



SOUTHERN CROSS UNIVERSITY ONLINE STUDY USER MANUAL

STUDENT USER GUIDE

VERSION 1.0 | DECEMBER 2017

SUMMARY

WELCOME TO SCU ONLINE

You will find all your course material and related activities in your virtual classroom. Here you will find the social tools that allow you to communicate and discuss your comments with peers, share your ideas and learn from other students. The following information will help you comfortably navigate through your virtual classroom.

SUMMARY

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DASHBOARD

The dashboard is where you can access all your course.

It is divided into different sections:

- 1 The Top Bar
- 2 The Widgets
- 3 The Weekly Content
- 4 The Course Information

Each section will be explained in detail in the following pages.

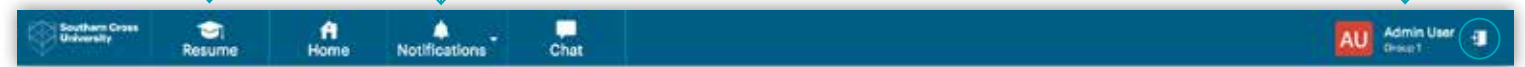
[illegible]

The top bar is a key element of the virtual classroom: it will help you access the different functionalities, and navigate through the course.

Resume will take you to the last page you visited in the course.

- Notification will let you know if something new happened.

Click here to access your profile. [🔗](#)



Home button will bring you back to the dashboard.

- The chat allows you to discuss with your peers.

See the dedicated Chat Section
of the User Guide.

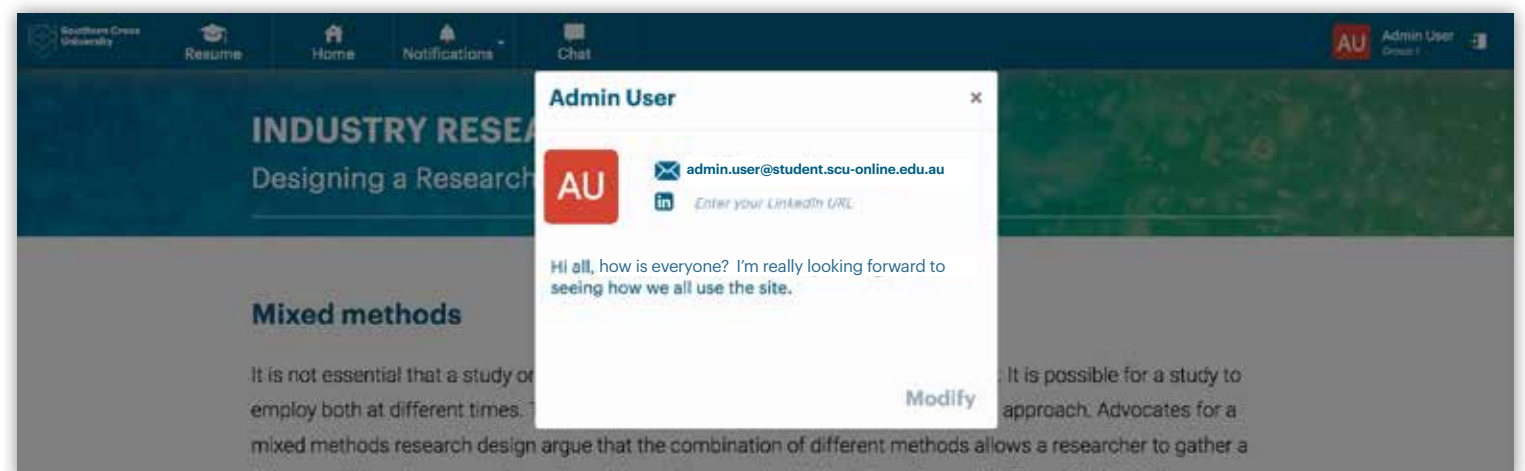
Don't forget to log out at the end of your session.

The notifications will list the new events in the course: someone replied to you in a discussion, you have received a new feedback from your facilitator. Simply click on the notifications in the panel to visit the related page / interactive.

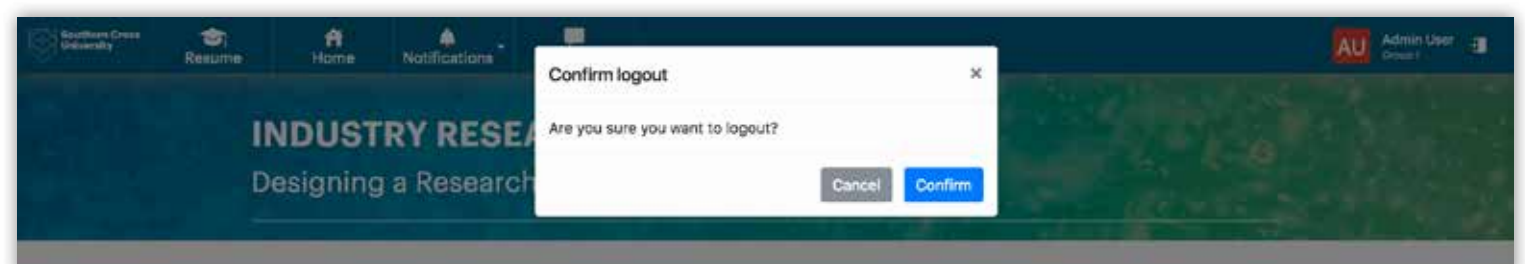


Your profile is the place where you can introduce yourself to you peers. You can type your biography to let others know about your achievements, or your background. Click the modify button and start typing.

You can enter your LinkedIn profile to grow your network, and keep in touch with the other students.



Click the **logout** button to disconnect from the classroom. This will lead you back to Blackboard.



The **Chat** allows you to connect with your teachers and your peers, one-to-one or in groups. Chat with your teacher to seamlessly sort out any pressing questions you have about the course materials or your assessment tasks.

Organise group work (see next page) and team projects more effectively. Participate in formal or informal study groups, or form your own online community based on shared interests within your course. Start to build your personal learning network.

1 Navigating the Chat Panel

Start by clicking on the chat icon on the bar and the chat panel will appear on the right side of your screen.

2 Chat button and notifications

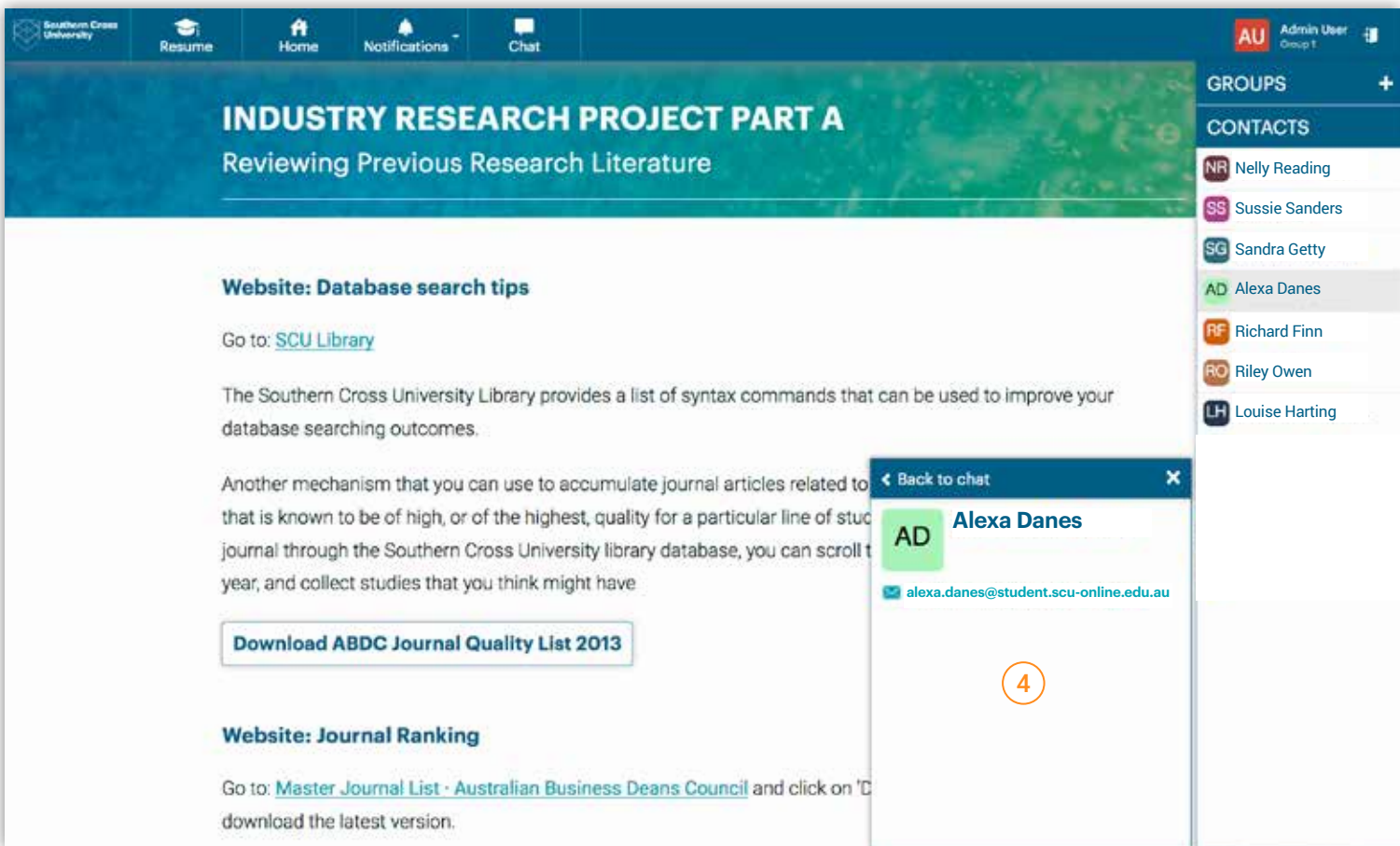
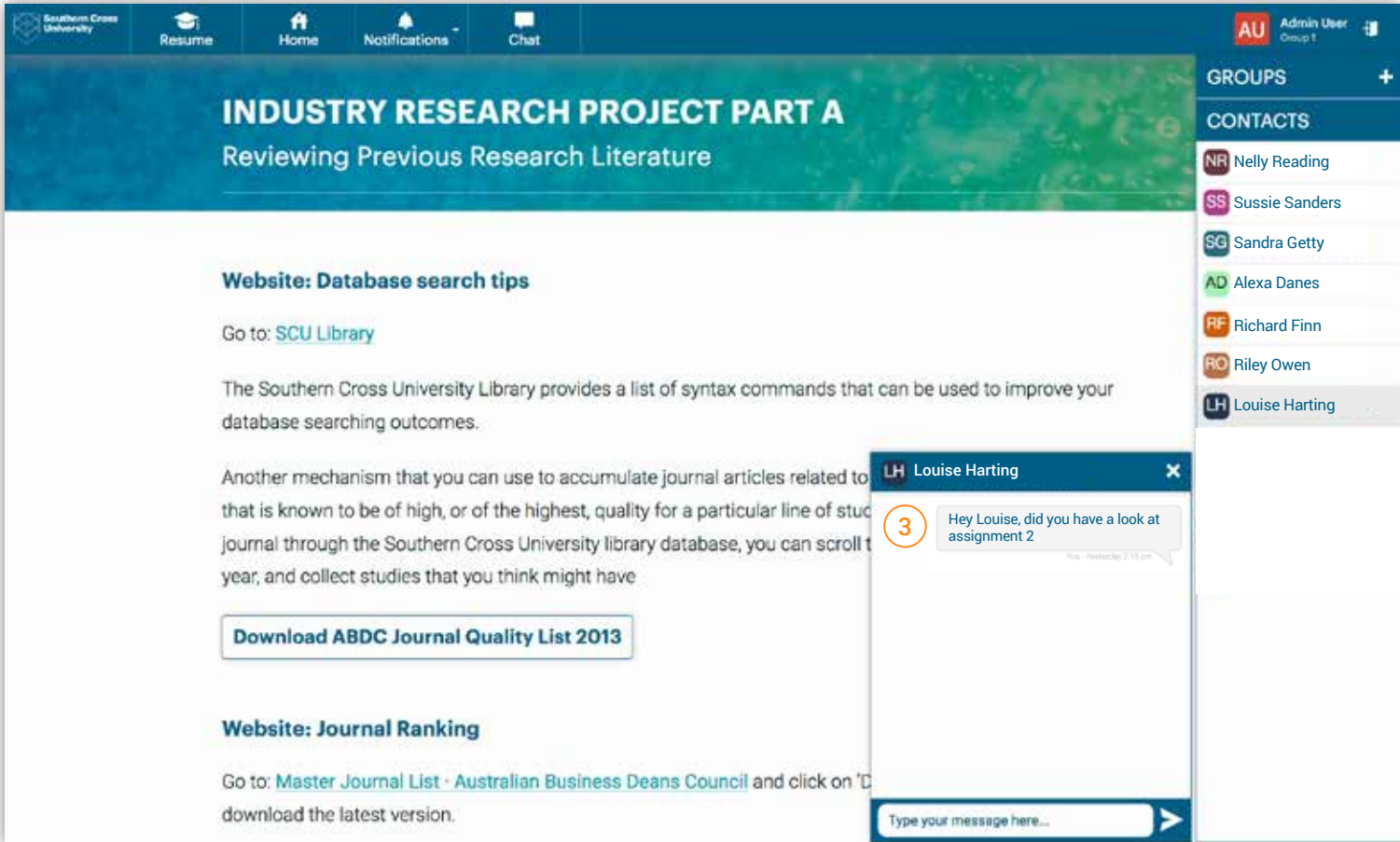
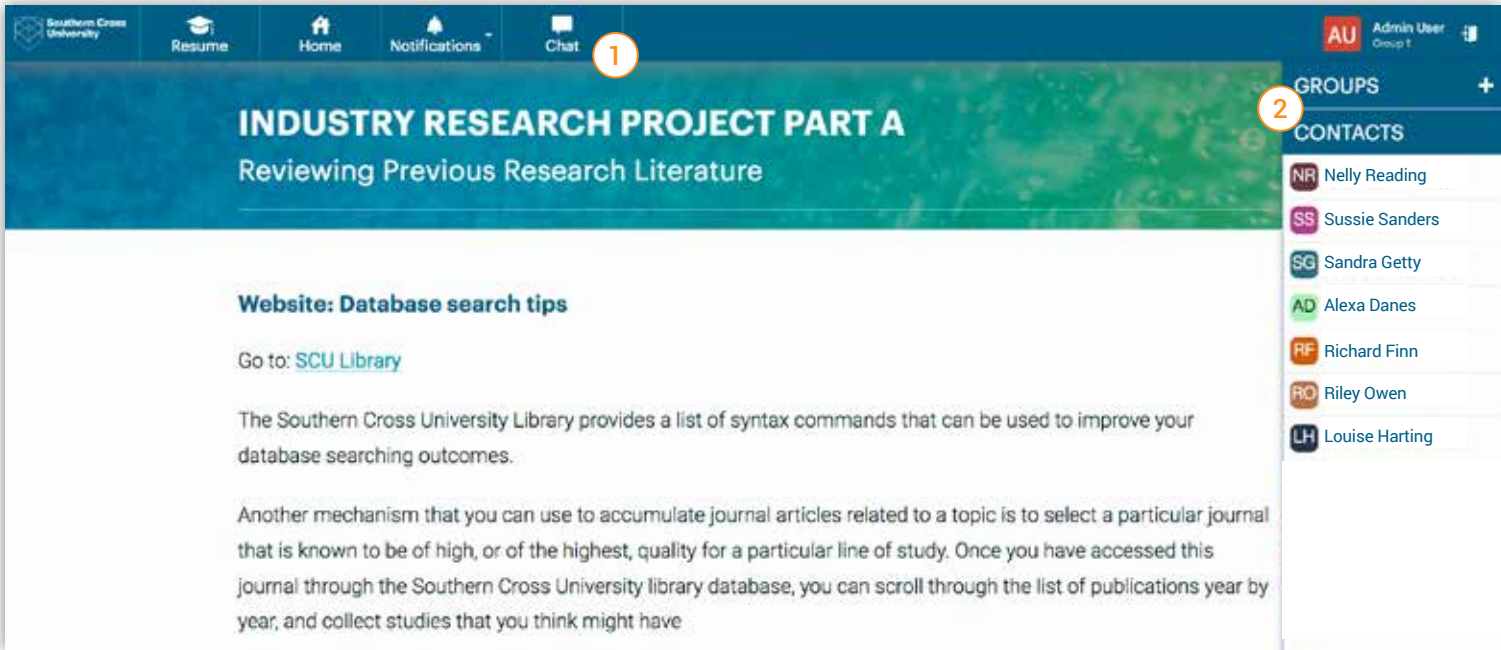
If you're not around when somebody starts chatting with you, you'll see an alert next to their name, and on the Chat icon on the Top Menu. You can use instant chat to ask any pressing questions you may have about the unit materials or assessment tasks for quick feedback.

3 Chatting with your Peers

By clicking on the name of any of your classmates, your Facilitator, or your Student Support Advisor, you will open an instant chat window.

4 Contact Information

To see your peer's contact details, click on their name in the conversation panel. This will show you their bio, student email and if applicable, their LinkedIn.



To create a group in the chat

The Group Chat feature allows you to easily organise group work and team projects more effectively, and to participate in formal or informal study groups, forming your own online community based on shared interests within the unit.

- 1
- Simply click the + next to groups and
- 2
- name your group.

3

Select the people you want to invite by clicking on the names of your classmates and Facilitators you'd like to invite.

4

Validate (or cancel the creation of your group) by clicking the tick icon or cross icon on the group tab.

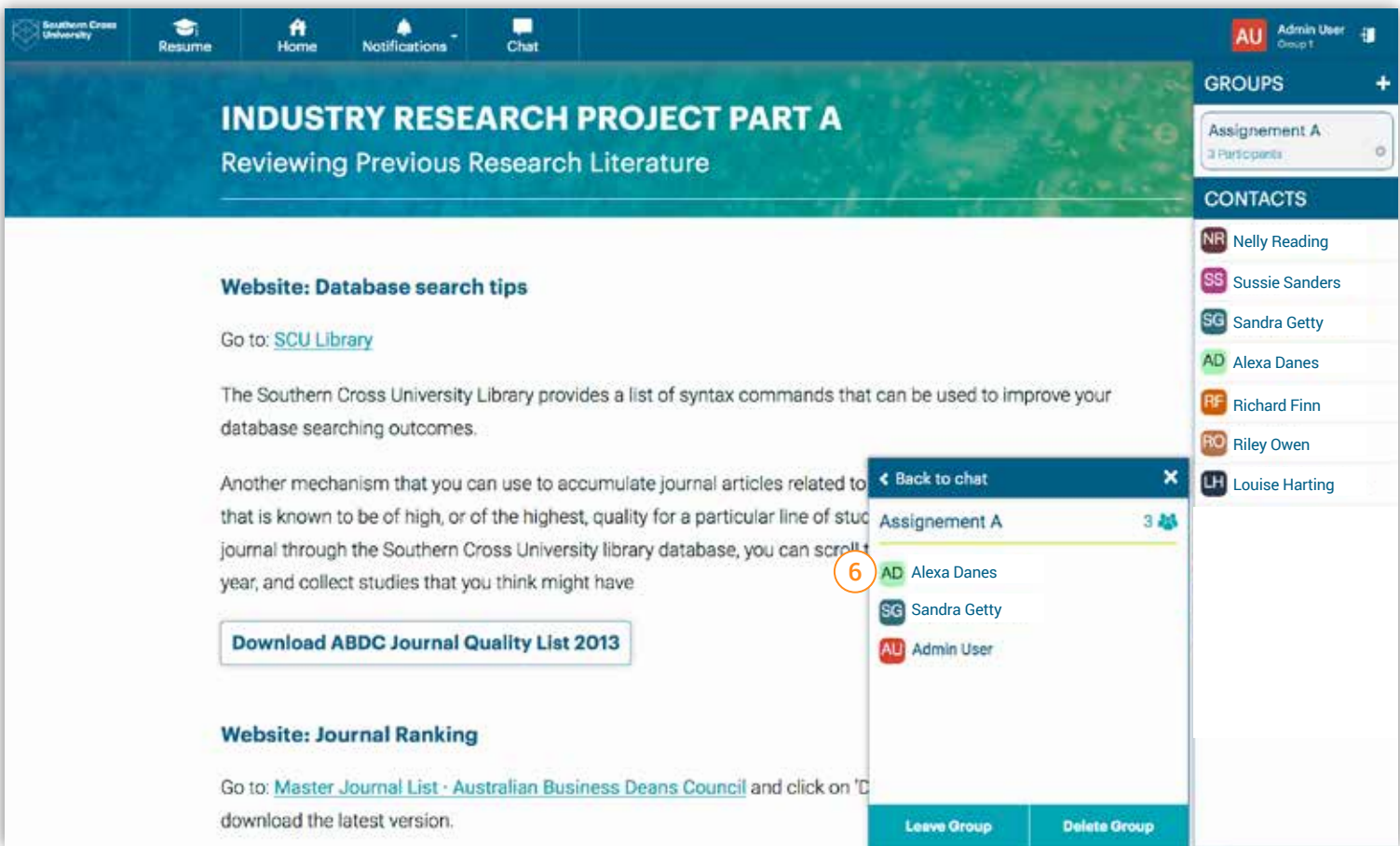
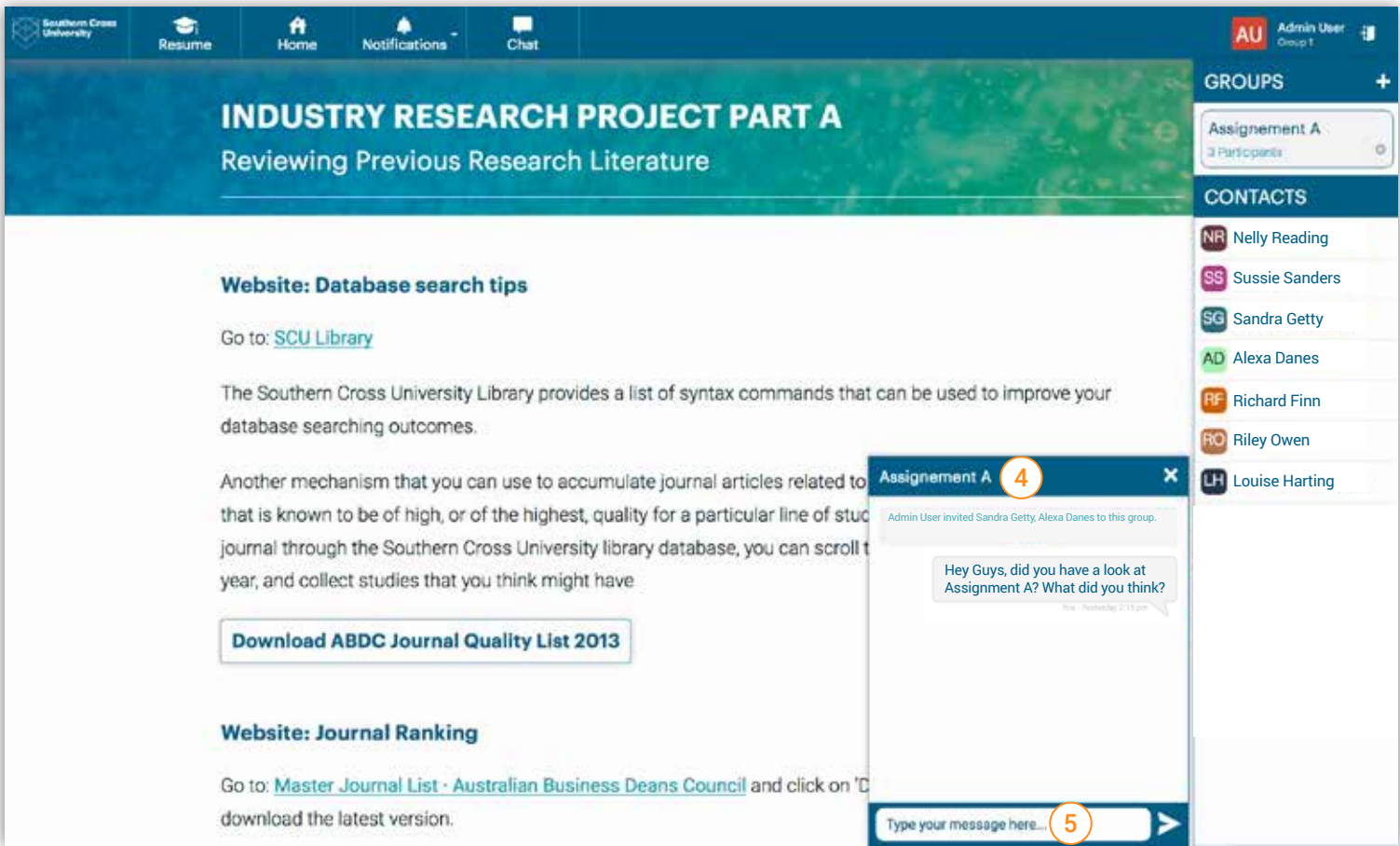
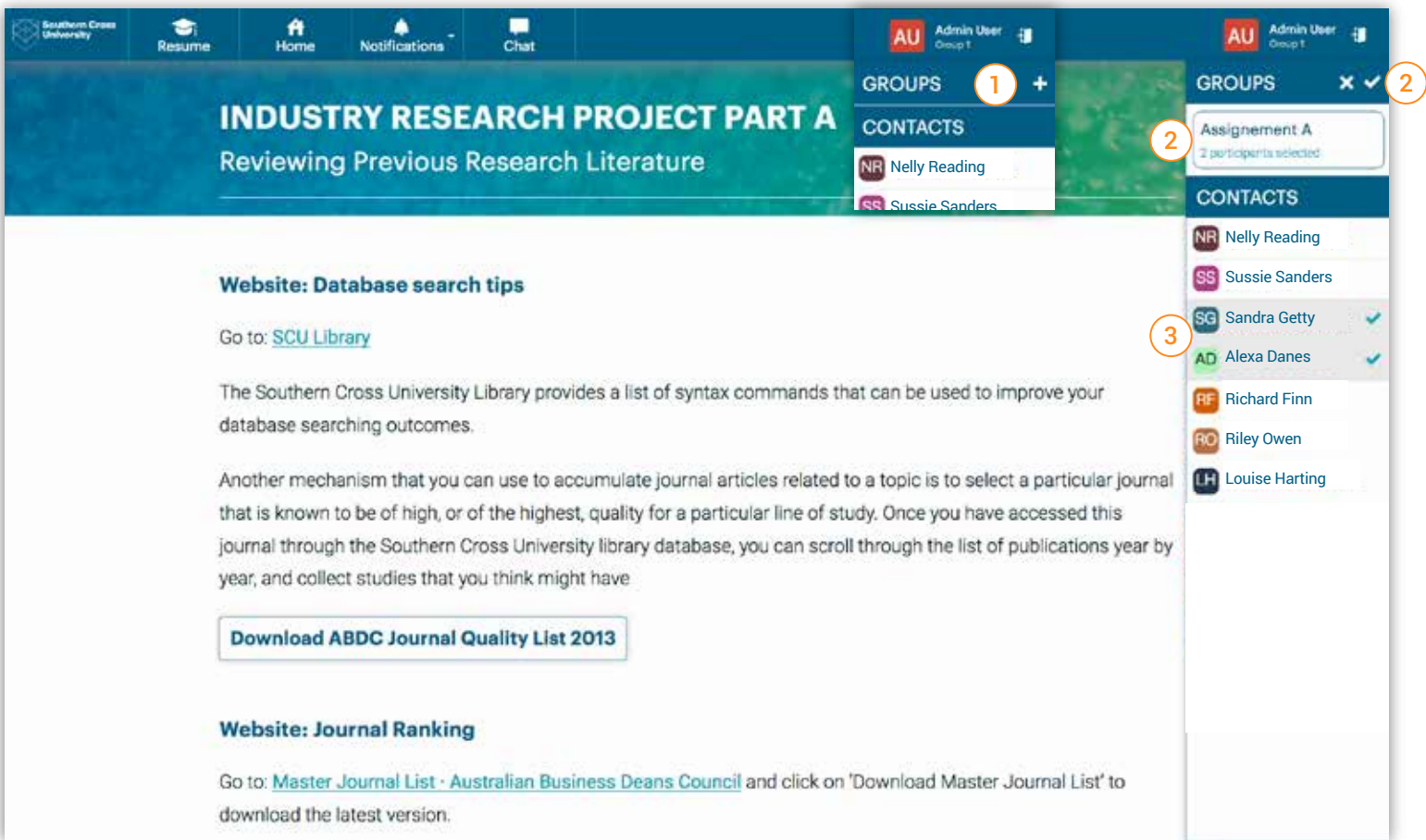
5

Start to chat with the group by clicking on the group name and a chat box will appear. Now, whenever anybody comments in that group, all group members will be notified. Group Chat is private and only visible to those in the group, though any group member can edit the group and invite new members.

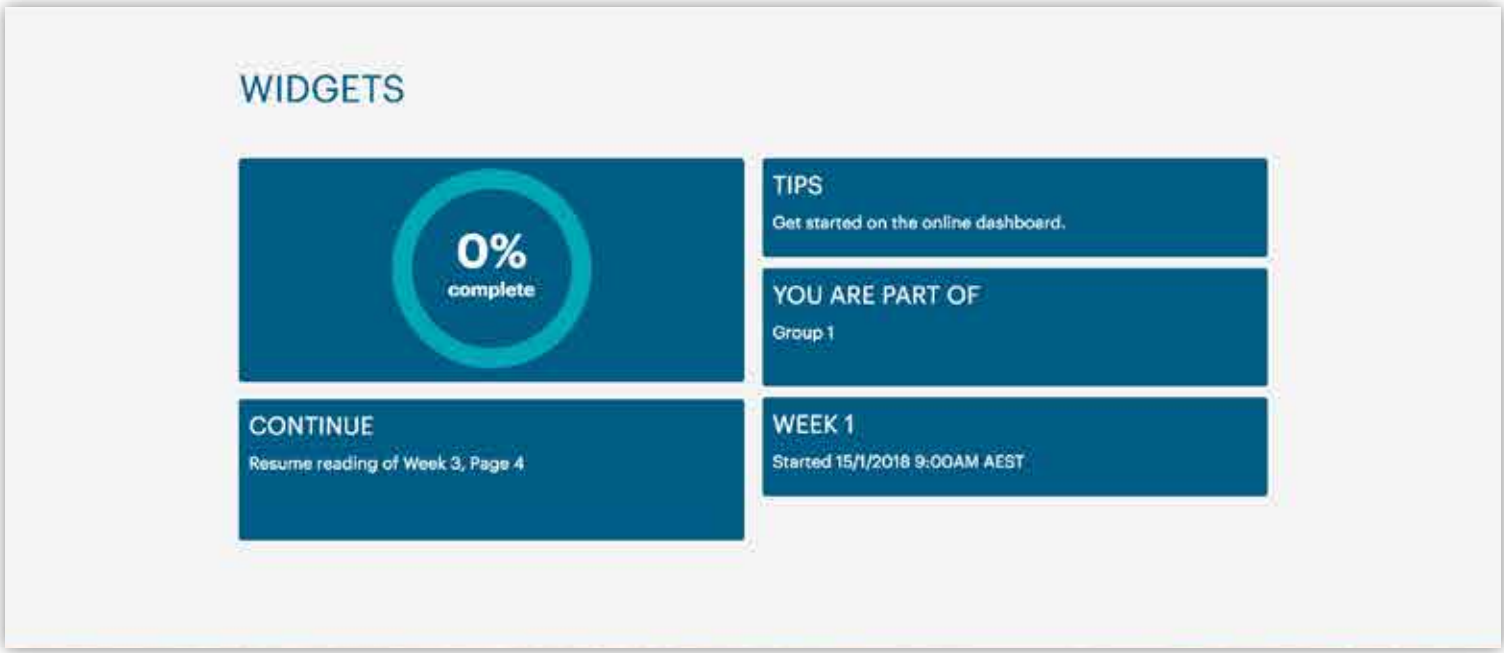
6

If you click on the name of the group, you can see the members list.

Members can choose to leave the group. If you created the group, only you can choose to delete it.

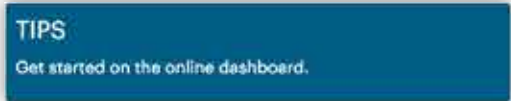


The **Widget** section will help you keep track of your progress through the course.



Completion will keep track of your progress. Each time you mark a page as completed*, you get closer to finishing the course.
**See Mark as Complete section of the User Guide.*

Continue. This function is very similar to the resume button in the top bar. It will bring you back to the latest page you visited in the course.



Tips. We have listed advice, tips and trick that can help you succeed in your Online studies.

Your group. In order to provide the best study experience, we limit the size of the class, so your facilitator have can dedicate more time to each student. This will tell you in which group class you are enrolled.



Calendar. To keep track of time.

The **Weekly Content** is where you can access all your course.

1 Week number

The course is organised by weeks, start at Orientation week (Week 0), until week 6, which is the end of the course. The current week is highlighted in dark blue (Here week 1 is the current week).

You can set your own pace, but be mindful of the submission dates for the assignments.

2 Week Title

Tells you more about the topic of the week.

3 Week Progress Bar

Same as in the Widget section, this bar progresses when you click the “**Mark as Complete**” button at the end of each page.

When a page is completed, it will turn deep blue in the weekly content, so the white pages are the ones you haven’t marked as complete yet. Very useful to see what is left to do.

4 Page Title

The week is divided into pages. You can just click on the title to go to that page. On the right, you can see “2 tasks” this button indicates the task you have to complete in that page.

5 Task list

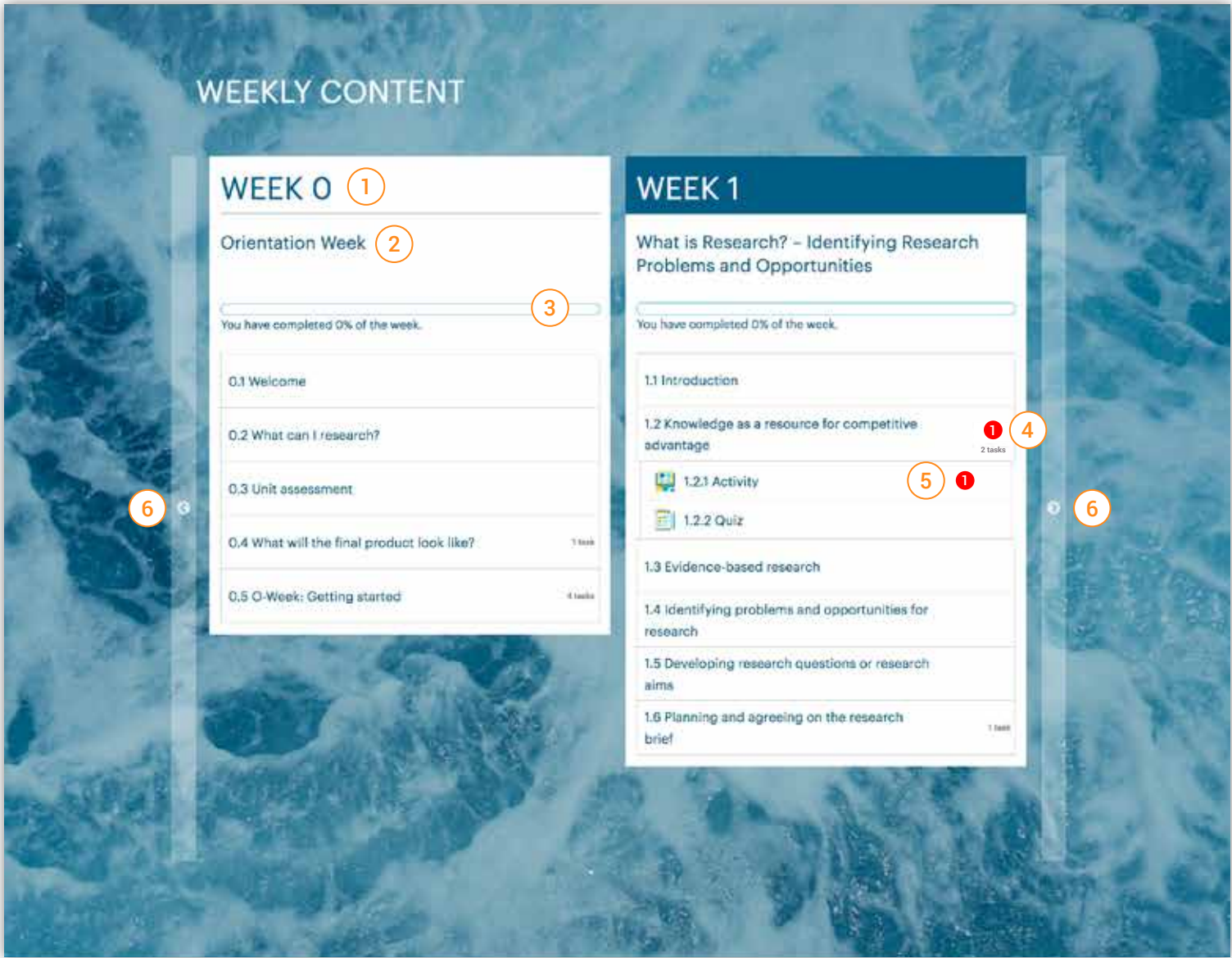
You can reveal the task list by clicking on the “X tasks” button. These include the discussions, quiz, activities or case studies where you have to participate or submit and answer.

You can have notification bubble here, showing that something new happened (for example: someone replied to your comment, or the facilitator gave a feedback to your submission).

Just click on the task name to get to that page and interact with it.

6 Previous and Next arrows

Use the arrows to navigate through the weeks, or simply drag the week panel with your mouse (or fingers) to slide to the next one.



The Course Information contains useful information about your course and course facilitator..

1 Your facilitator

Learn more about your facilitator, to understand his/her background, and their contact email.

2 Course Description

This will give you an overview of the topic of this unit, and what you will learn during those 6 weeks.

3 Bibliography

This panel contain the integral bibliography of the course. You will find all the materials you need to study, and they are all links to the library, so you can access the documents easily.

The screenshot displays a web interface titled "COURSE INFORMATION". It features three main sections, each with a numbered icon in a circle: 1. **Facilitator Name**: Includes a "YA" logo, a brief biography of the facilitator, and an email address "facilitator@scu-online.com.au". 2. **Managerial Accounting**: Contains a sub-section "About this unit" with an introductory paragraph and a list of six weekly topics. 3. **Bibliography**: A section for course materials. The interface uses a teal and white color scheme with right-pointing arrows on the section headers.

COURSE INFORMATION

1 Facilitator Name

YA

Facilitator has been teaching the management accounting units since he joined Southern Cross University in 1969. He has also held the position of the distance education coordinator for the MBA Specialist Stream in Small Enterprise Management and Entrepreneurship in addition to his other facilitator and being

[read more](#)

facilitator@scu-online.com.au

2 Managerial Accounting

About this unit

Introduces students to the various accounting systems that facilitate internal management planning, decision making and control. Specific attention will be given to such topics as various costing systems and their relevance to the particular firm and the particular industry; the analysis and presentation of data for the solving of specific problems created by such things as departments, branches and the devolution of control; transfer pricing and the particular type of industrial activity undertaken.

Week 1: The role of management accounting, cost terminology and CVP analysis

Week 2: Product costing

Week 3: Cost allocation

Week 4: Planning and control

Week 5: Relevant costs and decision making

Week 6: Strategy, inventory management and transfer pricing

3 Bibliography

This feedback is anonymous by default - no one will be able to identify you, unless you decide to sign your message with your name.

[Resume](#)
[Home](#)
[Notifications](#)
[Chat](#)
AU Admin User Group 1

INDUSTRY RESEARCH PROJECT PART A

Designing a Research Project

1 Learning Objectives

1
Be able to construct a quality research design.

2
Have a thorough understanding about the different stages involved in research projects.

3
Have an ability to develop experimental research designs in organisational contexts.

The week course material, including: activities, discussions, quizzes and more over several pages

2 Learning Objectives

How confident are you about this week Learning Objectives? Give a rating to help us improve the course and guide your facilitator to provide you with extra resources.

1
Be able to construct a quality research design.

☐ ☒ ☐

3

2
Have a thorough understanding about the different stages involved in research projects.

☐ ☒ ☐

3
Have an ability to develop experimental research designs in organisational contexts.

☐ ☒ ☐

Any Feedback about this week's learning experience?

This feedback will be anonymous, unless you choose to include your name:

We would love to hear from you!

4

Saved

Page completed

1 2 3 4 5 6 7 8 9

Week 0 Week 1 Week 2 **Week 3** Week 4 Week 5 Week 6

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An **activity** prompts you to engage deeply and critically with course materials, and receive private feedback on your work directly from your facilitator. You might be asked to answer some short-answer comprehension questions, or complete an analytical or reflective exercise, or undertake a web-based research task.

An activity is often designed to help you prepare for your assessment task, asking you to rehearse the knowledge and skills you need to successfully complete your assessments.

① The task is described in this area. You will see text, links and images, tables, videos etc., anything that will be relevant for your learning.

② This is where you will submit your reply to the task. It supports only text and links. Images, video, PDF or word documents can't be uploaded there. But you can add a link to submit a PDF (via Dropbox for example).

Just hit “**Submit**” when you are happy with your work. There is no word limit to the submission. You can modify your submission by typing again in the answer box.

The facilitator will access the submission in their dashboard and give you feedback. You will receive a notification in the top bar: just click on it to see it. The message will be in the “**Facilitator Feedback**” button ③.

Activity - Designing interview questions

Scenario:

You are a researcher examining workplace bullying in the police force.

- RQ 1) Why does workplace bullying occur in the police force?
- RQ 2) What forms does workplace bullying take in the police force?
- ① • RQ 3) What are some possible mechanisms that could be adopted that might reduce instances of police bullying? You are going to interview 5 police managers and 25 police officers. Please develop at least 7 questions that will provide deep responses to allow thorough analysis and answer the research questions.

Considerations to take into account:

- Ethical considerations
- Power considerations
- Understanding considerations
- Respondent concern considerations

AnswerFacilitator Feedback③

Enter your feedback here②

Submit

A **discussion** facilitates free and open two-way conversations with both your teachers and your peers, providing a space for you to analyse and critique key concepts and course materials, scenarios and case studies, as you encounter them.

Comment to the posted topic, or reply to a peer’s response. You can also use discussions to share any further questions, links, articles, videos, research, etc. with the rest of your class as appropriate.

1 The **topic of the discussion** is described in this area. You will see text, links and images, tables, videos etc, anything that will be relevant for your learning.

2 Click the “**comment**” button to participate to the discussion. This will open the **discussion flow panel**, where everything happen.

3 To participate, write your comment in this box, and hit “**Post**” 4. Your message will be displayed as a “**comment**” in the flow 5.

In the flow you can notice that there is long and shorter messages. The long ones are “**comments**” 5, they are posted using the comment box 3.

The shorter ones 6 are “**replies**”. It is someone’s reaction to a “**Comment**” (or another reply). To post a reply, just hit the “**reply**” button on your peers messages. A shorter input box will appear: just type your message here and hit “**post**”.

You can modify your messages, as long as no one replied to you yet.

Discussion Board

Reading 1.1

Grant, R 1996, 'Toward a Knowledge-based Theory of the Firm', Strategic Management Journal, vol. 17 (St), pp. 109–122

Undertake the following actions:

- Define knowledge transferability.
- Define the term 'capacity for aggregation'.
- How does a firm's knowledge become appropriated?
- In the case of the firm you work in, how do you rate its:
- Knowledge transferability?
- Capacity for aggregation?
- Knowledge appropriation?
- In the firm you work for, what could be improved to increase knowledge management?

4 comments

2

AU Admin User

Enter your comment here

3

CancelPost4

Discussion Flow

Admin User 20/11/2017 10:28 am

5AUHey there, just testing this discussion

Rowan Freeman 21/11/2017 2:40 pm

6RFHowdy!

Reply

Amelia Wilson 30/11/2017 3:11 pm

6AWHi Rowan! Hope you're having a good day!

Reply

Amelia Wilson 30/11/2017 3:10 pm

6AWHi just making a comment

Reply

A case study encourages you to think more deeply about your learning by posing you an authentic problem (or series of problems), based on a real-world or hypothetical situation, asking you to analyse and evaluate the situation, to apply your knowledge and skills to the complex issues you would encounter in the workplace, and then to draw your conclusions based on the outcome.

① The Case Study is described in this area. You will see text, links and images, tables, videos etc., anything that will be relevant for your learning.

② This is where you will submit your reply to the task. It supports only text and links. Images, video, PDF or word documents can't be uploaded there. But you can add a link to submit a PDF (via Dropbox for example).

Just hit “**Submit**” when you are happy with your work. There is no word limit to the submission. You can modify your submission by typing again in the answer box.

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Case Study - Scenario 1

Mr Cleese, your project partner, is the head of a public sector organisation, the Ministry of Silly Walks. The ministry recently conducted a Staff Satisfaction Survey, which identified approximately 50% of staff thought the ministry was "not too good at developing its people". In fact, 64% of employees were particularly unhappy with training and career growth opportunities. More than 40% of employees also indicated an intention to leave the ministry within the next 5 years.

① Based on these alarming findings, Mr Cleese decided to establish a mentoring program in the ministry.

As he wants to provide a mentoring program which is aligned to staff needs, he decided to contract **YOU** with the design of this program.

You know you have to do some extra research before you can design the program. How will you do it?

AnswerFacilitator Feedback

③

Enter your feedback here

②

Submit

A quiz lets you test your knowledge and skills in your own time and at your own pace, to help you make sure you’ve understood the key concepts and course materials. A combination of multiple-choice and true-false questions lets you know when you’re on the right path, and gives you feedback to get you back on track when you need it.

The quizzies are used for training and practice. There is 3 types of questions:

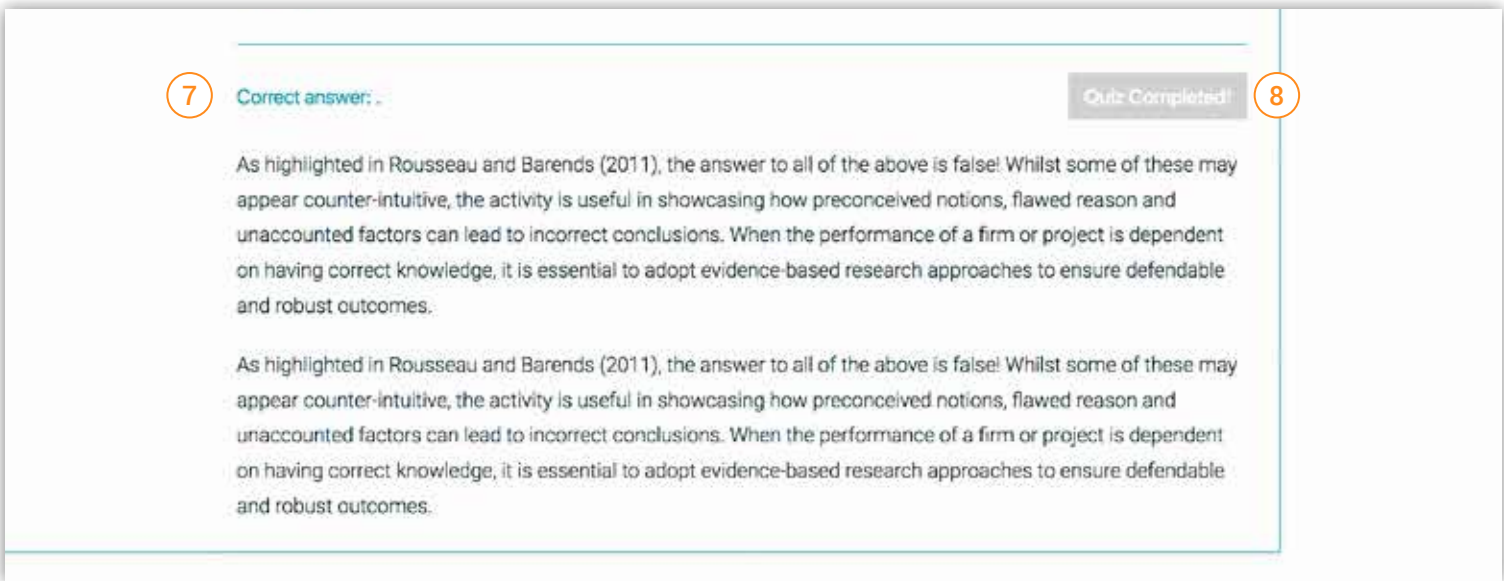
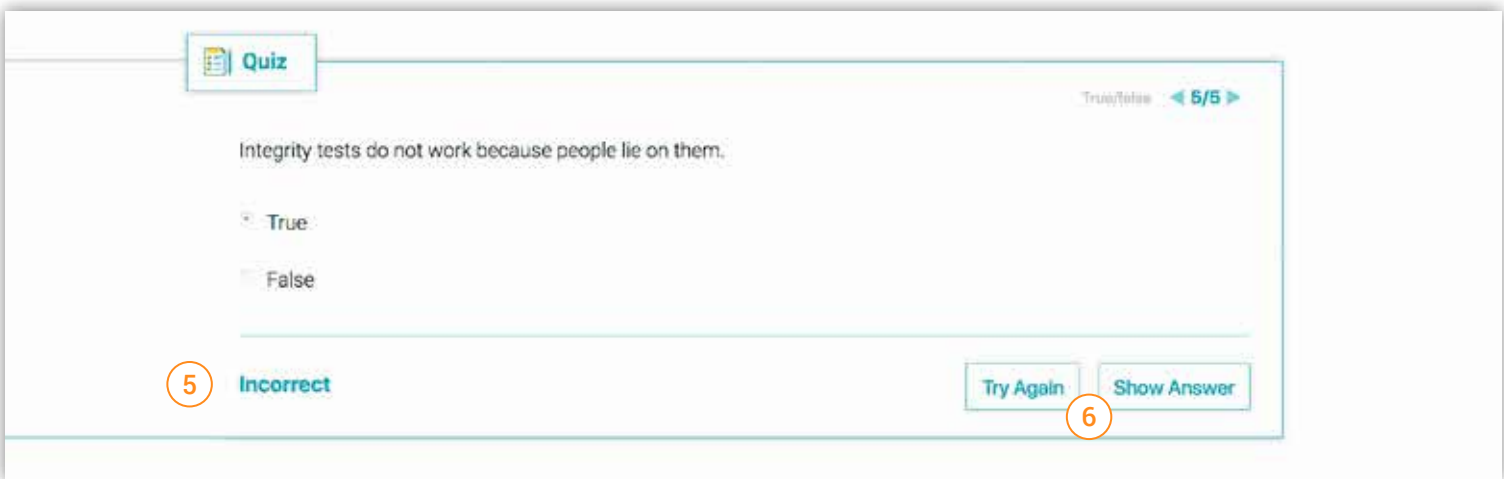
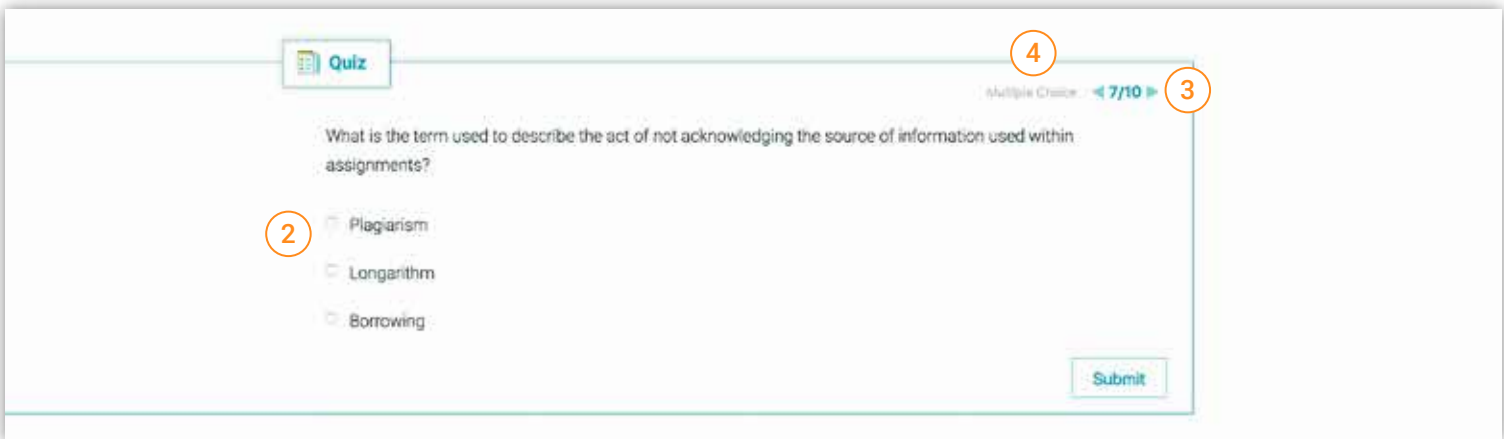
- **True/ False:** 2 answers will be shown and only one will be correct ①.
- **Single Choice:** there will be multiple possible answers, but only one correct and only one answer can be selected at the time.
- **Multiple Choice:** there will be multiple possible answers, and multiple correct ones. *You will be able to select multiple answers, but it will be correct only if you have selected all the good answers (if you miss one, the result will be wrong)* ②.

The quiz can include several questions. You can navigate through the questions using the arrows ③ to just read them, or you can change question by answering them.

The type of question is written next to the arrows ④, this will help you to know if you can pick more than one answer.

Select your answer, click “**Submit**”, get the feedback. If your answer was incorrect ⑤ , you have the option to “**Try Again**” or reveal the correct answer by clicking “**Show Answer**” ⑥.

You can click “**Next**” afterwards. When you reach the end of the quiz, the “next” button is replaced with “**Quiz Completed**” ⑧.

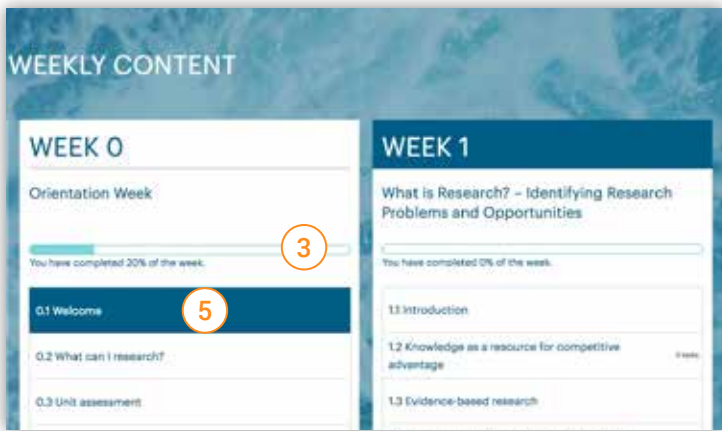


Mark as completed is a tool to follow your progression through the course.

- 1 Simply click the banner when you understand everything on that page.
- 2 If you think you need to go back and read/practice again, just leave the page uncompleted so you can go back to it later.

This tool is directly linked to your progression through the week 3 and the course progression widget 4, both visible in the dashboard.

Marking a page as completed also update the pages in the dashboard: a blue page 5 is a completed page, while the white ones still need to be finished.



Navigation is designed to let you access the whole course.

- 1 Pages
- On the top line, the number represent the pages of the week. The current page is highlighted in bold, with a small arrow pointing up to it (here its page 5). If you hover the numbers, the title of the page will appear 3.

- 2 Weeks
- In the second line, you can see the weeks of the course (from week 0 to Week 6). Click on it to change week, the pages of the above line will update. The week you are visiting is highlighted in bold with an arrow pointing down at it (here its week 0).



