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SCHOOL OF BUSINESS

AN EVALUATION ON THE ADOPTION OF E-LEARNING IN THE SCHOOL OF BUSINESS AT UNISIM

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Let **UniSIM School of Business** help you create the path.

The Context

Understanding:

- UniSIM Mission: *To create excellence in lifelong education through a uniquely-designed learning experience, equipping learners for a better future*
- UniSIM's student profile is predominantly working adults and thus commuting students
- Anytime, Anywhere
- Preparing for tomorrow's workplace

Our E-learning Journey

50% of our School's courses have been converted to e-courses.

Journey has not ended and is continuing ....

Focus on Flipped-classroom pedagogy

Embark on Blended Learning

Convert course content to E-learning mode

2008   2011   2013   2015 & Beyond

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Phase 1: Approach to E-Learning

Objectives:

- Support "Anytime, Anywhere"
- Add value to learning
- Inject multimedia into lecture materials
- Digitize learning materials
- Promote online interactions [graded discussions]
- Promote online transactions [downloading materials/assignment submissions/completing assessments such as quizzes]

Phase 2: Embracing Blended Learning

Objectives:

- Cut Face-to-Face Classroom sessions to half
- Encourage case discussions
- Introduce more formative assessments in course to promote reflection
- Encourage independent learning
- Align with Community of Inquiry framework

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Supporting Community of Inquiry by leveraging on e-learning

Holistic Education Experience :

- Social Presence
- Cognitive Presence
- Teaching Presence
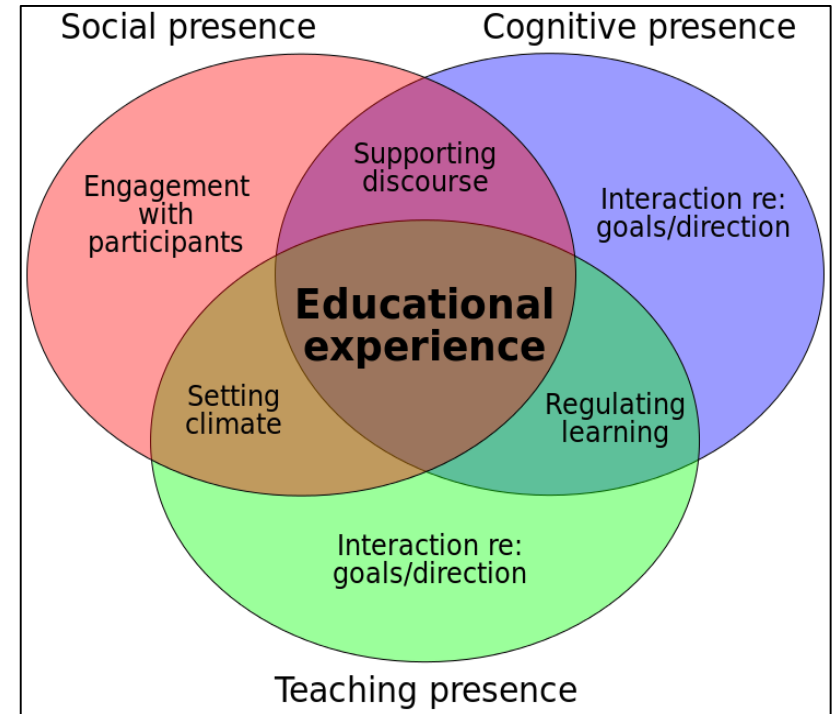
Ref: Garrison and Vaughan

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Phase 3: Implementing Flipped Classroom Pedagogy

Objectives:

- Transfer all classroom lectures to online by converting lectures into digitized "chunked lectures"
- Support Independent learning [Online "discussion corners"]
  - **Interest Corner** and "**example**"
  - **Topic Clarification Corner**

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Phase 3: Implementing Flipped Classroom Pedagogy [Cont'd]

Objectives:

- Encourage Acquire Knowledge [*Study*] before class session and Practice Application of Knowledge during class session
- Introduce "pre-class" summative quizzes
- Promote interactions during f2f classes and practicing of 3 key skills:
    - *Creative thinking*
    - *Logical in-depth analysis*
    - *Confident and responsive Communications*

A pause at Phase 3: Evaluating Student Performance before and after Introduction of E-learning

Comparison:

- Look at end-of-course assessment performance for various courses [before and after e-learning]

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The e-courses

**UniSIM Structured Approach to E-Course Development and Qualification :**

- Criteria to qualify as a UniSIM e-course"
  - Must have chunked lectures [no more than 15 minutes per chunk]
  - Must have summative and formative quizzes
  - Courses cannot have more than half its class sessions being face2face
  - iStudy Guide and all student's learning materials to be online
  - Submissions of assignments have to be online

As at 3rd March 2015			
Discipline	**Total No. of Courses**	**Total No. of eCourse**	**Percentage**
Accountancy	18	0	0.00%
Analytics	8	6	75.00%
Business	24	19	79.17%
Finance	18	11	61.11%
Logistics	13	4	30.77%
Marketing	16	11	68.75%
Security Studies	9	8	88.89%
Visual Communication	3	0	0.00%
Total	**109**	**59**	54.13%

End of 2015 (Projected)			
Discipline	**Total No. of Courses**	**Total No. of eCourse**	**Percentage**
Accountancy	18	0	0.00%
Analytics	8	6	75.00%
Business	24	19	79.17%
Finance	17	10	58.82%
Logistics	13	9	69.23%
Marketing	16	11	68.75%
Security Studies	9	8	88.89%
Visual Communication	4	0	0.00%
Total	**109**	**63**	57.80%

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Our Course Classification and Strategy for e-development
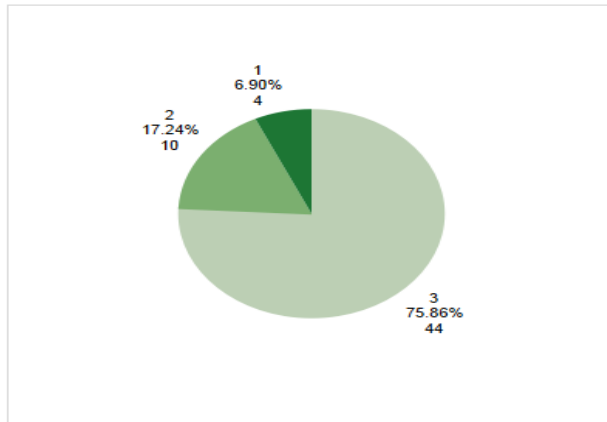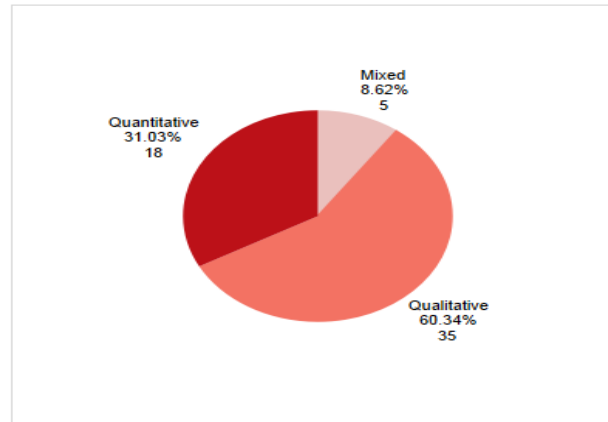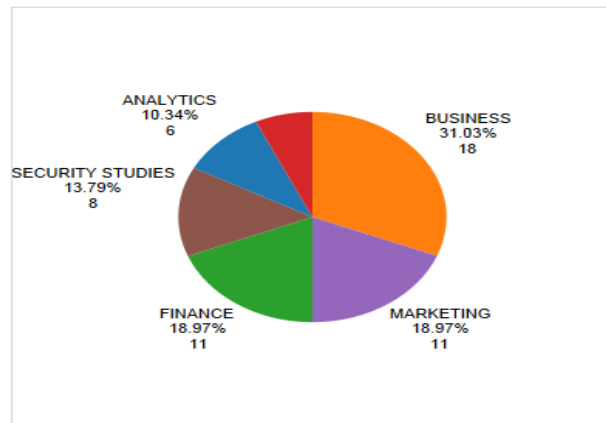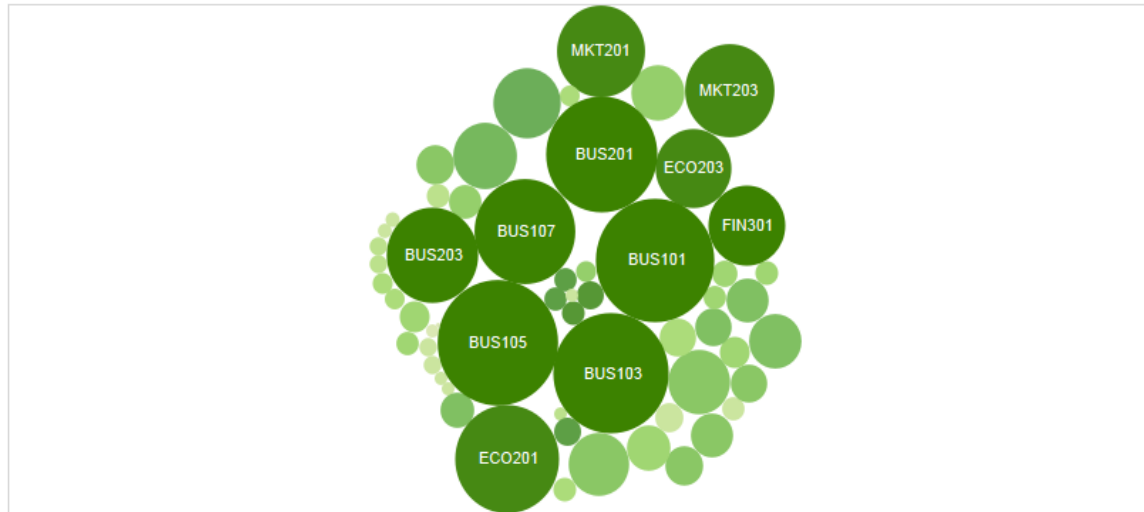
E-Course Implementation History

Number of students who have taken final assessement and number of semesters presented after conversion to e-course

Total number of semeste..
1 — 16

Top 10 SBIZ e-courses based on number of students who have taken final assessment

Course	Course Title	Rank along Table (Down)	Number of students who have taken final assessment after conversion to e-course	No of semesters presented after conversion to e-course
BUS101	Management	1	4,156	8
BUS105	Statistics	2	3,241	6
BUS103	Organisational Behaviour	3	2,726	6
ECO201	Managerial Economics	4	1,906	4
BUS353	Project Management	5	1,422	4
BUS107	Quantitative Methods	6	1,166	5
BUS351	Operations Management	7	1,152	3
MKT353	Retail Management	8	1,034	4
ECO203	International Economics	9	987	7
MKT202	Marketing Management	10	950	3

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Looking at "Weak" Student Performance – Before and After "e"

Course Title	E-learning E	ECA/Exam (as of latest semester)	No of semesters presented	No of student failed twice	% of students failed twice	Total No of students who took ECA/Exam	No of semesters presented after conversion to e-lear	No of student failed twice	% of students failed twice	Total No of students who took ECA/Exam	Diff(N)-(H)
Operations Management	2012/07	WRITTEN	6	18	🟡 1.36	1328	3	28	🔴 2.43	1152	🟡 1.08
Contract and Agency Law	2014/01	ECA	14	7	🟢 0.11	6654	2	5	🟢 0.54	922	🟢 0.44
Managing Information Security and Privacy	2014/01	WRITTEN	1	0	🟢 0.00	22	2	0	🟢 0.00	78	🟢 0.00
Financial Instruments, Institutions and Markets	2013/07	ECA	13	0	🟢 0.00	3314	3	0	🟢 0.00	306	🟢 0.00
Financial Institutions	2013/07	ECA	2		🟢 0.00	101	3	0	🟢 0.00	202	🟢 0.00
Advertising and Promotions Management	2010/07	ECA	3	0	🟢 0.00	404	3		🟢 0.00	435	🟢 0.00
Economic Security and Culture	2013/07	WRITTEN	2	0	🟢 0.00	67	2	0	🟢 0.00	175	🟢 0.00
Marketing	2014/01	WRITTEN	13	86	🟡 1.92	4482	2	5	🟡 1.90	263	🟢 -0.02
Customer Relationship Management	2014/01	WRITTEN	2	2	🟢 0.52	384	2	2	🟢 0.50	399	🟢 -0.02
Marketing Mix Management	2014/01	ECA	13	2	🟢 0.04	4569	2	0	🟢 0.00	319	🟢 -0.04
Marketing Management	2013/07	WRITTEN	3	13	🟡 1.65	790	3	15	🟡 1.58	950	🟢 -0.07
Selected Topics in Management	2014/01	WRITTEN	10	5	🟡 1.40	357	2	1	🟡 1.11	90	🟢 -0.29
Selected Topics in Business Analytics	2013/07	ECA	4	1	🟢 0.54	186	2		🟢 0.00	80	🟢 -0.54
Company Law and Corporate Governance	2014/01	WRITTEN	14	99	🔴 2.17	4560	2	8	🟡 1.43	559	🟢 -0.74
Fixed Income Securities	2013/07	WRITTEN	6	12	🟡 1.97	609	2	1	🟡 1.11	90	🟢 -0.86
Government and Security	2013/07	WRITTEN	3	2	🟡 1.74	115	2	0	🟢 0.00	193	🟢 -1.74
Managing People	2014/01	WRITTEN	4	25	🔴 6.46	387	2	11	🔴 4.25	259	🟢 -2.21
IT-Enabled Business Transformation	2014/01	WRITTEN	3	42	🔴 6.11	687	2	3	🟢 0.63	476	🟢 -5.48
Corporate Finance	2013/07	WRITTEN	6	53	🔴 7.76	683	2	0	🟢 0.00	97	🟢 -7.76

Looking at Overall Student Performance – Before and After "e"
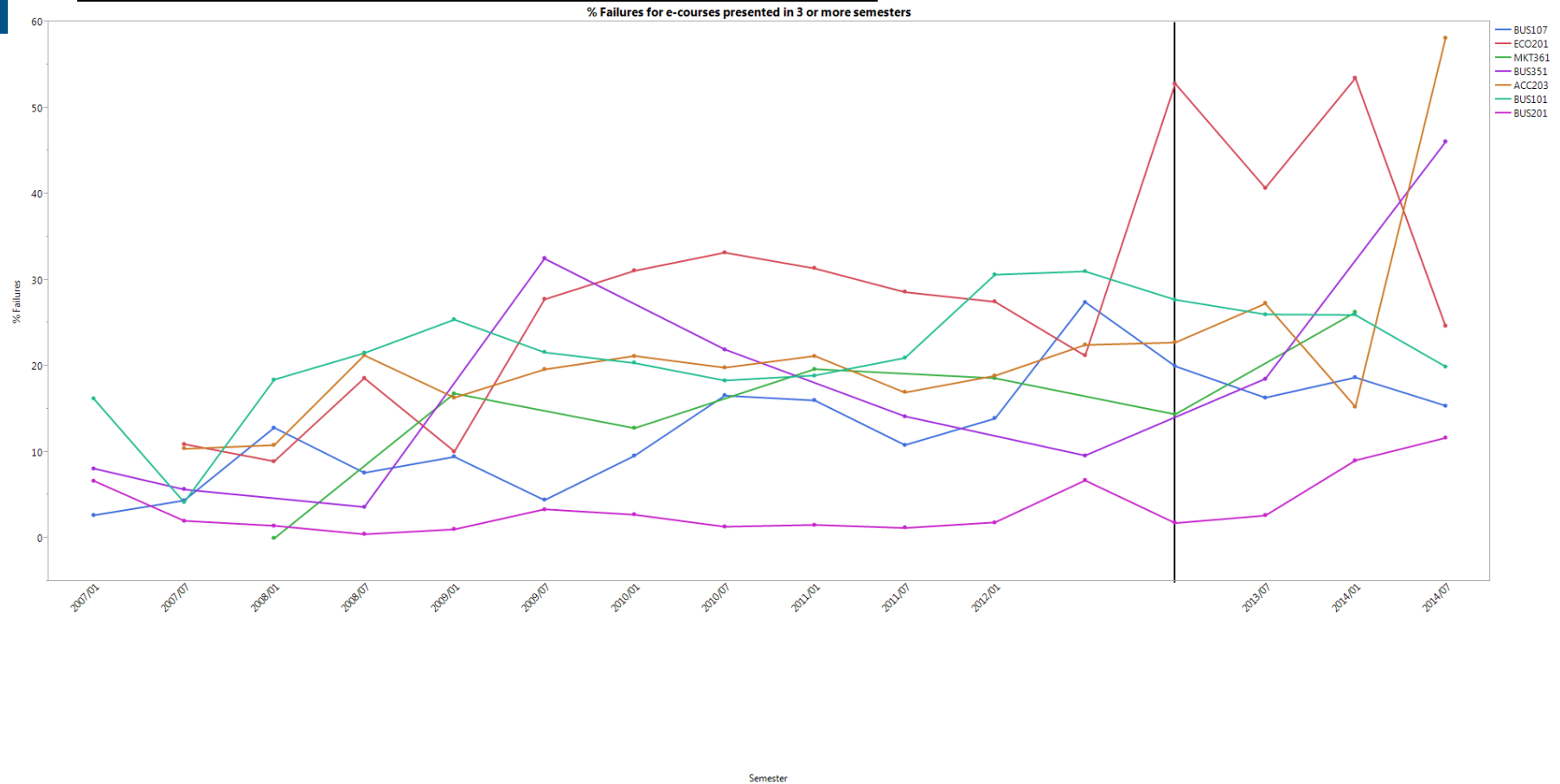
% Failures for e-courses presented in 3 or more semesters

Phase 3: Comparison Results

Observations:

- No significant difference in number of repeated failures before and after e-conversion
- No discerning trend in % failures in courses before and after e-conversion
- There was no significant difference in student feedback rating for courses before and after e-conversion [although feedback comments from some students indicate they prefer f2f, but the majority in the course did not provide such comments]

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Phase 4: Leveraging on current progress

Objectives:

- Able to mount full-e degree programs [no f2f contact sessions]
- Reinforce culture of learning to support flipped classroom pedagogy
- Change culture of teaching to support flipped classroom pedagogy

Summary: Key Success Factors to leverage on Elearning in Higher Education

- Top management commitment

- Clear directions and target

- Faculty Buy-in

- Development support

- Standardized criteria in developing e-learning materials

- Scaffolding development

- Cultivate Learning culture [independent learning and online discussions]

- Support Faculty Training to complement e-learning [flipped classroom pedagogy training]

- Start as a supplement to teaching and learning

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