



PAL3111

eBusiness and Supply Chains

Syllabus Winter Term 2020/21

- Begin:** 2020
- Lecturer:** Kevin Johnston kevin.johnston@uct.ac.za +27(0)83 415 0892
- Prerequisites:** Proof of English language skills. A laptop with microphone and camera, high speed internet, Moodle and MS Teams.
- Participation:** There are no special pre-requisites for the course. Don't take the course if you expect to miss more than one class because active class participation and attendance is critical. Students will need at least one mobile device connected to the internet in all classes.
- Schedule:** In general, lectures will take place on Wednesdays from 15:30 to 18:45.
- Room:** In general, lectures will take place in W2.3.15 via MS Teams.

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1. Learning Objectives

The course aims to provide students with an understanding of the complexities and issues involved in eBusiness and Supply Chains.

eBusiness is a business model in which transactions take place over the Internet, eBusiness includes buying and selling goods and services, and information. eBusiness is characterized by its agility and speed of change. Rapid digitalization has moved businesses towards eBusiness. EBusiness cannot operate without supply chains, and these have to be managed.

A supply chain is a network of organisations (suppliers, manufacturers, distributors, retailers, customers) who collaborate to acquire, create and deliver products or services. Supply Chain Management (SCM) is about managing all the supply chains in an organisation, it is across all department and organisations, and coordinates the flows of goods/services, money and information, while balancing supply and demand.

By the end of the course students should:

- understand eBusiness and how business models help companies set a path to grow and retain business value
- be aware of an eBusiness framework
- understand the goals of IT for Supply Chain Management and be able to ascertain the scope, role, and relevance of IT systems for supply chain integration and optimization, and apply this knowledge in real-life, managerial scenarios;
- understand the basics of Internet-enabled supply chain management;
- be able to develop procurement and distribution strategies under eBusiness and evaluate business models;
- be able to formulate strategies for leveraging Internet technology to enhance supply chain performance;
- understand the impact of supply chain process collaboration; and
- research a case study, and present an analysis of the case.

2. Contribution to program goals

	Program goal	Contribution
2.1	Use of IT in laboratory	Use of presentation tools
3.1	Critical thinking and analytical competence	Critical analysis of given managerial situation
5.2	Oral communication	Presentation of case study results
6.1	Team work	Conducting team work in case study
7.1	Expert knowledge	Use and relevance of IT/internet in supply chains
7.2	Application of methods	Use of Frameworks and Models, SWOT analysis
7.3	Critical reflection/ alternative solutions	Development of IT/internet based solution for given managerial situation

3. Basic outline and organization

The course focuses on eBusiness and Supply Chains as understood in 2020.

All students will be expected to participate in the discussions, and will be evaluated on their contributions made. All students are expected to bring **AT LEAST ONE mobile device** to each seminar, which **MUST** be on at all times. Each student is expected to have a **laptop** with microphone and camera, high speed **internet**, with Moodle and MS Teams. All formal documentation such as the Syllabus, group structure and submissions will be in Moodle, while all online lectures, teamwork, online Forums, chats etc will be on MS Teams.

All students will be expected to read, research, pose **problems** and questions, develop and **submit answers** to questions in class. The instructor may give guidelines and additional literature sources.

One or more students will be pre-selected to source a **video (maximum of 5 minutes)** which explains the topic. The students should **email the URL** of the Video to the Academic at least **24 Hours prior to seminar**.

DURING each Seminar (45 minutes):

1. The instructor will usually give a **lecture** of **maximum 35 minutes**. The lecture will provide theoretical background and raise questions.
2. The video sourced by pre-selected student(s) will be show (**5-minute maximum**).
3. There will then be an **open session** of maximum **5 minutes** to discuss, ask and answer questions on the **topic**.

The seminar approach is based on interactivity, so each student should come prepared to ask questions and suggest answers.

4. Schedule

The schedule plan is for the first two weeks to be lectured online through MS Teams.

This may change depending on health regulations.

Two Text books will be used in the course:

- Ivanov, D., Tsipoulanis, A., & Schönberger, J. (2019). *Global Supply Chain and Operations Management*. Second Edition. Springer, Switzerland.
- Turban, E., Outland, J., King, D., Kyu Lee, J., Liang, T-P., & Turban, D.C. (2018). *Electronic Commerce 2018. A managerial and Social Networks Perspective*. Ninth Edition. Springer, Switzerland.

References to the two text books in the table below indicate the text book and relevant chapter. T1 indicates Chapter 1 from Turban et al., while I3 indicates Chapter 3 of Inanov et al.

The planned venue is in W2.3.15, lectures will be done through MS Teams.

The planned schedule is as follows:

Day; Date; Times	#	Topic	Text
Lectures will be done online through MS Teams			
Wed; 04/11; 15:30 16:15	1	Room W2.3.15. Introductions	
Wed; 04/11; 16:15 17:00	2	Defining eBusiness & eC Framework	T1
Wed; 04/11; 17:15 18:00	3	Benefits, Drivers & SWOT of eBusiness	T1
Wed; 04/11; 18:00 18:45	4	eB Business models	T2
Wed; 11/11; 15:30 16:15	5	Supply Chain & Operations Management	I1
Wed; 11/11; 16:15 17:00	6	SC Processes, systems, models (SCM, SCOR)	I3
Wed; 11/11; 17:15 18:00	7	Supply Chain strategy	I4
Wed; 11/11; 18:00 18:45	8	Sourcing Strategy	I5
Mon; 16/11; 12:00		Presentations and e-Posters uploaded to Moodle by midday on 16 November 2020.	
Wed; 18/11; 15:30 16:15	9	COMPANY PRESENTATIONS (10min each -6 groups)	
Wed; 18/11; 16:15 17:00	10	COMPANY PRESENTATIONS (10min each -6 groups)	
Wed; 18/11; 17:15 18:00	11	Production strategy & facility location	I6&7
Wed; 18/11; 18:00 18:45	12	Transportation & Distribution network design & LEAN	I8-9
Wed; 25/11;15:30 16:15	13	Matching Demand & Supply	I11-14
Wed; 25/11;16:15 17:00	14	Supply Chain Risk & Resilience	I15
Wed; 25/11;17:15 18:00	15	Digital Supply Chains	I16
Wed; 25/11;18:00 18:45	16	Order fulfilment along Supply Chain	T13
Wed; 02/12;15:30 16:15	17	Innovative eB – E-Gov, E-learn, E-Health, P2P	T5
Wed; 02/12;16:15 17:00	18	Mobile eB & IoT	T6
Wed; 02/12;17:15 18:00	19	Intelligent (Smart) eB	T7
Wed; 02/12;18:00 18:45	20	Social Commerce	T8&9
Wed; 09/12;15:30 16:15	21	eB Marketing & Advertising	T10
Wed; 09/12;16:15 17:00	22	eB Security & Fraud	T11
Wed; 09/12;17:15 18:00	23	eB Payment systems	T12
Wed; 09/12;18:00 18:45	24	eB Strategy & Implementation	T14
Mon; 14/12; 12:00		Case Results uploaded to Moodle by midday on 14 December 2020.	
Tue; 15/12;17:15 18:45		W1.2.02 CASE PRESENTATIONS (2 groups- 20 min each & then 5 min feedback)	
Wed; 16/12;15:30 16:15	25	CASE PRESENTATIONS (2 groups -20 min each & then 5 min feedback)	
Wed; 16/12;16:15 17:00	26	CASE PRESENTATIONS (2 groups -20 min each & then 5 min feedback)	
Wed; 16/12;17:15 18:00	27	CASE PRESENTATIONS (2 groups -20 min each & then 5 min feedback)	
Wed; 16/12;18:00 18:45	28	CASE PRESENTATIONS (2 groups -20 min each & then 5 min feedback)	

5. Workload

The workload for the lectures and case studies corresponds to 3 ECTS-credits for a total of about 90 hours.

6. Grading

Participation/Answers/Questions in DISCUSSION FORUM	10%
Videos in Seminar	20%
Company Presentation (8-10min each) – 1hr 45mins	10%
Case Presentation (20min each team) – 3 hours	50%
Reflection	10%
Total	100%

Marks are gained from each activity performed.

7. Preparation and Assessment

7.1 Participation/Discussion/Questions in DISCUSSION FORUM (10%)

Participation by students in discussions and questioning is core to this course. All students are expected to participate in the **online DISCUSSION FORUM on MS Teams**, and to **search for and find information relevant to the topics under discussion**.

Effective participation is only possible by regular and active participation. Students should be prepared to **ask questions and give answers**. **All students will be expected to participate in the discussions, and will be evaluated on their contributions made during the course**. Asking questions is an important part of this course. Students will not gain marks simply by asking an obligatory question or two, nor will marks be based on the number of questions or comments made. Marks will be gained by asking open ended questions which cause fellow students to think and grow. Participation grades will reflect the total impact the student has had on the class over the course, through significant and insightful comments, and a demonstration of good problem-solving and analytical skills. **Finding relevant and recent technological examples and showing these to the class will be rewarded**. Leadership is not knowing all the answers, it is knowing which questions to ask, to whom, and listening to the answers. Peter Druker once said, "The leader of the future will be a person who asks."

Each question and answer will be assessed and given a mark (1-5), based on the following criteria:

5 – Excellent, demonstrates knowledge, understanding, insight, and or creativity.

4 – Very good, could be clearer and or shorter, but covered key points, one or two minor faults/omissions.

3- Good answer, most points covered, shows some knowledge of the subject matter, perhaps some application.

2- Shows some knowledge of the subject matter, but no application.

1- Meaningless, nothing relevant, a token gesture.

7.2 Videos in Seminars (20%)

The student(s) must carry out a focused search for a recent and relevant academic/business video which contains a succinct, focused and relevant contextualization and definition of the topic. The URL of the Video must be emailed to the academic at least **24 Hours prior to seminar**.

Videos will be marked according to the following table:

Excellent 5	Very Good 4	Good 3	Fair 2	Poor 1
Excellent video containing a succinct, focused and relevant contextualization and definition. Key concepts clearly identified and explained.	Very good video containing a clear and relevant contextualization and definition. Key concepts identified and explained.	Good video containing good contextualization and definition. Key concepts identified and explained, with a small amount of irrelevant material.	Video which is weak in contextualization, and definition. Key concepts not clearly identified or explained.	Poor video which is unclear or poor in contextualization, and definition. A fair amount of irrelevant material.

7.3 Company Presentation (10%)

Marks for team work and team presentations is to be **shared equally** among all members of the team. Students will work in project teams to become familiar with the relevance of eBusiness, through an example of an e-commerce company. The companies will be handed out in class, and is to be carried out in teams. The presentations should be **structured**, and **applied**, and include an **e-Poster**. The presentations may use relevant theory or models. The presentation must be complete in a maximum of 10 minutes. **Presentations and e-Posters must be uploaded to Moodle by midday on 17 November 2020**. Points are awarded based on a 5 (or 10) point scale, where 1=poor, 2=fair, 3= approaches expectation, 4= meets expectation, and 5= exceeds expectation.

Issue	Mark
Presentation (25%)	/25
Visual Aids/Delivery	1-5
Structure – introduction, conclusion, story line	1-5
e-Poster - Title, Aim/motivation, Value	1-10
Time Keeping (maximum 10 minutes)	1-5
Content (75%)	.../75
INTRODUCTION	1-5
COMPANY OVERVIEW	1-10
SWOT ANALYSIS	1-10
COMPETITOR & MARKET ANALYSIS	1-10
EBusiness FRAMEWORK	1-10
UPSTREAM (SUPPLY)	1-10
DOWNSTREAM (DISTRIBUTION)	1-10
STRATEGY	1-10

7.4 Case Presentation (50%)

Marks for team work and team presentations is to be **shared equally** among all members of the team. Students will work in project teams to become familiar with eBusiness and Supply Chains. The case study will be handed out in class, and the project is to be carried out in teams. The presentations should be **structured**, and **applied**, and include an **e-Poster**. **The e-poster and Powerpoint presentation must be uploaded to Moodle by midday on 14 December 2020.** The presentations may use relevant theory or models. The presentation must be complete in a maximum of 10 minutes. Points are awarded based on a 5 (or 10) point scale, where 1=poor, 2= fair, 3= approaches expectation, 4= meets expectation, and 5= exceeds expectation.

Issue	Mark
Presentation (25%)	/25
Visual Aids/Delivery	1-5
Structure – introduction, conclusion, story line	1-5
Poster – Title, Aim/motivation, Value	1-10
Time Keeping (maximum 10 minutes)	1-5
Content (75%)	.../75
INTRODUCTION	1-5
COMPANY OVERVIEW	1-5
SWOT ANALYSIS	1-5
COMPETITOR & MARKET ANALYSIS	1-5
STRATEGY & BUSINESS MODEL	1-5
Q1: Explain the design, production and distribution processes of Zara. Demonstrate an understanding of facts and ideas.	1-15
Q2: Analyze the way Zara manages it's supply chain. Examine and break information into parts to explore relationships.	1-15
Q3: Evaluate how Zara was able to maintain exclusivity of its products through efficient supply chain management. Defend opinions and decisions and justify a course of action by making judgments about information.	1-20

7.5 Reflection (10%)

Reflection is not simply reporting events, reflection shows some analysis, explores motives for views/behavior, reflection can be critical of views/actions. Reflection contains an element of 'standing back' from an event/issue, and reflection recognizes that one's frame of reference can change. Reflection also takes the views and motives of others into consideration, and considers them against one's own views and motives. Reflection recognizes that previous experience, thoughts, socialization, background etc., interact with the production of one's own behavior. Students are expected to submit a reflection piece (maximum 250 words) a maximum of a week after the final lecture. All students are invited and encouraged to **reflect on two issues** (a & b):

- a. What are the two-four most important things I learned in this course?
- b. Did the course change any of my opinions, which ones, and how?

Each reflection will be assessed and given a mark (5-1), based on the following criteria:

5 – *Excellent, critical reflection which takes account the socio-political context in which events take place and decisions are made (roles, relationships, responsibilities, gender, ethnicity, etc.).*

4 – *Very good, dialogic reflection which is a form of discourse with one's self, mulling over reasons and exploring alternatives (I wonder...? perhaps ...? maybe...?).*

3- *Good, descriptive reflection which provides reasons (often based on personal judgement), although only in a reportive way (I did x because y).*

2- *Fair, descriptive, but not reflective, merely reporting events with no attempt to provide reasons (I did x; s/he said y).*

1- *Poor – neither descriptive nor reflexive.*

0-*No reflection.*

8. Course Materials and Resources

Students are expected to find and read a range of Journal articles and academic literature on the internet. The course is based on the issues raised in academic and industry research. Students will need at least one mobile device connected to the internet in all classes.

Lecture slides, case material, and any additional resources will be provided through the e-learning platform.

Two useful Textbooks which are available in PDF form via the University Library link are:

- Ivanov, D., Tsipoulaidis, A., & Schönberger, J. (2019). *Global Supply Chain and Operations Management*. Second Edition. Springer, Switzerland.
- Turban, E., Outland, J., King, D., Kyu Lee, J., Liang, T-P., & Turban, D.C. (2018). *Electronic Commerce 2018. A managerial and Social Networks Perspective*. Ninth Edition. Springer, Switzerland.

Additional Text books include:

- Bouchery, Y., Corbett, C.J., Fransoo, J.C., & Tan, T. (2017). *Sustainable Supply Chains. A Research-Based Textbook on Operations and Strategy*. Springer, Switzerland.
- Bozarth, C. C., & Handfield, R. B. (2019). *Operations and Supply Chain Management*. Fifth Edition. Pearson, New York.
- Meier, A., Stormer, H. (2009): *eBusiness & eCommerce: Managing the Digital Value Chain*. Wiesbaden, Springer Gabler Verlag (eBook)
- Wirtz, B.W. (2019). *Digital Business Models. Concepts, Models, and the Alphabet Case Study*. Springer, Switzerland.
- Zentes, J., Morschett, D., Schramm-Klein, H. (2017): *Strategic Retail Management: Text and International Cases*. Wiesbaden, Springer Gabler Verlag (eBook)

Suggested Journal articles include:

- Aithal, P. S. (2016). A Review on various E-business and M-business models & Research Opportunities. *International Journal of Management, IT and Engineering*, 6(1), 275-298. Available at: https://www.researchgate.net/profile/Sreeramana_Aithal/publication/291485563_A_Review_On_Various_E-Business_And_M-Business_Models_Research_Opportunities/links/56a3434e08ae1b65112faec6/A-Review-On-Various-E-Business-And-M-Business-Models-Research-Opportunities.pdf
- Cachon, G. P. (2020). A research framework for business models: what is common among fast fashion, e-tailing, and ride sharing?. *Management Science*, 66(3), 1172-1192. Available at https://pubsonline.informs.org/doi/pdf/10.1287/mnsc.2018.3275?casa_token=P2NFJOI9-ioAAAAA%3A2SZOotP20DikS3KMe7IWCtHI8JhI0QPycWxw_sWcd3u_O6TDMkHFqgVgF5XWrB2GhN5cvghqyw&
- Pettit, T. J., Croxton, K. L., & Fiksel, J. (2019). The evolution of resilience in supply chain management: a retrospective on ensuring supply chain resilience. *Journal of Business Logistics*, 40(1), 56-65. Available at <https://onlinelibrary.wiley.com/doi/pdf/10.1111/jbl.12202>

9. Availability of the lecturer and communications

Prof. KA Johnston will be available before and after seminars, for a meeting please email kevin.johnston@uct.ac.za. In support of this course, an e-learning platform will be used which offers several advantages. Firstly, teaching material will be made available via this platform. Secondly, the group assignment will take place via the platform. Thirdly, questions that might arise can be discussed among the students through the use of this platform. Finally, general questions can be answered transparently by the lecturer, i.e. all students will be able to see the answers. For specific questions, you may always contact the lecturer in person or via email.

10. Teaching philosophy

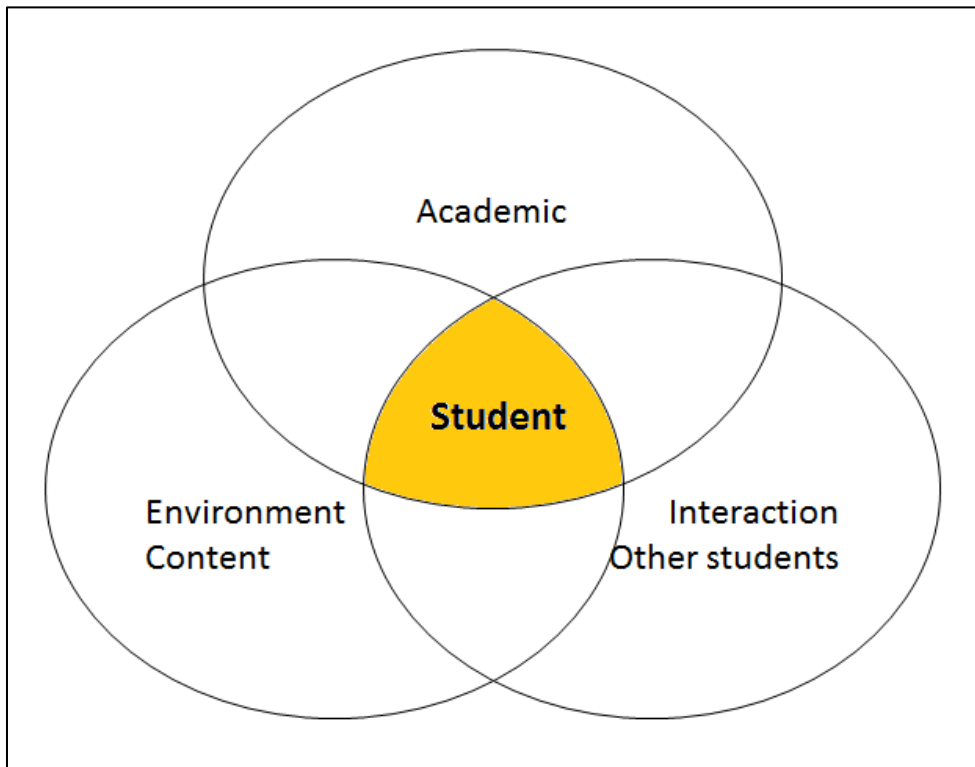
I expect each of us to learn and grow during our time together. I do not believe anyone knows all the answers, but I believe that everyone has questions. I believe that learning begins with inquiry, with questions. I hope to get students to develop and ask questions that stimulate debate, provoke reflection, get useful information, and initiate action.

I believe that there are no stupid questions, only stupid answers. I wish to make students comfortable to ask insightful questions.

If you have any problems or questions, please speak up, or e-mail as soon as you possibly can. The longer you wait the fewer options we have to help you.

The course is as Green as possible, there are no paper hand-ins or hand-outs – all deliverables and documents are electronic on Moodle.

The course follows a **constructivist learning approach**, which puts the student at the centre of active learning as shown below. Learning is not a passive activity in which students acquire knowledge, rather it is an active approach in which students find, contextualize and process information to construct knowledge. The student is expected to draw on their own personal experiences, interact and draw on the personal experiences of fellow students, interact with the academic, and the environment to source information and to develop knowledge.



This course uses five approaches to ensure the student is active in constructing knowledge.

1. Supported learning – providing scaffolding and bite-sized chunks plus feedback. Students are provided with readings.
2. Exploratory learning – students are encouraged to explore and discover new knowledge, to source videos.
3. Collaborative learning – students obtain multiple perspectives and critical thinking skills, and collaborate in teams to produce presentations.
4. Problem based learning – students are encouraged to post problems, questions as well as answers on the topics.
5. Evidence Based Management (EBM) or practice, which uses four main sources of evidence: Scientific literature, Professional expertise, internal organisational data, and Stakeholders values and concerns. The EBM approach is Ask, Acquire, Appraise, Apply and Assess.

11. Plagiarism

The University considers **plagiarism** to be the **deliberate passing off of another person's work as though it was your own**, and will **NOT be tolerated**. **At the very least, you would get zero for your work, and we would request that you withdraw from the Course.**

Since so much of the course mark is awarded for work done outside of our direct control, a great deal of trust is involved. We therefore view plagiarism in the same way as we do cheating in examinations. Similar rules apply to all student work such as projects, essays and other assignments.

Some examples of what we would consider to be plagiarism are:

- You **downloaded** material from the Internet and submitted it as your own work
- You downloaded material from the Internet and **copied** whole **paragraphs** or pages of text into your assignment, but you edited them slightly so they fitted in. You might

have written other parts of the assignment yourself, but chunks of it are made up of copied material.

- You found a few articles or books that really say everything you need. You designed the structure of the assignment yourself and wrote quite a bit of it. But one or two sections are almost **word-for-word** from the articles or books you used. You did this because they said things in a way you felt you could not improve upon.
- You acquired assignments from previous year's students and used them in the manner described above.
- Someone else wrote all (or part of) the assignment or project for you, either as a favour or for some kind of reward.
- Falsifying or manufacturing (creating) of any data.

So what would the consequences of plagiarism be? At the very least, you would get **zero for your assignment/submission**, you will have to **appear before the Dean**, and we would request that you **withdraw from the Course**. In cases where blatant copying has taken place, we would take disciplinary action, which could result in **suspension or expulsion** from the University.

What is acceptable?

Part of the objective of the course is for you to find lots of other material. All we ask is that you use it in an ethical, honest and scholarly way. This requires you to be able to analyse and discuss a broad selection of the material you found, and that you *reference* the material you use!

Acceptable use of another person's material at undergraduate level means that the assignment structure, layout and contents are all your own work. AND

- You used no more than one directly quoted paragraph per page, and you referenced the author as per APA 6th guidelines
- You used ideas, phrases, concepts, diagrams and statements already stated by others, but you rewrote them in your own words AND you referenced them
- You have quite a lot of references on each page, but they are taken from several different sources. (If they are all from the same source, then you have relied too heavily on that source!)

12. Challenges to you

Know what's expected of you – ASK QUESTIONS

Question everything (WIIFM?)

Change and facilitate change

Listen

Learn

Plan, plan, plan – “failing to plan, is planning to fail”

Look for examples around you

Pass

Enjoy yourself – have fun

13. What do you need to be ready to learn online?

This chapter has been taken from the UCT “Remote Learning Orientation Guide at <https://vula.uct.ac.za/access/content/public/docs/orientation/Remote%20Learning%20rientation%20Student%20Guide%202020.pdf>.

13.1 Getting ready

Dedicated work space

Set up a dedicated learning area. By completing your work there repeatedly, you'll begin to establish a routine. Whether your workspace is your kitchen table, bedroom or a shared space, it's important to find an area that will work best for you in your current circumstance. Make sure this area is well-organised; the more comfortable your workspace is, the more likely you are to want to be there.

Device

You need a desktop computer, laptop or tablet to work on. Your device should have MS Teams loaded.

Internet access

You will need internet access.

Finding a good time to work

Finding the best time to focus on your studies depends greatly on the movements in your household. When is it quieter? You may need to be more flexible in terms of how you prefer working (i.e. early mornings or late nights). You could work the same amount of hours every day or block out 3 to 4 days where you work for longer hours. You are still a student and completing your diploma or degree is very important. Have an honest conversation with the other people in your household. Ask them to support your study times. They may need your help with tasks around the house. Come to an agreement on when you will be available to help and when you will be studying. Being serious about your studies during the agreed times will also help them respect your efforts. You may decide that home is not the best space for online learning. You could work in a library, community hall or relative's house. Just make sure that it is a quiet dedicated space, that you are safe and also able to practise social distancing.

13.2 How do I learn online?

Your courses will be hosted on Moodle and will be optimised for online learning. You can log in as usual to your course sites.

All your course elements will be hosted on your Moodle course site. This includes the content such as lectures or readings, activities and assignments. Your lecturers will use Moodle Announcements to communicate with you. Your **PAL311** course will be taught 'synchronously' on MS Teams which means that you are expected to be 'live' with your class. Hopefully your lecture content will be recorded, so you will be able to work through them more flexibly. While learning remotely allows for a bit more flexibility, it requires you to establish your own routine, compared to when your class met face-to-face. Even though you are a remote learner, you can still have online study groups with your fellow students where you stay in contact or work on tasks together. There will be continuous assessment through regular quizzes, tests and assignments for your courses.

You will need to become familiar with Moodle and the various tools. Each course you attend may use Moodle in different ways, but is likely to use some of the core features. You will have to learn how to use Moodle.

13.3 Communicating remotely

Learning remotely is much more than just sitting in front of your laptop or device. You are part of your class community. You may not see your classmates or lecturer face-to-face, but there are a number of channels you can use to communicate with them.

Commit to being an active participant in your class community as it keeps you engaged with your studies.

Communicate with your lecturer early if you are facing a challenge and can't make a deadline. This is especially important if you are ill or struggling with access to your course material. You will be advised in your course site what the best channel is to use to communicate with your lecturer.

Your lecturer will alert you of important information through Moodle Announcements, but confirm with your course convener which channels will be used. Confirm what part of Moodle your convenor wants you to use to ask questions. Some lecturers might invite students to post any questions in the Q&A section on your Moodle course site where your classmates or lecturer can respond. Others may invite participation in the class conversation in the course Forum. Whatsapp groups are useful for staying in touch with other students or for groupwork.

Be respectful. Remember that you come across differently in online communications. Keep your posts and comments constructive and respectful. Ask for clarification if you feel offended and always look for solutions first to avoid misunderstanding and disagreements.

13.4 How to stay on track

In these challenging times you need to be able to take responsibility for your learning. You can't control what's happening in the world, but you can take control over your schedule and that helps ease your anxiety.

Plan

- Create a realistic weekly planner.
- Block out times to regularly work on your studies.
- Add assignment deadlines to your calendar and work towards them.
- Take one day at a time. If things don't go according to plan, try your best again the next day.

Stay motivated

- If you are struggling to stay productive, find someone in your household to help keep you accountable. Share what you want to achieve during your study block and give feedback afterwards. You can also get a study buddy and check in via WhatsApp.
- Ensure a healthy balance between your studies and social media.
- When you get stuck, ask yourself: "What do I need and who can help me with that?"

Keep well

Don't get so wrapped up in thinking about the coronavirus that you forget the healthy habits that affect your well-being.

- Maintain a daily routine.
- Do things you enjoy like reading a book or watching a movie.
- Maintain a regular sleep routine.
- Eat healthy food and drink enough water.
- Wash your hands often for 20 seconds with soap and warm water.
- Clean touched areas like computers, phones and handles regularly with a solution containing more than 70% alcohol.

- Try to keep active, for example doing some exercise in your own home or backyard.
 - Avoid using tobacco, alcohol or other drugs to help you cope.
 - Stay connected with friends and family using digital channels.
 - Limit the news and make sure it's from a reputable news source.
 - Be careful what you read online, negative social media can make you anxious.
 - Look after your wider health needs and if you are on prescription medication, make sure it does not run out.
 - Contact a professional should you feel your mental health is declining.
- Ask for help when you need it.**

13.5 Next Steps

1. Get yourself ready for learning remotely.
2. Log in to Moodle to access your Course site. We will see you there.
3. Download and TEST MS Teams on your device.
4. Draw up a contact list so you know who to speak to if and when you need help.

14. Disclaimer

While every effort has been made to be as accurate as possible in this document, it sometimes happens that changes occur – particularly dates. If in doubt, please check with Kevin Johnston or the Course Administrators.