

**MSMG 6020 A&B – Research Design and Qualitative Methods  
Fall 2023**

**Course Information**

**Course Instructor:** Dr. Farshid Shams

**E-mail:** fshams@yorku.ca

**Office Hours & Location:** By appointment via email (flexible)

**Course Time & Days:** Wednesdays and Tuesdays 3:00-6:00 PM

**Class Location:** D101, Markham IBM Centre

**Course Description**

This course provides students with an introduction to research design and qualitative research methodologies. Students will gain an understanding of various research traditions and how they can be used to design and execute research that can generate insight into management practice. A hands-on qualitative research project will provide students with an opportunity to learn various qualitative techniques for generating data (i.e. interviewing, conducting focus groups, observation, archival analysis), managing and analysing qualitative data, and finally presenting the findings to various stakeholders. Throughout the course students will develop their critical skills in evaluating the quality of qualitative research and appreciating the role of the reader in interpreting, translating, and applying qualitative research.

**Course Learning Objectives**

- To develop an appreciation of the various approaches to research and research design, including their objectives, strengths, and limitations
- By the end of the course students will be able to design a research project, collect and analyse data, present findings and draw conclusions using qualitative methods
- Students will develop basic skills in interviewing, conducting focus groups, observation and/or using archival sources for research purposes

## Course Format and Organization

- The format of the course is in-person lecture. It is, therefore, required that all students attend all of the sessions. Note that participation is beyond attending the class and students are expected to actively take part in class discussions and activities. They must follow the provided instructions to complete their assignments and submit them on time. Late submissions may result in losing marks.
- The eClass platform is the central hub where students can find the course materials and announcements.
- To meet with the instructor outside of class hours, students should book an appointment by sending an email. Meetings may be scheduled through Zoom.

## Technical Requirements

A decent electronic device such as a laptop and a stable internet connection is needed to access the eClass frequently. Some students may choose to purchase/rent the electronic version of the textbook.

Here are some useful links for student computing information, resources, and help:

- [Student Guide to eClass](#)
- [Zoom@YorkU Best Practices](#)
- [Zoom@YorkU User Reference Guide](#)
- [University Information Technology \(UIT\) Student Services](#)
- [Student Guide to eLearning at York University](#)

To determine Internet connection and speed, there are online tests, such as [Speedtest](#), that can be run. If you need technical assistance, please consult the [University Information Technology \(UIT\) Student Services](#) web page. For more specific assistance, please write to [askit@yorku.ca](mailto:askit@yorku.ca).

## Required Course Materials

📖 Textbook: **Eriksson, P., & Kovalainen, A. (2015). *Qualitative methods in business research: A practical guide to social research, Second Edition*. Sage.**

📖 Readings from scholarly journals are required for most classes and are available from “eResources” at York Libraries, (see full reference list below)

## Optional Materials

📖 Cassell, C., Cunliffe, A.L. and Grandy, G. (2018), *The SAGE handbook of qualitative business and management research methods*, Sage Publications, London

## Course Schedule: Weekly Readings and Activities

| Week   | Date            | Topic   | Notes  |
|--------|-----------------|---|--|
| Week 1 | September 6/7   | 1. Introduction/Foundations of Research Design<br>Chapter 1 & 2, Text<br><br><b>Article:</b> Einola and Alvesson (2020)   | Introductions<br><br>Form Groups   |
| Week 2 | September 13/14 | 2. Research Design<br>Chapter 3 & 4 Text<br><br><b>Articles:</b> Ryan et al. (2014); De La Chaux et al. (2018)<br><br><i>Optional: Gioia et al. (2012)</i>  | Select Method for Presentation<br><br>Exercise 4.2 Text  |
| Week 3 | September 20/21 | 3. Research Design<br>Chapter 7 & (Select 1 of Chapters 11, 12, 15 or 18)<br><br><b>Article:</b> Heaphy (2017)<br>*See note 3 in the article review/critique section below<br><br><i>Optional: Suddaby (2006)</i> | Present on 1 Method (5%)/<br>Develop potential Research Questions and Associated Designs   |
| Week 4 | September 27/28 | 4. Research Ethics<br>Chapter 5&6 Text<br><br>TCPS 2: CORE (on-line Course on Research Ethics)<br><br><b>No Formal Class/Meeting with the Instructor</b>  | Group Research Proposal, Certificates<br>TCPS2 for all group members and draft ethics forms (10%)<br>Submit on eClass day BEFORE |
| Week 5 | October 4/5     | 5. Qualitative Methods (interviews/focus groups)<br>Chapter 8 Text<br><br><b>Articles:</b> Shams (2021), Carroll et al. (2008)  | Group Project:<br>Start Data Collection  |

|         |                |  |  |
|---------|----------------|--|--|
| Week 6  | October 11/12  | READING WEEK-NO CLASS  | Research Question and Design Due- Individual (20%)- Due October 15th     |
| Week 7  | October 18/19  | 6. Qualitative Methods (archival, observation)<br>Chapter 9 Text<br><b>Articles:</b> Keeling et al (2013), Achili et al. (2022)                  | Group Project: continue data collection and perform preliminary analysis |
| Week 8  | October 25/26  | 7. Analysing Data<br>Chapter 10 Text<br><b>Articles:</b> Roehrich et al. (2023), Barros (2018)   | Group Project: Complete Data Collection                                  |
| Week 9  | November 1/2   | 8. Analysing Data<br>Selected Chapters from Part 3 (TBA)<br><b>Articles:</b> Lebaron et al. (2016)   | Coding Exercise  |
| Week 10 | November 8/9   | 9. Presenting Analyses<br>Selected Chapters from Part 3 (TBA)<br><b>Articles:</b> Eury et al. (2018), Heizmann and Liu (2022)                    | Group Project: have draft tables/figures etc. ready                      |
| Week 11 | November 15/16 | 10. Synthesizing and Drawing Conclusions<br>Selected Chapters from Part 3 (TBA)<br><b>Articles:</b> Smith & Fischer (2021), Barberá-Tomás (2019) | Group Project: report the progress to and consult with the instructor    |
| Week 12 | November 22/23 | 11. Evaluating Quality<br>Chapter 22, Text<br><b>Article:</b> McDaid et al (2019), Hayes et al. (2023)   | Group project: what knowledge claims can you make?                       |

|         |                    |  |  |
|---------|--------------------|--|--|
| Week 13 | November 29/<br>30 | 12. Group Presentations and<br>Synthesis | Group Projects<br>Due December<br>7/8- 30% |
|---------|--------------------|--|--|

## Course Required Reading List (access on York Libraries website)

### **Class #1**

Einola, K., & Alvesson, M. (2021). Behind the Numbers: Questioning Questionnaires. *Journal of Management Inquiry*, 30(1), 102–114. (**Class discussion**)

### **Class #2**

Ryan, K. E., Gandha, T., Culbertson, M. J., & Carlson, C. (2014). Focus group evidence: Implications for design and analysis. *American Journal of Evaluation*, 35(3), 328-345. (**Group A**)

De La Chaux, M., Haugh, H., & Greenwood, R. (2018). Organizing refugee camps: “Respected space” and “listening posts”. *Academy of Management Discoveries*, 4(2), 155-179. (**Group B**)

Gioia, D. A., Corley, K. G., & Hamilton, A. L. (2013). Seeking qualitative rigor in inductive research: Notes on the Gioia methodology. *Organizational research methods*, 16(1), 15-31.

### **Class #3**

Heaphy, E. D. (2017). “Dancing on hot coals”: How emotion work facilitates collective sensemaking. *Academy of Management Journal*, 60(2), 642-670. (**Class discussion**)

Suddaby, R. (2006). From the editors: What grounded theory is not. *Academy of Management Journal*, 49(4), 633-642.

### **Class #4**

TCPS 2: CORE (Course on Research Ethics): <https://tcps2core.ca/welcome>

### **Class #5**

Carroll, K., Iedema, R., & Kerridge, R. (2008). Reshaping ICU ward round practices using video-reflexive ethnography. *Qualitative Health Research*, 18(3), 380-390. (**Group C**)

Shams, F. (2021). A micro-process model of institutional complexity in public hybrid organizations: Construal of identity threats and mitigation strategies. *Public Administration*, 99(3), 598-615. (**Group B**)

### **Class #6**

Keeling, D., Khan, A., & Newholm, T. (2013). Internet forums and negotiation of healthcare knowledge cultures. *Journal of Services Marketing*, 27(1), 59-75. (**Group A**)

Achilli, G., Busco, C., Giovannoni, E., & Granà, F. (2022). Exploring the craft of visual accounts through arts: Fear, voids and illusion in corporate reporting practices. *Critical Perspectives on Accounting*, 94, 102464. (**Group C**)

### **Class #7**

Roehrich, J. K., Kalra, J., Squire, B., & Davies, A. (2023). Network orchestration in a large inter-organizational project. *Journal of Operations Management*. DOI: 10.1002/joom.1237 (**Group A**)

Barros, M. (2018). Digitally crafting a resistant professional identity: The case of Brazilian 'dirty' bloggers. *Organization*, 25(6), 755-783. (**Group B**)

### **Class #8**

LeBaron, C., Christianson, M. K., Garrett, L., & Ilan, R. (2016). Coordinating flexible performance during everyday work: An ethnomethodological study of handoff routines. *Organization Science*, 27(3), 514-534. (**Group C**)

### **Class #9**

Eury, J. L., Kreiner, G. E., Treviño, L. K., & Gioia, D. A. (2018). The past is not dead: Legacy identification and alumni ambivalence in the wake of the Sandusky scandal at Penn State. *Academy of Management Journal*, 61(3), 826-856. (**Group A**)

Heizmann, H., & Liu, H. (2022). "Bloody Wonder Woman!": Identity performances of elite women entrepreneurs on Instagram. *Human Relations*, 75(3), 411-440. (**Group B**)

### **Class #10**

Smith, A. N., & Fischer, E. (2021). Pay attention, please! Person brand building in organized online attention economies. *Journal of the Academy of Marketing Science*, 49(2), 258-279 (**Group C**)

Barberá-Tomás, D., Castelló, I., De Bakker, F. G., & Zietsma, C. (2019). Energizing through visuals: How social entrepreneurs use emotion-symbolic work for social change. *Academy of Management Journal*, 62(6), 1789-1817. (**Group B**)

### **Class #11**

McDaid, E., Boedker, C., & Free, C. (2019). Close encounters and the illusion of accountability in the sharing economy. *Accounting, Auditing & Accountability Journal*. (**Group A**)

Hayes, C., Kulkarni, C., & Kee, K. F. (2023). The situational window for boundary-spanning infrastructure professions: Making sense of cyberinfrastructure emergence. *Journal of Professions and Organization*, DOI: 10.1093/jpo/joad007 (**Group C**)

## Approach

This course is designed to be highly interactive and includes both individual and group activities that will take place during the scheduled class time. You will be able to access materials and assignments for the course on the eClass site. The eClass site includes the course materials, announcements and assignments. You will submit all your assignments through this site.

The course is organised into 3 sections. We will begin with an introduction and overview of qualitative approaches to research and research design. In this first section of the course, we will consider how to construct a research focus/question and develop a suitable research design. This section of the course concludes with an individual assignment on articulating a research question and associated design as well as the group's first assignment to do the same (see below for details of each assignment). The second section of the course focuses on different strategies for generating and analysing qualitative data and groups will proceed to collect data consistent with the research design approved for the group project. The final section of the course focuses on presenting findings of research and concludes with a presentation of the group research project in the last scheduled class and a final written report due the week after classes end.

To prepare for each class see the class-by-class schedule for the course in this outline. Prior to class, read the assigned material, usually one or two chapters from the textbook and/or some published pieces of research. The readings from the text will introduce you to core conceptual ideas related to research and the published research will introduce you to the ways in which research is carried out and presented. The selected research papers include some interesting studies in different disciplines such as accounting, marketing, supply chain, and management. After you have read the assigned material, you should think about how you could apply the ideas in the execution of research in your own field of interest. For the classes that include an assigned published research article (usually 2 articles) you should think critically about the research and provide a brief review/critique of the research and submit it through the eClass portal before the class.

## Instructions for All Written Assignments

- All assignments must be submitted in MS Word format, double spaced, no less than 12 font.
- Page length limitations should be respected: while an extra paragraph or two may be acceptable (if absolutely unavoidable), anything in excess of this will not be read.
- Please ensure that footnotes and bibliography follow accepted standards. I strongly advise you to complete the tutorial on Academic Honesty. Note, any material submitted for grading by a student may be submitted to Turnitin to purposes of ensuring academic integrity. [http://www.yorku.ca/tutorial/academic\\_integrity/](http://www.yorku.ca/tutorial/academic_integrity/)
- It is important that all assignments are handed in on time as assignments build on each other. The due dates for the assignments have been selected carefully to match the material covered in the course and therefore, due dates are non-negotiable and late assignments will be penalised by 1 grade point **per day** (i.e., an assignment that would have received a A will be reduced to an A-, then B+ etc. for each day beyond the due date). Assignments **must** be handed in **before** class begins on the due date therefore, an assignment not handed in prior to the start of class will be counted as late and, 1 grade point will be deducted.

## Course Evaluation

| Assessment                                       | Due Date                     | Weight % |
|--|------------------------------|----------|
| Participation (including weekly article reviews) | Throughout the semester      | 15       |
| Research Question and Design (individual)        | 15 October                   | 20       |
| Articles Critique (individual)                   | Every week                   | 20       |
| Group Work (5% method, 10% proposal, 30% report) | Refer to the course schedule | 45       |
| Total  |                              | 100      |



### 1- Participation (Individual 15%)

Attendance and participation in classes are crucial for success in the course. There are four components to participation in the course: active contribution to the discussions during class (listening and talking), contributing to the critique/discussion of published research both individually (by submitting a written critique) and in groups (by discussing the article in class), participation in the activities and exercises during class and finally, active contribution to the group project. Contributions to class discussion and learning will be graded for each class-*if you are unable to attend a particular class contact me with your reason by email before that class*. In addition to participating in the discussions during class time, you should also post your individual review of the assigned research article to the designated area on eClass **prior to the start of class** (no more than 2 pages). Submission of the reviews is a part of your attendance. These submissions will be evaluated as explained below in point 3.

### 2- Research Question and Research Design (Individual 25%)

For this assignment, you will develop, *individually*, a research question and an associated research design. This assignment requires you to present a research question and, making explicit reference to the text, class discussions and literature you have reviewed, develop a design and justify why this design will result in a “compelling” piece of research. While there is likely to be a significant body of theory and research associated with your phenomenon of interest, you should include only 3-5 external sources for this paper (be sure you cite in text and provide a bibliography using APA style). You should explicitly articulate your ontological and epistemological assumptions about the phenomenon of interest. You should provide a rationale to justify your decision to use qualitative methods, including the specific methods (or combination) you propose to use. Note that you must present a research design that relies on **qualitative** methods only. Finally, you should describe the research design including the types of data you will generate (e.g. the data sources you will use and/or who you will interview, sample protocols etc.). You should conclude by describing the knowledge claims you could make based on this design and note the limitations of your design. This assignment must be submitted on eClass before midnight on October 15<sup>th</sup> and should be no longer than 10 pages.

### 3- Article Review/Critique (Individual 15%)

In most of the sessions, there will be one or two articles that we will discuss in class. Each student is expected to read the article and write a review (no more than 2 pages- usually 1 page for each article is sufficient) and submit it through the eClass portal before the class each week. The review should include the identification of the main research question, context of the study, theoretical approach, methodology, data collection strategy, analysis, limitations and contributions. Decomposing these elements per se will not be sufficient, but students are expected to discuss the appropriateness of the alignment between them and suggest alternative ways of addressing the same or a

similar research question. Taking a sound critical stance is important! Note that the purpose of this exercise is not to re-rehearse the materials in the paper. You are expected to shed light on the design of the research, assess its appropriateness and highlight the takeaways.

While submitting all of the critique reports is mandatory, only one or two of them will be randomly picked and marked by the instructor. This task carries 20% of the overall mark. Students should demonstrate how well they have learnt the course material and are able to draw on their learnings to profoundly discuss the strengths and the weaknesses of a research paper.

Although this task is individual, each week one group will be responsible to present the article in class and the other groups will act as the critiques. The members of the presenting group should get together, exchange their ideas and prepare their presentation before the class. This group class activity will be considered as a part of the participation mark and will be assessed by the instructor.

**Note 1:** You do not need to prepare and submit a review of the article your group is going to present. For instance, if you are in group X and you are presenting article Y this week, your review will only include the discussion of article Z, which is going to be presented by another group. If your group is not presenting any article this week, you should review both papers considered for that week.

**Note 2:** Providing feedback on individual weekly reviews is not possible. However, each paper will be discussed in depth by the instructor and other students in class which helps you assess your review/critique. Some additional explanation about how to write reviews will be provided by the instructor in class.

**Note 3:** The article considered for week 3 is Heaphy (2017). This article is not assigned to any group and you do not have to write a review either. However, you **must** carefully read the article and take notes for yourselves. We will discuss it together in class.

## 4- Group Work

### 4.a. Method Presentation (5%)

Groups will select 1 chapter (from Chapters 11, 12, 15 or 18) and provide a brief (10 minute) overview to the class in Class 3. The purpose of this presentation is to introduce students to the main elements of the method and benefits/limitations of the approach.

### 4.b. Research Project Proposal (due prior to meeting during Week 4) 10%

Each student in the class will participate in a group research project. This project is intended to provide a platform for students to experience the process of conducting research (e.g. possible MRP topic). Students will form groups of 3-5 (subject to change considering the size of the class).

The group will then construct a research question and associated **qualitative** research design and discuss these with the instructor in a meeting that will replace class #4. Prior to the meeting the group should submit the focal research question, the proposed design including your sampling strategy, draft protocols and draft informed consent forms etc. All members of the group must complete the TCPS 2 Core ethics training and submit their certificate of completion prior to the meeting. Using the feedback and suggestions from the instructor, the group will refine and finalise a focal research question and associated design.

Once the project is approved, students will then proceed to gather data in accordance with the research design with each student actively engaged in the data gathering, analysis and presentation.

#### **4.c. Research Project Group Presentation and Final Report (30%)**

Students will write up and present the results of their research in a final paper that includes the data collected by all members of the group. In the last class the group will present preliminary findings. This presentation is not formally assessed and serves as an opportunity for students to discuss their findings and seek advice from colleagues. The final report should be approximately 15-20 pages including the research question, methods, results and conclusions. The group must submit the checklist with the final report and include all data collected (including audio, transcripts, field notes etc.) and **signed** consent forms as required. The due date for this assignment is midnight on December 8.

Your mark on the group work will take into consideration feedback from other groups. At the end of the course each group should evaluate and rate the performance of other groups. The final mark each group will receive will be calculated based on the scores given by the instructor multiplied by the average of scores they will earn from other groups.

#### **Submitting Assignments**

All assignments must be submitted through the eClass portal. There will be separate folders/drop boxes for each assignment. Students must bookmark the deadlines and make sure that they submit their work, at least, a few hours earlier to avoid penalties.

For the group assignments (e.g. presentation slides, final report), one submission on behalf of the group is enough. The names of all group members must appear on the cover page and the title of the file should include the group's name.

## Late Work Policy

Due dates are non-negotiable and late assignments will be penalised by 1 grade point per day (i.e., an assignment that would have received a A will be reduced to an A-, then B+ etc. for each day beyond the due date). Missed Tests and Exams.

## Grading

The grading scheme for this course conforms to the system used in the Faculty of Graduate Studies (FGS) at York University. For a full description of the York grading system, visit the [FGS Grading System](#).

| GRADE | PERCENT RANGE       | DESCRIPTION |
|-------|---------------------|-------------|
| A+    | Exceptional         | 90 - 100%   |
| A     | Excellent           | 85 - 89%    |
| A-    | High                | 80 - 84%    |
| B+    | Highly Satisfactory | 75 - 79%    |
| B     | Satisfactory        | 70 - 74%    |
| C     | Conditional         | 60 - 69%    |
| F     | Failure             | 0 - 59%     |
| I     | Incomplete          | N/A         |

## Referencing

In your both individual and group written assignments, when making reference to a piece of work that is not originated in your own thoughts and is borrowed from elsewhere, whether it is an exact quotation or a paraphrased statement, you must properly cite the source in the text and also include it in the bibliography. You are advised to choose one citation system such as APA (recommended) or Chicago style and follow it throughout the document. Consistency is important. Your submissions may be processed through Turnitin to find plagiarisms. Here are some links to resources that may help you.

- [SPARK Student Papers & Academic Research Kit](#)
- [Chicago Style Overview](#), YorkU Libraries

- [MLA Style Overview, YorkU Libraries](#)
- [APA Style Overview, YorkU Libraries](#)
- [Drop-in Research Support, YorkU Libraries](#)
- [Writing Centre](#)

## Land Acknowledgment

York University recognizes that many Indigenous Nations have longstanding relationships with the territories upon which York University campuses are located that precede the establishment of York University. York University acknowledges its presence on the traditional territory of many Indigenous Nations. The area known as Tkaronto has been care taken by the Anishinabek Nation, the Haudenosaunee Confederacy, and the Huron-Wendat. It is now home to many First Nation, Inuit, and Métis communities. We acknowledge the current treaty holders, the Mississaugas of the Credit First Nation. This territory is subject of the Dish with One Spoon Wampum Belt Covenant, an agreement to peaceably share and care for the Great Lakes region ([LA&PS Land Acknowledgement](#)).

## Course Policies

All students are expected to familiarize themselves with the following information:

- [Student Rights & Responsibilities](#)
- [Academic Accommodation for Students with Disabilities](#)

Please also review the following course policies:

## Academic Integrity

In this course, we strive to maintain academic honesty to the highest extent possible. Please familiarize yourself with the meaning of academic integrity by completing [SPARK's Academic Integrity module](#) at the beginning of the course. Breaches of academic honesty range from cheating to plagiarism (i.e., the improper crediting of another's work, the representation of another's ideas as your own, etc.). All instances of academic dishonesty in this course will be reported to the appropriate University authorities and can be punishable according to the [Senate Policy on Academic Honesty](#).

## Turnitin

To promote academic integrity in this course, students will normally be required to submit their written assignments to Turnitin (via the course's eClass site) for a review of textual similarities and the detection of possible plagiarism. In so doing, students will allow their material to be included as source documents in the Turnitin.com reference database, where they will be used only for the purpose of detecting plagiarism. The terms that apply to the University's use of the Turnitin service are described on the Turnitin.com website.

York students may opt out of using Turnitin. If you wish to opt out, you should contact your instructor as soon as possible.

## **Accessibility**

While all individuals are expected to satisfy the requirements of their program of study and to aspire to achieve excellence, the University recognizes that persons with disabilities may require reasonable accommodation to enable them to perform at their best. The University encourages students with disabilities to register with [Student Accessibility Services](#) to discuss their accommodation needs as early as possible in the term to establish the recommended academic accommodations that will be communicated to Course Directors through their Letter of Accommodation (LOA).

Please let your instructor know as early as possible in the term if you anticipate requiring academic accommodation so that we can discuss how to consider your accommodation needs within the context of this course. Sufficient notice is needed so that reasonable steps for accommodation can be discussed. Accommodations for tests/exams normally require three (3) weeks (or 21 days) before the scheduled test/exam to arrange.

## **Religious Observance Accommodation**

York University is committed to respecting the religious beliefs and practices of all members of the community, and making reasonable and appropriate [accommodations to adherents for observances of special significance](#). Should any of the dates specified in this syllabus for course examinations, tests, or deadlines conflict with a date of religious significance, please contact the instructor within the first three (3) weeks of class. If the date falls within the formal examination periods, you must complete and submit a [Religious Accommodation for Examination Form](#) at least three (3) weeks before the start of the exam period.

## **Intellectual Property**

Course materials are designed for use as part of this particular course at York University and are the intellectual property of the instructor unless otherwise stated. Third-party copyrighted materials (such as book chapters, journal articles, music, videos, etc.) have either been licensed for use in this course or fall under an exception or limitation in Canadian copyright law. Students may not publish, post on an Internet site, sell, or otherwise distribute any course materials or work without the instructor's express permission. Course materials should only be used by students enrolled in this course.

Copying this material for distribution (e.g., uploading material to a commercial third-party website) may lead to a charge of misconduct according to York's [Code of Student Rights and Responsibilities](#), the [Senate Policy on Academic Honesty](#), and/or legal consequences for copyright violations.

## **Student Conduct in the Learning Environment**

York University is committed to fostering teaching and learning environments that are free of disruptive and/or harassing behaviour, are physically safe, and conducive to effective teaching and learning. Students and instructors are expected to maintain a professional relationship characterized by courtesy, civility, and mutual respect and to refrain from actions disruptive to such a relationship. Individuals who fail to adhere to such standards and who violate University or public law may be subject to disciplinary action by the University.

For more information, see the policies on [Disruptive and/or Harassing Behaviour in Academic Situations](#), the [Student Conduct and Responsibilities](#), and the [Code of Student Rights & Responsibilities](#).

## **Netiquette for eClass and Online Learning**

Students and instructors have a joint responsibility to create and maintain a welcoming and inclusive learning environment. All students are expected to conduct themselves in accordance with the [Code of Student Rights and Responsibilities](#). Please review and familiarize yourself with behaviours that support “netiquette” in virtual classrooms by consulting the [Guide to Netiquette](#) and [Student Guide to eLearning](#).

## **Student Notice of Recording for Online Teaching and Learning**

Activities for this course involve recording, in partial fulfillment of the course learning outcomes. Images, audio, text/chat messaging that have been recorded may be used and/or made available by the University to students enrolled in the course and those supporting the course for the purpose of materials review, for assessment, etc. Recordings will be managed according to the University’s Common Record Schedule and will be securely destroyed when no longer needed by the University. Your personal information is protected in accordance with York University’s [Guidelines on Access of Information and Protection of Privacy](#) and the [Freedom of Information and Protection of Privacy Act](#). Access to online materials, including recordings or live meetings, is subject to York University’s [Senate Policy on Computing and Information Technology Facilities](#).

The University will use reasonable means to protect the security and confidentiality of the recorded information, but cannot provide a guarantee of such due to factors beyond the University’s control, such as recordings being forwarded, copied, intercepted, circulated, disclosed, or stored without the University’s knowledge or permission, or the introduction of malware into computer system which could potentially damage or disrupt the computer, networks, and security settings. The University is not responsible for connectivity/technical difficulties or loss of data associated with your hardware, software, or Internet connection.



By engaging in course activities that involve recording, you are consenting to the use of your appearance, image, text/chat messaging, and voice and/or likeness in the manner and under the conditions specified herein. In the case of a live stream recording, if you choose not to have your image or audio recorded, you may disable the audio and video functionality. If you choose to participate using a pseudonym instead of your real name, you must disclose the pseudonym to your instructor in advance to facilitate class participation.

You are not permitted to disclose the link to/URL of an event or an event session recording or copies of recording to anyone, for any reason. Recordings are available only to authorized individuals who have been directly provided the above instructions/link for their use. Recordings for personal use, required to facilitate your learning and preparation of personal course/lecture notes, may not be shared with others without the permission of the instructor or event coordinator, and may not be published, posted, linked to, or otherwise made available online, including on social media feeds, even if those feeds are private.

## **Health and Safety**

All York students and instructors share responsibility for the safety and well-being of the community while on York's campuses. Please continue to check [YUBetter Together](#) for the latest information on health and safety.

## **Student Support and Resources**

To help you succeed academically, York University offers a wide range of resources and services. Everything from writing workshops and peer mentorship to wellness support and career guidance is available to fulfill our LA&PS students' needs. Explore the links below to access these on-campus resources:

- [Academic Advising](#) is available to provide students support and guidance in making academic decisions and goals.
- [Student Accessibility Services](#) are available for support and accessibility accommodation when required.
- [Student Counselling, Health & Wellbeing](#) offers workshops, resources, and counselling to support your academic success.
- [Peer-Assisted Study Sessions \(PASS\) Program](#) provides student study sessions for students to collaborate and enhance their understanding of course content in certain courses.
- [Student Numeracy Assistance Centre at Keele \(SNACK\)](#) supports students in courses involving math, stats, and Excel.
- [The Writing Centre](#) provides multiple avenues of writing-based support including drop-in sessions, one-to-one appointments, a Multilingual Studio, and an Accessibility Specialist.



- [ESL Open Learning Centre \(OLC\)](#) supports students with building proficiency in reading, writing, and speaking English.
- [Learning Skills Services](#) provides tips for time management, effective study and learning habits, keeping up with coursework, and other learning-related supports.
- [Learning Commons](#) provides links to supports for time management, writing, study skills, preparing for exams, and other learning-related resources.
- [Roadmap to Student Success](#) provides students with timely and targeted resources to help them achieve academic, personal, and professional success.
- [Office of Student Community Relations \(OSCR\)](#) is responsible for administering the [Code of Student Rights & Responsibilities](#) and provides critical incident support.
- [goSAFE](#) is staffed by York students and can accompany York community members to and from any on-campus location, such as the Village Shuttle pick-up hub, parking lots, bus stops, or residences.

For a full list of academic, wellness, and campus resources visit [Student Support & Resources](#).

## APPENDIX

### TEAM REPORT: EDITORIAL SIGN OFF

| <b>Team Member</b><br><i>(please type or print name clearly)</i> | <b>Percentage of Contribution</b><br><i>(equal percentages indicate equal contribution)</i> |
|--|---|
|  |   |
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By signing below, I acknowledge that our group has agreed with the above assessment of group member contribution. If the group is unable to reach agreement, they must meet with the instructor prior to the due date.

By signing below, I acknowledge that I have read the final synthesized report. I have offered comments and corrections to the final report with regard to grammar, spelling, punctuation and duplication of content. To the best of my knowledge, everything in this report represents original work. Any ideas or concepts that are not original have been referenced.

| <b>Team Member Names</b><br><i>(please print or type clearly)</i> | <b>Team Member Signatures:</b> | <b>Date:</b> |
|---|--------------------------------|--------------|
|   |                                |              |
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\* This form must be attached to the back page of the final report