

Teaching an On-Line Course

Cameron Anderson

Roadmap for Today

- Overview and walkthrough of the course
- Live lectures
- My experience
- Pros and cons

Overview of Course

- 7 week course (30 EW students, 10 FT students)
- Covers same material, in same order, as in-person class
- “Meets” Tuesdays 6:00-9:30, but:
 - 4 weeks were live lectures that went 6:00-8:00
 - 2 weeks were pre-recorded lectures
 - 1 week was online group exercise

The Course Website



Roadmap for Today

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Live Lectures



What the Students See

The screenshot shows a Firefox browser window displaying a presentation slide on the left and a video feed on the right. The browser's address bar shows the URL: https://haasonline.adobeconnect.com/_a1090544504/p50vgey3ur/launcher.html#content=true&pbMode=normal. The presentation slide is titled "Machiavellianism and Long-Term Consequences" and is part of a "Week 2 - Robert Moses" session. The slide content includes a list of bullet points. The video feed shows a man, Cameron Anderson, speaking in front of a background with "UC Berkeley" and "Haas School of Business" logos.

Week 2 - Robert Moses

University of California
Berkeley
Haas School of Business

Machiavellianism and Long-Term Consequences

- High-Machs rated by others as charming at first, then manipulative and selfish over time
- High-machs not more successful than low-Machs in
 - Sales jobs
 - Marketing jobs
 - College professorships
- Have lower job satisfaction across occupation types
- Bottom line: Machiavellianism *might* work in short term, but it does not benefit you in the long-run.

Video

Cameron Anderson

Files	
Name	Size
Week 2 Slides - Handout.pdf	507 KB

0:49:26/1:50:54

Discussions

The screenshot shows a Zoom meeting interface. The main content area displays a slide titled "Week 2 - Robert Moses" with the University of California Berkeley Haas School of Business logo. The slide text asks two questions about Robert Moses' sources of power and his proactive or reactive nature. The right side of the screen shows a grid of 16 video thumbnails for participants, including Cameron Anderson, Dharmin Parikh, Mark Gregory, Nida Kanachandian, Daniel Tam, Anand Kothari, Dongfang Chen, Abhishek Saha, Shikha Gopalswamy, Joann Hu, Howard Tseng, Rajat Ragaria, and Shikha Saw. A file list at the bottom right shows "Week 2 Slides - Handout.pdf" (507 KB).

Week 2 - Robert Moses

University of California
Berkeley
Haas School of Business

Moses – profile of a power monger

- What were Robert Moses' sources of power?
- What did he do to develop these sources of power? Was he proactive or reactive?

Name	Size
Week 2 Slides - Handout.pdf	507 KB

1:18:49/1:50:54

What I See

Power and Politics - Orientation - Adobe Connect



Meeting

Video Start My Webcam

 Oliver Chu	 Rachel Sherman	 Oshri (Osh) Kaplan	 Alvaro Toledo	 Anand Kothari	 Ladan
 Jay Ghosh Dastidar	 Vivek Garg	 Kiran	 Jillian Kwan-Jacobs	 Howard Tseng	 Tilak Gopalaramtham
 Joel Davis	 Sarah Buchwalter	 Sutapa Bansal	 Chris pickett 2	 dongfang chen	 Aniket
 Helen Min	 Philip Tam	 Greg Marek	 Christopher Hallas	 Suzan Nguyen	 Adam Sterling

Windows taskbar with icons for Internet Explorer, File Explorer, Mail, Word, Excel, Lock, Skype, PowerPoint, Firefox, and a green application icon. System tray shows 100% battery, network, and volume icons. Date and time: 6:03 PM 10/16/2012

“Live” Polls During Class

Week2 - P&P

https://haasonline.adobeconnect.com/_41090544504/p5tvvqey3ur/launcher=false&fcxContent=true&pbMode=normal

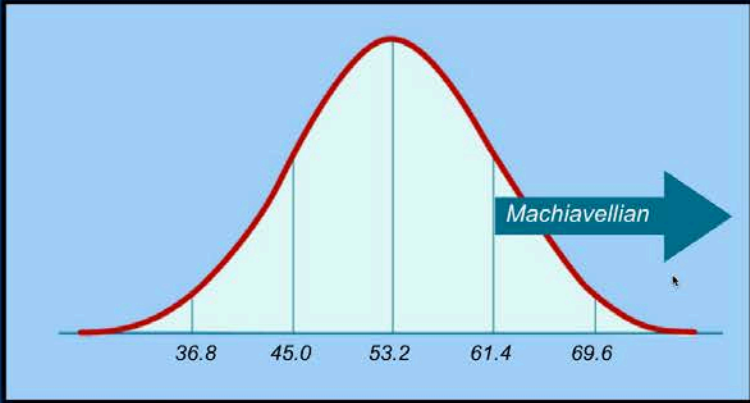
Google

Events Index

Week 2 - Robert Moses

University of California Berkeley Haas School of Business

What was your score on the Individual Survey?



36.8 45.0 53.2 61.4 69.6

Machiavellian

Video

Cameron Anderson

Files

Name	Size
Week 2 Slides - Handout.pdf	507 KB

My Experience

- A lot of up-front work (100 hours)
 - And that was with a lot of help!
- The online partners (BRCOE) have been terrific
- First attempt (fall 2012) was rough; the second attempt was great

Pros / Cons (for Faculty)

- Pros:
 - Flexibility in how the material is conveyed
 - Live lecture, prerecorded lecture, Flash presentation
 - Fewer live lectures
 - Discussion threads
 - The students seemed to learn more (anecdotal)

Pros / Cons (cont.)

- Cons:
 - Obvious, but: less of a personal connection to students
 - Discussions during live lectures still clunky compared to in-person discussions
 - Covering the same material takes more time