

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

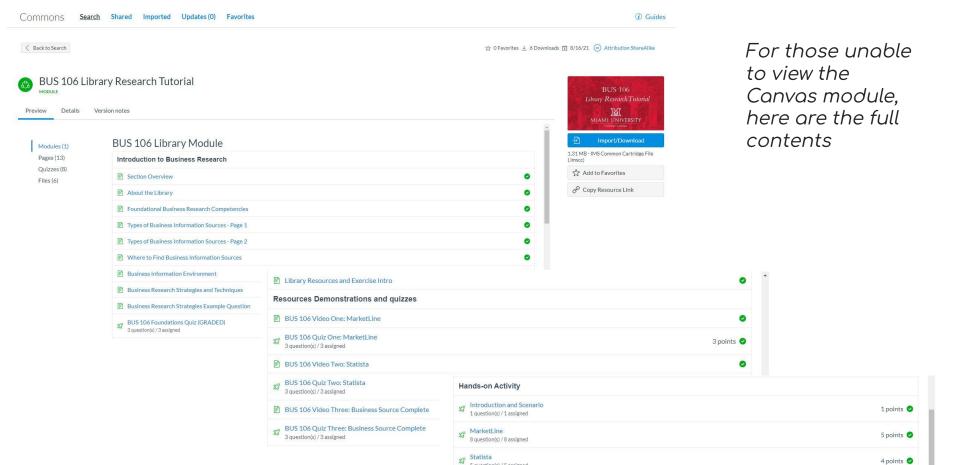
BUS 106 Instruction Sessions As Taught

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 <u>Canvas Commons module</u>
- → Foundational Business Research
 Competencies slide deck
- Introducing Business Research Strategies and Techniques infographic



5 question(s) / 5 assigned

Business Source Complete
17 question(s) / 17 assigned

8 points

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

