

SCOT Report



Instructor: Brother Briggs

Date: 10/28/24

Course: CSE 170

Activity: I-Learn Audit

Student Consult: Skylar Marriott

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Goal of Consultation

Ensure that the canvas of course CSE 170 is cohesive with the slides shared in class. Observe the canvas, see if anything is confusing or needs to be clarified. Lastly, ensure that the topic of emotional intelligence is hit strongly through the course and slides.

| Building a Good Course Website Guidelines |
|---|
| Chronological Structure Course website has its main folders/modules in the navigation panel displayed chronologically in weeks, units, or lessons, etc. Modules and main folders are based on chronology rather than content. |
| Ease of Navigation The course website has simple navigation. It allows students to access any resource in three or fewer clicks. Where possible, it links to resources from a single page of instruction without too many subpages. |
| Transparency The course website has visual clues to help students orient themselves within the units, lessons or weeks. Banners, pictures and titles on the pages are helpful for students in knowing what topic, week or module they are in. |


Overview of Report:

1. [Evaluation of Homepage](#)
2. [Evaluation of Modules/Applicable Slides](#)
3. [Cohesiveness of PowerPoint slides and course content in modules](#)
4. [Other suggestions regarding PowerPoint slides](#)

(hold down “ctrl” to select one of the links above and bring you to that section of the report)

Homepage:

Recent Announcements

-  **Additional clarity on the activity log assignment**
A few of you have reached out to me about the ratings section of the time audit document template. The point of the ratings section is to help you evaluate...
Posted on: Oct 10, 2024, 8:58 AM
-  **Service opportunity at OktUBERfest with the City of Rexburg**
This Saturday there is a great service opportunity to participate with the City of Rexburg in their annual OktUBERfest! They need volunteer help to run som...
Posted on: Oct 9, 2024, 9:09 AM
-  **TA Information**
Hey Everyone, my name is Kimberly Juarez and I'll be your TA for this Technical Teamwork class! I'm here to help you to be successful in this class. Don't hesi...
Posted on: Sep 28, 2024, 4:07 PM

Technical Teamwork



Strengths:

1. In this course, because the Professor utilizes announcements in canvas often, it is extremely helpful to have it shown up at the top of the homepage where students won't miss anything posted
 2. The image used in this course is well thought out, the image of individuals working together invites that feeling of acceptance and teamwork, as is a desired outcome of this course
 3. Lastly, the quote shared on the left side of the image is empowering! It causes the user to pause, read, and ponder on it. The promise read here allows user to feel secure in their abilities and potential!
-

BYU
IDAHO

A COMPUTER PROGRAMMING CERTIFICATE COURSE

Welcome to CSE 170: Introduction to Technical Teamwork

Instructor: Quinn Briggs

Section 01 - M/W 11:30 - 12:30 - STC 375

Section 02 - M/W 2:00 - 3:00 - STC 375

briggsq@byui.edu

For a 30-minute appointment: <https://www.calendly.com/briggsq>

TA (grading questions): Kimberly Juarez: jua22004@byui.edu

Start Here

Your Instructor

I-Learn Tutorial

Student Resources

Strength:

- The “instructor’s information” posted here on the homepage is super helpful and inviting! From a student perspective, it can sometimes be intimidating to go to a professor’s office although you know that they are nice and would love to help you. **It’s more likely a student will go visit if it’s setup in this way where they can see all the Professors info and schedule time to go**

Suggestion:

- The SCOTS suggestion would be to maybe edit this textbox to look even more clean. Thicker borders and maybe some space on the left side of the text next to the border.

Current View:

Welcome to CSE 170: Introduction to Technical Teamwork

Instructor: Quinn Briggs

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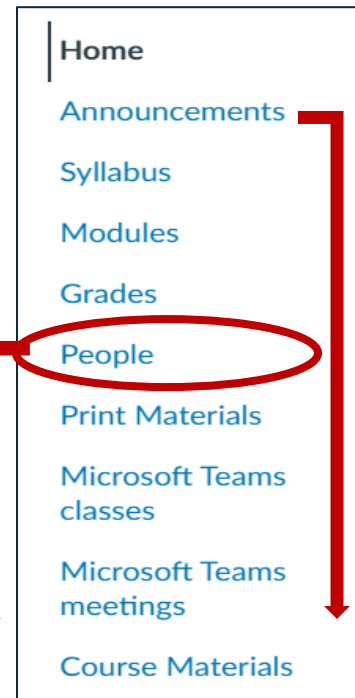
For a 30-minute appointment: <https://www.calendly.com/briggsq>

TA (grading questions): Kimberly Juarez: jua22004@byui.edu

Potential View:

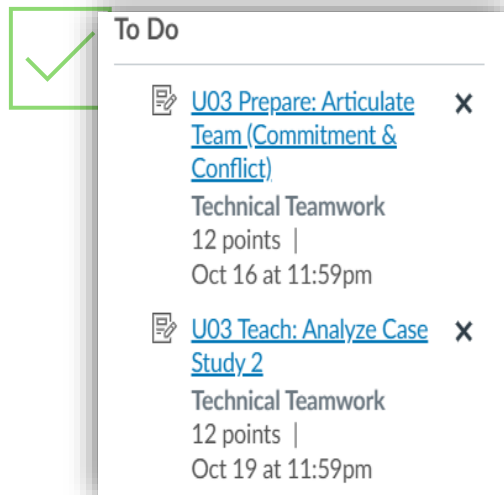
Suggestions:

2. The different tabs on the sidebar of the homepage could be organized in a way that is more applicable to the students. For example, I have never clicked on the “People” tab, that is something that could be moved down the list since students hardly use it. Another one could be moving the “announcements” tab since it’s already easily viewed from the homepage
3. Also, regarding the “Print Materials”, if this tab is never used in the course or it’s not necessary it could also be removed for greater transparency



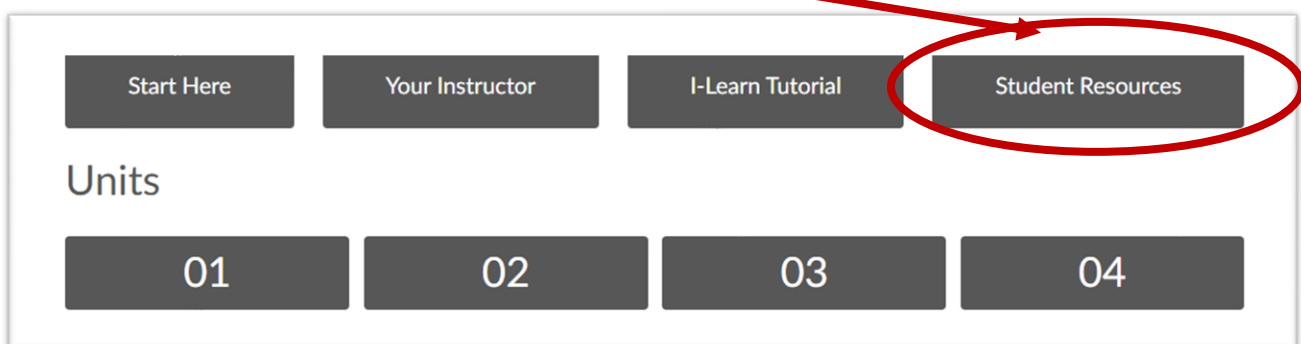
Strength:

5. As shown below, the “To-Do” task bar on the right side of the Homepage is extremely helpful to students. It allows them to quickly see the assignments that are needing to be done and helps them to better prioritize their time



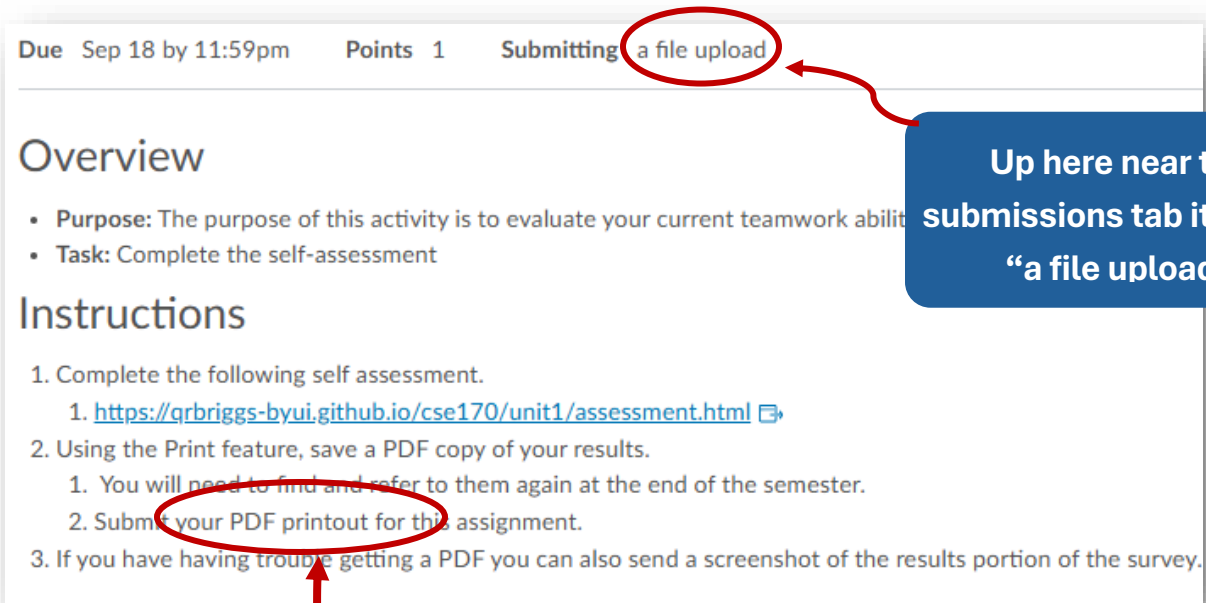
Suggestion:

4. These link tabs on the Homepage as depicted in the image are great for the easy navigation of users. All of which seem to be working fine; however, it appears that the “Student Resources” tab is not directing the user anywhere.



Suggestion:

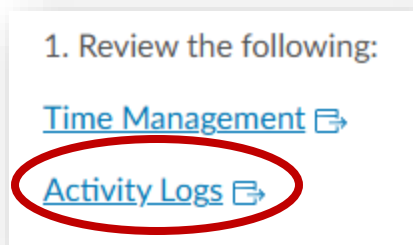
1. As depicted in the image below, the instructions given in this assignment titles “U01 Prepare: Self Assessment” were a little bit confusing from a student perspective.



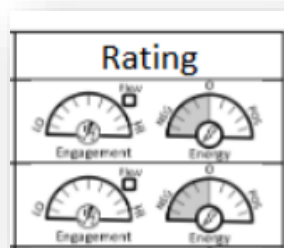
Meanwhile right here it says “PDF printout” which led me to think it’s referring to a physical copy

Suggestions:

2. In Unit 2 week 4 there is an assignment titled “U02 Prove: Activity Log” that has a hyperlink called “Activity Logs” as shown below:



I’m not sure if in class more instruction is given regarding the “Activity Logs” portion, however, the SCOT encountered some difficulty in trying to access it



Again, I’m sure there is more instruction given in class, however this rating system depicted on the “Time Audit” document is a bit confusing in terms of transparency from a student perspective

Strength:

1. From a student perspective, it helps a lot to see these overview portions within the modules so that the student can get a better grasp on why an assignment is important and what they will be getting out of it/learning

Figure 1 Unit 2 Week 3 "User Manual" Assignment

Overview

- **Purpose:** The purpose of this activity is to develop and demonstrate your mastery of the following competencies.
 - 3.1 Demonstrate the principle of self discipline
- **Task:** Thoughtfully consider what your goals are for the future and create a vision board to reflect this.

Suggestion:

3. However, a SCOT suggestion regarding these "Overview" sections (that coincides directly with the Professors' specific goals as shared in the first meeting) would be to incorporate some sort of extra connection in these overviews of how something like "self-discipline" is under that same big umbrella of *emotional intelligence* that way students can connect everything back to the Professors' desired focus of the course

Ex #1: "3.1 Demonstrate the principle of self-discipline, an important aspect of emotional intelligence"

or

Ex #2: "3.1 Demonstrate the principle of self-discipline"

Insert a table under the text like the one below with emphasis on that week's focus

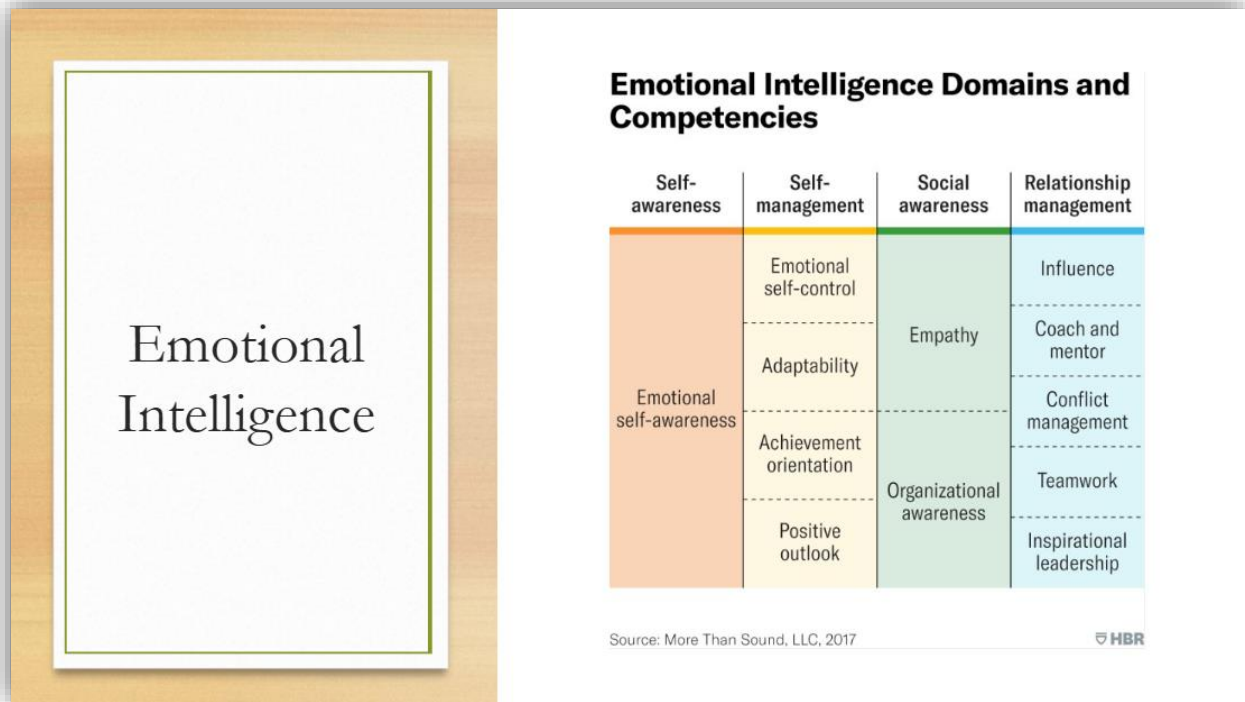
| Emotional Intelligence | |
|------------------------|-----------------|
| 1. | Teamwork |
| 2. | Self-Awareness |
| 3. | Self-Discipline |

Overview of slides regarding Units 1 and 2 (weeks 1,2,3, & 4):

- The SCOT believes that the content of the PowerPoint Slides for these 2 units coincide quite well with the assignments and tasks given to students within the first 4 weeks of class, it is obvious that the general idea is teamwork throughout the course thus far

- However, SCOT believes that the other big factor of *emotional intelligence* within the course could potentially be hit harder through some suggestions as shared above
- SCOT also noted that this table below shown through many of the presentations was a good and effective reminder regarding the topic of *emotional intelligence*:

Figure 2 Commonly used slide throughout PowerPoints



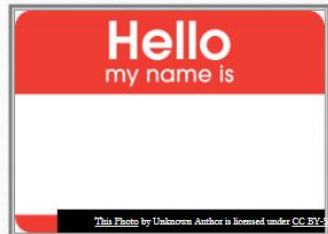
Strength:

2. Assigned seating charts always make students a bit nervous and uncomfortable at first. However, for the goals of this class, it seems that it would be quite helpful for these students to grow in their “technical teamwork” skills

Figure 3 "Week 02-2" (Slide #6)

Names!

- Learning your name is important to me – I’m working on it!
- One thing that helps me a lot is the seating chart which will be finalized next week.
- Groups will be finalized at the end of this week and a final seating chart will be shown at the beginning of class.



This Photo by Unknown Author is licensed under CC BY 4.0

Figure 4 "Week 03-2" (Slide #9)

Personal User Manual Project

- A “personal user manual” is a collection of statements the explain how you operate, which drives you and what is difficult for you.
- The assignment is to create a deck that covers all the ground you think is important to understanding you as a co-worker.

A “personal user manual” is a collection of statements *that* explain how you operate, *what* drives you and what *challenges* you.

Suggestion:

4. One grammar suggestion that could be put into the circled portion of this slide as shown above. As well as a slightly updated version of that sentence shared below the old version in green

Suggestion:

5. Fix the hyperlink so that students can access the content that they need to

Figure 5 Module "U03 Prepare: Articulate Team (Commitment & Conflict)"

1. Read the following short articles.

- [#2 Saying No - Tips From the Clean Coder](#) ➞
- [#3 Saying Yes - Tips From the Clean Coder](#) ➞
- [Coding Fast and Slow: Developers and the Psychology of Overconfidence](#) ➞
- [Why We Should Be Disagreeing More at Work](#) ➞
- [What's your conflict management style?](#) ➞
- [Manage Conflict: The Six Skills](#) ➞
- [Passive Aggression | Psychology Today](#) ➞

This link leads to a page that is “Not Found”

Suggestion:

6. It may be helpful to underline or highlight this important portion of the instructions below:

2. Return here and submit your answer to the following mastery questions. Your answer must be a minimum of 200 words long.

- Describe how the language of commitment can help or hinder situations in a team environment.
- Explain how conflict relates to team success or failure and identify conflict management strategies that work best.

Figure 6 Modules "U03 Prepare: Articulate Team (Commitment & Conflict)" Instructions portion

Suggestion: (goes for all similar slides)

- Regarding the image below, it is often confusing amongst students when there is a group assignment to turn in on canvas. Most often students will ask the Professor many times if it is to be sent by all students individually or if one student is to send in the team's responses. (and even then, people still do it wrong) A suggestion would be to make that bit of instruction clear right here on the slide so that the assignment can be more transparent

Figure 7 Week 6, Module "U03 Prepare: Team Charter"

U03 Prepare: Team Charter

Due Oct 23 by 11:59pm Points 8 Submitting a file upload

Overview

- **Purpose:** The purpose of this activity is to develop team norms in advance of future teamwork in the course.
- **Task:** Create a team charter that will be used by your team for the remainder of the semester


Instructions

1. Understand what a team charter is by reading the article here:
 1. <https://asana.com/sv/resources/team-charter-template> ↗
2. As a team, discuss roles and responsibilities, and appoint a team leader.
3. As a team fill out the editable template found here:
 1. [team-charter-template.pdf](#) ↓
4. Save and submit your team charter to the assignment.

Figure 8 Week 04-1 PowerPoint slide #16

Improving Intrinsic Self-Motivation

- Set Clear Goals for Yourself
 - Decide what you want to achieve and take steps in that direction.
- Find Opportunities for Improvement
 - Allow self-reflection to inform what you want to work on.
- Discover Personal Relevance
 - Determine why things that you do or don't do matter.
- Celebrate Success
 - Share your success stories with people around you and celebrate your milestones.
- Be Flexible
 - Recognize that life doesn't always go according to plan. If what you are doing isn't working find a new way forward
- **IN YOUR GROUP:** Discuss which of these would work best for you.



These bullet points circled in red below could be deleted from the SCOTS opinion for the slide to be more transparent

Suggestion:

7. This slide could look more transparent if there was a different use of bullet points. A suggestion could be to change the bullet points highlighted in red above to be deleted or to be changed to dashes instead. (seen this on multiple other slides as well)

Suggestion:

8. Suggestion to make the wording on the slide clearer below

Figure 9 Week 04-01 PowerPoint slide #24

Group Discussion

- Which of the time management techniques ~~works~~ has worked for you in the past?
- Which do you want to try?

remove this word marked in red

Suggestion:

- It appears maybe this slide's title was supposed to be different, seeing as the title for slide #16 goes better with the content it provides. This could be wrong, just wanted to mention it in case it should be changed

Figure 10// Week 06-1 PowerPoint Slide #14

The slide is titled "Empathy" in a large, black, serif font. Below the title, there is a horizontal line, followed by a bullet point: "Emotional Recognition". Under this, there are two sub-bullets: "The ability to identify and understand the emotions of others by observing their verbal and non-verbal cues." and "This involves recognizing facial expressions, tone of voice, body language, and other subtle signals." To the right of the text is a green circular icon with a sad face (frowny face). A red oval highlights the title "Empathy", and a red arrow points from it to the title of the next slide.

- Emotional Recognition
 - The ability to identify and understand the emotions of others by observing their verbal and non-verbal cues.
 - This involves recognizing facial expressions, tone of voice, body language, and other subtle signals.

Figure 11// Week 06-1 PowerPoint Slide #16

The slide is titled "Empathy" in a large, black, serif font. Below the title, there is a horizontal line, followed by a bullet point: "Emotional Resonance". Under this, there are two sub-bullets: "The ability to emotionally resonate with others, which means feeling what they are feeling." and "This involves experiencing a shared emotional response, which helps in forming a deeper connection." To the right of the text is a green circular icon with a happy face (smiley face) and heart-shaped eyes.

- Emotional Resonance
 - The ability to emotionally resonate with others, which means feeling what they are feeling.
 - This involves experiencing a shared emotional response, which helps in forming a deeper connection.

Suggestion:

- From a student perspective, these instructions are a bit overwhelming and confusing with all of the number points being used. A suggestion would be to make those two sub parts marked as “1” and “2” could instead be marked with the letters “A” and “B” to better differentiate them from those main topic parts of the instructions

Figure 12// Module "U03 Prove: Team Presentation"

Instructions

1. Using PowerPoint, Google Slides, or some other software, create an electronic presentation that will be presented in class (4-5 min) with the following general sections:
 1. Problem Statement and Research
 1. Present your chosen Problem Statement and why it was chosen.
 2. List two of the other possible problems you explored
 2. Proposed Solution and Research
 1. Present your Proposed Solution and why it was chosen.
 2. List two of the other possible solutions you explored
 3. Scope of the project
 1. You have 4 weeks to execute your solution, which includes a **web site and mobile app**. Understand that with the short time frame, you might only be able to produce a limited prototype.
 2. What would likely be included in the mobile app?
 3. What would likely be included in the web site?
2. Be prepared to deliver the oral presentation with your team at the designated time in a professional and convincing manner.
3. Submit a pdf or link to your presentation here.

Suggestion:

- There isn't any content on this slide below, I'm not sure if this is intentional

Figure 13// Week 09-1 PowerPoint Slide #11

Leadership Principles

Strength:

In the image below, it is helpful for students to know in a group project how many submissions the professor would like to see. This was a suggestion mentioned earlier in the SCOTs report. It is good to see this statement be cohesive with statements in the PowerPoint slides as well.

Figure 14// Module: U04 Prepare: Product Backlog

Overview

- **Purpose:** The purpose of this activity is articulate your product backlog for the project.
- **Task:** Attach a copy of your completed product backlog.

Instructions

- With your project team, create a list of features that need to be completed for the project to be finished.

easier to understand and work on.

document. One submission is required per table.

Planning Meeting

- Each project team will meet to discuss the work backlog and make assignments for this Sprint.

“Each table must turn in one copy of the backlog in Canvas”

should fill out the quiz to describe their individual assignment.

- The rest of the time is yours to complete your backlog.



Figure 15// Week 10-1 PowerPoint Slide # 18

Suggestion:

- These images give a lot of help in further understanding the text, it may even be
- more useful for students to understand quickly if these images are blown up a bit bigger

Figure 16// Week 10-1 PowerPoint Slide #9

Product Owner

Define and Manage the Product Backlog

Engage with Stakeholders (Br. Briggs)

Implement Vision and Strategy

Prioritize Work




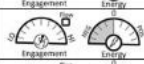



Collaborate with the Development Team

Overview of cohesiveness regarding slides and modules:

- SCOT noticed that the PowerPoint slides coincided quite well with the matching modules for corresponding weeks
- SCOT did not have any specific suggestions regarding that topic
- The SCOT does believe that from a student perspective it was easy to see what the main ideas of the course are, noticed that the assignments were very helpful in regard to understanding those main topics and applying those skills of emotional intelligence in the coursework and in real life
- No “gaps” were noticed by the SCOT as the professor wanted the SCOT to look for

Suggestions regarding other PowerPoint slides:

Activity Log - Example

| Date | Activity | Rating |
|---------|--|---|
| 10/2/23 | Went to Technical Teamwork class – 1 hr. (High/Positive) |  |
| 10/2/23 | Watched Netflix – 2 hrs (High/Neutral) |  |
| 10/2/23 | Evening shift at McDonalds – 4 hrs (Med/Negative) |  |
| | |  |
| | |  |
| | |  |
| | |  |

- This image could be screenshotted and resubmitted in the slideshow again just to look more clean

Emotional Intelligence

Emotional Intelligence Domains and Competencies

| Self-awareness | Self-management | Social awareness | Relationship management |
|--------------------------|-------------------------|--------------------------|--------------------------|
| Emotional self-awareness | Emotional self-control | Empathy | Influence |
| | Adaptability | | Coach and mentor |
| | Achievement orientation | Organizational awareness | Conflict management |
| | Positive outlook | | Teamwork |
| | | | Inspirational leadership |

Source: More Than Sound, LLC, 2017

HBR

- The emotional Intelligence chart shown above is used many times throughout the slides, a suggestion would be to make this chart look better represented with a bolder border around it and maybe the citation could be represented in a cleaner way as well

Time Management – Final Thoughts



Sleep Schedule

The positive benefits of getting the right amount of sleep cannot be overstated.

Check out “Tips for getting more sleep as a student” in this blog post

<https://summer.harvard.edu/blog/why-you-should-make-a-good-nights-sleep-a-priority/>



Screen Time

Most students identified screen time as their biggest time-waster.

~~Prioritize relationships and interaction with people.~~

~~Set~~ hard limits on how much time you spend scrolling

- “Set” instead of “let “as outlined in the red box

Figure 17 Week 05-2 PowerPoint #8

If estimates are so inaccurate...
How can we commit?

- Clearly communicate that your estimate is just that – an estimate, and that you need more information to commit.
- Break down the problem into tasks that are more easily estimable!
- Add extra time to account for “unknown unknowns”.
- Get regular feedback on your velocity – are you on track?
- Commit when you are ready but communicate early if you are no longer certain of your commitment.

8

- Does this mean to say “unknown” just once? As circled above in the slide
- (in the slide below) not sure if the text circled in red was supposed to be marked through with a black line

Unit 3 (Weeks 5-8)

- ~~Week 5 – Learn about Conflict and Commitment~~
- Week 6 – Team Project: Brainstorming Problems
- Week 7 – Team Project: Identifying Solutions
- Week 8 – Team Project: Proposing a Plan + Group Presentations (11/1)

9