Open Syllabus – Overview
a new course site authoring tool

Jacques Raynauld, HEC Montréal
Objectives of the session

- Overview of a new syllabus authoring tool
- Convince you of the importance of using some kind of structure for Sakai course websites
- Faculty? Teaching Support? IT? Deans? Students?
- Possible Sakai adoption?
- Hands on session will follow at 16:00
Outline

• HEC Montréal and the origins of the project
• Syllabi and Sakai
• Open Syllabus structure and architecture
• Quick demo of the tool
• Summary, roadmap and questions
HEC MONTRÉAL AND THE ORIGIN OF THE PROJECT
• Large business school
• Part of the University of Montreal campus
• 12,000 students
• 250 career professors
• 500 adjuncts
• 4,000 full-time undergraduate students
• Oracle PeopleSoft Enterprise Campus Solutions
Origins of the project

• Learning material disseminated in various course web sites ...
• Very confusing for the staff, the students and the public ...
• Development of an in-house easy-to-use Web platform to build a centralized electronic syllabi web depot
List of courses

- **By study program**
  - Bachelor of Business Administration
    - Preparatory year to B.B.A.
  - Certificates
  - Master of Business Administration
  - Master of Science in Administration
  - Graduate Diplomas
  - Doctorate in Administration

- **By responsible**
  - Institute of Applied Economics
  - Department of Finance
  - Department of Logistics and Operations Management
  - Department of Human Resources Management
  - Department of International Business
  - Department of Management Sciences
## Institute of Applied Economics

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Language</th>
<th>Degree</th>
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</thead>
<tbody>
<tr>
<td>1-803-07</td>
<td>Analyse microéconomique (offered in French) (B.B.A.)</td>
<td>French</td>
<td>B.B.A.</td>
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<tr>
<td>1-804-07</td>
<td>Analyse macroéconomique (offered in French) (B.B.A.)</td>
<td>French</td>
<td>B.B.A.</td>
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<td>1-808-07</td>
<td>Microeconomic Analysis (B.B.A.)</td>
<td>English</td>
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<td>Análisis macroeconómico (offered in French) (B.B.A.)</td>
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<td>Economics of the firm (B.B.A.)</td>
<td>French</td>
<td>B.B.A.</td>
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<td>3-820-02</td>
<td>Économie numérique (offered in French) (B.B.A.)</td>
<td>French</td>
<td>B.B.A.</td>
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</tbody>
</table>
1-808-07 - Microeconomic Analysis

Description

Analysis of economic phenomena. Students will learn a powerful tool to better understand economic environments: the economic way of thinking. By mastering the logical principles of economic thinking, students will be able to anticipate the behavior of economic agents (consumers, producers, workers, investors, but also their future employers and employees!) and, thus, better fulfill tasks in managing positions.

The material is presented through examples, applications and in-class discussions. Students will learn to:

- master the economic language in its various forms: intuitive, graphical and mathematical;
- formulate precise arguments concerning many aspects of economic and daily life;
- identify fallacious reasonings;
- form a critical judgment about assertions encountered in the media;
- reason in terms of incentives, and understand how our environment influences our decision making.

Plans de cours du trimestre courant

<table>
<thead>
<tr>
<th>Fall 2007</th>
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<tbody>
<tr>
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<td>T31</td>
<td>Leroux, Justin</td>
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<tr>
<td>Theme</td>
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<tr>
<td>1</td>
<td>Consumption, preferences and gains from trade</td>
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<tr>
<td>2</td>
<td>Consumer choice</td>
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<td>4</td>
<td>Production</td>
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<td>5</td>
<td>Costs</td>
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<td>6</td>
<td>Competitive firms and markets</td>
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<td>7</td>
<td>Market equilibrium</td>
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<td>8</td>
<td>Market power and monopoly</td>
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<td>9</td>
<td>Price discrimination</td>
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<td>10</td>
<td>Strategic interaction among buyers and sellers</td>
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<td>11</td>
<td>Strategic interaction among producers</td>
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<tr>
<td>12</td>
<td>Strategic interaction between producers and consumers</td>
<td></td>
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<tr>
<td>13</td>
<td>Strategic interaction between governments and markets</td>
<td></td>
</tr>
</tbody>
</table>
1-808-07 - Microeconomic Analysis
Fall 2007 : T31
Leroux, Justin

Introduction

| Description | Objectives | Plagiarism |

- **Description**
  Analysis of economic phenomena. Students will learn a powerful tool to better understand economic environments: the economic way of thinking. By mastering the logical principles of economic thinking, students will be able to anticipate the behavior of economic agents (consumers, producers, workers, investors, but also their future employers and employees!) and, thus, better fulfill tasks in managing positions. The material is presented through examples, applications and in-class discussions.

- **Objectives**
  Students will learn to:
  - master the economic language in its various forms: intuitive, graphical and mathematical;
  - formulate precise arguments concerning many aspects of economic and daily life;
  - identify fallacious reasoning:
Theme 1: Consumption, preferences and gains from trade

Description
- Preferences
- Gains from trade: why markets exist

Reading list
Description
- Preferences
- Gains from trade: why markets exist

Reading list

Resources used in class
- PowerPoint Slides - Theme 1
• **One** location
• Public and student access
• Common interface
• 95% of the course websites are up and running in Zone Cours
Origins of the project

• Good tool .... but unable to share the code for technical reasons
• Spring 2007 : consensus to rewrite the program with an open source vision (Sakai)
• Sakai Quebec and the University of Montreal joined the team and brought their expertise and their experience (use cases)
SYLLABI AND SAKAI
Syllabi and Sakai

PDF - paper

1. Contact information
2. Objectives
3. Requirements (evaluation)
4. Grading
5. College policies
6. Schedule of readings, due date

Ressources - web

• Documents to download (pdf, ppt, doc, etc.)
• Citations
• Hyperlinks
• Assignments
• Discussion Boards
• Etc.
Syllabi and Sakai

PDF - paper

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Syllabi and Sakai

Stanford U., Coursework User Guide
Syllabi and Sakai

Welcome to the online course tools for EDUC 818! Use the sidebar to access your course tools, which are powered by Sakai. Most of the Sakai tools in the sidebar are self-explanatory. To find out when things are due, for example, follow the link to the Schedule. Use the Assignments tool when you are ready to submit an assignment. If you want to chat with fellow students in the course, go to the Chat Room. To see your grades, check the Gradebook.

Complete information about this course is in the Educational Technology Portal, where you will find the following resources:

- Introduction
- Formats
- Course Description
- Textbook
- Requirements
- Grading Scale
- Logistics
- Just-In-Time Video

Many students have referred to this course as an E-ticket ride, and I want you to have the same outstanding results. If you ever get stuck during this course and need help from your professor, please do not hesitate to e-mail me by sending a message to rhp@udel.edu. I hope you will enjoy the journey!

Module #1 Overview

This unit will introduce the fundamentals of international meetings, conventions and exhibitions and provide an overview of the international meetings, exhibitions, events and conventions industry (MEEC). Several “big picture” concepts will be discussed and important international meeting planning trends revealed.

After completing Module #1, you should be able to:

- Understand the differences and similarities between domestic and international meetings
- Identify key terminology and trends in international meeting planning
- Determine key considerations when “going global”
- Review important TCEM 171 and TCEM 271 concepts that affect international meeting planning

Module 1 PowerPoint

Module 1 Video Lecture

Faculty Showcase: Amanda Cecil, Using Oncourse CL to choreograph teachable moments in online courses, Indiana University, On Course
## Calendar

<table>
<thead>
<tr>
<th>LEC #</th>
<th>TOPICS</th>
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<tbody>
<tr>
<td>1</td>
<td>Introduction and Basics: The law of duties</td>
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<td>2</td>
<td>Basics: The law of duties II</td>
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<td>3</td>
<td>Basics: The legal edge of regulation</td>
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<td>4</td>
<td>Basics: Contracts I</td>
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<tr>
<td>5</td>
<td>Basics: Contracts II</td>
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<tr>
<td>6</td>
<td>Leaving a Company I</td>
</tr>
<tr>
<td>7</td>
<td>Leaving a Company II</td>
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<tr>
<td>8</td>
<td>Forms of Doing Business</td>
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<td>9</td>
<td>Setting up a New Company</td>
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<tr>
<td>10</td>
<td>Employment Law</td>
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<tr>
<td>11</td>
<td>Introduction to U.S. Patent Law</td>
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<tr>
<td>12</td>
<td>International IP</td>
</tr>
</tbody>
</table>
Open Syllabus Architecture

- Economic Policy
  - Course Introduction
  - Contact Information
  - Learning Material
  - Assessments
- Lectures
  - Lecture 1 - Introduction
  - Lecture 2 - The Allocation Problem
  - Lecture 3 - The Price Mechanism
  - Lecture 4 - The Political Market
  - Lecture 5 - Managed Prices
  - Lecture 6 - Price Support
  - Lecture 7 - Taxes and Transfers (Part I)

Sakai

July 2009

10th Sakai Conference - Boston, MA, U.S.A.
Open Syllabus Architecture

Open Syllabus Architecture

Lecture 1

Introduction

Objectives

- Describe the fundamental problem of society
- Describe a situation corresponding to an efficient allocation of resources
- Describe the compensation principle

Miscellaneous Resources

- Test your own Economic Literacy (http://www.ncce.net/celtest/index.php)
  A test of the National Council of Economic Education

Resources Used in Class

- Lecture notes: Introduction (Power Point) (h200s-1-1882476Session1JREnglish2.ppt)

Reading List

- Markets and prices: a policy perspective / Jacques Raynauld, Yvan Stringer, Peter G. C. Townday —
  Chapter 1: The Economic point of View and Chapter 2: Government intervention in Canada

Diffusion Level: Public | Hidden: No | Important: No | Requirement Level: Mandatory
Open Syllabus Architecture

Sakai Tools - Services
Sakaï Server
Open Syllabus Server

Open Syllabus Client – Google Web Tool kit

Exchange of XML files between Open syllabus server and client - save

July 2009
QUICK DEMO OF THE TOOL
Demo

1. OpenSyllabus (loading the XML)
2. Description of the editing page – buttons - lecture view (tree panel, list of the lectures panel)
3. Editing the Description section
4. Editing a title of a lecture 1
5. Editing the objectives (changing the rubric)
6. Clicking on a citation to HEC library; editing a citation; mandatory.
7. Editing a document: private vs public; adding a comment.

8. Editing an evaluation (evaluation type, adding electronic submission, etc.)

9. Adding as lecture.

10. Adding a Power Point file.

11. Going to http://www.matimtl.ca/sitesMATI/MITOpenCourseWareDemo/

12. Hands on
SUMMARY, ROAD MAP AND QUESTIONS
10 good reasons for structured syllabi

1. Student request: what should I do? Where is it?
2. Faculty requests: keep it simple (training)!
3. Easy to adapt the templates and keeping their semantic (lectures, themes, modules, etc.)
4. Merging syllabi pieces: final student course site = department + coordinator + section leader + student contribution
5. Archive, PDF printing, etc.
10 good reasons for structured syllabi

6. Share/Import/Export:
   Lectures/Modules within your university
   Across the Sakai community
   Open Course Ware output (private vs public view)
   Creative Commons stamping
   IMS Common Carthridge

7. Reporting: assessment methods, accreditation, Bologna, etc.

9. Automatic scheduling (calendar, new semester, etc.)

10. Dynamic links to your library catalog (Z39.50).
Road-map and questions

• Almost beta version available now in Sakai 2.5
• Pilot at HEC Montréal for the Winter 2010 term (including automatic course site creation)
• Production Fall 2010 (Sakai 2.7)
• Sakai 3.0: GWT + service architecture (XML will be the same)
Road-map and questions

- Hands on session next
- Technical demonstration tonight
- [http://osyltest.hec.ca](http://osyltest.hec.ca) (can create your own account)
- [opensyllabus@hec.ca](mailto:opensyllabus@hec.ca)
- [Jacques.raynauld@hec.ca](mailto:Jacques.raynauld@hec.ca)