**Instructor's Manual**

**IT4793 – Applied Data-driven Solutions**

Department of Information Technology

College of Computing and Software Engineering

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About this Instructor Guide

This guide was created to help you plan, set-up, manage and teach this course, **IT4793-Applied Data-driven Solutions.**

Please read this document thoroughly. Because it is meant to be a reference guide, some important points may be repeated. Print this document and keep it handy with other course information.

This Instructor's Manual is located in the File Manager (course root directory) with the title “IT 4793 Instructors Manual.docx”, and also linked from the content section (“Instructor Resources”). Be sure that the link to the file from the content section is *hidden* from student view (make it Draft status).

General Introduction

Start Here

The Start Here module consists of the syllabus, schedule, as well as various documents regarding course policies and expectations.

Objectives of the Course

The objectives (learning outcomes) of the course and its place in the overall MS IT program are explained in the Syllabus.

Course Structure

The structure of the course is presented in the Course Schedule section in the syllabus. A more detailed schedule is provided in a separate document in the Start Here module. In order to accommodate the schedule of the students, which in many cases is unpredictable, the course was developed for asynchronous delivery.

Module Structure

There are three types of modules: orientation, learning module, and special module for projects and resources. The orientation module, which named Start Here, is the starting point of the course. Learning modules contains course content (lectures, assignments, etc.) organized by topics. The structure of each module is explained in the Course Schedule section of the syllabus.

Online Content

The course was developed for fully online delivery in mind. Each module should contain sufficient material to satisfy the learning objectives. Additional or recommended readings are provided in the module overview document and/or in the lecture where it’s appropriate. Instructors are encouraged to include additional material as needed.

Grading

Students are given the grading structure in the course syllabus. Please refer to the Evaluation and Grading Policies section in the syllabus for details.

Managing Discussions

Please make sure to moderate the discussions as needed.

TASK LIST - PREPARING TO TEACH THE COURSE

You should begin to formulate your plan for the semester. This section is broken down into tasks. Some tasks may be obvious but others are specific to an online course environment. If you like, use this section as a checklist to ensure you have accomplished the necessary tasks before students enter the course on the first day of class.

TASK #1 - Review and become familiar with the course materials and structure

This course was developed to use free learning materials. If you wish to change them, you are free to do so. However, make sure that the new textbooks will still allow students to achieve the course learning outcomes.

Scan through the Syllabus and the learning modules. Read through at least one complete module to get a feel of the content. Note any changes you plan to make to any part of this course.

TASK #2 - Adjust the schedule

Sample schedules for spring, summer or fall semester are presented in the Start Here module. Adjust the schedule to the coming semester and make a PDF to post it with the orientation module.

TASK #3 - Set up the course site in D2L

1. Copy all components from a prior semester or the master course.
2. You need to change all dates (start, due, and end) for everything in an online course to the applicable semester.

TASK #4 – Start Here

The Start Here module consists of the start here (welcome) page, syllabus, schedule, code of conduct, submission guidelines, how to request help, how to check feedback, and the description of the orientation assignments. If you are new to the course, please make sure to go through all the documents in Start Here and update/edit the documents in this module as necessary.

You may want to post a message in the "Introduce Yourself" discussion board to welcome students, introduce yourself, and point students to Start Here. Students may reply to introduce themselves.

TASK #5 - Changes to the Syllabus

**Necessary Changes**:

* The Syllabus has a section titled “Instructor Information”. You will need to modify this section and add your name and contact information, and any other information about yourself that you would like to provide to students.
* You may also like to change the weight of certain activities.
* You will definitely need to look for any dates that might appear in the syllabus and change them.
* If necessary, change or update the course policies such as the time for email response and the grading policy for late submission.

Module Task List

You will need to prepare for the next module before it is scheduled to begin.

**Preparation Tasks:**

* If necessary, update the module overview to reflect content updates and make sure it is the first document in the module.
* Upload or update teaching materials, if any. All learning materials are provided in editable format so it’s easy to make changes.
* Set up or update assessment and assignment for the module.
* Make sure appropriate discussion topics have been set up and are visible to the students.
* Link to assessment, assignment, and discussion board for the module.
* Double check the start/due/end dates

**During a Module:**

* Facilitate and monitor discussions
* Read and respond to e-mail
* If appropriate, grade the reading assignment on a timely basis
* Read through the upcoming module
* Prepare for upcoming module

**After a Module:**

* Grade assignments/discussions/quizzes as needed
* Provide grades and feedback to students
* If required, close/lock the module discussion topic(s).

Conclusion

If you have any questions about the course, please contact the author of this instructor’s guide.

Appendix A: TECHNICAL REQUIREMENTS

**These are the Technical Requirements of all students enrolled in the MSIT program.**

Computers located in on-campus computer labs or libraries **cannot** be used as the primary computer resource for taking online classes. You will need the reasonably small suite of hardware and software listed below.

**Required Hardware**:

* Computer: A personal computer with Windows XP or higher, or a MacIntosh with OS X
* A sound card with speakers or headphones.
* A VGA (or equivalent) or better monitor.

**Strongly Recommended Hardware**

* Printer connected to the computer
* CD-ROM drive
* Microphone

**Internet Connectivity (required)**

* For a dial-up connection, at least a 56k modem is recommended. Slower dial-up connections will affect course performance.
* High speed Internet connectivity (cable or DSL) is strongly recommended.

**Required software**

* Microsoft Office XP or beyond, including: Word, Excel, PowerPoint
* Web Browser: A JavaScript enabled Web browser. These include Netscape 7.1, Internet Explorer 6.0 or newer versions of either. (Note: Internet Service Providers [ISP] with proprietary browsers, such as Prodigy or some versions of AOL, may have difficulty with JavaScript-based activities. Contact the ISP to determine if the browser will work with JavaScript.)
* Acrobat Reader
* Virus protection software