



I ILLINOIS

Gies College of Business

Online Instruction: iMSA Course Components

Gary Hecht

Associate Professor and Academic Director

Agenda



Introduction and overview

Course structure and components

Suggestions

Q&A

Overview



Background Resources



Web: onlinemsa.illinois.edu
onlinemba.illinois.edu

Email: ghecht@illinois.edu

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



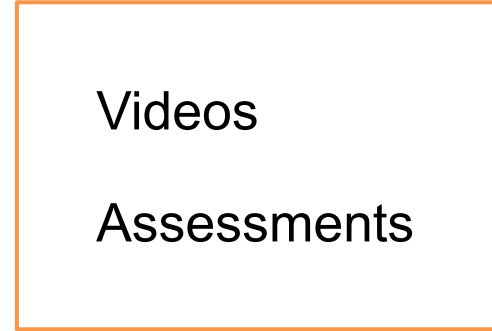
General Course Structure



Course

Foundational Content

High Engagement



****Asynchronous**



Current video asset filename: 9.3.1.mp4



Module 1 Quiz - Quantitative

TOTAL POINTS 5

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

1 point

Managers expected to pay \$11 per direct labor hour, but ended up paying \$10 per 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 950.

Calculate the labor spending variance.

- \$1,000 (unfavorable)
- \$1,000 (favorable)
- \$990 (favorable)
- \$990 (unfavorable)

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

1 point

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 950.

The direct labor spending variance is \$990 (unfavorable).

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

- \$10.50
- \$11.50
- \$12
- \$11

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

1 point

Managers expected to pay \$5 per kilogram, but ended up paying \$6 per kilogram. Each unit produced should take 2 kilograms; actual total usage was 2,100 kilograms. Finally, the company planned to produce 1,000 units, but only produced 950.

Calculate the materials efficiency variance.

- \$0

General Course Structure



Course

Foundational Content

High Engagement



Additional videos

Assignments /
exercises

Projects

Exams

Live sessions

****Asynchronous and Synchronous**

Interaction



Opportunities for Interaction



Q&A Discussion Boards



Thread Actions

<input type="checkbox"/>	Date	Thread	Author	Status	Unread Posts	Unread Replies To Me	Total Posts
<input type="checkbox"/>	3/6/20 12:05 AM	Berkshire - solution video		Published	0	0	3
<input type="checkbox"/>	3/5/20 1:52 PM	Module 8		Published	0	0	3
<input type="checkbox"/>	3/4/20 8:47 PM	Exam Practice Question 2 - 2 (pg 12 of PDF) Variable Costs of Unsold Units		Published	0	0	5
<input type="checkbox"/>	3/4/20 3:42 PM	Final Exam format		Published	0	0	4
<input type="checkbox"/>	3/4/20 2:44 PM	Production Volume Variance		Published	0	0	3
<input type="checkbox"/>	3/4/20 12:19 PM	Final Exam launch time		Published	0	0	4
<input type="checkbox"/>	3/3/20 9:47 PM	Attachment for Case		Published	0	0	1
<input type="checkbox"/>	3/3/20 1:13 PM	formula sheet		Published	0	0	4
<input type="checkbox"/>	3/3/20 12:14 PM	Optional part 3 for Berkshire deliverable		Published	0	0	3
<input type="checkbox"/>	3/3/20 10:24 AM	Word Doc for Berkshire Case		Published	0	0	3
<input type="checkbox"/>	3/3/20 6:41 AM	Question quiz 3.2 Coursera		Published	0	0	5
<input type="checkbox"/>	3/2/20 8:45 PM	Berkshire - Actual Quantity for retail and wholesale dist. analysis		Published	0	0	2
<input type="checkbox"/>	3/2/20 7:37 PM	Spending or Price?		Published	0	0	3
<input type="checkbox"/>	3/2/20 11:19 AM	Terminology		Published	0	0	8

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

9%

Module 5: Assignment D

Module 6: Assignment E

Module 8: Peer Assessment



11:52 / 1:18:07



1.5x





4:52 / 1:33:08

CC 1x ⚙️ ↗️

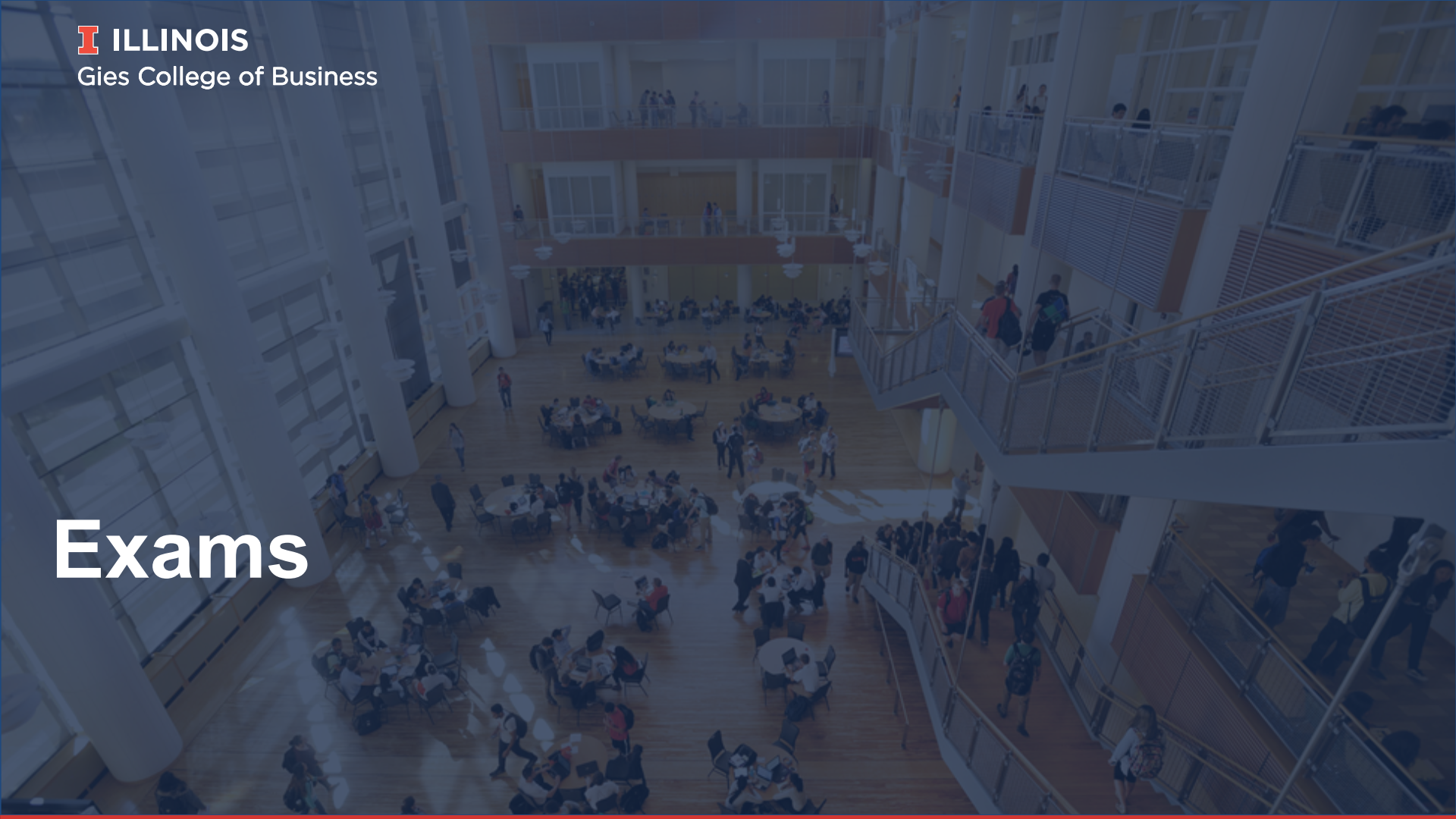
Class Meetings



Studio, office / home, . . .

Taught via Zoom and recorded

Exams



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.)

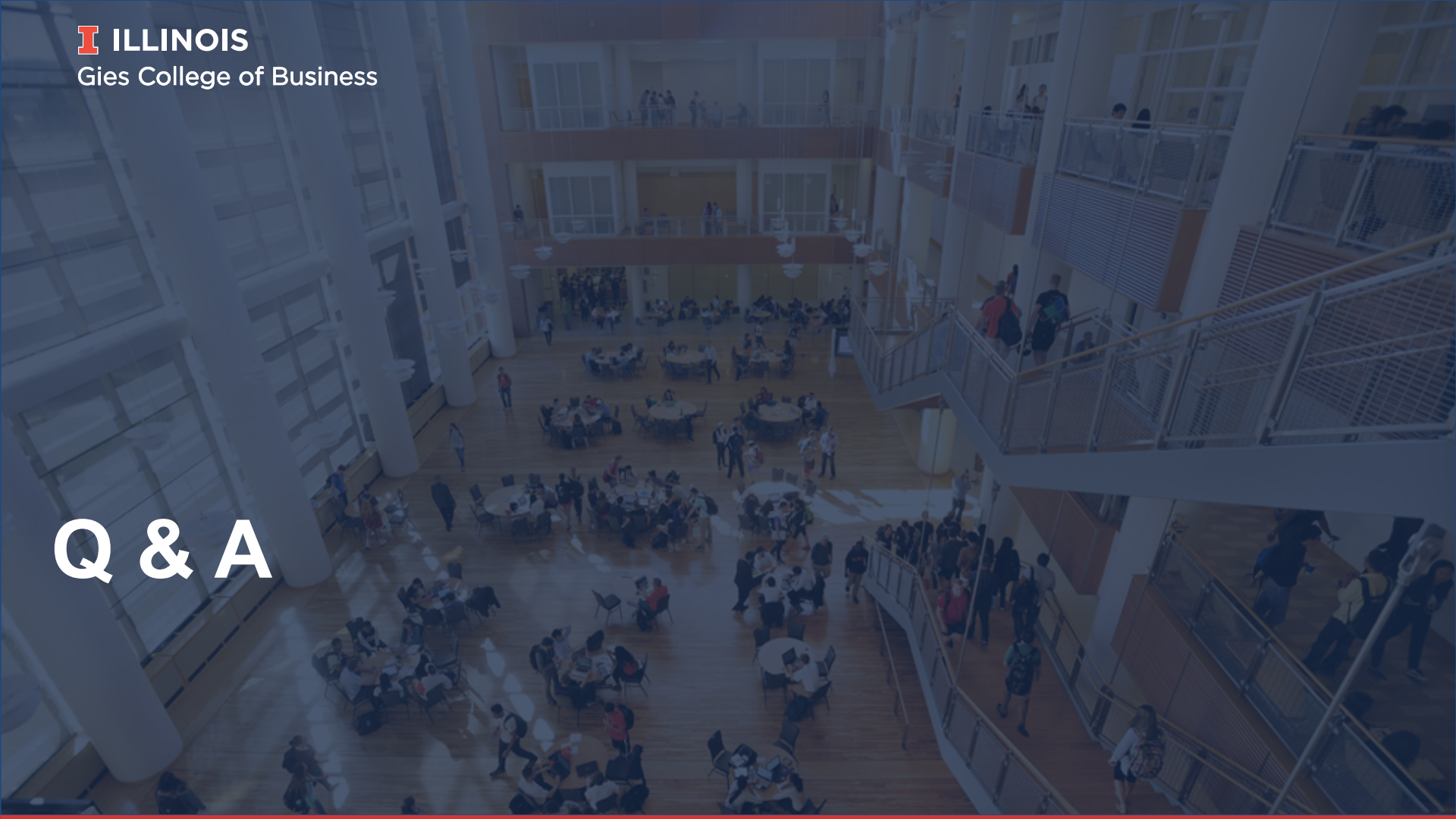


Break-out rooms (Zoom within a Zoom)

Class time for group projects

Short "turn-to-your-neighbor" exercises

Q & A





End of line.