MGMT 175: Information Strategies for Management Students (Spring 2013 Cohort)

COURSE CODE: MGMT 175
COURSE TITLE: Information Strategies for Management
NAME OF INSTRUCTOR(S): Ilana Barnes, Hal Kirkwood, Mary Dugan

WHY ARE YOU TRANSFORMING YOUR COURSE?
Background: 2008 - 2012
• GS 175 Information Strategies for Hospitality & Tourism Students
• Required course in the HTM curriculum
• Utilized the Parrish Library's LearnLab
• 40 students in a technology-rich classroom
• Development of the Core Curriculum increases demand for Information Literacy
• Included as a Foundational and Embedded Outcome
• Development of Foundational Information Literacy Courses
• School of Management identifies the need for greater business information literacy
• GS 175 Information Strategies for Management Students is developed as a test case
• Determination made to scale GS 175 up to encompass all incoming Management Students: approximately 300 students per semester
• IMPACT identified as a possible solution to handle the increased scale
• 3 faculty librarians offering 2-3 sections of 70 students each every 8 weeks

HOW ARE YOU TRANSFORMING YOUR COURSE?
Flipped
Students watch videos and take a quiz before class
Mix of Created and Curated Videos
Mix of “Talking Head” Videos, Screencasts of Databases
Class time is focused on hands-on activities and group work

Scaled-Up to 70
Students split into group of 4-6 for team assignments
We used Voice-Over Powerpoints to allow students the ability to do group presentations: The students watch and vote on the best.
Moved into IMPACT classroom G188D

Technology-enabled versus Lab/Lecture
One section Bring Your Own Device
One section combined BYOD/ iPad cart

WHAT RESEARCH QUESTION(S) ARE YOU ADDRESSING WITH YOUR REDESIGN?
Did business information literacy “work” in a flipped class, meaning did students successfully learn content and reach learning objectives without the use of a lab and in larger sections?
Did weekly quizzes, online tutorials and online videos successfully teach database specific material outside of a lab environment?
Do students know how and when to apply library resources? Did they understand the basics of business research? Did students become less reliant upon Google?
Did students become more or less confident with research?
Did students enjoy and value the MGMT 175 experience?

WHAT IMPROVEMENTS TO STUDENT LEARNING DO YOU HOPE TO FOSTER?
A learner-centered classroom
A solid structure for the semester
More organized classrooms and lessons
An energized and more enthusiastic teacher
Up-to-date technology tools
Clearer objectives and expectations
More active learning
Higher expectations to achieve more
Prompt feedback
More student-faculty contact
Better evaluation of their performance
More teamwork

WHAT ASSESSMENT METHODS ARE YOU USING?
• Pre- and Post-Test
• Focus Groups (Small Group Instructional Diagnosis)
• Weekly Quizzes, Individual and Team Assignments
• Course evaluations
• Long-term tracking of student success

WHAT ARE THE GREATEST BENEFITS TO YOU FROM PARTICIPATING IN THE IMPACT PROGRAM?
You’re not alone
• Incredible support from the IMPACT faculty
• Fellowship of IMPACT cohort and “upperclassmen”
• Support from your department
• Practical advice and suggestions
• Technical support for specific teaching tools
• Opportunities for reflection

Pedagogy education
• Not all instructors have taken teacher instruction courses
• Those who have attended “how to teach workshops” get a refresher on the basic principles of good practice in education
• New opportunities for research studies
• Improved course evaluations from students
• Learning about styles of learning
• Suggestions for active learning
• The opportunity to implement a different pedagogic approach
• Better use of Blackboard

A new perspective on education
• The freedom to try something brand new
• Recognition that students are responsible for learning
• The ability to connect the course to the entire program
• The opportunity to incorporate technology
• Time to devote to the IMPACT program
• Grant money to purchase software or other enhancements to the class
• The importance of pre- and post-assessment
• The benefits of using student teams
• Prioritized access to IMPACT classrooms for the course

A SYMPOSIUM FOR THE CHANGING CLASSROOM
MARCH 26 – 27, 2014