Reinventing an Online Business Research Course

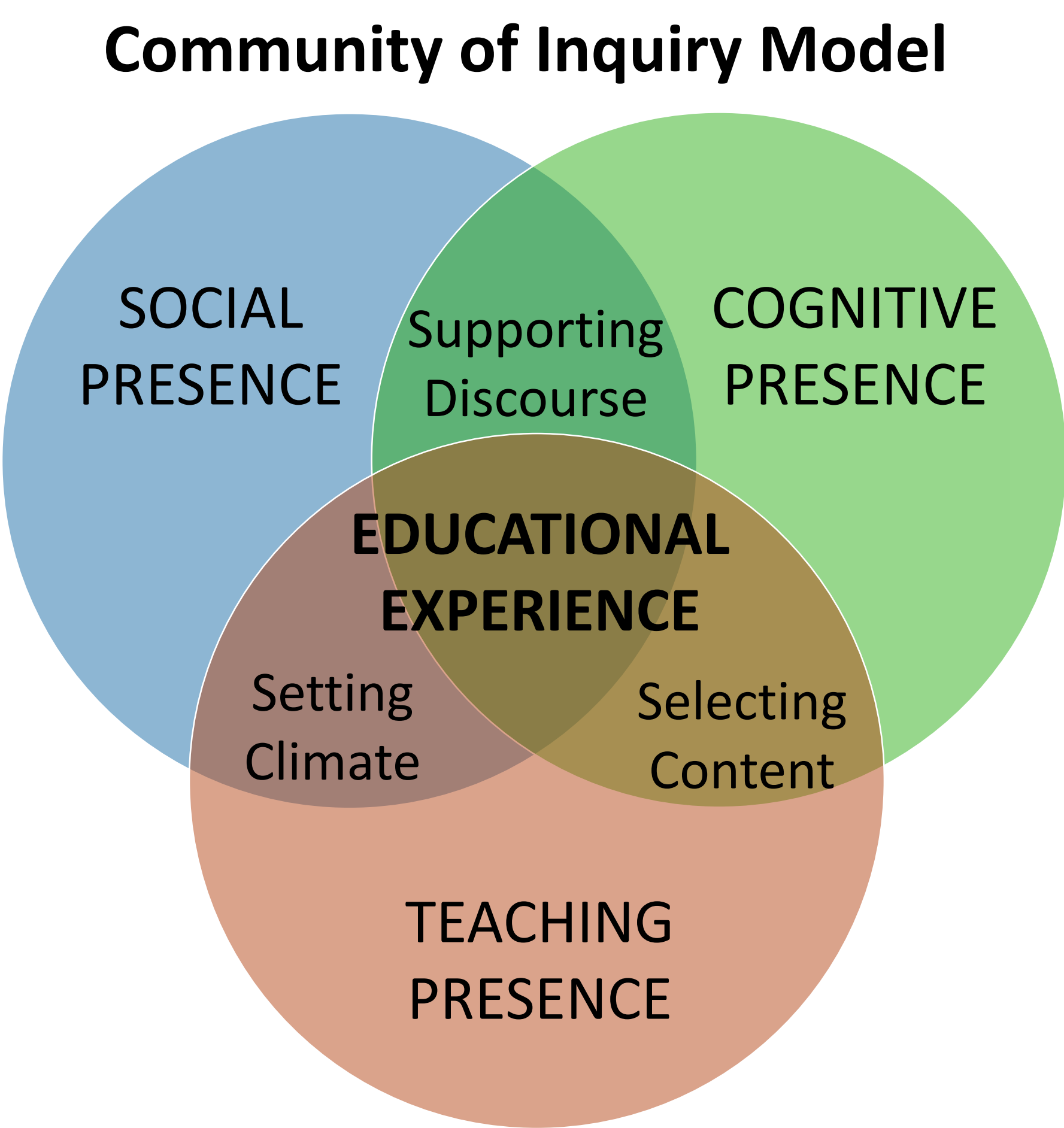**Willow Fuchs, University of Iowa Libraries**

Faculty Development Program

In the fall of 2018 I participated in an intensive 8-week faculty development program, Design4Online, run by the University of Iowa's Distance & Online Education (DOE) instructional designers.

This hybrid program, which had us meet in-person as well as complete additional online course tasks, took us through a number of topics, including:

- course alignment
- instructional strategies
- engagement
- evaluation
- syllabus development
- assessment
- course management

Community of Inquiry Model

We focused on relevant literature, and began with a goal of creating an educational experience based on the Garrison, Anderson, & Archer (2000) Community of Inquiry model.

SOCIAL PRESENCE

COGNITIVE PRESENCE

Supporting Discourse

EDUCATIONAL EXPERIENCE

Setting Climate

Selecting Content

TEACHING PRESENCE

Alignment & Syllabus Development

Successful course alignment begins with backward design and clear course goals and learning outcomes, which must be measurable and specific. We used Bloom's Revised Taxonomy to practice writing effective learning objectives and then worked to add aligning assessments and learning activities.

Learning Objectives	Assessment/Assignments	Learning Activities
Module 1: Information and Company Info Basics (February 25 – March 3)		
At the end of this module, you will be able to: 1. Demonstrate your knowledge of library databases and the library website 2. Use your online verification skills evaluate information 3. Understand the difference between public and private companies 4. Use the LexisUni, Mergent, Factiva, and PrivCo to find basic company information	1. **Quiz questions** on info basics 2. **Quiz questions** on online verification skills 3. **Quiz questions** on company info basics 4. **Quiz questions** on LexisUni, Mergent, Factiva, and PrivCo **Quizzes DUE Mar 4th**	1. **Watch:** M1 Lecture 1 - Information Basics VIDEO 2. **Watch:** the Evaluating Information VIDEOs 3. **Watch:** M1 Lecture 2 - Company Info Basics VIDEO 4. **Watch:** the LexisUni, Mergent, Factiva, and PrivCo DEMOS

Course Structure & Design

The instructional designers demonstrated the importance of organization for course structure. We applied Mayer & Moreno's (2003) signaling and segmenting principles. Consistent, straight-forward course pages with clearly defined sections and visual icons to reinforce tasks help cue students, while chunking content into discrete modules helps students to pace themselves and learn effectively.

SEARCHING FOR BUSINESS INFORMATION

Welcome to the course!

All of the content for this course is located in the Modules section, although there are also links for each Module to your right below. Please begin by watching the video below and/or start with the "Start Here" introductory module. Please send me an email if you have any questions.

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ACCESS COURSE MODULES

VIEW COURSE SYLLABUS

EMAIL YOUR INSTRUCTOR

CHECK COURSE NEWS

CHECK COURSE GRADES

MEET YOUR INSTRUCTOR

BUS:2300:0EXW Course Introdu...

Searching for Business Information

BUS:2300
INSTRUCTOR: WILLOW FUCHS – BUSINESS LIBRARIAN
COURSE INTRODUCTION

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- ✱ Start Here
- 1 Course Intro / Company Basics
- 2 Company Info / Financial & Analysis
- 3 Industry & Market Research
- 4 Business Climate
- 5 International Business Environment
- 6 Finding Articles & Books / Review

Instructional Strategies & Engagement

Perhaps the most important part of online course design is ensuring engagement both between student and teacher and among students within the class. Baker (2010) found that instructor immediacy and presence predicted student learning, cognition, and motivation. To improve engagement I made the following changes to my course:

- added an orientation module – with student icebreaker
- reduced video lectures to 7-10 mins
- added class discussions – applying content
- added short quizzes after each video/demo
- scheduled ongoing interaction – contact and reminders multiple times a week

MODULE 2
COMPANY FINANCIALS & ANALYSIS

THIS WEEK

This week we will move on to looking at company information more in-depth, focusing on company financials and analysis.

OBJECTIVES

By the end of this module you should be able to:

1. Explain why it is important to use a variety of different resources when looking for company financials
2. Use Factiva, Mergent, PrivCo, and the SEC search to find company financial information
3. Understand why it is important to use a variety of resources when looking for company analysis
4. Use NetAdvantage, BSC, and ValueLine to find company analyses

COMPANY FINANCIALS

CONTENT

- M2 LECTURE 1: Company Financials (7:53)
- Quiz M2.1 Company Financials
- M2 - DEMO: Factiva - Finding Financials (2:58)
- Quiz M2.2 Factiva
- M2 - DEMO: Mergent: How to Find Financials (2:39) and SEC Filings (2:40)
- Quiz M2.3 Mergent Financials
- M2 - DEMO: How to Find a Financial Statements with SEC (watch up to 6:00)
- Quiz M2.4 SEC Filings

Evaluation

The changes and enhancements I made positively affected student engagement and interaction, course feel, and learning outcomes. The added assessments have given me additional ways to evaluate how students are progressing and what changes need to be made to make the course go more smoothly in the future. Participating in the online component of the Design4Online program gave me insight into what it is like to take on online class and helped me to reinvent our online business research course.

"Excellent instruction and presentation. Five stars, I'd take it again :)"
~ Student

References

Baker, C. (2010). The impact of instructor immediacy and presence for online student affective learning, cognition, and motivation. *The Journal of Educators Online, 7*(1).

Garrison, D. R., Anderson, T. & Archer, W. (2000). Community of inquiry in a text-based environment: Computer conferencing in higher education. *The Internet and higher Education 2*(2-3), 87-105.

Mayer, R. E., & Moreno, R. (2003). Nine ways to reduce cognitive load in multimedia learning. *Educational Psychologist, 38*(1), 43- 52.

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