

Using an on-line tool to better prepare students for class

Feirong Yuan, School of Business

Developing reading consideration questions with the on-line tool EDU improves student preparation before class, fosters an active learning atmosphere, and helps students reach a higher level of learning than in previous course offerings.

BACKGROUND

Management 310 (MGMT 310) is a required business course on organizational behavior. A variety of students enroll in the course; most are business majors in their junior year. When I first offered the course in Fall 2005, one of my observations was that many students failed to understand required readings before arriving at class, which resulted in unsatisfactory outcomes from team discussions and exercises. I had assumed that students would come prepared but found that I was covering basic material and not having enough time for applications.

I was interested in finding a tool to make sure students would come to class well-prepared, having mastered readings which would enable me to cover more complex materials and give students more opportunities to apply their knowledge to real life settings. I met with Professor Dan Bernstein at the Center for Teaching Excellence for consultation, and he introduced me to the EDU system. EDU is a web based computer software program that allows instructors to create before-class mastery-oriented on-line questions. The program essentially requires students to read assigned material and then answer the on-line reading consideration questions to check their understanding of it before they come to class.

Course goals:

- To understand and describe a variety of behavioral phenomena in organizations, including issues related to individual behaviors, interpersonal processes, and how organization context influences people's behaviors.
- To apply knowledge of organizational behavior to actual situations. To analyze real-life situations by applying the behavioral knowledge from the course and to create action plans to improve the situations.

Scope of EDU

EDU allows you to do more than mastery questions for students to respond to before class. It is computer software that can ask questions, receive answers, and score answers submitted. The instructor supplies and creates the questions. It can also be used for homework assignments, exams, and study materials. Instructors can also insert pictures and graphs and use special symbols and characters when designing their questions. Questions can be several formats such as multiple choice, short answer, fill-in-the-blank, and matching.

MGMT 310 Syllabus
ORGANIZATIONAL BEHAVIOR
Spring Semester, 2007

Class number: 61118
Class time: Mon Wed, 2:30 pm – 3:45 pm
Classroom: 127 Summerfield
Professor: Feirong Yuan, Ph.D.
Office: 332 Summerfield Hall
Telephone: (785)864-1850
E-Mail: fyuan@ku.edu
Office hour: Wednesday 4-5pm or by appointment
Class website: Go to Blackboard

Prerequisites

PSYC 104, and one course in the social science, society and culture (SC) principle course area.

Course Materials

1. Text (required):
George, J.M., & Jones, G.R. *Understanding and Managing Organizational Behavior*, 4th Ed. Pearson-Prentice Hall, 2005.
2. Group cases will be distributed in class.
3. Supplementary materials will be provided during the semester.

Course Objectives

Knowledge about how people behave in organizations and why they behave in different ways is essential both for efficient management and for an enjoyable work life. This course is designed to introduce you to this important knowledge. Specifically, this course has two major objectives – understanding and managing organizational behavior.

Understanding Organizational Behavior

The first objective is to provide you with a general understanding of how people behave in organizations and what causes them to behave the way they do. In the end of the course, you will be able to *understand* and *describe* a variety of behavioral phenomena in organizations including issues related to individual behaviors (e.g., personality differences, motivation), interpersonal processes (e.g., conflict, communication, group dynamics), and how organization context (e.g., culture, structure) influences people's behaviors. A set of activities such as on-line reading consideration questions, in-class discussions, experiential exercises, and individual assignments are designed to help you develop such an understanding. Understanding is power. Understanding organizational behavior serves as the first step to effective management.

Managing Organizational Behavior

The second objective of the course is to provide opportunities for you to apply the knowledge of organizational behavior to real situations. This is the part to put “understanding” into action. In the end of the course, you will be able to *analyze* various real world situations by *applying* the behavioral knowledge from this class and to *create* action plans to improve the situation. You will develop these abilities through activities such as in-class case discussion and group case analysis.

Grading Policy

On-line Reading Consideration Questions	100 points
Class Participation	30 points
Individual Assignments	50 points
Written Group Case Analysis Report	90 points
Presentation of Group Case Analysis	30 points
Exam 1	100 points
Exam 2	100 points
Exam 3	100 points
Total	600 points

I will use the following tentative assignment for final grades. I reserve the right to curve the class grades, if deemed necessary. The exercise of this right will be limited to such cases that are consistent with the interests of students.

Points earned/600 total	Points Range	Grade
93% and above	558 - 600	A (4.0)
90% and above	540 - 557	A- (3.7)
87% and above	522 - 539	B+ (3.3)
83% and above	498 - 521	B (3.0)
80% and above	480 - 497	B- (2.7)
77% and above	462 - 479	C+ (2.3)
73% and above	438 - 461	C (2.0)
70% and above	420 - 437	C- (1.7)
67% and above	402 - 419	D+ (1.3)
63% and above	378 - 401	D (1.0)
60% and above	360 - 377	D- (0.7)
Less than 60%	359 and below	F (0.0)

Grading appeals:

Within 7 days of the date you receive your exam score, submit a written note to the instructor describing the nature of the grading issue you are appealing. Demonstrate in writing how your exam response satisfies the requirements better than the given grade. Include references to readings and class notes where appropriate. Within 7 days of receiving a written appeal, I will respond to you in writing with a decision. I will not entertain grade appeals after submitting final grades. Grade changes based on computational errors will be entertained anytime.

Important Note:

Do not wait until the end of the semester to see me regarding problems with the course material or your performance (**it will be too late to address deficiencies at the end of the semester**). Please contact me early for an appointment. If you are aware that you must achieve a particular grade in this course, please see me during the first week of the course. This will allow me to help you to achieve your goal. There is nothing that either of us can do at the end of the course.

On-line Reading Consideration Questions

Your learning experience in this class starts with understanding assigned readings before class. This is an important first-step that provides the basis for you to learn from class discussions and exercises. I have prepared on-line reading consideration questions to help you master the assigned reading. You are advised to **read the assigned materials first** and then go on line to assess your level of understanding by answering these reading consideration questions. Mastering assigned readings BEFORE the corresponding class will be worth 5 points out of your 600 points total. Mastering readings after the particular class but before the corresponding exam will be worth half the points (i.e., 2.5 points for one set of questions). Twenty sets of reading questions add up to 100 points out of the 600 total.

Reading consideration questions are posted (about a week in advance) on EDU website for each class date with reading assignments. Please refer to course schedule for reading assignment for each class date. As the course proceeds, I may assign you some additional readings such as mini-cases or short articles. In these cases, I will inform you in class in advance.

You can find reading consideration questions by registering and signing in to the following web site: <http://edu.brownstone.net/edu/classes/ob61118/>

Class Participation

Class experiences are extremely important to your learning in this course. I've arranged class activities of different forms to maximize your learning experiences. Active participation in class exercises and discussions is vital for you to develop a higher level of understanding beyond textbook, and to develop the ability to analyze situations, apply OB concepts, and create action plans, all of which are essential for you to perform well on assignments, group projects, and exams. You may also expect that poor attendance will result in the potential to miss important information pertaining to assignments and exams as well as the difficulty to follow subsequent classes. In addition, failure to attend group case presentation may result in losing all 30 points of your presentation points.

Class participation will be evaluated based on the following five aspects:

- 1) Class attendance
- 2) Participation in class discussion
- 3) Participation in class exercises
- 4) Participation in the Q&A sections of other groups' presentations
- 5) Willingness to support a positive learning environment by showing respect and expressing concern for other students.

Individual Assignments

A series of individual assignments will be discussed through the semester. These assignments come in a variety of formats and activities such as short reflective papers, real world phenomena observation, and self assessment. Specific requirements will be discussed and assigned in class. Each assignment must be turned in by its specific deadline. I do not accept late assignments unless you informed me IN ADVANCE of a legitimate reason.

Group Case Analysis

The entire class will be divided into 8 groups of 4 or 5 members. You will be given a deadline to form into groups. You and your group members will conduct a major case project as a group product.

Group case analysis and presentation are designed for you to demonstrate your OB knowledge and creativity. I will ask each group to select a case and its corresponding presentation time. Groups are advised to begin their research as soon as possible to avoid last minute panic. All group case analysis reports will be due in class at the date of presentation. The presentation should support and defend this report.

For each case that you are not presenting, you should prepare at least two well-thought-out questions to ask the presenting groups. Each case has a different focus on OB topics. Learning from all cases will help you develop skills in different areas. Your participation in the Q&A section of group presentation counts toward your class participation.

More information concerning group forming, specific requirements for the case report, and the case presentation will be discussed and distributed in class.

Exams

There will be three exams during the semester. Each exam will be worth 100 points. Exams may consist of multiple-choice and essay/application questions. It is the inherent nature of this course that each chapter builds on the previous chapters. Therefore, exams are cumulative. However, the focus of each exam will be on material covered since the prior exam. The testing domain includes all material covered in the course (assigned readings, lectures, discussions, videos, etc.).

Make-up exams are given only with legitimate, well-documented excuses. Excuses considered as legitimate in this class include:

1. Participation in an activity appearing on the university authorized activity list.
2. Death or major illness in a student's immediate family.
3. Major illness of a dependent family member.
4. Participation in legal proceedings or administrative procedures that require a student's presence.
5. Religious holy day.
6. Illness that is too severe or contagious for the student to attend class (to be determined by Health Center or off-campus physician).
7. Required participation in military duties.

This policy will be strictly enforced. Only students who miss an exam because of a legitimate excuse will be eligible to take a make-up exam. Make-up exams must be rescheduled with me no later than 24 hours after the scheduled exam time. Failure to comply with these requirements will result in an exam grade of zero.

The School of Business Honor System

According to the Honor System of the School of Business, all School of Business faculties are to include the following in every syllabus:

The School of Business Assembly has adopted an Honor System proposed by its students and faculty to promote academic integrity and has enacted an Honor Code. As a student in a School of Business class, you will be protected by and expected to conduct yourself in accordance with this system. For a complete description of the system see the School of Business Website (select "Student Services" and then "Student Toolbox" and then "Business School Honor Code" which is located under the heading "Policies and Procedures"). This is required reading for students in all business courses.

Disability

The staff of Services for Students with Disabilities (SSD), 135 Strong, 785-864-2620, coordinates accommodations and services for KU courses. If you have a disability for which you may request accommodation in KU classes and have not contacted them, please do so as soon as possible. Please also see me privately in regard to this course.

Course Schedule

Week	Date	Topic	Reading Assignment
1	M, Jan. 22	Topic 1: Introduction to OB	Chapter 1 & Appendix
	W, Jan. 24	Topic 2: Individual differences: Personality and Ability	Chapter 2
2	M, Jan. 29	Topic 3: Individual differences: Work values and attitudes	Chapter 3
	W, Jan. 31	Case methodology introduction and group assignment- Attendance Required	Read at least one group case before class.
3	M, Feb. 5	Topic 4.1: Perception	Chapter 4 (p.103-121)
	W, Feb. 7	Topic 4.2: Attribution	Chapter 4 (p. 121-132)
4	M, Feb. 12	Topic 5: Learning & Exam 1 review	Chapter 5 (p.140-157)
	W, Feb. 14	Exam 1	
5	M, Feb. 19	Topic 6.1: Motivation: Introduction & Topic 6.2: Motivation: Needs theory and expectancy theory	Chapter 6 (p. 173-189)
	W, Feb. 21	Topic 6.3: Motivation: Equity theory and procedural justice	Chapter 6 (p. 189-195)
6	M, Feb. 26	Topic 7.1: Motivation: Goal Setting	Chapter 7 (p. 220-228)
	W, Feb. 28	Topic 7.2: Motivation: Job Design	Chapter 7 (p. 201-220)
7	M, March 5	Topic 8: Stress management	Chapter 9
	W, March 7	Topic 9.1: Nature of work groups and teams	Chapter 10
8	M, March 12	Topic 9.2: Effective work groups and teams	Chapter 11
	W, March 14	Exam 2	
9	M, March 19	Spring break. No class.	
	W, March 21		
10	M, March 26	Topic 10 Leadership	Chapter 12
	W, March 28	Topic 10 continues	

11	M, Apr. 2	Case 1: Is Technical Competence Enough?	
	W, Apr. 4	Topic 11: Power and conflict	Chapter 13
12	M, Apr. 9	Topic 12: Communication	Chapter 14
	W, Apr. 11	Topic 13: Decision making	Chapter 15
13	M, Apr. 16	Case 2: What do we do with Howard?	
	W, Apr. 18	Topic 14: Organization Structural Design	Chapter 16
14	M, Apr. 23	Topic 15: Organization culture	Chapter 17
	W, Apr. 25	Topic 15 continues	
15	M, Apr. 30	Topic 16: Organization Change & Development	Chapter 18
	W, May 2	Case 3: Friends or foes?	
16	M, May 7	Case 4: The safety memo	
	W, May 9	Overall course review & Review of Exam 3	
	W, May 16	Exam 3 (Final) 1:30 PM – 3:00 PM	

Syllabus Change

You may expect that amendments to this syllabus will be made as the course progresses.

IMPLEMENTATION

At the start of each semester, I explain to students that their learning experience in the course starts with understanding assigned readings before class, and that this is an important first step that sets a basis for class discussions and exercises. The material covered in the reading is the foundation for what will be covered in lecture, discussion, and group work. I emphasize to students that active participation in class is vital for them to develop a higher understanding of the concepts beyond the textbook and to develop the ability to analyze situations, apply organizational behavior concepts, and create action plans. During class we have discussions, class exercises, and group presentations with question and answer sessions that are activities built from the textbook material.

For the EDU system, I post multiple choice questions for each reading, which I refer to as reading consideration questions. These questions are posted approximately one before we'll discuss a topic, and they cover basic, important material that I expect students to understand. Students need to correctly answer a specific number of questions for each section to demonstrate mastery of the material. There is no time limit, and they do not have to finish a section in one sitting.

In Spring 2006, I had students answer eight to ten questions for each reading and was given feedback from students to have more questions. I added more questions for each reading in Fall 2006, so that there were 18 to 20 questions for each. Students felt that was too many. As of Spring 2007, I now use about 12 multiple-choice questions for each reading.

When implementing EDU, I decided to have students earn full credit if they mastered a set of question before class. If they hadn't mastered material before class, they could still get half credit if they mastered it before it was covered in an exam. The on-line reading consideration questions from EDU are worth one-sixth of students' course grades.

I designed my EDU exercises so that whenever students answer a question wrong, they will see my comments that explain the major concepts and analyses involved in the question and I direct them to specific parts of the readings to recapture the concepts (see examples in student performance section). Missing a question alerts students of their insufficient understanding of a topic and allows them to reconsider the reading and come back to check their understanding again with another question on the same topic. In this way, the on-line reading consideration exercise provides teaching opportunities outside class.

The learning approach of the on-line reading questions is also welcoming for students. The purpose is to encourage them to try as many times as necessary to be well prepared for class, rather than deducting quiz points for lack of preparation. With EDU, students' grades are not adversely affected if they miss a couple questions, since there are other opportunities to master a concept with other questions about it. As long as they successfully complete a specific number of questions for each content topic from the readings, they have mastered the reading before class and will then be given full credit.

Finally, using on-line reading consideration questions fosters an active learning atmosphere among students. Instead of being anxious about and therefore guessing what will be asked on a quiz and being uncertain of what to take from course readings, on-line consideration questions provide students with guidance and with a sense of control. Students are not being passively evaluated; they now actively utilize these on-line questions to improve their learning. They also come to class well prepared, which creates active class discussions and student participation. Furthermore, because most students grasp readings, class time can be used more efficiently for activities designed for a higher level of learning such as case analyses, group discussions, and exercises.

The program is set up so that instructors can see student history to get feedback on how many students have completed an assignment and how many attempts it took for each student to complete it. Instructors can view by student or by topic. Instructors then have an archive of students' performance, and they can see every student's score and how each student responded to a question.

I briefly review EDU reports before class. If I see that lots of students had numerous tries on one concept, I have more class discussion on that concept. But this did not happen very often. Most questions in my assignments can be answered relatively easily if students understand the readings. Also, because I provide comments to help students with the questions they miss, they rarely spend an enormous amount of time on any one question.

My use of EDU

I found the EDU system to be flexible and easy to use. I used it for mastery based multiple-choice questions, but one can use it for other extensions as well, such as homework or exams. When I first set up questions, it took a while to enter in all of the questions and write feedback to be given for wrong answers. I also was saving time by not grading the exercises. That being said, it was fairly simple to set up and it does not require much time to maintain.

On the EDU home page, there is an instructor login section for my use when I want to check student history, enter questions, or make any changes. There is also an option to register for the class or select an assignment for students. After making those choices, students will be prompted to log on.

After I registered and logged in, I built a questions bank. There is a question bank editor that allows you to enter in questions for your course. I typed mine in manually, but instructors can format questions to be uploaded. As instructors enter questions, questions are assigned locations within a hierarchical structure so that each question has a label and a question description within a topic, and each topic is within a question bank. Each question instructors enter will also have a question type.

After instructors enter their questions, they can decide how they would like them to be presented. In setting up an assignment or exam, instructors can set a time period when it

can be available to students (starting and ending times and dates). I decided not to use the time limit option. Instructors also set up how many times students can take to complete an assignment and how long they have to do so. I allow students to answer the questions as many times as they would like. I also set up the option for students to get feedback about wrong answers right after they have submitted a wrong answer. This allows me to scaffold students to better understand the material to answer a similar question correctly next time. Instructors can also give explanations for correct answers, as well. There is also an option for students to get feedback after the assignment is completed if the instructor wants to set up assignments to be more like a quiz or exam. Instructors then decide if they want a set order or random. I set my questions as random for each assignment. This is also an option to set up if instructors want the same questions asked each time the quiz is presented, or whether questions are chosen randomly from a pool of questions. I set my questions as random drawing from my question bank. Since I am using the mastery-learning mode, I also set up how many questions students need to answer correctly for each topic. Instructors can also determine sections within an assignment for students to complete which can be used in a hierarchical manner. I decided to set up hierarchy for some assignments and not for others, depending on if there were any particular knowledge hierarchy in the relationships of the questions. For example, I set up hierarchies for questions in assignment Topic 2: Personalities and Abilities. This assignment includes questions on both the nature of personality and the big five model of personality. Because I would like students to understand the nature of personality before answering questions on big five, I set up a hierarchy so that they needed to complete a number of questions on "the nature of personality" before they answered any question about the "big five model of personality." For some other assignments, I didn't set up hierarchy if I didn't see any particular reason to do so. Finally, instructors set up the number of points to be assigned to each question if the question is answered correctly.

Assignment and question types for EDU

EDU has five assignment types that all have additional features you can customize:

1. Anonymous
2. Homework
3. Proctored
4. Mastery (what I use)
5. Study

There are seven question types. The EDU system allows you to combine question types into a single question as well.

1. Multiple choice (what I use)
2. Multiple section (student has to identify more than one correct answer and avoid incorrect answers)
3. Short answer/essay (instructor needs to grade and correct manually – not immediate feedback)
4. Fill-in-the-blank

5. Clickable image (the image has places on it for the student to click on and correctly identify)
6. Matching elements in two lists
7. True-False

Instructions for On-line Reading Consideration Questions

These instructions assume some working knowledge of campus computing facilities or a home computer with internet access through a modem. If you have zero experience with computers, please see me for assistance and to arrange a tutorial.

To FIND THE WEBSITE for EDU (Enterprise Diploma):

- Open your web browsing program.
- Enter the following website address:
<http://edu.brownstone.net/edu/classes/ob61118/>
(you press return to go to the address after it is entered)
- Copy the website address and make a bookmark for it; it is best to use your browser directly, rather than being inside Bb.

If all goes well, you will soon see the class homepage with an open book at the top left and on the right side my name and course name. There is a large Student Menu on the left.

To REGISTER ON THE WEBSITE:

If this is your first time on the EDU site you should do two things. First, bookmark this page; it will allow you to go right to this spot quickly. Second, click on the text Register for this Class and follow the screens and their instructions. The license agreement needs an acceptance from you (no cost to you) and on the next screen you should fill in the information asked for. The menu is very clear. After you fill in the blanks press for the next screen and confirm what you entered. When you confirm the information, you will get a message telling you that you are registered fine.

- Remember your login and password; write them down. You will need them each time to be recorded as having considered all successive readings.

To ANSWER QUESTIONS CONSIDERING EACH READING:

From the initial class homepage, click on Select an Assignment in the Student Menu at the left. The white box inside the Menu has a listing of the readings organized by the class dates and topics. Highlight the appropriate title; the assignment labels will match the readings for each day. Click GO. This is the point at which you identify yourself with your username and password; entering them will complete your login.

When you complete your login, the system will begin to ask you questions about the reading. The language of the system calls it a Graded Session but I am not using it as such. Your only objective is to go through and give a number of correct answers to a question for each concept (or topic). Once you have done that, regardless of whether or how many items you missed, you get credit for having considered the reading. Working through the items is largely self-explanatory, but the steps below make it clear how to

proceed.

- Use the mouse to select the best answer you see; click on the circle to the left of the answer.
- You can change your answer by clicking a different circle.
- When you have settled on a best answer, click on the "grade question" icon at the top of the screen.
- The system will tell you whether or not I have identified your choice as the best of the alternatives, and it will offer a helpful comment or perhaps tell you the answer I considered the best.
- You go on to the next item by clicking on the "next" button at the top, and you continue with the items until you have answered appropriately to items on all the topics for the reading. Your progress toward completion is shown in a box on the answer screen; that box lists the topics to be covered by the reading, along with a fraction of achievement on each topic. When all of them reach 100%, you're done. The system will show you a summary of your answers, and you should click on the Finish Session to record your work in the system.

VERY IMPORTANT: Do not leave the EDU system without pressing finish and quit to get your consideration RECORDED. You can then leave the system by disconnecting the browser.

- Be sure to allow enough time to finish; if you need to end your test before getting 100% on all the topics, use the Finish Session button at the top and then the quit button. If you exit that way the system keeps track of your work and you can continue at a later time.

Points to remember:

- You need to achieve 100% on all the topics in a reading to be credited with consideration of the material.
- Each reading should be considered before we discuss that area in class; half credit will be given for readings considered after the class discussion but before the material is covered on an examination.
- If you make a lot of errors, as if you are just guessing, the program may ask you to go back and repeat earlier parts that you already answered well. This is an open book consideration; be careful and work on the right answers.

STUDENT PERFORMANCE

So far I have been witnessing great results. About 98% of my students read all the assigned chapters and master on-line reading questions before they come to each class. EDU enables me to use class time more effectively and students are able to reach a higher level of learning. I've noticed that class discussions and exercises are of higher quality and more effective, due to the fact that students are better prepared than before I started using the on-line reading consideration questions through EDU.

Because my EDU assignments are open-book, I find that definitional questions which can be directly picked from textbooks are easier for students to answer than questions that ask for applications. Examples of questions on the EDU system and reports students receive are provided. It is interesting to note that, because these questions are available on-line for multiple trials, many students use the on-line questions to prepare for exams. However, questions from the EDU system are not on the exams; questions are from class discussions that are more advanced than the reading consideration questions. Because of using EDU, I've been able to ask questions that require a higher level of understanding and require analyzing a situation and applying a concept to a case (see example exam questions). Students are able to answer these types of questions because we are now able to spend class time discussing and analyzing short cases rather than simply covering basic concepts.

Even though I asked more advanced questions and covered more advanced materials after EDU, exam grades stayed about the same. On average, on a 100-point exam, student grades actually improved slightly (about three or four points). Of course, there are many other factors (e.g., the redesign of other aspects of my class sections) other than the use of on-line questions that may have also contributed to student exam grades.

Finally, I find that students enjoy using the EDU system. In my anonymous mid-semester and end-of semester feedback forms, many students have commented, in particular, on the usefulness of the on-line reading questions in helping their learning outside of class.

Example Exam Questions

Before I began using EDU, one of my exam questions was this:

Job satisfaction is

- a. the collection of feelings and beliefs people have about work in general.
- b. very difficult to measure.
- c. the collection of feelings and beliefs people have about their current jobs.
- d. solely dependent on the work people do.

After EDU:

Mary Miller manages a retail store that sells clothes and cosmetics to the local community. In the past three months, she has been asking employees about whether they

like their jobs. As a result, Mary found out that most of the employees working in her store have very low levels of job satisfaction. Based on your knowledge of improving job satisfaction, what should she do next?

- a. increase benefits for her employees
- b. adjust her supervisor style
- c. investigate the specific causes for low job satisfaction
- d. invite OB consultants to redesign jobs for her employees

REFLECTIONS

I have had a lot of success using the EDU system. Students are actively involved with course material outside of class, and their participation is enhanced by coming to class prepared. Furthermore, class time has profoundly improved because virtually everyone comes to class prepared. Using EDU, students learn to master the material rather than being quizzed. I am also able to provide immediate, detailed feedback outside of class when students are missing core concepts.

The initial investment of time to set up the EDU system was well worth it. The program is very user friendly. It was really easy to enter in questions. Now, I can quickly change questions using the test editor. This allows me to add or delete questions, as well as change the mode of assessment, how many questions students need to get right to move on, and the method of grade reporting. In addition, now that I have an on-line test bank set up, I can use the class editor to make any changes when setting up a new course offering.

Impact on my teaching philosophy

The process of designing on-line reading consideration questions has led me to reflect on my own teaching philosophy. One question I had when I first learned about this open-book outside-of-class technology was, is there a possibility for cheating? I found that EDU is designed so that questions come out from question bank in random order. Therefore, it would be difficult for students to get a set of accurate answers from other students, or at least it would probably be easier for them to just check their own readings. However, I was still a little concerned that without either a time limit or in-class monitoring, some students may consult each other for answers without completing the assignment independently.

While discussing this with Professor Dan Bernstein, I discovered that my concerns to some extent reflected my philosophy of teaching. I learned that there could be several goals of teaching. Although evaluating and differentiating are important, it is also essential to develop students' interest and trust them without close monitoring for a small portion of class credit. I realized I was overemphasizing accuracy and control, which is echoed in the traditional management philosophy (Theory X) of assuming employees (in this case, student) will cheat and are lazy by nature so I have to design clever, "waterproof" methods to control them. Following a different approach, I now assume that

students are intrinsically motivated and interested in learning (Theory Y of management). Based on this assumption, what's important is that students are motivated to use EDU to understand the major concepts in readings. Therefore, if two students get on the phone at 2 a.m. in the morning to debate the correct answer to a question, this may not be such a bad thing.