

Faculty Reflection

Your Name: Katherine Rosenbusch

Your Course: MGMT 303: Principles of Management

1. **Course Context:** Provide some basic information about your course (Consider what reviewers will need to know to understand and evaluate your course).
 - a. What was the general set up of your course? Synchronous or asynchronous?

The course is asynchronous. It is divided into two Blackboard sites—one is the lecture site and the other is a recitation (lab) site. All videos and course content is housed in the lecture site and all experiential learning assignments and discussion is housed in the recitation site.
 - b. Did the course fulfill a requirement for the general education, the major, or a certificate program?

All majors in the business school must take this required course.
2. **Learning Experiences:** Describe how you addressed the course learning outcomes that are listed in the course summary sheet.
 - a. Describe opportunities provided in the course that enable learners to track their own learning progress.

The Blackboard gradebook is the best way for students to track their progress. We try to grade everything in a timely manner so the students are aware of their progress throughout the course.
 - b. What learning experiences have you created in your course which contribute to students' achievement of the learning outcomes?

Participation is assessed through the online activities in Connect and discussion board. The self-reflection is created by taking assessments and then having an online blog. The core foundational theories are assessed with quizzes and exams. Finally the course implementation and analysis of theories is covered in the team projects.
3. **Interaction:**
 - a. How did you provide feedback to your online students regarding their work or academic progress?

Myself and the recitation instructors use the comments section to insert grades and feedback. I also post my office hours in case the students want to visit with me face to face.
 - b. How did you interact with your online students?

Through the orientation session at the beginning of the semester and through discussion board. They also email me directly.

- c. What opportunities did you create for online students to interact among themselves?

Discussion board is weekly interaction and then the students are assigned to teams and have to complete two assignments together.

4. **Use of Tools, Technologies & Multimedia Learning Resources:**

- a. How effective were these in facilitating student learning?

I have had many students tell me that the prerecorded lectures are very helpful to understand the content of the class. The online platform, Connect, has its pros and cons—it is helpful that all the resources are in one place but some of the content is a little outdated so I have to supplement for those areas. Some students love blogging while other don't—it is not a perfect tool but it begins the process of self-reflection.

- 5. **Student Feedback:** Briefly describe the feedback you received from your students about the course. You may discuss the results from student evaluations of teaching or other surveys.

Below are comments from my midpoint checkin

I like the weekly connect assignments/discussions because I feel like they do a good job of teaching the material at a steady pace and since it's just a few assignments due each week it keeps the work load from becoming overwhelming.

The professor should continue having students comment on other students discussion board posts. I really like the online lectures and the availability of the powerpoint slides. This makes note taking much easier.

I love discussion board homework assignment. We can share many ideas with everyone.

I like that there is a reasonable time frame to get homework and projects done. I like that we worked on the team analysis together. This allowed me to see the perspectives of my team members which were sometimes different than my own but very interesting.

The tasks are good at allowing students to learn about the course material in a way that is both interesting and engaging.

The assignment is very clear to do and to read. I know exactly what should I do without confusing.
- I like that it's very routine. Every week, the homework is the same, so it's much easier to keep track of for an online class.

The grading system is very fair and straightforward\
The Connect activities are interesting, especially since

I enjoy doing the weekly discussion posts on blackboard since I enjoy communicating with fellow students about the topic we are learning. I also enjoy the homeworks on mcgraw since they are not too time consuming but contain good information. The group project was one of the best parts of the

class because it really felt like a group effort to complete and I'm sure my fellow team mates learned just like I did from the experience.

I appreciate the consistency with each weeks assignments and expectations. I like that the Professor is prompt when I email her questions or concerns.

The availability of the Professor via email is very good. Also the clarity provided for assignments - easy to understand what is due and when it is due.

The course works are straight forward. I like that assignments are explained well and clear. Assignments are consistent. I also appreciate that the professor provides study guide. I love the use of Connect and the discussion boards. It honestly helps understanding the concepts a lot easier. I also enjoyed working on the group project it was nice to meet new people.

I enjoy the aspect of learning about experiences and scenarios in the business world and formulating what each of us would do in some of these situations in the discussion boards. Reading other classmates responses has been a good side learning tool during this class and in how I handle things outside of the classroom.

I like the discussion board and the topics i feel like it really helps apply what we read in the chapters

Modifications

I can't think of any modifications I could add right now as I really enjoy the way this course is laid out. The only thing I've struggled with a little bit was the midterm exam since we only had a little over an hour to get it done, but I feel like that was only because I hadn't studied enough prior.

I think fewer required discussion board posts, but longer required posts would be beneficial. I don't think any improvements are necessary for this course. The first time, I was super confused with the system. I did not know what kind of homework assignment I had. Therefore, I missed some homework.

I think the instructor can be more understanding when a student misses an exam as it is a significant portion of the grade. My mother was in the Intensive Care Unit so I had to travel 2hrs back home, thus, I missed the midterm. Instead of being able to have the 1.5hrs opened to me so I could take the midterm, I was left with a 0%. There was no negotiation which really upset me because it bought my grade from being in the 90s to being down in the 40s. Be understanding that emergencies happen. Nothing.

I don't think there is any modification that need to be changed
- I personally thought the group project was unnecessary. In the workplace, collaborations are typically more organic and arise out of need. I didn't see the need for a group project here. I could have done the whole thing by myself. Maybe I did get a few

I think being more strict on deadlines should be implemented since a good amount of students (including myself) wait till the last possible night to start the assignments. Perhaps splitting the work into certain days of the week would be more productive, but I understand that some students have busy schedules and can't do much in the weekdays. I also think the exams should be a little big longer

maybe by 15 minutes or make the exams a little shorter. I felt well prepared for the exam, but I'm a slow/cautious test taker which makes timed exams much more stressful.

Possibly leaving Discussion Boards open to see classmates responses. Given the situation someone replies to a post close to the due date, it gives us to time to reply back and connect more with each other and the material.

Shorten the exam. 70 questions and 2 essays to be finished in only 75 minutes is unreasonable. The exam felt rushed and it hurt my performance.

So far I like the format of this online course. Give review quizzes for each chapter could be helpful to students when taking the final exams.

I personally feel that there is nothing that needs modifying I have enjoyed the entire class thus far.

I enjoy doing group work but it can become hard to do in an online class setting, especially when none of our schedules tend to mesh and sometime you can be waiting for awhile for responses to questions brought up in the group message board. I know i can be one that forgets to check it every once in awhile. Not sure how I would make group work better though.

I honestly really enjoy the course and the set up. The only time I have an issue is when I did not read the chapters

6. Major Challenges:

- a. Describe at least **one major challenge** you encountered in designing and teaching your online course.

One major challenge is assessing whether the students understand what is going on within the online classroom. Since you cannot see them sometimes it is hard to gauge whether they are getting it or not. I try to catch students that are falling behind but it is hard to track this. I would like to start to implement an online assessment readiness scale at the beginning of the semester so they know their pitfalls.

Also, they keep adding more and more students to my online section and I know it is because of space limitation but I believe that they have to cap this at some point. They justify the recitations in smaller sections as the high touch points for students, but I still think we are missing something.

- b. What did you do in your course to handle/overcome the challenge?
I will implement the online readiness assessment next year. I try to pick times every few weeks to assess the learning and development of the students since I don't do all the grading.

In terms of the large section I have spoken to my department chair and others about this but I don't think this is going away ☺

7. Stand-Out Practices:

- a. List and describe **three** “stand-out” practices from your course that you wish to draw to the reviewers’ attention for consideration as best practices for the online faculty community at Mason.

I am very intentional with my course design. I try to make it as interactive as possible given the parameters. Three stand out practices—I believe that my course sites are very organized and flow well. I believe that once the students have been in my course a few weeks they see the pattern of practice to do well and finally I believe I utilize tools well to engage the audience.