Engagement

**Asynchronous and Synchronous**

- Additional videos
- Assignments / exercises
- Projects
- Exams
- Live sessions
Interaction
Opportunities for Interaction

Q&A Discussion Boards
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Opportunities for Interaction

Q&A Discussion Boards

Group Work

Live Sessions (i.e., class meetings)
Class Meetings

Studio, office / home, . . .
Grade Components (cont.)

Module 1: Assignment A 3%
Module 2: Assignment B & Case Quiz 8%
Module 4: Assignment C & Quiz 8%
Module 5: Assignment D
Module 6: Assignment E
Module 8: Peer Assessment
Class Meetings

Studio, office / home, . . .

Taught via Zoom and recorded
A Few Notes on Exams

My exams = open book, application-based, timed

Others

Faculty / TA proctoring

Proctor services (ProctorU, Proctorio, etc.)

Question banks, time limits, etc.
Advice
Suggestion 1 – General Approach

Keep it simple!

Start with a foundation

Add “bells and whistles” as you go
Suggestion 2 – Logistics and Communication

Set expectations

Prepare yourself for logistics differences

  Delays and lags (e.g., turning on microphone, internet connectivity, “can you hear me?”, etc.)

Establish ground-rules for students
Suggestion 3 – Engagement!

Have students turn on their cameras

Use a “chat” or “bulletin board” technology

I ask a general question every class that EVERYONE responds to via the chat (simultaneously)
Suggestion 3 – Engagement!
(cont.)

Break-out rooms (Zoom within a Zoom)

Class time for group projects

Short “turn-to-your-neighbor” exercises
End of line.