


Spring 2016

Use of an LMS in Undergraduate Business Communications Courses

Arlene J. Nicholas

Salve Regina University, nicholaa@salve.edu

Follow this and additional works at: http://digitalcommons.salve.edu/fac_staff_pub

 Part of the [Business Administration, Management, and Operations Commons](#), [Business and Corporate Communications Commons](#), [Educational Assessment, Evaluation, and Research Commons](#), [Educational Methods Commons](#), [Instructional Media Design Commons](#), [Online and Distance Education Commons](#), and the [Scholarship of Teaching and Learning Commons](#)

Nicholas, Arlene J., "Use of an LMS in Undergraduate Business Communications Courses" (2016). *Faculty and Staff - Articles & Papers*. Paper 62.

http://digitalcommons.salve.edu/fac_staff_pub/62

This Article is brought to you for free and open access by the Faculty and Staff at Digital Commons @ Salve Regina. It has been accepted for inclusion in Faculty and Staff - Articles & Papers by an authorized administrator of Digital Commons @ Salve Regina. For more information, please contact digitalcommons@salve.edu.

Use of a Learning Management System in Undergraduate Business Communications Courses

Arlene J. Nicholas, Ph.D.
Salve Regina University
Newport, RI, USA
arlene.nicholas@salve.edu

Abstract

Does the current college population embrace the use of technology for classwork? They may be devoted users of text messaging, Facebook and even Google, but do they take advantage of the learning tools created for their specific coursework? Beyond the cost for the university to have licensing for the software, there is considerable effort of faculty and technology staff to create, upload, troubleshoot and maintain these educational support areas. Does it advance the students' knowledge? Is it a useful tool to understand course objectives? A small case study of students in a northeast liberal arts university, business majors or minors who used a learning management system, (LMS) in their Business Communications course was conducted. Analysis of this study and other recent research in this rapidly growing pedagogical method will be reported.

Keywords

Learning Management Systems (LMS), Hybrid, Blackboard, Online, **Performance** 2000 word max

1. Heading: Generally Introduction or Background

Papers accepted are published in the conference proceedings. We ask all authors to follow these guidelines in order to maintain a high standard of consistency.

2. Page size

The proceedings are produced on A4 paper. The page margins are 2.54cm all round. Margins should be Fully Justified for main text, but Left Aligned for titles and headings. If you are using a Mac, please be aware that these settings may be adjusted in unexpected ways.

3. Typeset text

Use normal capitalisation within the text and do not use **bold face** for emphasis. Italics are acceptable. All headings should use initial capitals only, excepting for use of Acronyms. Please avoid the use of footnotes. Endnotes are not permitted and papers containing them will be returned.

3.1 Title and authors

In the paper title only, initial letters of all words of 4 or more letters should be capitalised

8. A 300 word abstract should follow.

9. Include up to 6 keywords or phrases

10. Do not use more than three levels of heading and use the numbering convention:

1 Heading 1

1.1 Heading 2

1.1.1 Heading 3

11. The main body of the text should be in Arial 10 point, single spaced and fully justified. Please use normal capitalisation within the text and do not use bold face for emphasis. Italics are acceptable. All headings should use initial capitals only, excepting for use of Acronyms

12. You can include bulleted or numbered lists.

13. Figures and tables should be placed as close to their reference point in the text as possible. All figures and tables must have titles and must be referenced from within the text. Avoid colour diagrams as the proceedings will be printed in black and white. Images must be inserted as picture files (.gif, .jpg, .bmp, .pct, .png, .psd). You may be asked to supply the pictures as separate files.

14. Please avoid the use of footnotes. Endnotes are not permitted and papers containing them will be returned.

15. References should follow the Harvard referencing style, which means that primary references in the text should be in the format (Nugus 1999) and should then be listed at the end of the paper as per the following examples:

Brooks, I. and Weatherston, J. (1997) *The Business Environment: Challenges and Changes*, Prentice Hall, London.

Brown, S.L. and Eisenhardt, K.M. (1998) *Competing on the Edge: Strategy as Structured Chaos*, Harvard Business School Press, Boston.

Clutterbuck, D. and Crainer, S. (1990) *Makers of Management: Men and Women who Changed the Business World*, MacMillan, London.

Conner, D.R. (1998) *Leading at the Edge-of-chaos: How to Create the Nimble Organization*, John Wiley, New York.

Doherty, Noel and Delener, Nejdert. (2001) "Chaos Theory: Marketing and Management Implications", *Journal of Marketing Theory and Practice*, Fall, Vol 9, No. 4, pp 66–75.

Dolan, S.L., Garcia, S. and Auerbach, A. (2003) "Understanding and Managing Chaos in Organisations", *International Journal of Management*, Vol 20, No. 1, pp 23–35.

1. Background

The use of LMS in higher education has expanded to support online teaching which, for some institutions, includes distance learning. Faculty usage in colleges that offer bachelor's degrees has increased from 25% in 2005 to almost 40% in 2009 (Arroway, Davenport, Guangning, & Updegrove 2010). Faculty are encouraged to enhance their courses with LMS. Attracting/retaining students with technology, having multiple methods of interaction, an area for notes for students' review and for addressing any universal design needs for various types of learners are driving goals of utilizing LMS. It also allows possible online/distant education methods. LMS could also be used simply for syllabus and study guides, or discussions, self-assessment tests, quizzes, grade posting and group communications (Clark 2002). The students in this study were able to access PowerPoint chapter slides, instructional articles and sites, the class syllabus, required discussions and wiki group work.

1.1 Recent Studies

Student satisfaction with an LMS has been correlated with course content (Malikowski 2008; Naveh, Tubin, & Pilskin 2010; Sun, Tsai, Finger, Chen, & Yeh 2008) and with course discipline (Naveh, Tubin, & Pilskin 2010). Bikrimirov and Klassen (2008) found that student performance in an introductory hybrid finance course was significantly related to access to homework solutions on WebCT. A diverse international study of accounting students reported high levels of satisfaction associated with five variables: lecture notes availability, online assessment, announcements, model answers, and online chat (Basioudis, De Lange, Suwardy, & Wells 2007). The results of 111 business students in southeastern United States, although neutral in general satisfaction with hybrid learning of 60% class time and 40% online, depicted high levels of satisfaction with prompt feedback, active learning and faculty contact (Young & Duhaney 2008).

1.2 This Study

The hybrid business communication course in this study was 80% in class and 20% usage of the online lms. The book was accessible for free online through the publisher, Flatworldknowledge but was purchased by some students. The access to the online book was separate from the Blackboard LMS. Students were asked how many times they logged in to the LMS other than for discussion or the wiki. The faculty dashboard of recent student activity was also assessed for general usage. Preliminary results suggest that regular users are the higher performing students. Other questions investigate the usefulness of posted material including, slides, format outlines, discussion articles, links to research sites and other instructional material for the course project and the wiki group work area.

2. METHODOLOGY

Students in two Business Communications courses were surveyed online by items created on SurveyMonkey. A section of the survey included the validated student engagement instrument (Handlesman, Briggs, Sullivan & Towler 2005)

This hybrid course required students to meet face-to-face and use the Internet accessible Blackboard LMS course companion.

3. RESULTS

Use of wiki was the most questionable. Evenly split that mandatory usage was valuable with 50% strongly/agree and 50% disagree/strongly disagree. Yet, students understood that it was important to use a wiki for group work as the majority, 57.1%, disagreed/strongly disagreed that it should not be used for group work.

One respondent noted google docs as a group tool and five others stated that Facebook group message was their main method of collaboration.

Predictors indicators

4. FUTURE STUDIES AND CONCLUSION

Group tools are important for business communications.

References

Arroway, P., Davenport, E., Guangning, X., & Updegrave, D. (2010) EDUCAUSE Core Data Service Fiscal Year 2009 Summary Report. <http://net.educause.edu/ir/library/pdf/PUB8007.pdf>

Basioudis, I., De Lange, P., Suwardy, T., & Wells, P. (2007) Accounting Students' Perceptions of a Learning Management System: An International Comparison. Proceedings AAFAANZ Conference, Gold Coast, Australia.

Biktimirov, E.N. & Klassen, K.J. (2008) Relationship Between Use of Online Support Materials and Student Performance in an Introductory Finance Course. *Journal of Education for Business*, Vol 83 No. 3, pp 153-158.

Clark, J. (2002) A Product Review of WebCT. *The Internet and Higher Education*, No. 5, pp 79-82.

Handlesman, M.M, Briggs, W.L., Sullivan, M. & Towler, A. (2005) A Measure of College Student Course Engagement. *The Journal of Educational Research*, Vol 98 No. 3, pp 184 -191

Malikowski, S. (2008) Factors Related to Breadth of Use in Course Management Systems. *Internet and Higher Education*, Vol 11 No. 1 pp 81-86.

Naveh, G., Tubin, D. & Pliskin, N. (2010) Student LMS Use and Satisfaction in Academic Institutions: The Organizational Perspective. *The Internet and Higher Education*, Vol 13 No. 3 pp 127-133.

Sun, P., Tsai, R. J., Finger, G., Chen, Y. & Yeh, D. (2008). What Drives a Successful E-learning? An Empirical Investigation of the Critical Factors Influencing Learner Satisfaction. *Computers & Education*, Vol 50, pp 1183-1202.

Young, A. E. & Duhaney, D. C. (2008). Hybrid Learning and the Principles of Good Practice in Undergraduate Education. *International Journal of Instructional Technology and Distance Learning*, Vol 5 No. 5 http://www.itdl.org/Journal/Nov_08/article04.htm

Cao, Q., Griffin, T.E., Bai, X. (2009) The Importance of Synchronous Interaction for Student Satisfaction with Course Web Sites. *Journal of Information Systems Education*, Vol 20 No.3, pp 331 – 338

http://www.itdl.org/Journal/Feb_11/Feb_11.pdf

INTERNATIONAL JOURNAL OF INSTRUCTIONAL TECHNOLOGY AND DISTANCE LEARNING
International Society for Technology in Education. (2010). *National educational technology standards*. Retrieved from <http://www.iste.org/AM/Template.cfm?Section=NETS>

EDUCAUSE Center for Applied Research. (2003). *Faculty use of course management systems*. Retrieved from <http://www.educause.edu/ECAR/FacultyUseofCourseManagementSy/158560>

Gerrard, C. (2007). Virtual learning environments: Enhancing the learning experience for students with disabilities. *Campus-Wide Information Systems*, 24(3), 199-206.
doi:10.1108/10650740710762239

Kuhlenschmidt, S. (2010). Issues in technology and faculty development. In K. J. Gillespie & D. L. Robertson (Eds.), *A guide to faculty development* (pp. 259-276). San Francisco, CA: Jossey-Bass.

Kvavick, R. (2005). Convenience, communications, and control: How students use technology. In D. G. Oblinger & J. L. Oblinger (Eds.), *Educating the net generation*. Minneapolis, MN: EDUCAUSE Center for Applied Research and University of Minnesota, Twin Cities. Retrieved from <http://www.educause.edu/ELI/EducatingtheNetGeneration/160452>

McPherson, S. (2009). A dance with the butterflies: A metamorphosis of teaching and learning through technology. *Early Childhood Education*, 37(4), 229-236.

Rose, D. H., Meyer, A., & Hitchcock, C. (2006). *The universally designed classroom: Accessible curriculum and digital technologies*. Cambridge, MA: Harvard University Press.