



The Use of Discussion Boards by First Year Business Information Systems 100 Students

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Introduction

- ❑ Who are we?
- ❑ Where do we come from?
- ❑ What are we talking about?
 - Background & literature
 - Methodology
 - Results & discussion.



Blended Learning

- Integration of quality online learning experiences with the best face-to-face instruction – reduces class contact time (Vaughan & Garrison, 2005)
- Combination of different technology based learning opportunities, pedagogical approaches, instructional technology and workplace activities (Driscoll, 1998)



Effective Learning

- Chickering & Gamson's (1987) principles for example, active learning
- Wan, Fang & Neufeld (2007) blended learning is influenced by the characteristics of lecturers and students, technology and instructional design
- Varied outcomes from research into the effectiveness of different modes of learning



Methodology

- Case study – preliminary study
- Interviews with key stakeholders
- CBS LMS database interrogation
- BIS100 LMS Discussion Board interrogation
- BIS100 student results
- Literature review and University web searches



Limitations

- This type of data investigation is not typically requested – experts not sure it could be done at first
- Movement from faculty to university management of LMS
- Limited time frame to capture data
- Huge amounts of data from multiple sources
- Further investigation required



University Context

- FLECS-Blackboard LMS
- Provide learning spaces, manage classes, provide information, engage learners
- No online component
- informational, supplemental, essential, fully online



Faculty Context

Areas in CBS	Number of Unique Units on LMS
Accounting	152
Business Law and Taxation	126
Economics and Finance	118
Graduate School of Business	94
Information Systems	124
Marketing	98
Management	87
CBS Divisional Units	8
Total across all CBS areas	807



Faculty Context

Overview

- GSB + 6 Specialist Schools
- Bachelor of Commerce – 8 common core (7 in 1st yr/1 in 3rd yr) & 24 specialist units
- First year units are all large – up to 3000 students per year in some Schools for 1st year units
- Taught in different modes and locations



Faculty Context

Active learning is encouraged differently across 1st year units

- Accounting – large lecture with mentors, 3 discussion board forums
- BLT – large lecture, audience response systems, mentors, 14 discussion board forums
- IS – large lecture team teaching, 8 discussion board forums



BIS100 Locations

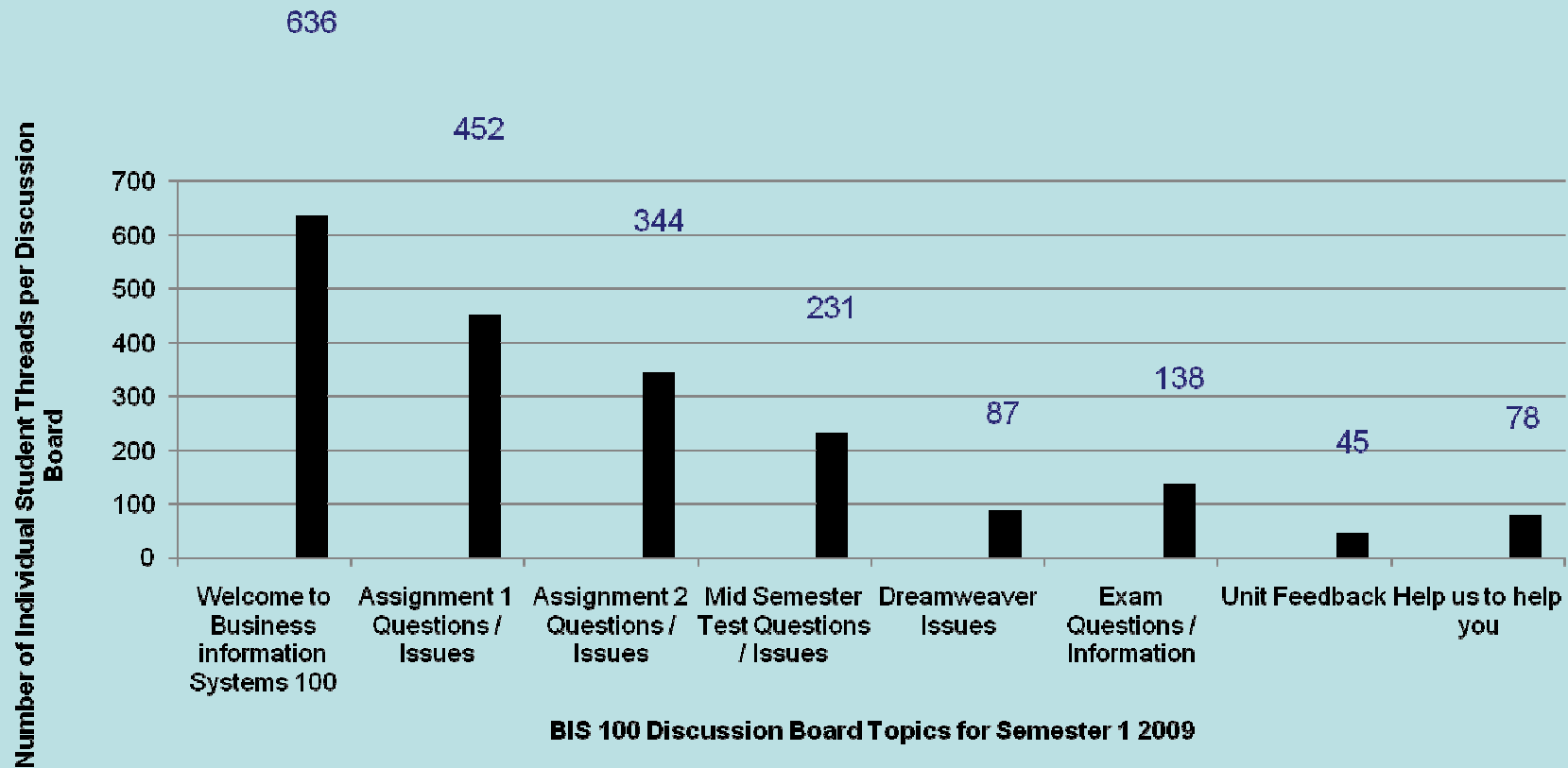
In Semester 1 2009

- Curtin Bentley Campus – large first year unit with 733 students
- Year 12 Experience – 26 students
- Curtin Sydney Campus
- Offshore Partners – INTI International College Penang, Metropolitan College Malaysia, Curtin Miri Sarawak Campus, University Econ Ho Chi Minh Vietnam, Curtin Singapore Campus, Charles Telfer Institute Mauritius
- Rural & Remote – Esperance Community College, Kalgoorlie Campus, Pilbara TAFE Karratha, Pilbara TAFE, South Headland

BIS Student Participation on Discussion Board Forums

Location	Number of students using discussion boards	Number of discussion boards	Total number of student contributions to discussion boards	The average final grade of students
Curtin Bentley	686	8	2011 (2.9) (2)	59% (4)
Curtin Miri	154	4	104 (0.67) (6)	63% (3)
Metro Malaysia	119	8	374 (3.1) (1)	66% (1)
CTI Mauritius	118	8	256 (2.17) (4)	57% (5)
Curtin Sydney	65	8	48 (0.74) (5)	46% (6)
INTI Penang	24	8	65 (2.7) (3)	65% (2)
Total & mean	1166			59%

Bentley Campus BIS100 Students' Overall Contributions to Discussion Board Forums



The Use of Discussion Boards by BIS100 Students (Graber & Bolt, 2009)

Comparison of the Number of Posts and Final Scores for Bentley Campus BIS100 Students Semester 1 2009

Category	Average Final Score
50 or more posts	73.4%
30-49 posts	71.4%%
15-29 posts	61.8%
5-14 posts	54.2%
0 posts	38.8%

A sample five students within each of the categories was randomly selected; total sample size was 25 students.



Discussion

- It seems that participation in discussion board forums is beneficial to students learning
- However, other factors could influence the outcomes
- Characteristics, technology, instructional design
- Further study required.