What You See is...
Not Necessarily... What They Get...

Ron Ophir, PhD
May 26, 2020

Organize
Organizing your Moodle course website

- By Lecture
- By Module
- ...

Special sections
- Welcome/Orientation
- Exams
- Graded Components
- Library Resources
- Support Resources
Example: By Lecture

AP/ADMS2400 – Introduction to Organizational Behaviour

- Welcome & Orientation
- Lecture 1: Introduction to OB
- Lecture 2: Behavioural Outcomes
- Lecture 3: Perception
- Lecture 4: Attitudes
- Lecture 5: Motivation

- Examinations & Grades
- Learning Support & Resources

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**Lecture 1: Introduction to OB**

*Date: January 8, 2020*

**Synopsis:** Don’t let this title fool you… this week’s session is much more than a simple introduction… After getting to know each other a little bit, we will discuss a video case and learn how to identify issues and extract relevant pieces of information from the case. All students are expected to attend this class meet, including those who are still trying to register in this section.

**Assigned Readings**

- Prepare: Colquitt Chapter 1 (pp. 4–23 RED)

**AA: On-Line Activity**

- Assignment 1-A: Introduce Yourself (no later than January 21)
- Assignment 1-B: Add a Picture to your Moodle Profile (no later than January 21)

**Learning Materials**

- Lecture 1 - Worksheet (you are invited to bring a copy with you to class)
- 237KB Word 2007 document
- Lecture 1 - intro and logistics (3 slides per page)
- 943KB PDF document
- Lecture 1 - slides to accompany readings (3 slides per page)
- 550KB PDF document

**Optional Skills Practice**

- Skills Practice - Optional Activity Description
- Blowout (Season 1, Episode 3, minutes 00:00-13:15) (YouTube link)
A few guiding principles
Organizing your Moodle course website

- Simplicity (short) → avoid overload
- Clarity → important information visible
- Consistency of structure (repetitive) → familiar
Grid Format (Course Format)

Lecture 1: Introduction to Organizational Behaviour
Lecture 2: Behaviour...
Lecture 3: Perception
Lecture 4: Attitudes
Lecture 5: Motivation
Lecture 6: Communication
Lecture 7: Organizational Justice
Lecture 8: Teamwork...

AP/ADMS2400 S - Introduction to Organizational Behaviour (Winter 2019-2020)
Dashboard | My courses | AP/ADMS2400 S - Introduction to Organizational Behaviour (Winter 2019-2020)

Welcome to the World of Organizational Behaviour!

Upcoming events:
- There are no upcoming events.
- Go to calendar...

Activities:
- Assignments
- Grades
- Forums
- Resources
- Schedules

© Ophir 2020
Lecture 1: Introduction to OB

Date: January 8, 2020
Synopsis: Don’t let this title fool you... this week’s session is much more than a simple introduction... After getting to know each other a little bit, we will discuss a video case and learn how to identify issues and extract relevant pieces of information from the case. All students are expected to attend this class meet, including those who are still trying to register in this section.

Assigned Readings

- Prepare: Colquitt Chapter 1 (pp. 4-23 RED)

Lecture 9: Power, Influence & Leadership

Date: March 18, 2020
Synopsis: In what ways does "influence" play a role in organizations? This week, we begin to explore this question looking at the exercise of power, and various perspectives on leadership. We will use a video case to explore power and its implications.

Lecture and AA

- Zoom Lecture 9 (Wednesday March 18th 11:30am)
- AA Lecture 9 - upload POWER activity notes here
- Link: Script for episode shown in zoom lecture (optional)
- Alternative AA for those that did not attend the zoom class

Assigned Readings

- Prepare: Colquitt Chapter 12 (pp. 230-241 RED)
- Prepare: Appendix B - Social Networks (pp. 425-429 GREEN)
- Prepare: McShane Chapter 12 (pp. 383-393 & 404-405 BLUE)

Learning Materials

- Lecture 9 - Worksheet (you are invited use for note-taking to bring a copy with you to class)
- Lecture 9 - Power, Social Networks & Leadership (3 slides per page)

1.7MB PDF document Uploaded 5/14/20, 16:54
Example: By Module

AP/HRM3450 – Equity, Diversity and Inclusion in the Workplace

- Course Orientation
- Module 1: Intro
- Module 2: Gender
- Module 3: Ability
- Module 4: Visible Minorities, Race, Ethnicity
- Module 5: Indigenous Peoples & Conclusion

- Dialogue Café
- Group Presentations
- Exams & Grade Components
- Course Communication
- Library & Citation Links

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Module 1: Intro

Module 1: Introduction to Diversity

Module Start Date: September 5, 2019

Your progress

- September 5

- Assigned Readings
  - Prepare Chapter B1 - Introduction (Custom Reader, 2nd ed., pp. 1-34)

- Assignments
  - Assignment 1-A: Introduce Yourself (due: Sept. 18)
  - Assignment 1-B: Upload Your Picture (due: Sept. 18)

- Etiquette & Expectations
  - Read the "Course Etiquette and Expectations" document
  - Sign agreement and understanding form here (by Sept. 18)

Downloadable Materials & Links

- Chapter B1: Slides to support reading preparation
  - 1.2MB PDF document

- Slides -- September 5, 2019 (3 slides per page) - Module 1 Part 1
  - 2.3MB PDF document

- Slides -- September 5, 2019 - Expectations & Logistics
  - 3.6MB PDF document

- Link: Ad for Intel Core 2 Duo Processor

- September 12

Course Orientation

Course Orientation

Check out this section of the website for basic information about getting started in this course. Welcome to the course and have a wonderful term!

Your progress

Basic information about the course

- Review the course syllabus (outline) - Final

Course Reserves @ Bronfman Library

First Steps: Weeks 1 & 2

- Complete readings for Module 1.
- Check out additional material posted under Module 1.
- Complete assignments 1-A (introductory assignment) and 1-B (upload profile picture).

Code of Conduct

- Course Etiquette and Expectations (appears also under "communication")

- Link: Academic Integrity Tutorial on SPARK

Getting to Know the Moodle Environment

- Link: Moodle Quick Start Guide
Course Text: Custom Reader

We are using the 2nd edition of a Custom Reader for the course. Check out the course syllabus for detailed information about our Custom Reader. Some hardcopies of the Custom Reader and the original textbooks are available on reserves at the Bronfman Library.

Support Resources

- ESL Open Learning Centre (open to ALL students)
- Learning Skills Services
- Writing Centre
- Student Counselling & Development

Assigned Readings

- Prepare Chapter B1 - Introduction (Custom Reader, 2nd ed., pp. 1-34)

Assignments

- Assignment 1-A: Introduce Yourself (due: Sept. 18)
- Assignment 1-B: Upload Your Picture (due: Sept. 18)

Etiquette & Expectations

- Read the "Course Etiquette and Expectations" document
Example 2: By Module

AP/ADMS4444 – Identity and Inclusivity in Organizations: Advanced Topics

Moodle@York

IIIO Winter 2020
Welcome to ADMS4444
- YorkU’s Coronavirus Information and Update page
- Course Announcements
- Course Outline
- Quick guide to joining class online (Zoom)
- Case Course Pack (click HERE to purchase cases from Harvard Business Publishing)
Module 1: Intro

Module 1: Introduction to Diversity & Inclusion

January 8

Assignments

*** Please complete the first blog entry (see IIO Blog section).

- Assignment: Upload your picture to your Moodle Profile
- Read: Course Expectations - Communication and Code of Conduct
- S10.8KB PDF document
- Sign: agreement and understanding form here (by January 15)

Materials and Class Content

- Slides: January 8 2020 (slides) - Welcome/Logistics
  1.1MB PDF document
- Slides: January 8 2020 (slides) - Content
  85.8KB PDF document
- The Beautiful Life (TBL) (YouTube Channel)
- TBL - Clip markings for episodes 1 and 2
- Slides: January 8 2020 - class activity
  42.4KB PDF document

January 15

Readings
Using Groups

The Basics

Participants can be assigned to one or more groups

- Manually create and assign students to group(s)
- Auto-create groups

What is this useful for?

- Communication (e.g., forum)
- Group submission (e.g., assignment)
- Access restrictions

How to?

https://lthelp.yorku.ca/course-management/creating-groups?from_search=46402418
Presentation Groups
(Self-Selection)

HRM3450A F19 Groups

<table>
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<tbody>
<tr>
<td>A01 (4)</td>
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<td>A04 (4)</td>
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<tr>
<td>A05 (5)</td>
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<tr>
<td>A06: Gamechangers (4)</td>
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<tr>
<td>A07: Pangea (4)</td>
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<tr>
<td>A08: U.K.J (4)</td>
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<tr>
<td>A10:equals (4)</td>
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<tr>
<td>A11: The MIA's (4)</td>
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Discussion Groups
(forum discussion in online course)

HRM3450B F19 Groups

<table>
<thead>
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<tbody>
<tr>
<td>Discussion Group A (7)</td>
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<tr>
<td>Discussion Group B (8)</td>
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<td>Discussion Group C (8)</td>
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<tr>
<td>Discussion Group D (8)</td>
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<tr>
<td>Discussion Group E (7)</td>
</tr>
<tr>
<td>Discussion Group F (8)</td>
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<tr>
<td>Discussion Group G (8)</td>
</tr>
<tr>
<td>Discussion Group H (8)</td>
</tr>
<tr>
<td>Discussion Group I (8)</td>
</tr>
<tr>
<td>Discussion Group J (7)</td>
</tr>
</tbody>
</table>
Auto-create groups

- General
  - Naming scheme: Discussion Group #
  - Auto create based on: Members per group
  - Group member count: 10
  - Group messaging: No
    - When a new student is enrolled in my course, automatically add them to a group

- Group members
  - Select members with role: Student
  - Select members from grouping: None
  - Select members from group: None
  - Allocate members: Randomly
    - Prevent last small group
    - Ignore users in groups
    - Include only active enrollments
Groupings
Another layer

Groupings are a collection (set) of Groups
- A group does not have to be part of a grouping
- A group can be part of more than one grouping

What is this useful for?
- Define an activity for a specific set of groups
- Access restrictions

Create Groupings in Moodle © 2020 University of Massachusetts Amherst
https://www.umass.edu/it/support/moodle/create-groupings-moodle
Application: Online Course

Discussion Groups + Project Groups

AP/HRM3450 B - Equity, Diversity and Inclusion in the Workplace (Fall 2018-2019)

Groups

HRM3450B F18 Groups

Discussion Group A (0)
Discussion Group B (0)
Discussion Group C (0)
Discussion Group D (0)
Discussion Group E (0)
Discussion Group F (0)
Discussion Group G (0)
Discussion Group H (0)
Discussion Group I (0)
Discussion Group J (0)
Group B01 (Blaine, Monique) (0)
Group B02 (Kayon, Nina) (0)

Members of:

Groupings

<table>
<thead>
<tr>
<th>Grouping</th>
<th>Groups</th>
<th>Activities</th>
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<td>Discussion Group D, Discussion Group E, Discussion Group F,</td>
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<td>Discussion Group G, Discussion Group H, Discussion Group I,</td>
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<td></td>
<td>Discussion Group J</td>
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<td></td>
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<td>Project Groups</td>
<td>Group B01 (Blaine, Monique), Group B02 (Kayon, Nina), Group B03</td>
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<tr>
<td></td>
<td>(Maria G, Sean, Tanisha), Group B04 (Jonathan, Olga)</td>
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<td></td>
<td>Group B05</td>
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</table>
Discussion Groups
(forum discussion in online course)

PA-1A: Diverse? Inclusive? Your thoughts and observations (deadlines: Sept 17/Sept 24 11:59pm)
(Discussion Groups)

Project Groups
(self-selection in online course)

Group Project

Group Project Description - due December 4 (by 23:55 [11:55pm])
11:46 PM Document

"Find a Group" Forum (open to the whole class)

Restricted: Available until 2 November 2019, 12:05 AM
Project Communication Forum (by PROJECT group)
(Project Groups)

Restricted: Not available unless: You belong to a group in Project Groups

Optional: Forum for INTERNAL Project Group Communication (not accessed by Dr. Ophir)
(Project Groups)

Restricted: Not available unless: You belong to a group in Project Groups

Group Project Submission (one group member ONLY) (due Dec. 4, 23:55)

Restricted: Not available unless: You belong to a group in Project Groups

Self- and Peer-Evaluation - Group Project (due Dec. 4, 23:55)
(Project Groups)

Restricted: Not available unless:
• It is before 7 December 2019, 2:00 PM (hidden otherwise)
• You belong to Late reflections (Group Project) (hidden otherwise)
Application: LECT
Project Groups + Ad Hoc Activity Group

ADMS4444 W20 Groups

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<td>Activity Group 4 (3)</td>
</tr>
<tr>
<td>Project Group A (4)</td>
<td>Project Group B (4)</td>
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<tr>
<td>Project Group C (5)</td>
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Groupings

<table>
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<th>Edit</th>
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<td>Activity Groups</td>
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</tr>
<tr>
<td>Project Groups</td>
<td>Project Group A, Project Group B, Project Group C</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

Group Project Forum (Group-Instructor)

This forum is intended for communication between your group and Dr. Ophir with regard to your group project, including submissions of deliverables (initial proposal, final proposal, video link, presentation file, report). Questions? Clarifications? Please post here.

Separate groups (Project Groups) | All participants

Add a new discussion topic

Separate groups (Project Groups) | All participants

Add a new discussion topic
Application: Accommodations
(combine with “Group Override” and/or “Access Restrictions”)

Groups
- Accommodated Students (10 min/hour) (4)
- Accommodated Students (15 min/hour) (4)
- Accommodated Students (20 min/hour) (2)
- Accommodated Students (30 min/hour) (4)
- Accommodated Students (40 min/hour) (1)
- Accommodated Students (60 min/hour) (4)

Groupings

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Accommodated Students</td>
<td>Accommodated Students (10 min/hour), Accommodated Students (15 min/hour), Accommodated Students (20 min/hour), Accommodated Students (30 min/hour), Accommodated Students (40 min/hour), Accommodated Students (60 min/hour)</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>
Course Settings - Groups

Groups

The Group mode set at the course level will be the default for all activities in your course. You might wish to set your groups up at an individual activity level instead. Otherwise select your preferred Group mode from the drop-down list.

- None: No groups are set.
- Separate: Groups members cannot see or access the work of students in other groups.
- Visible: Everyone’s work is viewable by all, but only members of each group can edit or add new data within their own group activities.

We recommend leaving Force group mode set to no. If set to yes, it will automatically apply the group mode selected for all course activities and resources, overriding the individual group settings.

https://help.yorku.ca/62967-setting-up-your-course-customize-your-course-settings?from_section=6394628

Completion Tracking

What is it useful for?

- “Check list” style ledger of course progress
- Activities can be marked completed manually or based on condition satisfied
- Thresholds for completion can be set (e.g., quiz)
- Access restriction can be based on activity completion.

Challenge?

- “Progress Bar” needs to be managed or ignored
Application:
Access content only after conditions are met

More About the Course
- About this Website
- About Weekly Worksheets and Slides
- About Case Analysis
- About Participation in Class

Copyright
- Copyright: Agreement and Understanding Form (please sign)

Communication & Etiquette
- Course Communication: Etiquette and Expectations (pdf)
- Etiquette: Agreement and Understanding Form (please sign)

Lecture 9: Power, Influence & Leadership

- Hypothesis: In what ways does “influence” play a role in organizations? This week, we begin to explore this question looking at the exercise of power, and various perspectives on leadership. We will use a video case to explore power and its implications.

- Lecture and AA
  - Zoom Lecture 9 (Wednesday March 18th 11:30am)
  - AA Lecture 9 - upload POWER activity notes here

- Assigned Readings
  - Prepare: Colquitt Chapter 12 (pp. 230–241 RED)
  - Prepare: Appendix 9 - Social Networks (pp. 425–429 GREEN)
  - Prepare: McShane Chapter 12 (pp. 383–393 & 434–405 BLUE)

- Learning Materials
  - Lecture 9 - Worksheet (you are invited use for note-taking to bring a copy with you to class)
  - Lecture 9 - Power, Social Networks & Leadership (3 slides per page)
Course Settings – Completion Tracking

Completion Tracking

Select your preferred Completion tracking option from the drop-down list. Completion tracking allows resources and activities to be marked completed manually or when certain conditions have been met. Learn more about Completion Tracking.

https://help.yorku.ca/62967-setting-up-your-course/customize-your-course-settings?from_search=46394628

Creating Coloured Banners:
Using Labels

The "coloured banners" used in the course layouts are “labels”, which include:

- A single-cell table
- A background colour
- (the text colour is left as default black)

- See the next slide for a visual
Creating Coloured Banners:
Using Labels

<table>
<thead>
<tr>
<th>Assigned Readings</th>
</tr>
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<tbody>
<tr>
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