



Open Syllabus : A Prototype Tool to Create Structured Syllabi in Sakai

Jacques Raynauld – Olivier Gerbé –
Emmanuel Vigne

HEC Montréal

July 3 2008



1-3 JULY 2008
PARIS, FRANCE

Objectives of the session

1. Demo of a 2.5 Sakai prototype tool - **Open Syllabus**
2. Get some feedback on our tool.
3. Convince you on the importance of using some kind of structure for course websites (student centered)

Faculty? Teaching Support? IT? Deans?
Students?

Fell free to ask questions ... that I might defer
the end. Presentation on Confluence.

Outline

- HEC Montréal and the origins of the project
- Syllabus
- Open Syllabus structure and architecture
- Demo and some other features
- Roadmap, summary and questions

HEC MONTRÉAL

- Large business school part of the University of Montreal campus
- 12 000 students
- 250 career professors
- 500 adjuncts
- 4 000 full time undergraduate students
- Oracle PeopleSoft Enterprise Campus Solutions
- No current LMS but a set of tools. Interested by Sakai.

Origins of the project - 2002

- Learning material disseminated in various course web sites ...
- ... using diverse technologies (Frontpage, MacroMedia, Netscape Composer, etc.)
- Very confusing for the staff, the students and the public ... need for clarity
- Development of an in-house easy-to-use Web platform to build a centralized electronic syllabi web depot

Zone  *Cours*



List of courses

<http://zonecours.hec.ca>

■ By study program

Bachelor of Business Administration
- Preparatory year to B.B.A.

Certificates

Master of Business Administration
Master of Science in Administration
Graduate Diplomas

Doctorate in Administration

■ By responsible

Institute of Applied Economics ←
Department of Finance
Department of Logistics and Operations Management
Department of Human Resources Management
Department of International Business
Department of Management Sciences

Zone Cours at HEC Montréal

For HEC
Montréal
students, Zone
Cours is a
helpful
environment
offering a sole
entry point to
their different
course Websites
for their courses,
including
Websites from
previous terms.
For more info ...

For HEC
Montréal
professors,
lecturers and
support staff,
Zone Cours is an





List of courses

<http://zonecours.hec.ca>

■ Institute of Applied Economics

[All courses](#) | [Courses in French](#) | [Courses in English](#) | [Courses in Spanish](#)

- 1-803-07 [Analyse microéconomique \(offered in French\) \(B.B.A.\)](#)
- 1-804-07 [Analyse macroéconomique \(offered in French\) \(B.B.A.\)](#)
- 1-808-07 [Microeconomic Analysis \(B.B.A.\)](#) ←
- 1-809-07 [Análisis macroeconómico \(offered in French\) \(B.B.A.\)](#)
- 2-801-97 [Évaluation économique des projets d'investissement \(offered in French\) \(B.B.A.\)](#)
- 2-840-07 [Développement durable et gestion environnementale \(offered in French\) \(B.B.A.\)](#)
- 2-851-07 [Problèmes et politiques économiques \(offered in French\) \(B.B.A.\)](#)
- 2-858-07 [Economic Problems and Policy Analysis \(offered in French\) \(B.B.A.\)](#)
- 2-859-04 [Politiques économiques et taxation \(offered in French\) \(B.B.A.\)](#)
- 3-800-84 [Économie monétaire \(offered in French\) \(B.B.A.\)](#)
- 3-801-84 [Économie internationale \(offered in French\) \(B.B.A.\)](#)
- 3-803-07 [Conjoncture \(offered in French\) \(B.B.A.\)](#)
- 3-804-84 [Économie de l'entreprise \(offered in French\) \(B.B.A.\)](#)
- 3-806-07 [Introduction à l'économétrie \(offered in French\) \(B.B.A.\)](#)
- 3-807-84 [Économie du travail \(offered in French\) \(B.B.A.\)](#)
- 3-810-95 [Pensée et histoire économiques \(offered in French\) \(B.B.A.\)](#)
- 3-818-02 [Economics of the firm \(B.B.A.\)](#)
- 3-820-02 [Économie numérique \(offered in French\) \(B.B.A.\)](#)

Zone Cours at HEC Montréal

For HEC Montréal students, Zone Cours is a helpful environment offering a sole entry point to their different course Websites for their courses, including Websites from previous terms. For more info ...

For HEC Montréal professors, lecturers and support staff, Zone Cours is an online environment for creating, managing and publishing course Websites. It is easy to use, and offers advanced functionality. For more info ...

■ Description

Analysis of economic phenomena. Students will learn a powerful tool to better understand economic environments : the economic way of thinking. By mastering the logical principles of economic thinking, students will be able to anticipate the behavior of economic agents (consumers, producers, workers, investors, but also their future employers and employees!) and, thus, better fulfill tasks in managing positions.

The material is presented through examples, applications and in-class discussions. Students will learn to :

- master the economic language in its various forms: intuitive, graphical and mathematical;
- formulate precise arguments concerning many aspects of economic and daily life;
- identify fallacious reasonings;
- form a critical judgment about assertions encountered in the media;
- reason in terms of incentives, and understand how our environment influences our decision making.

■ Plans de cours du trimestre courant

Fall 2007		
1-808-07.A2007.T30	T30	Sbragia, Lucia
1-808-07.A2007.T31	T31	Leroux, Justin
1-808-07.A2007.T32	T32	Marrouch, Walid

Responsable:

IEA

Programme d'études:

B.A.A.

Crédit(s):

3

Exigences:

Cours réservé aux étudiants de la cohorte trilingue. Version anglaise du cours 1-803-07 COURS OFFERT À UN SEUL TRIMESTRE

Horaire:

Outil de recherche d'horaire
(via HEC en ligne)



1-808-07 - Microeconomic Analysis

Fall 2007 : T31

Leroux, Justin

List of themes

[1](#) | [2](#) | [3](#) | [4](#) | [5](#) | [6](#) | [7](#) | [8](#) | [9](#) | [10](#) | [11](#) | [12](#) | [13](#) |

Theme	Title
1	Consumption, preferences and gains from trade
2	Consumer choice
3	Demand
4	Production
5	Costs
6	Competitive firms and markets
7	Market equilibrium
8	Market power and monopoly
9	Price discrimination
10	...

Menu

[Introduction](#)
[Contact information](#)
[Learning material](#)
[Assignments and examinations](#)
[Sessions](#)

[Printable documents](#)

News - Course

TA session #3:
 An extra question has been added in the "Assignments and Exams" section.
(2007-11-03 03:40)

Teaching assistant - NEW SCHEDULE

See Assignments and Exams menu for availability.

(2007-11-20 10:32)

1-808-07 - Microeconomic Analysis

Fall 2007 : T31

Leroux, Justin

Introduction

| [Description](#) | [Objectives](#) | [Plagiarism](#)

■ Description

Analysis of economic phenomena. Students will learn a powerful tool to better understand economic environments: the economic way of thinking. By mastering the logical principles of economic thinking, students will be able to anticipate the behavior of economic agents (consumers, producers, workers, investors, but also their future employers and employees!) and, thus, better fulfill tasks in managing positions. The material is presented through examples, applications and in-class discussions.

■ Objectives

Students will learn to:

- master the economic language in its various forms: intuitive, graphical and mathematical;
- formulate precise arguments concerning many aspects of economic and daily life;
- identify fallacious reasoning;

Menu

- [Introduction](#)
- [Contact information](#)
- [Learning material](#)
- [Assignments and examinations](#)
- [Sessions](#)

[Printable documents](#)

News - Course

TA session #3:

An extra question has been added in the "Assignments and Exams" section.

(2007-11-03 03:40)

Teaching assistant - NEW SCHEDULE

See Assignments and Exams menu for availability.

(2007-11-20 10:32)

1-808-07 - Microeconomic Analysis

Fall 2007 : T31

Leroux, Justin

Theme 1 : Consumption, preferences and gains from trade

Theme | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |

| Description | Reading list | Resources used in class | Case studies

■ Description

- Preferences
- Gains from trade: why markets exist

■ Reading list

- Pindyck, R.S. and D.L. Rubinfeld. *Microeconomics*, 6th edition, Prentice Hall, 2005.
Chapter 16 (section 16.2 until "Efficient Allocations", inclusively)
- Heyne, P.; Boettke, P. and D. Prychitko. *The Economic Way of Thinking*, 11th edition, Prentice Hall, 2006.
Chapter 2 (p. 21-30 and 34-35)

Menu

[Introduction](#)
[Contact information](#)
[Learning material](#)
[Assignments and examinations](#)
[Sessions](#)

[Printable documents](#)

News - Course

TA session #3:

An extra question has been added in the "Assignments and Exams" section.

(2007-11-03 03:40)

The PowerPoint slides for theme 12 have been updated. Please check that you are working with the latest version.

(2007-11-27 16:49)

Teaching assistant - NEW

1-808-07 - Microeconomic Analysis

Fall 2007 : T31

Leroux, Justin

Theme 1 : Consumption, preferences and gains from trade

Theme | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |

| [Description](#) | [Reading list](#) | [Resources used in class](#) | [Case studies](#)

■ Description

- Preferences
- Gains from trade: why markets exist

■ Reading list

- Pindyck, R.S. and D.L. Rubinfeld. *Microeconomics*, 6th edition, Prentice Hall, 2005.

Chapter 16 (section 16.2 until "Efficient Allocations", inclusively)

- Heyne, P.; Boettke, P. and D. Prychitko. *The Economic Way of Thinking*, 11th edition, Prentice Hall, 2006.

Chapter 2 (p. 21-30 and 34-35)

■ Resources used in class

- [PowerPoint Slides - Theme 1](#)

Menu

[Introduction](#)
[Contact information](#)
[Learning material](#)
[Assignments and examinations](#)
[Sessions](#)

[Printable documents](#)

News - Course

TA session #3:

An extra question has been added in the "Assignments and Exams" section.

(2007-11-03 03:40)

The PowerPoint slides for theme 12 have been updated. Please check that you are working with the latest version.

(2007-11-27 16:49)

Teaching assistant - NEW

Origins of the project

Zone *Cours*

- Centralized location
- Merge administrative and pedagogy
- Public and student access
- Common interface
- 95% of the course websites are up and running in Zone Cours

Origins of the project

- Good tool but unable to share the code for technical reasons
- Spring 2007 : consensus to rewrite the program with a open source vision (Sakai)
- Sakai Quebec and the University of Montreal joined the team and brought their expertise and their experience (use cases)

Origin of the project

- December 2007 : Zone Cours/Open Syllabus session at the last Newport Sakai conference
 - Interest for an easy-to-use template
- February 2008 : multi-institutions Open Syllabus part-time development team
 - 10-week cycle to learn Sakai and Google Web Toolkit
 - HEC Montreal : 5 developers + 2 faculty members + 2 managers
 - U of M : 1 developer + 2 managers + funding
 - CRIM : 4 developers + 1 manager

Syllabus

- Course web sites are very similar to syllabi
- Syllabi are an **universal gateway** to teaching and learning in universities
- Universities usually provide very structured syllabi **guidelines** to foster best practices
- For example, English 101 : college writing I

Sample syllabus

1. Course title and contact information

OFFICE HOURS: Tuesday 12:30-1:30 PM, Wednesday 2:00-3:00 PM

CONTACTING ME:

EMAIL: davis2@edgewood.edu

OFFICE VOICE MAIL: x. 6785

HOME PHONE: 258-1840 (no calls before 10 a.m. or after 8 p.m.)

2. Required text

COURSE WEBSITE: english.class.edgewood.edu/Eng101/Default.htm

COURSE DESCRIPTION AND OBJECTIVES

College Writing I introduces you to writing as a process composed of several steps: pre-writing, drafting, revising, editing, and publishing. This course is designed to help you develop the skills and confidence to write effectively in college. The course includes a variety of writing assignments, including essays, research papers, and creative writing. You will learn how to research, organize, and write a persuasive essay. You will also learn how to revise and edit your writing. The course is designed to be challenging and rewarding. I maintain a website for this course. It contains everything included in this syllabus, an updated schedule of assignments, important announcements (including homework hints), and a place for you to post questions the rest of the class can see. I will read the questions and post answers at the same time that I check my email. It is important that you check the website regularly – especially Monday afternoons, because there's something you need to know before class. Please let me know if there are any problems with the site. If you are unfamiliar with web browsers, I will be happy to give you a brief tutorial.

I maintain a website for this course. It contains everything included in this syllabus, an updated schedule of assignments, important announcements (including homework hints), and a place for you to post questions the rest of the class can see. I will read the questions and post answers at the same time that I check my email. It is important that you check the website regularly – especially Monday afternoons, because there's something you need to know before class. Please let me know if there are any problems with the site. If you are unfamiliar with web browsers, I will be happy to give you a brief tutorial.

College can be incredibly challenging, even more so if you have questions that never get answered. Never be afraid to contact me (or any of your instructors) with any questions or concerns. Your classmates may share these concerns – but I will know if no one says anything. To contact me, you can use any of the ways listed. I check my email every evening at 9:30 (weekends included). I also check my voice mail at that time, as well as other times during the day. Short questions are best

4. Course requirements (evaluation)

Class Participation

Participation is not just about being in the subject, and completion of in-class work.

In order to participate, you must be here, so attendance is required. You are allowed two absences without penalty. Each absence after that will lower your semester grade. If you must be absent due to a family emergency or illness, please contact me as soon as possible (voice mail is available 24 hours a day).

Missing a scheduled conference counts as an (unexcused) absence. If you are absent more than 7 days you will automatically fail the course.

Assignments

You will have reading in *The Essay* and the *Handbook*, as indicated on the schedule. Certain exercises in the *Handbook* will also be assigned (also shown on the schedule). These can be handwritten or typed, in dark blue or black ink only. No red, green, purple, orange, pink, etc.. Please write out the whole sentence for the exercises, unless I tell you otherwise, and read all instructions carefully. If you hand write the exercises, make sure you use paper that is acceptable for turning in (see "materials," below). Some assignments will be available for print out on the website (particularly those that deal with punctuation).

In addition you will complete pre-writing activities and other work in class, which will sometimes be collected. Most in-class work cannot be made up.

Essays

There will be 8 essays assigned. Each essay should be given an original title. You will turn in a draft of each essay, I will read it and give it back to you either in a conference or in class, and then you will revise the essay and resubmit it. The draft should be a well-thought out, polished essay (in other words, what you would normally turn in as a final draft). Two of the essays will be evaluated by your classmates, though you can ask me to look at them as well.

Essays (drafts and revised versions) are due at the beginning of class on the day indicated on the semester schedule. Late work is not accepted, and you cannot successfully complete this course without completing all the essays. If you have a legitimate emergency, you must contact me before class (by phone or in person). Do not show up to class with a "broken disk" or other last minute problem.

Essays must be formatted as described in the document "Essay Format Requirements," which will be distributed in class.

The Portfolio

At the end of the course, you will turn in a portfolio containing selected drafts and revisions, as well as some pre-writing activities. Your final course grade is largely

Sample syllabus

MATERIALS:

- **COMPUTER DISK** to store your essays and assignments. Disks aren't indestructible. Don't just throw your disk in your backpack; buy a protective case. Read the warning label that accompanies the disk. And, if you use the labs, make sure you're saving to your disk, not the hard drive.
- **TWO PAPER FOLDERS WITH POCKETS.** One is for the portfolio, which will be turned in at the end of the course. The second is for class materials, such as handouts and assignments. Some of these will also be a part of the portfolio, so it is important that you keep track of every piece of paper generated in this class.
- **LOOSE-LEAF PAPER.** We will do writing activities in class which will sometimes be turned in, and some homework may be handwritten. Paper torn out of a spiral notebook is NOT acceptable, unless it tears with a clean edge.
- **A BLUE OR BLACK PEN** for in-class writing activities.
- **A COLORED PEN** for revision and editing exercises. (This is the place for that green, orange, or pink pen.)
- **Recommended good college dictionary.**

5. Grading

Because there are better methods to give you useable feedback. Assignments (in and out of class) will be pass/fail. Papers will be scored using a rubric which will be distributed and discussed in detail before the first conference. Several aspects of your paper (including organization, content, fluency, and conventions) will be scored independently of each other. This is designed to give you specific feedback which you can use to improve your writing. Your final grade will reflect your improvement over the course.

The approximate break-down of the course grade is as follows:

Essays	50%	Other assignments	20%
Handbook assignments	10%	Attendance/Participation	20%

6. College policies

...not tolerated, and will mean an immediate F on the assignment, and possibly in the course. I expect that all work you submit will be your own. Please read and become familiar with the ACADEMIC HONESTY POLICY in your student handbook.

If you have a documented disability which requires accommodations in this course, please contact Joannah O'Hatnick in Learning Support Services (Student Resource Center, DeRicci 206, 668-2281). She will work with you to provide appropriate accommodations, and all information will be kept confidential. It will help me if I am aware of what accommodations have been made, particularly if they affect in-class activities. The Student Resource Center can also give you one-on-one assistance in time management, study skills, and test taking skills.

This syllabus is your handbook for the course. You are responsible for

7. Schedule of readings, assignments, due date

	Readings from <i>The Essay</i> and writing assignments	Readings and exercises from the <i>Handbook</i>
Tuesday, January 22	(first day of class)	
Thursday, January 24		chapter 1 (2-17) chapter 2 (18-46) chapter 9 (204-206/215-218 <i>only</i>)
Tuesday, January 29	Draft of Essay 1	chapter 3 (48-70) chapter 8 (182-199)
Thursday, January 31		chapter 12 (254-274 <i>only</i>) exercises 10, 12
Tuesday, February 5	watch <i>Finding Forrester</i> (on reserve) (no class meeting)	
Thursday, February 7	Revision of Essay 1 movie reviews (handout) personal response to movie	chapter 12 (275-290) exercises 15, 16, 19
Tuesday, February 12	Draft of Essay 2	chapter 13 (292-300) exercises 1, 2 chapter 14 (301-331) <i>see website</i> exercise 12
Thursday, February 14	Hurston (14)	chapter 4 (73-115) chapter 17 (364-372) exercises 1, 2
Tuesday, February 19	Revision of Essay 2	chapter 18 (373-379) exercises 1, 2, 3
Thursday, February 21		chapter 19 (381-387) exercise 1 chapter 20 (389-394) exercises 1, 2, 3
Tuesday, February 26	Draft of Essay 3 (peer review in class)	chapter 28 (467-489) exercises 6, 11, 12
Thursday, February 28	Revision of Essay 3	chapter 21 (396-405) exercises 4, 6
Tuesday, March 5	Draft of Essay 4	chapter 22 (407-414) exercises 1, 3
Thursday, March 7	Conferences for Essay 4 (no class meeting)	

Syllabi are structured documents

Paper

1. Contact information
2. Objectives
3. Requirements
4. Grading
5. College policies
6. Schedule of readings, due date

Structured

Web

- Hyperlinks
- Documents to download (pdf, ppt, doc, etc.)
- Assignments
- Discussion Boards
- Etc.

Unstructured

Open Syllabus

- A Sakai tool to create, edit and publish **structured** electronic syllabi ...
- ... so all the resources (Power Point, pdf, citations, etc.) and activities (Forum, assignments, etc.) are organized in a machine-readable way (semantic).
- We did not find such a tool in Sakai (the current syllabus tool is not structured, no semantic)

OpenSyllabus Structure

Structure of a course

- Presentation
- Contact information

Yes ... everything can be customized!!!

Everything can be customized!!!

Machine-readable XML file that describes the structure and the vocabulary.

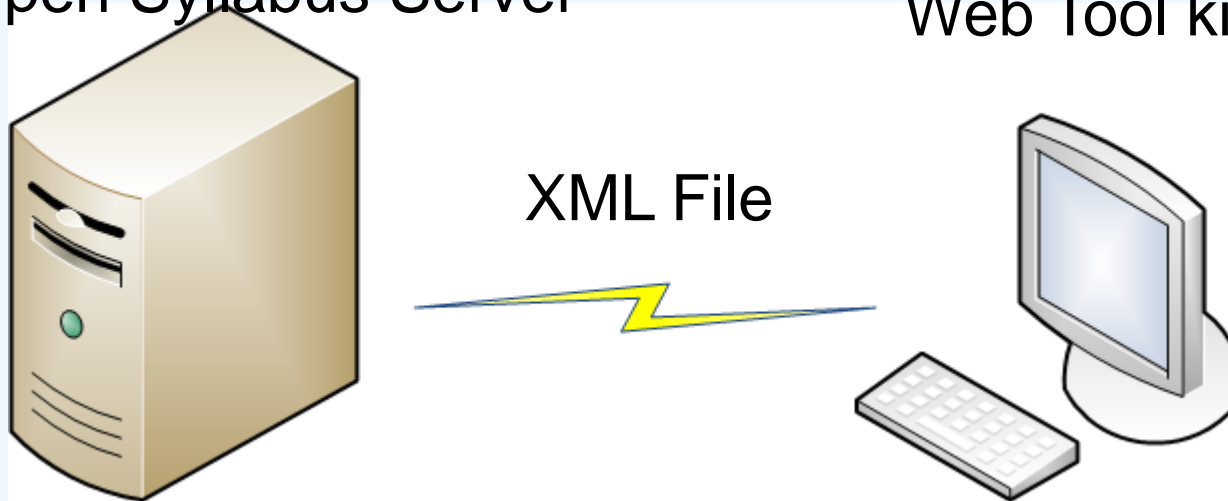
Vocabulary (Rubrics)

- Description
- Reading lists
- Resources used in class
 - Objectives
 - Miscellaneous resources
 - Case studies
 - Assignments
 - News
 - Exercises
 - Tools

Open Syllabus - Architecture

Sakai Server
Open Syllabus Server

Open Syllabus
Client – Google
Web Tool kit



Exchange of XML files
between Open syllabus
server and client²

Demo

1. Sakai + OpenSyllabus (loading the XML)
2. Description of the editing page – buttons - lecture view (tree panel, list of the lectures panel)
3. Description of the structure/vocabulary (tree)
4. Page Introduction
5. Page Lecture 1 (rubrics)
6. The XML template (structure and vocabulary) is completely customizable with or without edition

Demo

[Déconnexion](#)



Zone de Travail

2-720-99

Site de test

OpenSyllabus

[Ressources](#)

[Information du Site](#)

[Aide](#)

OpenSyllabus

Course Outline

Lectures

- 1 : Introduction to Modeling
- 2 : Solution with a Computer
- 3 : Solution methods (graphical and algorithm)
- 4 : Sensitivity Analysis
- 5 : Applications, Part One
- 6 : Applications, Part Two
- 7 : Network Models, Part One
- 8 : Network Models, Part Two
- 9 : Integer Linear Programming, Part One
- 10 : Integer Linear Programming, Part Two
- 11 : Integer Linear Programming, Part Three
- 12 : Quadratic Programming

Lecture 1

Introduction to Modeling

Description

Mathematical Modeling.

Spreadsheet Modeling.

Introduction to Linear Programming.

Resources used in class

[Introduction to Modeling\(lecture content\)](#)



Internal XML – D

Lecture 1

Introduction to Modeling

■ Description

Mathematical Modeling.

Spreadsheet Modeling.

Introduction to Linear Programming.

```
<structureElement id="H2008-1-1410285-LL'  
<contentUnit id="H2008-1-1410229-L" type='  
  <label><![CDATA[ Introduction to Modeling  
  <contentResourceProxy id="H2008-1-1410  
    <contentRubric type="Description" />  
    <properties>  
      <visible>true</visible>  
    </properties>  
    <contentResource type="text" scrty="public">  
      <properties>  
        <text><![CDATA[ <P>-&nbsp;Mathematical Modeling.</P> <P><BR>-  
        &nbsp;Spreadsheet Modeling.</P> <P><BR>-&nbsp;Introduction to Linear  
        Programming.</P> ]]> /text>  
      </properties>  
    </contentResource>  
  </contentResourceProxy>
```

...

Internal XML Resources used in class

```
<contentResourceProxy id="H2008-1-827922" type="" scrty="public">
  <contentRubric type="Resources used in class" />
  <properties>
    <visible>true</visible>
    <mandatory>false</mandatory>
    <library>true</library>
    <bookstore>true</bookstore>
  </properties>
  <contentResource type="bib" scrty="public">
    <properties>
      <text>
        <![CDATA[ Introduction to modeling (lecture content)]]>
      </text>
    </properties>
  </contentResource>
</contentResourceProxy>
</contentUnit>
```

■ Resources used in class

[Introduction to Modeling\(lecture content\)](#)

Demo

7. New structure with new colors and new language so everything can be customized.
8. Editing a title (tool box); editing a description (changing a rubric); editing a Power Point document (Properties panel – private public); save at the end .. Not demanding on server (peak-load). View and publishing.
9. Blank website. Adding as lecture. Going to a lecture. Adding a description. Adding a Power Point; Adding an assignment.

Demo

10.Future : Drag and drop on lectures and content, drag learning unit, integration with other Sakai tools like citation, wiki, etc.

Features not in the demo

- Multiple sections
- Published HTML sites for Google indexing and viewing by the general public
- Creative Commons Stamping
- Export to other OpenSyllabus/Sakai sites
- Export to the OpenCourseWare format initiative
- Archive of all the course websites

Summary

OpenSyllabus value proposition for

- the **instructor** : guidance, simplicity and interface quickness
- the **students** : easy navigation and clarity
- the **community** (alumni) : unique location for university syllabi
- the **school** : better knowledge management and integration with administrative workflow
- the **IT department** : a new Sakai tool less demanding on servers

Roadmap and questions

- Alpha version available this summer
- Beta version in May 2009 (XML, integration with core Sakai tools)
- Questions

jacques.raynauld@hec.ca

OpenSyllabus on confluence wiki

Appendix : Course Outline Structure

