**ENSE 496ab, Social Software Systems Design. Fall 2019**

**Activity: Technology configuration inventory**

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| Date: | 27-Sep-2019 |

**Instructions**

It is useful to inventory the current technology configuration of your community as a way to understand it better. If yours is a new community, it may not have any specific technology yet, but even for brand new communities, the current configuration may not be empty, for instance if general tools like email or phone are going to be used. You can use a version of the table on the next page to inventory and analyze the current configuration of your community:

1. Get the big picture. Make a list of all the platforms and stand-alone tools in your community’s configuration
2. For each platform, list the tools and check the ones that are being used. Why are some not being used? Are there duplicates? Are there issues around integration between tools?
3. To the left, make a note of which community activities/orientations the tools currently support in your community
4. To the right, identify the key features of tools. Are some of these features commonly or rarely used? What are the reasons for that?
5. Assess actual tool use. Identify which are dominant and which are only used by smaller groups and individuals.

**NOTE**: Copy/paste the tables below in the case of multiple platforms/tools (each platform/tool should be represented in its unique table. Each student will fill out this file out and “Pod A” will collect and summarize results. It might help to include whatever information you find interesting based on our discussion with our key customers on September 20.

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| **Stand-alone tool** | **Tool type or name Questionaire** | | |
| **Supported activities** | **Tool** | **Key features** | **Usage notes** |
| Questionnaire | MS WORD-TEMPLATE FROM CEAB | Record Criteria for accreditation questions | Template is rigid and cant be updated by UofR  Can include charts/graphs/tables as part of the answer.  Template is tweaked by CEAB often, but not a major changes. |

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| **Stand-alone tool** | **Exibit 1** | | |
| **Supported activities** | **Tool** | **Key features** | **Usage notes** |
| Students Information reporting | MS WORD DOC | Covers :  What have u done  How its done | Requires a lot of work from faculty.  Can include charts/graphs/tables as part of the answer.    Template is not rigid. |

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| **Stand-alone tool** | **Exibit 2** | | |
| **Supported activities** | **Tool** | **Key features** | **Usage notes** |
| Sample of Certificates/Degree | MS WORD / EXCEL / PDF | Examples of degree, certificate, transcripts  Just samples | LOW PRIORITY |

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| **Stand-alone tool** | **6A** | | |
| **Supported activities** | **Tool** | **Key features** | **Usage notes** |
| Student Grade/Credits Information |  | Transfer credits summary | LOW PRIORITY |

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| **Stand-alone tool** | **6B** | | |
| **Supported activities** | **Tool** | **Key features** | **Usage notes** |
| Professors Qualification Reporting |  | Profs data, are they PEng, degree | LOW PRIORITY  Logic for counting credit hours for AU depends on Profs qualification. A prof must be Peng to qualify for Engineering Design |

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| **Stand-alone tool** | **6C** | | |
| **Supported activities** | **Tool** | **Key features** | **Usage notes** |
| Accreditation Unit | Excel Spreadsheet with Macros | Checks Quotas of AU to meet for class  Contains all **info**\* of Courses (their reporting AU category etc.)  Shows % of AU s against each category per class | HIGH PRIORITY  50 tabs in Excel currently  5 AU categories  Class/lab/Seminar hrs recorded for AU credit for the report .  1 lecture hr = 1 AU credit  2 Lab hr = 1 AU credit  1 Lab Elective Hr (minimum path\*) = 1 AU credit |

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| **Stand-alone tool** | **Graduate Attribute Dossier** | | |
| **Supported activities** | **Tool** | **Key features** | **Usage notes** |
| **Graduate Attribute Dossier** | WORD / EXCEL | Contains survey result, pretension results    Maps course attributes to Graduate Attributes | HIGH PRIORITY  Created by Object Based Outcome Committee  Update-able to program/course needs. Not rigid.  Portfolio style document.  Contains 4 levels of Expectations of profs for class and its data  Common template created by program chairs  Used by all profs. |