

# BUS 100: STRATEGIES FOR SUCCESS LTO Large Class Workshop

BUS 100\_F2017\_LTO Large Class Workshop

## BUS 100: Strategies for Success

- BUS 100 is designed to help first year university students develop the skills, attitudes and strategies required for success in the academic and professional business world.
- Pass/Fail course taken by 70% of first-year/first-term TRSM students (SAF & TRSBM).
- Delivery format – one-hour large lecture with instructor and two-hour small group peer-lead breakout sessions.
- F2017: 1,950 students; 100 course team members; 86 sections; 11,000 assignments; 50,000 grade cells on D2L (W2017 about 200 students).

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## BUS 100: Strategies for Success



Our Breakout Facilitators

Cindy  
Mason

Nina  
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Lurana  
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## How do you pass BUS 100?

- Attend 10/11 your lectures on time and complete the lecture worksheet yourself .
- Attend 10/11 of your breakouts on time.
- Submit seven assignments – avg of 2.67.
- Get a grade of 60% or more on the Math Test Try 1 or Try 2.
- No phone or laptop.
- That's all!

**BIG QUESTION:**  
**HOW DO WE MANAGE OUR  
 COURSE TO ENSURE THAT  
 WE PROVIDE A WELCOMING  
 AND PERSONALIZED  
 EXPERIENCE FOR OUR  
 STUDENTS?**

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## BUS 100: Some Tips from the Team

### Start with Understanding your Students

- Many are scared, lonely, over-whelmed, worried about money, still not making their own decisions, balancing shared financial and family responsibilities, navigating home and school cultural differences, grocery shopping, cooking and cleaning for the very first time.
- Many are new to the city, public transit, a long commute, may not have complete control of their commute.
- Many are learning about themselves, our campus, Ryerson and university in general, D2L.....

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## BUS 100: Some Tips from the Team

### Course Planning – Curriculum and Resources

- Use the summer to plan for the fall.
- Get to know each other if you have not worked together before. Work with your Chair.
- Finalize course learning objectives, content and delivery, textbook, your course outline, complete your D2L course site.
- Finalize course supports (e.g. GAs) and prepare a detailed budget that supports your request.
- Great time to leverage Ryerson expert resources, student services, RULA, D2L team.
- Hire & train some members of your team if you can.

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## BUS 100: Some Tips from the Team

### Course Delivery Partners and Stakeholders

- Get to know your delivery partners and other course stakeholders.
- Include them in your course planning where appropriate.
- Keep them informed of course activities, deliverables that impact them.
- Leverage their expertise.
- Work on the relationship ongoing.
- Be sure to thank them for supporting you and your students!

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## BUS 100: Some Tips from the Team

### Course Communication

- Ensure it is accurate, consistent and clear.
- Determine and communicate the course points of contact for specific types of information.
- Think of your course outline and your D2L course site as being complementary course components. Ensure they are consistent.
- Put detailed, time-sensitive and changeable information on your D2L course site.
- Provide Ryerson and school information in an easily accessible place on your D2L course site.
- Limit your ad hoc communication.

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## BUS 100: Some Tips from the Team

### Your D2L Course Site – Page One

- Take advantage of our D2L support team.
- Try to see it the way your students see it. Use the student view and ask for a “dummy student” ID.
- Have it live before the first day of classes – ideally when students start coming onto campus. Let your course partners and stakeholders know when it is live
- Plan your Content areas so that they are clear.
- Use hyper-links to connect information within the site.
- Use the calendar function wherever possible.
- Tell students about key D2L functions: search tools; watching file names; viewing progress; the grade default view.

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## BUS 100: Some Tips from the Team

### Your D2L Course Site – Page Two

- Use the description area in your gradebook and the description area for your assignments to eliminate double-clicking for your students.
- Use the course gradebook for information other than grades, e.g., student exceptions and notes. You can put in a text grading cell for this and hide it from the students.
- Use groups and restricted access drop-boxes for work that impacts smaller groups of students. Again, utilize the description areas to ensure a consistent student view for information.

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## BUS 100: Some Tips from the Team

### GA Team & Grading

- Use the D2L gradebook to provide feedback, draft and flag functions to communicate with your grading team.
- Meet with the grading team – intro and ongoing – to review assignment grading and rubrics. (Set up a Team Drive.) If you can, provide detailed grading rubrics and standardized comments.
- Assign sections and establish a swapping process.
- Think about team management – for our course we enter the hours in equal allocations across the term for the grading team.
- Have a pre-grade release review process and ensure every student has a grade.
- Consider a standardized communication for grades that require student action which you could put at the end of grading comments such as, “To discuss this grade contact your Professor.”

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## BUS 100: Some Tips from the Team

### Lecture Stuff

- Office hours after your lecture can help with podium rushing.
- Try to ensure consistent lecture content flow with a focus on course administration at the same point in your lecture.
- Build warm-up, technical glitch and “ah-ha” moment time into your lecture.
- Find the voice that works for you. Use humour if it works for you.
- Wear technical glitch free clothing.
- Use a microphone. Move around if you can.
- Check out new space. See if you can get practice time.
- Pre-test your PPT, acetate and other stuff if you can.

## BUS 100: Some Tips from the Team

### Other Stuff – Page One

- If you have time get involved in student activities that are meaningful to your students.
- Reach out to your access centre students and the folks who support these students. We meet with our students, discuss their accommodations and often set up standardized approaches to the accommodations.
- Think of office hours as working time. Take notes at student meetings and try to “close” the student interaction during office hours if you can.
- Email and student follow up can be a challenge. Try to put the “action item” responsibility on the student with a specified timeline and ask them to come see you during your office hours.

## BUS 100: Some Tips from the Team

### Other Stuff – Page Two

- Provide printed copies of your course outline at the first lecture as well as posting it on the D2L Course Site.
- Use maps – links on your course site, posted in your course area for first two weeks, include with your course outline.
- Put a couple of copies of your textbook on reserve in the library.
- Allow yourself to have some days that are not as good as other days.
- Appreciate the great moments because that makes everything else worthwhile.

## Contact Information

### Presenter:

- Cindy Mason, Assistant Professor, Entrepreneurship and Strategy, Ted Rogers School of Management, TRS 1-066, [clmason@ryerson.ca](mailto:clmason@ryerson.ca).
- I would be very happy to meet to exchange tips and tools.

### Some resources:

- D2L and most student-facing things digital: <http://www.ryerson.ca/digital-media-projects/>
- Student Learning Support: <http://www.ryerson.ca/studentlearningsupport/>
- Ryerson Librarians: <https://library.ryerson.ca/info/contactus/>
  - Print reserve: <https://library.ryerson.ca/services/reserve/faculty/print/>
  - Here is a link to the great resource they created for BUS 100 F2017: [http://learn.library.ryerson.ca/BUS100\\_F2017](http://learn.library.ryerson.ca/BUS100_F2017)