

Background

BUS 201 – Introduction to Canadian Business (500 students & growing)

- Guest lectures (can't blend those...)
- Seminars (aka labs)
 - build key skills for deliverables (industry research paper, case study, business plan)
 - taught by team of TAs (issues with uniformity)



Idea: blend seminars & get help from CTL

Resources Developed

Bus 201 Team + CTL assistance/expertise + \$15,000 Blended Learning Award =

- Three library research resources videos
- BUS 201 tips & tricks for success video
- BUS 201 professional dress code video
- Walkthrough videos:
 - Building a PowerPoint presentation
 - Business plan financial model
- Sample presentation videos:
 - Case analysis
 - Business plan
- **Spent \$8000 so far...**



Literature Review & Research

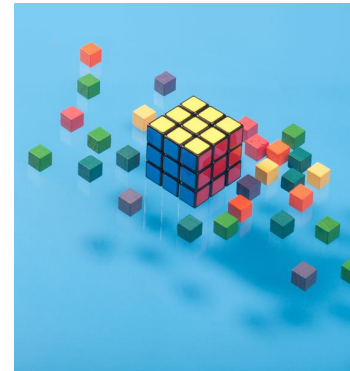
Time was freed up for lab instructors and students to work through examples, engage in classroom discussion & work in groups. A more flexible learning environment allowed for the introduction of a flipped classroom and a design-thinking process.

Flipped classroom: “the traditional order of teaching and classroom events are reversed” (Shulman, 2018). Students view lecture material before class and engage in collaborative activities during class time.

Design-thinking process: “a set of structured strategies that identify challenges, gather information, generate potential solutions, refine ideas and test solutions” (Shulman, 2018). Courses such as Bus 201 that incorporate both group work and projects can play an important role in developing design thinking skills (Luka, 2014). Students develop these skills through their case analysis and business planning assignments when class time is freed to present and solve complex problems. Studies also suggest that online resources improve class performance by allowing students to “adjust the instructor’s delivery speed and topic selection to match their individual learning pace and interests” (Brecht, 2012).

Putting the Pieces Together

- Dealing with TA turnover of throughout the course of the grant (BUS201 only offered in the fall term)
- New people, new plans and new ideas
- What parts of the seminars need blending?
- Determining staff time and resources required for developing blended resources
- Working with professional production team
- Writing filming scripts
- Designing effective navigation of online resources (websites, databases, PowerPoint presentations and Excel models)



Benefits

- Consistency across 7 seminar sections
- More time for students to work through and examples in class
- Students can work at their own pace using databases, building presentations and complex financial models
- More time for in class group work
- Shorter seminars during busiest parts of the term
- Less strain on limited librarian resources

Challenges

- Learning analytics: how are students are engaging with resources
- Who uses online resources, who does not (and why) and how does all this impact group work/dynamics
- Reduced face-to-face engagement with librarians and supplementary resources not mentioned in videos
- Keeping student workloads manageable