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.

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

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

The Use of Discussion Boards by BIS100 Students (Graber & Bolt, 2009)
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
## Areas in CBS

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

The Use of Discussion Boards by BIS100 Students (Graber & Bolt, 2009)
## BIS Student Participation on Discussion Board Forums

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

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

<table>
<thead>
<tr>
<th>Category</th>
<th>Average Final Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>50 or more posts</td>
<td>73.4%</td>
</tr>
<tr>
<td>30-49 posts</td>
<td>71.4%</td>
</tr>
<tr>
<td>15-29 posts</td>
<td>61.8%</td>
</tr>
<tr>
<td>5-14 posts</td>
<td>54.2%</td>
</tr>
<tr>
<td>0 posts</td>
<td>38.8%</td>
</tr>
</tbody>
</table>

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.