

# Competent Enough

Getting First Year Business Students Started



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# Context

- Miami University is a public university located in Ohio
- The business school primarily serves undergraduates, and enrolls around 1,000 first-year students a year
- 2 librarians serve the business school
- A four-course core curriculum is required for all incoming students - known as FYIC
- BUS 106 is also required as the college introduction course for all incoming first-years

# FYIC presents students with a major client challenge project

- Past clients have included the Cleveland Clinic, KeyBank, and Fifth Third Bank
- Students have to learn about the industry, consumers, and where their client is positioned in that industry, as well as whatever specific business challenge they are charged with investigating
- BUS 106 needs to prepare students with the skills to work on this assignment

# BUS 106 Teaching Challenges

## Pre-Pandemic (2018-2019)

- Limited class time - about 20-30 minutes
- Serve as both an introduction to the library, but also information literacy and research skills
- Lesson had to be scalable to 1,100+ students over multiple sections

## Post-Pandemic (2020-now)

- Online only, asynchronous module
- Presenting information fully online requires more detailed explanation within materials
- Harder to introduce the library and librarians asynchronously

# Designing Learning Outcomes

- Based on the client challenge assignment, we knew students should be exposed to at least 3 different databases to encompass the scope of business information necessary for success on the project
- Used the frame “Searching as Strategic Exploration” for our original learning outcome
- In 2021, we added a new component covering the Foundational Business Research Competencies from the BRC as additional learning outcomes

# Final Learning Outcomes

1. Understand how to navigate the library website and who to contact with questions
2. Know how to find and identify business databases
3. Understand that business research is complex and requires using multiple sources of information to answer questions

# BUS 106 Instruction Sessions As Taught

## Pre-Pandemic (2018-2019)

- Met with extremely large classes (150-370), 5 sessions in one day
- Decided to use a flipped classroom approach - students viewed the 3 database videos as homework for a grade, and then worked on the exercise during class
- Librarians would also briefly introduce ourselves and basic information about the library before the exercise

## Post-Pandemic (2020-now)

- Link to [Canvas Commons module](#)
- [Foundational Business Research Competencies slide deck](#)
- [Introducing Business Research Strategies and Techniques infographic](#)

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## BUS 106 Library Research Tutorial

Preview Details Version notes

- Modules (1)
- Pages (13)
- Quizzes (8)
- Files (6)

### BUS 106 Library Module

#### Introduction to Business Research

- Section Overview ✔
- About the Library ✔
- Foundational Business Research Competencies ✔
- Types of Business Information Sources - Page 1 ✔
- Types of Business Information Sources - Page 2 ✔
- Where to Find Business Information Sources ✔

- Business Information Environment
- Business Research Strategies and Techniques
- Business Research Strategies Example Question

BUS 106 Foundations Quiz (GRADED)  
3 question(s) / 3 assigned

Library Resources and Exercise Intro ✔

#### Resources Demonstrations and quizzes

- BUS 106 Video One: MarketLine ✔
- BUS 106 Quiz One: MarketLine 3 points ✔  
3 question(s) / 3 assigned
- BUS 106 Video Two: Statista ✔

BUS 106 Quiz Two: Statista  
3 question(s) / 3 assigned

BUS 106 Video Three: Business Source Complete

BUS 106 Quiz Three: Business Source Complete  
3 question(s) / 3 assigned

#### Hands-on Activity

- Introduction and Scenario 1 points ✔  
1 question(s) / 1 assigned
- MarketLine 5 points ✔  
8 question(s) / 8 assigned
- Statista 4 points ✔  
5 question(s) / 5 assigned
- Business Source Complete 8 points ✔  
17 question(s) / 17 assigned



Import/Download

1.31 MB - IMS Common Cartridge File (.imsc)

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Copy Resource Link

*For those unable to view the Canvas module, here are the full contents*



# Exit Slip Results

| Year | Useful | Not Useful | Response Rate/Total Responses |
|------|--------|------------|-------------------------------|
| 2018 | 93%    | 7%         | 85%/718                       |
| 2019 | 96%    | 4%         | 80%/913                       |
| 2020 | 97%    | 3%         | 85%/898                       |

At the time of this writing, 2021 results are not available

# Lessons Learned

- Working with program administrators in the business school has been crucial for our continued success.
  - » They have provided feedback on the length and feasibility of the lesson -- and in the online-only era, ensure the content is delivered to students
- Keep the focus centered on student needs to maintain the limited scope of the lesson
- Don't be afraid to change something that is already working
  - » While our exit slip results indicated that the lesson was effective, we felt that we could make it more robust while still keeping it in scope

# Thank you!

I look forward to your questions  
and discussion

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UNIVERSITY LIBRARIES

