

INFO5990: Professional Practice in IT

Coordinator: Dr. Nasim Ahmed

Week 1: Unit Overview & The IT Industry

School of Computer Science



Q: Name three skills that are the most important when working in IT....

"Computer Science is no more about computers than astronomy is about telescopes."

Edsger W. Dijkstra

Acknowledgement of Country

I would like to acknowledge the Traditional Owners of Australia and recognise their continuing connection to land, water and culture. I am currently on the land of the Darramurragal people of the Eora Nation and pay my respects to their Elders, past, present and emerging.

I would particularly like to acknowledge the teaching and learning that has taken place on this land for many, many thousands of years before this University was created, and which continues now, as it will in the future.

I further acknowledge the people of the country you are on and pay respects to your Elders, past, present and future.

Quick Overview of Today

- Usually...
 - Tutorial: Implementation
 - Lecture Part A: Theory / Concepts
 - Lecture Part B: Practice / Case Studies
- But today, we have a longer lecture (and no tutorials)
- Part A
 - Professions and practice
 - Nature of the IT industry
 - Professionalism
- Part B
 - Introductions
 - Topics, Learning objectives, and concepts covered in the unit
 - Overview of the unit and assessments

INFO5990: Professional Practice in IT

Week 1: Part A
Professions and practice
Nature of IT industry

"Computer Science is no more about computers than astronomy is about telescopes."

— *Edsger W. Dijkstra*



THE UNIVERSITY OF
SYDNEY

Week 1 Part A : Professions and the IT industry

Topics

Learning outcomes (able to)

1. Professions and practice

Explain:

- *What professional practice is*

2. INFO5990: Professional Practice Why? and what is it?

Explain:

- *Why professional practice skills and knowledge is important for IT specialists*
- *Access the goals, learning objectives and concepts of the unit*

3. The IT industry

Explain:

- *The kinds of changes that have taken place in IT and how it might change in the future*
- *The effects that has on organisations*
- *Typical IT-related activities*
- *Examples of IT-related jobs and careers*

Professional Practice

– Professions?

- a paid occupation, especially one that involves prolonged training and a formal qualification.
 - Expertise =
 - knowledge (knowing about something, how to do it) +
 - skills (being able to do it – competence, capability)
 - Qualifications and certification
 - Knowledge and skill standards
 - Common body of knowledge
 - Ethical standards

– <https://www.professions.org.au/what-is-a-professional/>

– Practice?

- the actual application or use of an idea, belief, or method, as opposed to theories relating to it
- * Example of something you have knowledge about that you put into practice
- * Example of an application of IT – for business or for public benefit?

Professionalism

- Professionalism is the ability to do what you are supposed to do and not do what you are not supposed to be doing.
- It is about how the things you say, how you act, and how you dress. It is also about your character.
 - Why IT professionalism is needed and why is it important?

Some of the qualities which describe a professional-

- Trustworthiness
- Honesty
- Punctuality
- Responsibility
- Leadership
- Confidentiality
- Competency

Why INFO5990: Professional Practice?

- IT is a major investment for many organisations and is critical for creating value
- So doing IT well matters to organisations
- Professional Practice helps you do it well by providing you with skills and knowledge to enhance your technical skills in an organisational context

**IT Spending Ratios
Between 25th and 75th Percentiles, by Industry**

IT Spend as...	Discrete Mfg	Fin'l Services	High Tech	Retail	Health care
Percentage of Revenue	1.4%-3.2%	4.4%-11.4%	2.6%-4.7%	1.2%-3.0%	3.0%-5.9%
Per User	\$3,733-\$9,864	\$13,772-\$26,667	\$6,191-\$11,653	\$3,913-14,685	\$3,157-\$6,143
Per Desktop/Laptop	\$4,658-\$9,395	\$12,171-\$23,882	\$5,452-\$9,218	\$4,806-\$13,533	\$3,280-\$7,273

Source: *Computer Economics*, 2019

Figure 1

Why is this important?

- For technical specialists – you need to understand the organisation to be a digital driver from wherever you are in the organisation
- For other IT-related roles (e.g. CIO/CTO) CEO?
- <https://www.mckinsey.com/industries/technology-media-and-telecommunications/our-insights/find-the-smartest-technologist-in-the-company-and-make-them-ceo?cid=other-eml-dre-mip-mck&hlkid=bdeb6a98a3d9412e98fd81fdd3ba4e19&hctky=2950560&hdpid=5fdae074-503e-4e6f-ad1a-503d2771ff1d>

McKinsey Quarterly

‘Find the smartest technologist in the company and make them CEO’

June 22, 2022 | Interview

Marc Andreesson developer of Mosaic the first graphical web browser

How do we support that in INFO5990?

- Thought provoking readings
- Useful skills and techniques
- Practical examples from guest presenters
- Case studies to help the learning process
- Learning objectives and concepts that cover a broad range of related topics
 - <https://canvas.sydney.edu.au/courses/53572/pages/learning-objectives-what-you-should-be-able-to-do-by-completing-this-unit>
 - https://canvas.sydney.edu.au/courses/53572/pages/concepts-covered-in-this-unit?module_item_id=2012436

IT Careers – What do they look like?

- Which key words describe professional IT careers? How do you know?

Activity (later)

Select a job website (for example <http://www.seek.com.au/>, <https://jobsearch.gov.au/>, <https://www.careerone.com.au/> etc.)

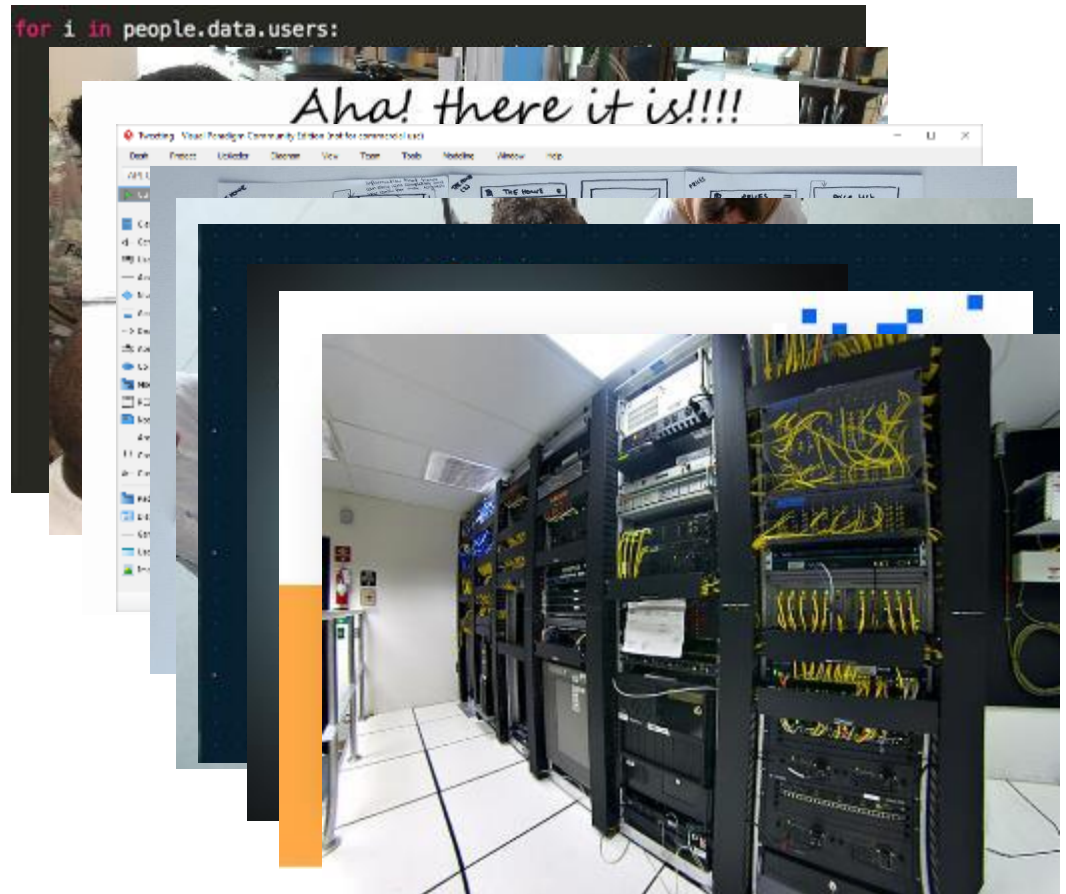
Search for key words

Look for patterns in the types of skills being sought for those roles

Key word(s)	Roles
IT Programming Java	Java Developer Full Stack Java Developer IT support officer IT Graduate Position
Specialist Database	Microsoft SQL/DBA Consultant Business Systems and Database Administrator B2B Client Services Database Technical specialist
IT Project Manager	Deliver data analytics projects to achieve business outcomes Manage project scope, schedule and risks Guide and support the team on how to use agile practices and values Navigate project blockers to ensure the team delivers the project outcome Report and maintain project-related documentation Coordinate backlogs and manage stakeholders with product owners and other business stakeholders

Typical activities

- Coding
- Testing
- Debugging
- Design
- Prototyping
- Requirements
- Data analysis
- Business analysis
- Support
- Hardware
- Project management
- Service management
- UX



- See <https://gradaustralia.com.au/career-planning/13-types-of-graduate-jobs-in-the-tech-industry>

How have careers changed? Then and now...

- In 2000... (that are disappearing in 2021)
 - User Interface Designer
 - Flash Developer
 - Fortran programmer
 - Software Support
 - SEO Specialist
 - Quality Assurance Manager
 - Windows XP Admin
 - Voice Telephony
 - C/C++, VB, Perl, ...
- In 2021 (that didn't exist in 2000*)
 - User Experience Designer
 - App Developer
 - Cloud Developer
 - Social Media Manager
 - Data Miner
 - Chief Listening Officer
 - Millennial Expert
 - Internet of Things
 - Java, Python, PHP, Ruby

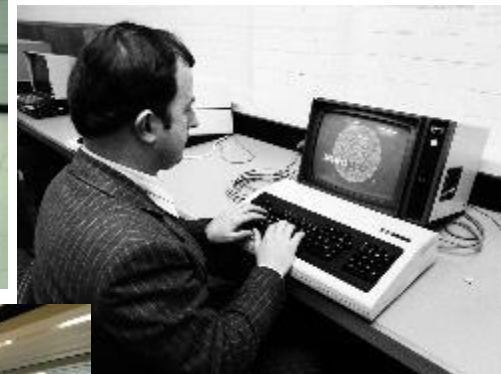
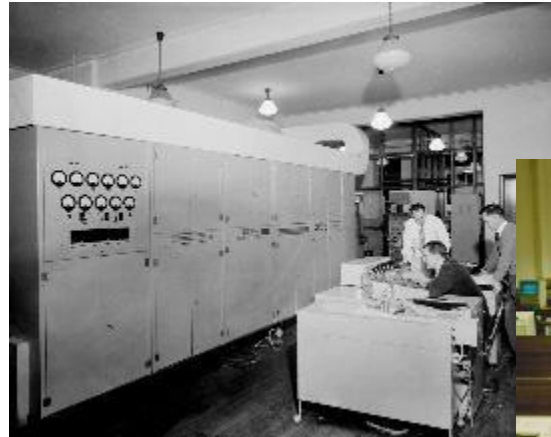
(* see <http://readwrite.com/2013/05/01/10-technology-skills-no-longer-in-demand>)

(* Or at least were nowhere near as common)

Technology changes quickly.

Guess the year...

- BitTorrent - 2001
- Facebook - 2004
- YouTube - 2005
- Google Maps - 2005
- Twitter - 2006
- Netflix streaming - 2007
- iPhone - 2007
- 4G networks - 2008
- First Android phone - 2008
- BitCoin - 2009
- iPad - 2010
- Raspberry Pi - 2012
- Apple pay - 2015
- 5G networks - 2019



Technology changes *quickly*.



From: <https://www.gadgetguard.com/alara-technology>

Technology changes quickly

- But we rarely can predict how...
- *"This 'telephone' has too many shortcomings to be seriously considered as a means of communication. The device is inherently of no value to us."*
 - Western Union internal memo, 1876.
- *"I think there is a world market for maybe five computers."*
 - Thomas Watson, 1943 (chairman of IBM)
- *"Computers in the future may weigh only 1.5 tons."*
 - Popular Mechanics, 1949
- *"There is no reason anyone would want a computer in their home."*
 - Ken Olsen, 1977
- *"We will never make a 32-bit operating system."*
 - Bill Gates, 1989
- *"I believe OS/2 is destined to be the most important operating system, and possibly program, of all time."*
 - Bill Gates, 1987
- *"Spam will be a thing of the past in two years' time."*
 - Bill Gates, 2004
- *"Next Christmas the iPod will be dead, finished, gone, kaput."*
 - Sir Alan Sugar, 2005 (founder of Amstrad)
- See <http://www.rinkworks.com/said/predictions.shtml> for many more...

Technology in 15 years time

Activity (now)

Q: What computing technology will be common in 15 years that does not exist now?



Technology in 15 years time

- What did you predict?
 - Typically, we over-estimate short-term impacts and under-estimate mid-long term impacts...
- Others predictions...
 - Quantum computing; metaOS; Zero-size computing; neurohacking; mass data; nanotech (nanomed, genetech, ...); cyber-security and dark networks; babel fish; surrogates; augmentation; ... ; *the singularity* (read Ray Kurzweil)
 - <https://www.weforum.org/agenda/2020/06/17-predictions-for-our-world-in-2025/>
 - <https://www.pewresearch.org/internet/2020/06/30/innovations-these-experts-predict-by-2030/>
 - <https://rossdawson.com/blog/>
 - <https://www.arup.com/perspectives/publications/research/section/emerging-technology-timeline>
 - <https://www.futuretimeline.net/>
- **And critically – WHY will that technology become common?**
- **What value does it provide?**

Gartner Predicts 2022

<https://www.gartner.com/en/doc/762545-predicts-2022-no-time-to-look-back>

- Strategic Planning Assumptions p1.
- By 2025, more than 50% of enterprise-managed data will be created and processed outside the data center or cloud.
- By 2025, 70% of new access management, governance, administration and privileged access deployments will be converged identity and access management (IAM) platforms.
- By 2025, more than 75% of organizations will use cloud-powered patching capabilities for Windows and third-party applications in place of on-premises-based solutions.
- By the end of 2025, 30% of enterprises will establish new roles focused on IT resilience and boost end-to-end reliability, tolerability and recoverability by at least 45%.

Gartner Predicts 2022

- Strategic Planning Assumptions p2.
- By 2024, 80% of digital businesses will integrate Strategic portfolio management (SPM) and execution technologies, and adopt new frameworks and standards to achieve valued business outcomes.
- By 2024, 75% of governments will have at least three enterprise wide hyperautomation initiatives launched or underway.
- Through 2025, 75% of an organization's architecture will be democratized across the organization, with little or no central control.
- By 2025, 30% of the top 20 SaaS vendors will have modular commercial models to support composability, and thus, offer customers greater flexibility at higher cost.
- By 2025, organizations that enhance digital channels with the primary goal of a better customer experience will convert 65% of interactions to self-service.

“Computer Science is no more about computers
than astronomy is about telescopes.”

Edsger W. Dijkstra

*INFO5990 is no more about coding than astronomy
is about telescopes*

So what is it about ??

Role of IT

- What is the role of IT in organisations?

Activity (now)

Q: Provide one word to generally describe the role of IT? (e.g. “Support”)

- IT in an organisational environment can be used for:
 - Administration- Invoices, Communication, Emails → **Value = economies of scale**
 - Business, Finance and Accounting- Business Plans, Financial forecasting, Auditing, Market Analysis, Research, Recording Transactions
 - Communications- email, instant messages, mobile phones
 - Engineering and Creative Art- 2D and 3D Drawing, Modelling, Simulation
 - Wildlife and Tourism and Hospitality- Animal Tracking, Hotel booking, GIS
 - Book your flights to Sydney → **Value = lowers cost of transactions to arrange travel for both provider and customer**

Role of IT in organisations

- IT provides *value* to an organisation through changing the way in which business functions and processes are carried out and providing new functions and enabling new business models
 - This unit focuses on the issues associated with the effective use of IT
- **Example...** A nation-wide real estate chain is considering implementing a CRM enterprise system.
 - **What value can this provide?**
 - **How does fit into the overall technology strategy of the organisation?**
 - **How might they need to change the way they operate?**
 - **What is the expected life cycle of the system?**
 - **How might it interoperate with other systems?**
 - **What will be the security issues?**
 - **How will QA issues be managed?**

Changing Business Landscape

The term “global” includes: global markets, global customers, global suppliers, global shareholders, and global opportunities. Highly competitive with companies competing across national boundaries

Business

- Globalization
- Deregulation
- Competition

Technology

- Power of the Web
- Information vs. data

Customers

- More sophisticated
- More demanding

Markets

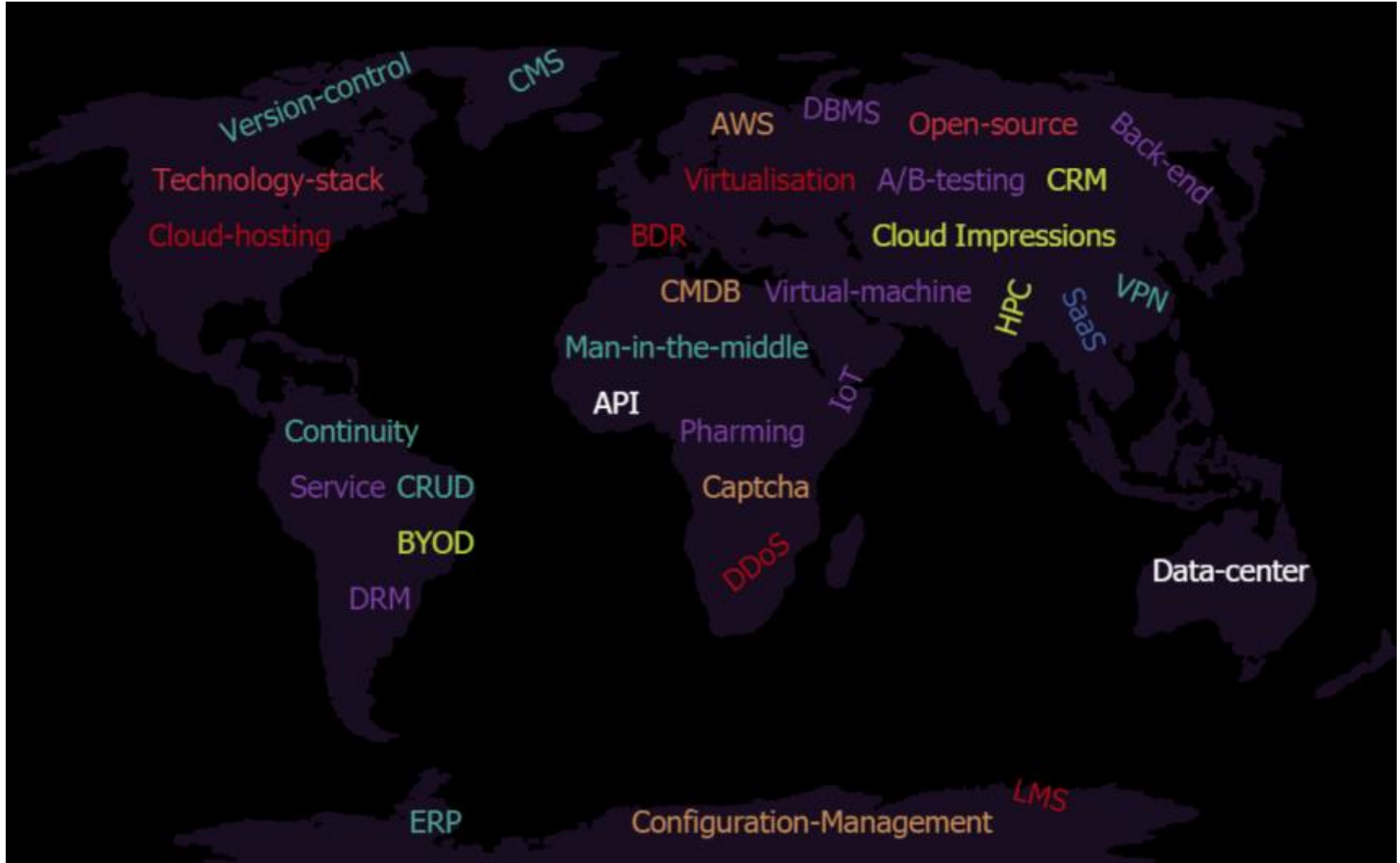
- Fragmented
- Mass customization

Global reach of Internet
Technology: mobile phones can handle Internet communications
Pervasive Computing- idea of putting powerful computer chips and functions into everyday things such as cars or household appliances. Fridges can now scan itself and inform you to procure goods online using GPS and location technologies

For IT jobs....

- Organisations increasingly want IT people who understand how organisations work and the changing role of IT in them:
 - Business processes and transformation
 - Agile environments
 - Customer and client expectations
 - Business value

A key pathway is understanding the language



Many of these terms have meanings that vary in different contexts. We will be talking about that later.

Diversity in High Tech

- **Why need diversity?**
- It helps create a stronger and broader narrative about the case for diversity (everyone feels relevant and part of the shared goal)
- Accurately reflects an individual's intersectional complexity instated of focusing on only one.
- Demographic equality – rather than being its own end
- lack of diversity in employment has led to under-utilization of available talent and under-recruitment of potentially valuable employees.

Diversity in High Tech

High Tech: Evaluation of the industry

- lack of diversity in employment has led to under-utilization of available talent and under-recruitment of potentially valuable employees
- employment of women and non-white workers in these occupations, accompanied by a steady exodus of these same workers, particularly women, from tech jobs.

High Tech Geography: Dispersing

- moved from a niche economic product dependent on highly specialized expertise to become a major source of economic vitality.

Source: <https://www.eeoc.gov/special-report/diversity-high-tech>

Diversity in High Tech

- **Labor Diversity: Supply vs. Demand**
- lack of employment diversity in high-tech industries to lack of applicant diversity and self-selection of minorities.
- women away from STEM fields focuses on only part of the industries' hiring and retention situation.

Exiting Tech & Related Field

- Research by The Center for Work-Life Policy shows that 41 percent of qualified scientists, engineers, and technologists are women at the lower rungs of corporate ladders but more than half quit their jobs.

Source: <https://www.eeoc.gov/special-report/diversity-high-tech>

Diversity in High Tech

- Best available talent to create value for clients, people and communities.
- To solve important problems, need diverse talent.
- Bringing together the perspectives of individuals of all backgrounds.
- Collective and individual ability can thrive in a talent-diverse environment



BREAK

see you in 5 mins

INFO5990: Professional Practice in IT

Week 1: Part B

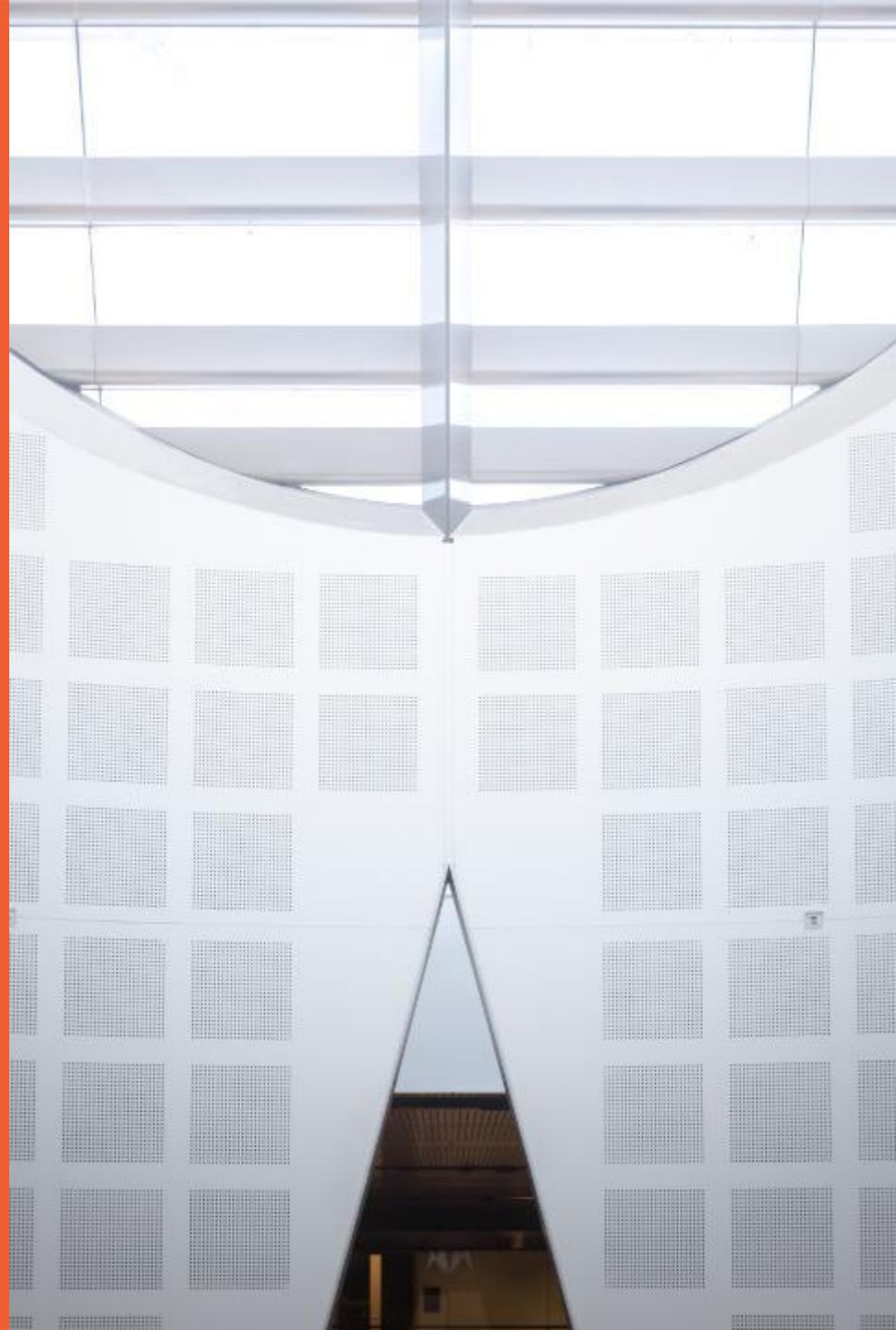
Introductions

Overview of the unit

Overview of assessments



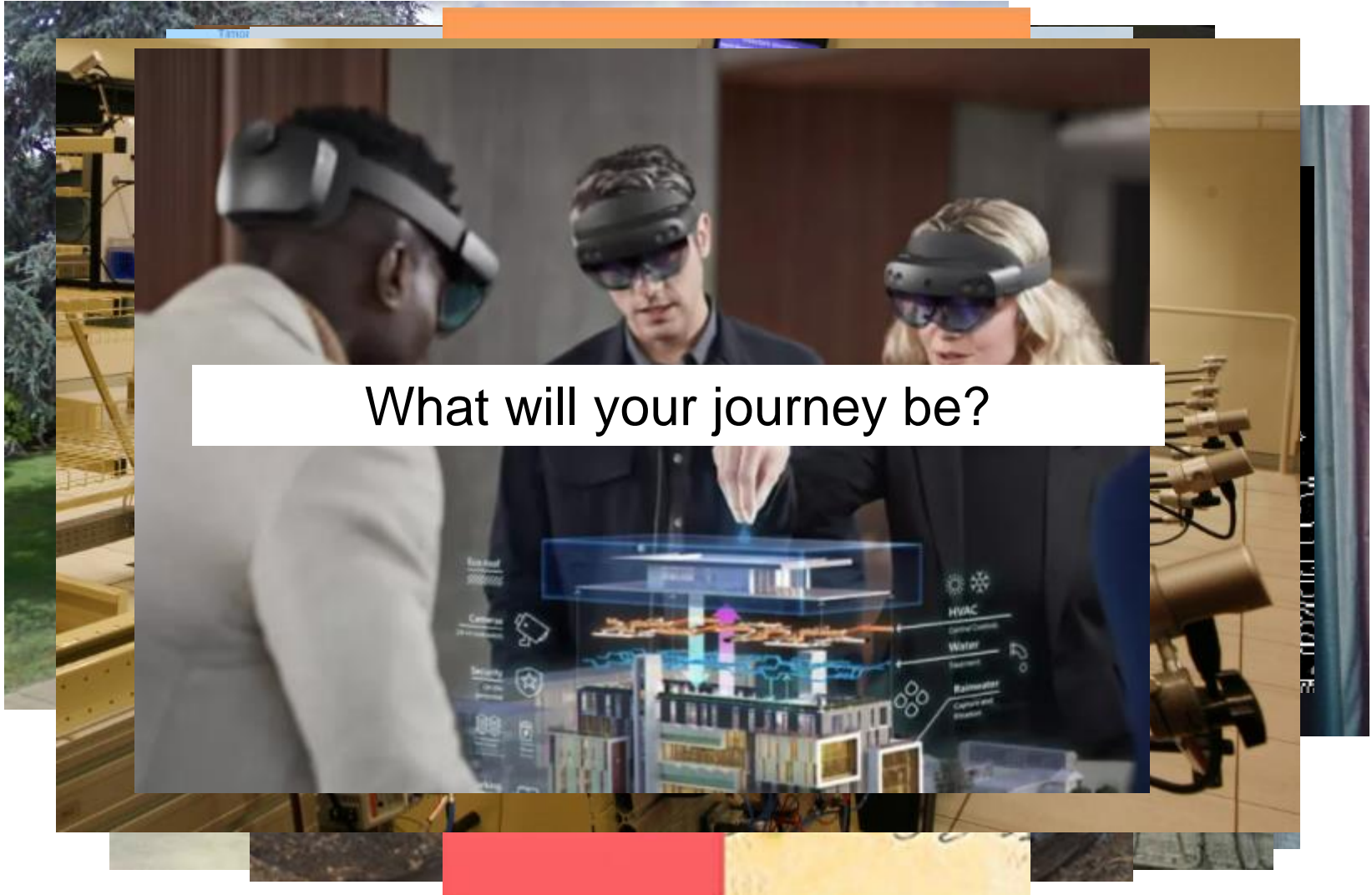
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SYDNEY



Introductions

- Coordinator/Lecturer
 - Dr. Nasim Ahmed
 - Dr. Ahmad Azab
- Teaching Assistants / Tutors
 - Omar Briceno
- Tutors
 - Hunter Xu
 - Md Aosaful Alam
 - Lee Thompson
 - Falguni Sanyal
 - Qifan Chen
 - Vinit Iyer
 - Stefanus Eduard Adrian
 - Edward kim
 - Frank Fu

My educational journey?



Getting to know each other

- I really enjoy playing tennis
- I have a keen interest in photography
- Basketball
- I am a cat lover
- I am very good at playing games
- I am very interested in the relationship and history of various countries
- I can make web applications with Java frameworks, and I love it
- I know a little about Chinese philosophy Yi Ching
- I really enjoy teamwork rather than individual work
- I really like Disney land!!!
- I travel to lots of places.
- I have a cat, named Gululu
- I watch anime and my favorite character is Kirito from SAO.
- In January 2022, I was 88kg. In January 2023, I was 76kg.
- Maybe warm heart
- My birthday is on February 29, which is once every four years.
- My laugh is loud and I laugh alot
- My only interest now is theoretical economics
- I have some social phobia
- Shy but gregarious.
- When walking, I saw an unknown bird with a curved mouth
- X4 games

Getting to know each other

- A network of people you know is vital for information, support and well being.
- **Activity (?)**
- Turn to a person near you and ask each other the following questions....
 - What one skill do you think is most important in being successful in the IT industry?

The Admin Bits.... UoS Overview

- Topics covered
 - IT lifecycles
 - Finding/trusting information
 - Quality assurance and risk
 - Security management
 - Ethics and regulations
 - People and Teams
 - Project scoping and estimation
 - Testing management
 - Communication
 - Decision making
- (See <https://www.pluralsight.com/blog/career/cs-and-is-students-need-to-know-by-graduation>)
- Learning outcomes
 - <https://www.sydney.edu.au/units/INFO5990/2023-S2C-NE-CC>
- Resources
 - Canvas - login using Unikey and password
 - Lecture slides
 - Lecture videos
 - We intend to record the lectures
 - (but the technology is not reliable – and we still want you to listen live)
 - Reading links
 - Assignment instructions
 - *Submit activities and official assignment work here*
 - see your grades; etc
 - Canvas/Unit Outline for official schedule, list of learning outcomes, etc.
 - Ed: Discussion forum

Schedule and expectations

- Lecture: Tuesdays 7pm-9pm (except this week), on zoom
- Tutorial session: depends on your timetable:
 - You must enrol in a tutorial
 - Monday or Tuesday; Online or F2F
 - It is important you attend these, as there is groupwork...
 - And make sure you attend the tutorial that is listed in your timetable!
- **Expectations:** You are responsible learners!
 - Attend scheduled classes, and devote an *extra* 6-9 hrs per week
 - Participate in classes, constructively
 - Respect for one another (criticize ideas, not people)
 - Humility: none of us knows it all; each of us knows valuable things
 - Check Canvas site regularly - at least once a week!
 - Notify academics whenever there are difficulties
 - Notify group partners honestly and promptly about difficulties
 - **Read the “Key Information” on Canvas**

Reading Material

- The lectures can't cover everything!
- So, each week: a list of things to read (see Canvas):
 - Foundations (~1-2 hours per week):
 - A set of short readings that cover in more detail the topics discussed in the lecture.
 - **It is expected that all students read and understand all of these foundation readings.**
 - Advanced (~1 hour per week)
 - Usually a relevant scholarly article
 - You are not required to read these, but it is encouraged, and if you wish to achieve a high grade in the unit then it will be necessary to read and understand these advanced readings.

Assessment Overview

- For this section we will take you to canvas as all the information you need is there

Joining online

- Remember that you are still in a space with other students.
 - Mute your microphone when not speaking.
 - Use earphones or headphones - the mic is better and you'll disturb others less.
- Some rules to make it work better, when using zoom
 - Don't join and then not participate
 - You should not join the zoom call and then go and do something else. If you can't be engaged in the call then you should not join.
 - When we ask a question, or ask you to respond to a poll, then we expect you to respond.

Advice

- Metacognition
 - Pay attention to the learning objectives for the unit
 - https://canvas.sydney.edu.au/courses/53572/pages/learning-objectives-what-you-should-be-able-to-do-by-completing-this-unit?module_item_id=2012435
 - and for each learning activity (lectures, tutorials, and assignments etc.)
 - Self-check that you are achieving each one
- Time management
 - Watch the due dates
 - Start work early, submit early
- Networking and community-formation
 - Make friends and discuss ideas with them
 - Know your tutor, lecturer, coordinator
 - Keep them informed, especially if you fall behind
 - Don't wait to get help
- Enjoy the learning!

Questions?

(I'll always try to check the Zoom chat, but sometimes that can be a little difficult)

Academic integrity

& tips for how to maintain it in this unit

- follow the detailed instructions in the assignments for finding sources and referencing
- Ask for help on Ed and in tutorials

Academic integrity

- Academic integrity refers to behaving honestly, ethically and responsibly in relation to all elements of your study at the university, including assessments.
- Always submit your own work, sit your own tests, and take your own examinations.
- Acknowledge any contributions in your assignment which are not your original thoughts, ideas or words.
- **Academic Honesty Education Module** – all commencing students must complete by census date. Continuing students can self-enrol at any time.

Strategies for maintaining academic integrity



Planning and time management



Use citations and referencing



Know your strengths and what you need to develop



Know when and where to ask for help



What is academic dishonesty?

The following are some behaviours that are academically dishonest:

- **Plagiarism** (this is the most common form)
- **Collusion** or illegitimate co-operation
- **Recycling** (using your own work from previous assessments)
- **Cheating**, including **contract cheating**
 - sharing questions or accessing solutions on online “help sites”
 - receiving coaching from a private tutoring company on how to complete an assignment
 - asking someone else to write your assignment (for payment or not)
- **Exam cheating** (using prohibited materials, working with others)
- **Fabrication** or falsification of sources, data or results

What are the consequences?

- The University has strong mechanisms for detection of potential academic dishonesty.
- Suspected breaches are reported to the faculty educational integrity team for investigation.
- The University is deeply committed to ensuring the integrity of its educational programs and treats integrity breaches seriously. As a result, the **academic consequences** for cheating are numerous.
- You may:
 - need to resubmit a task with a mark penalty or
 - receive a 0 for the assessment or even the unit of study
 - be suspended or even excluded from your studies for serious misconduct

Understanding contract cheating

Commercial cheating services are **ILLEGAL** in Australia. Illegal cheating services offer to:

- Sell you essays, assignments, study notes or exams
- Ask you to upload previous work from your course
- Sit exams on your behalf

If you use cheating services, you can face disciplinary action in accordance with USYD's policies. Resulting action can include:

- Failing the unit of study or course
- Suspension or exclusion from your studies
- Losing your professional accreditation
- Being blackmailed by cheating service operators
- For international students, losing your visa

Be aware of illegitimate services

- Be aware of any services that are not affiliated with the University.
- In the online environment, malicious organisations masquerading as 'online help sites and platforms' are preying on students.
 - These organisations may pressure you to pay for online assistance, then turn to **blackmail** when you change your mind.
 - Essays or solutions bought from the internet are usually **poor quality**, badly written and often **wrong**.
 - You won't acquire the skills and knowledge required for your degree, making it difficult to complete further assessments



As a student, you can contact the Office of Educational Integrity to report something anonymously or seek advice.



Sitting proctored tests

- ProctorU software is used to monitor your conduct during an exam.
- Incidents are flagged to the University and reviewed for breaches of academic integrity.
- The exam will be compromised if you:
 - Use prohibited materials (e.g., headphones, mobile phones, etc)
 - Communicate or collude with others
 - Seek help via a third party, the university's sites or help sites

To ensure success, we recommend the following tips:

1. Sit directly in front of the camera
2. Review the [online test support site](#) on Canvas
3. Know what materials are permitted during the exam.
4. Have your ID ready
5. Don't wear headphones, either wired or unwired

And some additional info...

I'll won't go through this during the lecture (unless there is time) but you should read it carefully and ask on Ed if you have any questions.

Keeping our campus COVID safe

- The University is following NSW Government and NSW Health guidance as a minimum standard in our response to the COVID-19 pandemic.
- NSW Government restrictions can change at short notice.
- Check your student email for updates about University operations and COVID safety precautions.
- Visit our website: sydney.edu.au/covid-19
- For any last minute changes to your Computer Science classes, also check Canvas announcements and Ed discussions.

Follow COVID safety precautions



Stay home if you are sick



Wash hands regularly



Avoid physical greetings



Cough or sneeze into your elbow or tissue



Keep 1.5m away from others where possible



Avoid crowding entrances and exits

sydney.edu.au/covid-19



Feeling unwell?

- **Stay at home**

- if you are feeling unwell with any COVID-19 symptoms
- If you have been directed to self-isolate

- **Get tested**

- If you are feeling unwell with COVID-19 symptoms, please get tested as soon as possible

- **Did you test positive?**

Yes? If you have visited campus within the last 72 hours you must advise the University via:

- email covid19.taskforce@sydney.edu.au, or
- call +61 2 9351 2000 (select option 1)

- **Stay informed**

- Monitor [the list of confirmed COVID case locations on campus page](#) to check for potential exposure and [follow NSW Health isolation and testing requirements.](#)

COVID-19 support and care

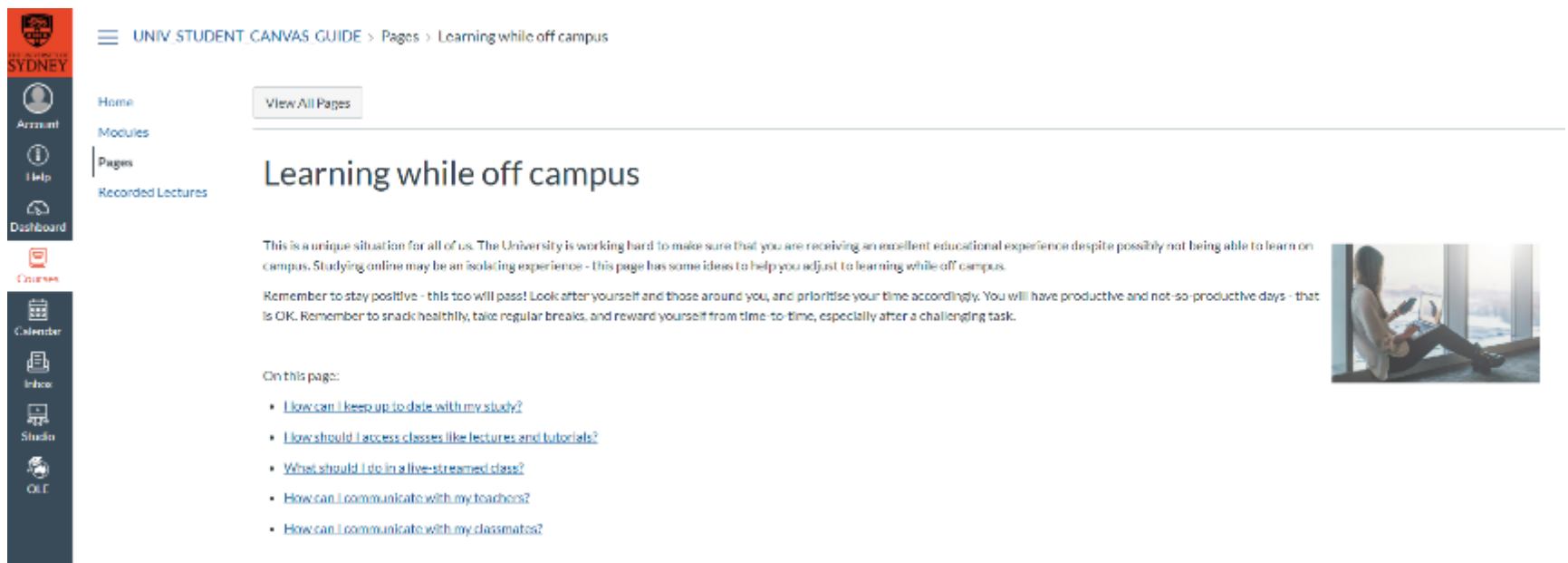
- Most large lectures will be delivered online and accommodations will be made for international students who have not yet returned to Australia.
- If you become infected with COVID-19 during the semester, or need to isolate, please notify your unit of study coordinator, as with any unexpected absence.
- If COVID-19 isolation or illness impacts assessment, use the usual mechanisms including simple extensions and special consideration to arrange reasonable adjustments. Visit <https://www.sydney.edu.au/covid-19/students/study-information/test-exams-assessment.html#consideration>.
- Further information on student support can be found on the University website at <https://www.sydney.edu.au/covid-19/students/support-wellbeing.html>
- Other helpful study information can be found on the website at <https://www.sydney.edu.au/covid-19/students/study-information.html>.

Tips for students learning online

- Remember that you are still in a space with other students.
- Mute your microphone when not speaking.
- Use earphones or headphones - the mic is better and you'll disturb others less.
- If you have a webcam, please switch it on so we can see you, if you are comfortable doing so.
- Try not to talk over someone else.
- Some classes may use breakout rooms – engaging fully in these is a great way to meet classmates and your teachers.
- Help your teachers know you're there by participating in chat, polls and other activities during class - we're all in this together.

Tips for learning online

- For tips and guides on learning online and the tools you will use, refer to [Learning while off campus resources](#) in Canvas. This is especially useful if it's your first time learning online at university.



The screenshot displays the Canvas LMS interface for the University of Sydney. On the left is a dark sidebar with navigation links: Home, Modules, Pages, Recorded Lectures, Courses, Calendar, Inbox, Studio, and OLE. The main content area is titled 'UNIV STUDENT CANVAS GUIDE > Pages > Learning while off campus'. Below the title is a 'View All Pages' button. The page content includes an introductory paragraph about the unique situation of learning online, a reminder to stay positive, and a list of five links for further guidance: 'How can I keep up to date with my study?', 'How should I access classes like lectures and tutorials?', 'What should I do in a live-streamed class?', 'How can I communicate with my teachers?', and 'How can I communicate with my classmates?'. An image of a student working on a laptop is visible on the right side of the page.

UNIV STUDENT CANVAS GUIDE > Pages > Learning while off campus

View All Pages

Learning while off campus

This is a unique situation for all of us. The University is working hard to make sure that you are receiving an excellent educational experience despite possibly not being able to learn on campus. Studying online may be an isolating experience - this page has some ideas to help you adjust to learning while off campus.

Remember to stay positive - this too will pass! Look after yourself and those around you, and prioritise your time accordingly. You will have productive and not-so-productive days - that is OK. Remember to snack healthily, take regular breaks, and reward yourself from time to time, especially after a challenging task.

On this page:

- [How can I keep up to date with my study?](#)
- [How should I access classes like lectures and tutorials?](#)
- [What should I do in a live-streamed class?](#)
- [How can I communicate with my teachers?](#)
- [How can I communicate with my classmates?](#)

Emergency slide

This is an important reminder for face-to-face classes and for any students who may be joining online classes from a study space on campus

Emergency procedures (on campus)

- In the unlikely event of an emergency, we may need to evacuate the building.
- If we need to evacuate, we will ask you to take your belongings and follow the green exit signs.
- We will move a safe distance from the building and maintain physical distancing whilst waiting until the emergency is over.
- In some circumstances, we might be asked to remain inside the building for our own safety. We call this a lockdown or shelter-in-place.
- More information is available at www.sydney.edu.au/emergency.

Assistance

- There are a wide range of support services available for students: <https://sydney.edu.au/campus-life/health-wellbeing-success.html>
- Please make contact, and get help
- You are not required to tell anyone else about this
- If you are willing to inform the unit coordinator, they may be able to work with other support to reduce the impact on this unit
 - e.g. provide advice on which tasks are most significant

DISABILITY SERVICES

Do you have a disability?

- You may not think of yourself as having a ‘disability’ but the definition under the **Disability Discrimination Act** is broad and includes temporary or chronic medical conditions, physical or sensory disabilities, psychological conditions and learning disabilities.
- The types of disabilities we see include:
 - anxiety, arthritis, asthma, asperger's disorder, ADHD, bipolar disorder, broken bones, cancer, cerebral palsy, chronic fatigue syndrome, crohn's disease, cystic fibrosis, depression, diabetes, dyslexia, epilepsy, hearing impairment, learning disability, mobility impairment, multiple sclerosis, post traumatic stress, schizophrenia , vision impairment, and much more.
- Students needing assistance must register with Disability Services –
 - it is advisable to do this as early as possible.
- <http://sydney.edu.au/study/academic-support/disability-support.html>

Do you have a disability that impacts on your studies?

You may not think of yourself as having a 'disability' but the definition under the **Disability Discrimination Act (1992)** is broad and includes temporary or chronic medical conditions, physical or sensory disabilities, psychological conditions and learning disabilities.

The types of disabilities we see include:

Anxiety // Arthritis // Asthma // Autism // ADHD
Bipolar disorder // Broken bones // Cancer
Cerebral palsy // Chronic fatigue syndrome
Crohn's disease // Cystic fibrosis // Depression
Diabetes // Dyslexia // Epilepsy // Hearing impairment //
Learning disability // Mobility impairment // Multiple
sclerosis // Post-traumatic stress // Schizophrenia //
Vision impairment
and much more.

In order to get assistance, students need to register with Inclusion and Disability Services. It is advisable to do this as early as possible. Please contact us or review our website to find out more.



THE UNIVERSITY OF
SYDNEY

**Inclusion and Disability
Services Office**
sydney.edu.au/disability
02-8627-8422



Other support

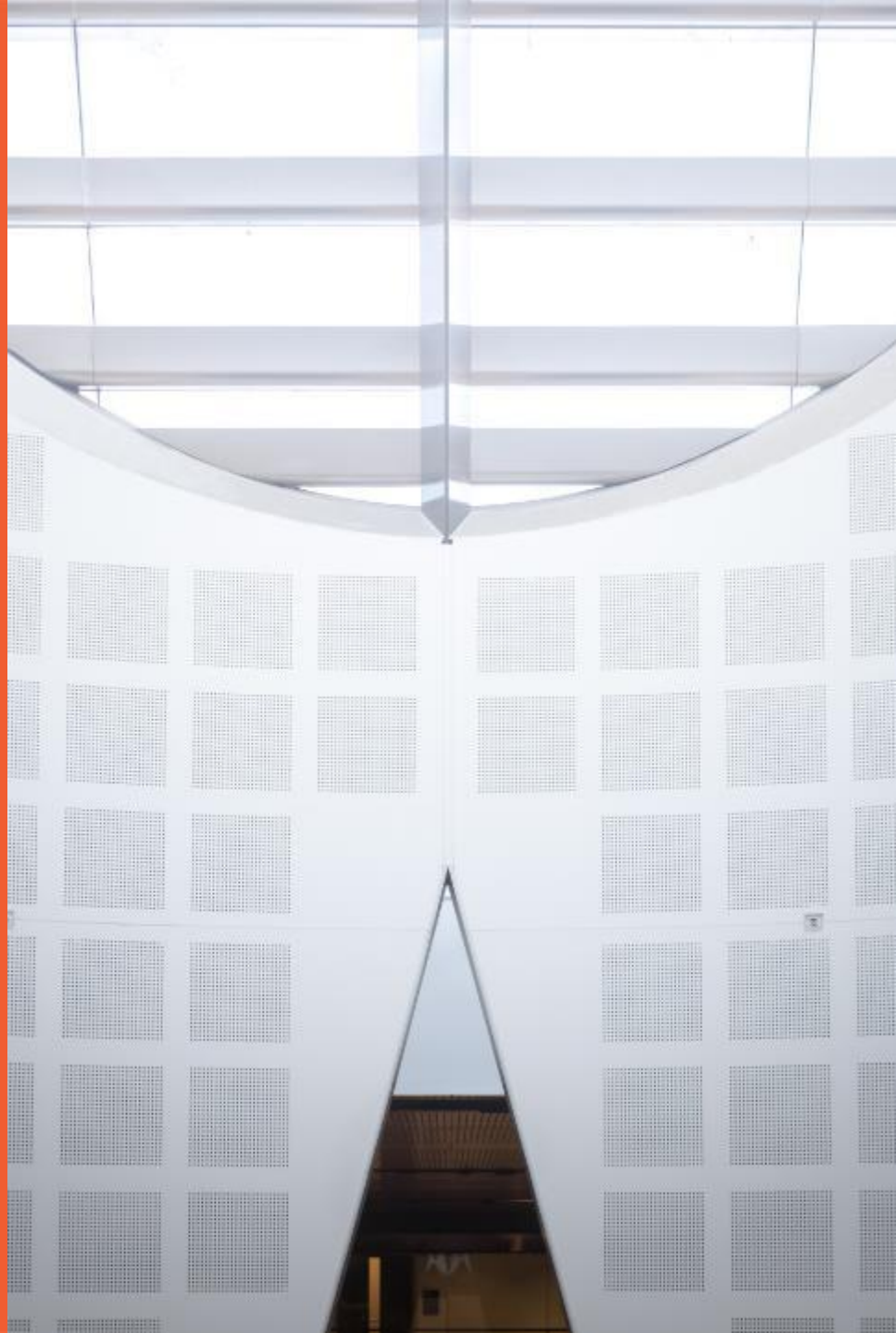
- Learning support
 - <http://sydney.edu.au/study/academic-support/learning-support.html>
- International students
 - <http://sydney.edu.au/study/academic-support/support-for-international-students.html>
- Aboriginal and Torres Strait Islanders
 - <http://sydney.edu.au/study/academic-support/aboriginal-and-torres-strait-islander-support.html>
- Student organization (can represent you in academic appeals etc)
 - <http://srcusyd.net.au/> or <http://www.supra.net.au/>
- Please make contact, and get help
- You are not required to tell anyone else about this
- If you are willing to inform the unit coordinator, they may be able to work with other support to reduce the impact on this unit
 - eg provide advice on which tasks are most significant

WHS Induction

School of Computer Science



THE UNIVERSITY OF
SYDNEY



General Housekeeping – Use of Labs

- Keep work area clean and orderly
- Remove trip hazards around desk area
- No food and drink near machines
- No smoking permitted within University buildings
- Do not unplug or move equipment without permission



EMERGENCIES – Be prepared



<https://sydney.edu.au/campus-life/safety-security.html>

The screenshot displays the 'Emergencies and personal safety' page on The University of Sydney's website. The top navigation bar includes links for Study, Campus Life, Research, Engage with us, About us, and News & opinion. The main content area is titled 'University_ Emergencies and personal safety' and features a sub-header 'Procedures to follow in the case of an emergency'. Below this, a commitment statement is followed by a paragraph explaining the university's preparedness for emergencies. A section titled 'In an emergency' lists two key actions: '1. Dial triple zero (000)' and '2. Call Campus Security on 9361 3333'. The 'Counselling, support and reporting services' section provides information on how to seek help. The right sidebar contains two prominent boxes: 'Safer communities on campus' and 'Emergency alerts'.

University_ **Emergencies and personal safety**

Procedures to follow in the case of an emergency

We're committed to keeping our students, staff and visitors safe.

Emergencies can occur at any time for a variety of reasons. Be prepared to respond independently, particularly if working after hours. At times our video [on safety/entry procedures](#) and other key [links for clear specific on campus](#).

In an emergency

1. [Dial triple zero \(000\)](#)
2. [Call Campus Security on 9361 3333](#)

Counselling, support and reporting services

If you have witnessed or been involved in a critical incident, whether on or off campus, and would like to talk to a counsellor:

Students should contact the University's [Counselling and Pastoral Services](#) on 8627 6433 or 8627 6437 (9am to 5pm, Monday to Friday).

Safer communities on campus

Our commitment to building a safer campus

Emergency alerts

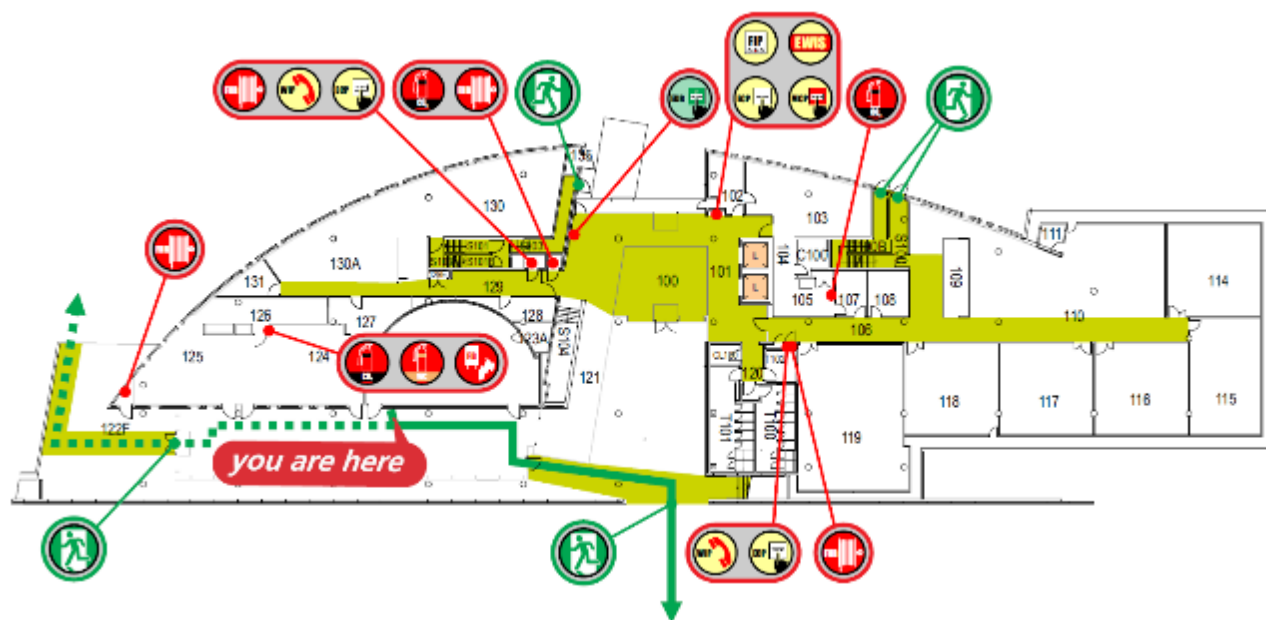
Find out about our system

EMERGENCIES

WHERE IS YOUR CLOSEST SAFE EXIT ?

LEGEND

- Fire Extinguisher CO2
- Fire Extinguisher Wet Chemical
- Fire Hose Reel
- Fire Blanket
- Hydrant
- Fire Indicator Panel
- Emergency Warning Intercom System
- Warden Intercom Point (Phone)
- Manual Call Point (Red)
- Emergency Call Point (White)
- Emergency Door Release (Green)
- Exit
- Primary Evacuation Route
- Secondary Evacuation Route




Assembly Area



EMERGENCIES



Evacuation Procedures

ALARMS

 **BEEP...BEEP...** - Prepare to evacuate

1. Check for any sign of immediate danger
2. Shut down equipment & processes
3. Collect any nearby personal items





 **WHOOP...WHOOP...** - Evacuate the building

1. Follow the Exit signs 
2. Escort visitors & those who require assistance
3. Do not use the lifts
4. Proceed to the Assembly Area 

EMERGENCY RESPONSE

1. Warn anyone in immediate danger
2. Fight the fire or contain the emergency, if safe & trained to do so

If necessary...

3. Close the door, if safe to do so
4. Activate the 'Emergency Call Point (White)'  or the 'Manual Call Point (Red)' 
5. Evacuate via your closet safe exit 
6. Report the emergency to 0-000 & 9351 3333 

MEDICAL EMERGENCY

– If a person is seriously ill/injured:

1. **call an ambulance 0-000**
2. **notify the closest Nominated First Aid Officer**

If unconscious– send for Automated External Defibrillator (AED)
AED locations.

NEAREST to CS Building (J12)

- Electrical Engineering Building, L2 (ground) near lifts
- Seymour Centre, left of box office
- Carried by all Security Patrol vehicles

3. **call Security - 9351-3333**
4. **Facilitate the arrival of Ambulance Staff (via Security)**



Nearest Medical Facility

University Health Service in Level 3, Wentworth Building

First Aid kit – SIT Building (J12)

kitchen area adjacent to Lab 110

School of Computer Science Safety Contacts

CHIEF WARDEN

Greg Ryan
Level 1W 103
9351 4360
0411 406 322



FIRST AID OFFICERS



Julia Ashworth
Level 2E Reception
8627 9058



Will Calleja
Level 1W 103
9036 9706
0422 001 964



Cecille Faraizi
Level 2E 237
9351 6060

**Orally REPORT all
INCIDENTS
& HAZARDS
to your SUPERVISOR**

OR

Undergraduates: to Cecille Faraizi
9351 6060

Coursework

Postgraduates: to Julia Ashworth
8627 9058
or Keiko Narushima
8627 0872

CS School
Manager:

Priyanka Magotra
8627 4295