

BUS 112 REDESIGN: ASSUMPTIONS

Within the presentation of my redesign, I am making the following assumptions:

- The Business Etiquette course's soft skills have traditionally been taught in a face-to-face/hybrid setting and focus on social relationships and behaviors [including physical meetings, phone and email mannerisms etc.] and that some things will be gained and "hopefully" little will be lost in the transition to a fully online course.
- In order to recreate some of the interaction and self-expression that forms the basis of the current coursework, we will have to adopt and use a range of new tools and technologies.
- Faculty members and students have differing levels of ability, access, expertise and interest in learning new ways to enrich the online learning experience.
- Some faculty members and students will also want to push ahead with piloting new and emerging technology and tools, which are impacting business etiquette in the workplace.
- Faculty members are familiar [or becoming familiar] with the Moodle environment. However there may need to be ongoing learning and training focusing on increasing the use of the Moodle's features and functionality.
- Specific professional development, technical training, time and budget will be needed to bring this course fully online. How will this be provided? By Distance Learning and/or in conjunction with another department[s]? These questions require clarification.
- The content within my presentation may [or may not] be equal to the content of a typical 1 credit course.
- This is not just about bringing the Business Etiquette course online; it is also an increasingly important opportunity for learning new workplace skills and business etiquette that are used online.
- Teaching and taking this course online will be an exciting experience for learning and professional development for both faculty and students alike.

