Examples from ASB Course Outlines: 3.2 Learning Activities and Teaching Strategies

1. Extract from MGMT3721, Semester 1, 2008 (with permission from Peter Sheldon)

The Role of Lectures

The lectures build from the relevant core readings (in the textbook) to set out the main ideas, theories and conceptual frameworks for the course. Lectures include interactive learning processes and will synthesise materials from a range of sources, including your own prior knowledge and experiences. We expect you to come to and be prepared for each lecture. This means you should have read and considered the relevant chapter.

From a time management perspective, this means you will need to allocate approximately three hours per week for basic reading. If you need any assistance in managing your time you will find the Australian School of Business’ Education Development Unit (EDU) a useful resource.

The Role of Workshops

The weekly workshops provide you with an interactive environment in which to enhance your learning and your enjoyment of the course. Each week’s workshop involves a negotiation exercise. Over the session, you will engage in a variety of different scenarios that build in complexity and that call for different combinations of knowledge and skills. Therefore, when you read for your lectures, you are also doing fundamental reading for maximising your learning and enjoyment from workshops.

By actively engaging in the workshops, you will increase your confidence and competence as a negotiator. The more conscientiously you participate, the more you will enjoy and learn from workshops. Participation provides you with opportunities to develop your repertoire of negotiation skills and practices as well as giving you a safe and supportive environment in which to explore different ways of negotiating. Finally, the workshops provide you with opportunities to improve more generic interpersonal skills through interacting with others, working together in diverse groups, forging learning networks, learning about other cultures and learning to understand values and opinions different from your own.

2. Extract from MARK3081, Semester 1, 2009 (with permission from Rita di Mascio)

This course will be conducted on a lecture, tutorial and simulation basis.

The lectures will outline the main concepts of distribution strategy, real-world examples and their managerial implications. The relevant readings, to be read in your own time, provide more detail about these concepts. To illustrate the concepts with practical examples, lectures will draw on the experiences of teaching staff, students and occasionally industry practitioners. Lectures are designed to achieve Course Aims 1, and Learning Outcomes 1-6.

The tutorials will be used to reinforce material covered in lectures, and supports Course Aims 2, 3 and 4, and Learning Outcomes 1-6, 9 and 10. Each week we will usually have a group exercise, such as a case presentation. The purpose of these group activities is to allow you to:
• apply the concepts in the text and readings to a practical example
• enhance critical thinking and analysis skills
• enhance presentation skills; and
• engage with others in the class.

The business simulation will give you an opportunity to integrate the concepts covered in the lecture and apply them to the management of an operating business. You will need to formulate strategic, operational and tactical distribution decisions, and assess the impact of these decisions on the business performance. The simulation supports Course Aims 2 and 3, and Learning Outcomes 2, 4, 5, 7 and 8.
While your private study is the primary method of your learning, it is supplemented by teaching using the traditional lecture and tutorial classes. Students are to attend one 2-hour lecture stream and one 1-hour tutorial (commencing in week 1) each week.

**Lectures**

The purpose of lectures is to introduce and explain concepts that are critical to the core themes of the Course. It is expected that students come to lectures having read the textbook and lecture notes or powerpoint slides (if available prior to lectures). Each lecture will provide a short overview of topic at hand and will then focus on explaining the difficult concepts and issues. The role of the lecture is to help you understand the context of the topic as well as work through the difficult points.

Despite lectures being a primary vehicle for the lecturer to communicate knowledge to students, our lectures emphasise interactive teaching and learning and students are encouraged to ask questions during lectures. Lecturers will ask questions of students during class to see if students are attentive and have grasped the key concepts in the materials and communicated in the lectures.

**Tutorials**

Students are also required to attend one 1-hour tutorial each week (from Week 1). In order to maximise your learning experience, it is necessary for you to attend the tutorial in which you are enrolled. If, however, you are unable to attend your class due to illness or other extenuating circumstances, please attend another class to ensure that you do not miss the materials covered, and inform your tutor of the attendance in the following week, in order to satisfying the 80% attendance requirement. However, you must attend your enrolled tutorial for the Class Quizzes, Class Participation and Homework Preparation.

Each tutorial will involve a number question exercises which relate to the previous week’s topic. You are required to prepare for each tutorial and the tutorial will require your participation. The exercises to be covered in each tutorial are set out in the Lecture Notes (on the course WebCT Vista website). The role of the tutorial is to help build your understanding of the topic through the application of what you have learnt to case-studies and real-life scenarios. They also give you the opportunity to discuss your work with your colleagues, and hence gain an indication of your own progress.

The Tutorial Programme relating to each topic is included in your Weekly Guide which is downloadable on the Course WebCT Vista. The programme has two components:

**Preparation Questions:**

These preparation questions are to assist students in their self-learning and practice. Answers to these questions will be supplied on the Course WebCT Vista in advance. Students are advised to attempt these questions and review the answers before answering Homework Questions.

**Homework Questions:**

These questions focus on key issues relating to the topic and build on the knowledge gained so far. They will form a major part of the discussions in tutorials. Prepared answers to these Homework Questions are formally assessed.

In this Course, tutorials are the main vehicle for interactive learning via small group interaction between tutor and students. Numerical questions in the tutorial programme will seek to promote the necessary technical competence. Discussion questions in the tutorial programme seek to encourage critical thinking and develop analytical skills, and these questions will be considered in detail during tutorials. Based on your prior self-study, tutorials are an excellent forum for you to clarify your understanding of the concepts and the mechanics of accounting.

At the end of each week, answers to all numerically-based Homework Questions will be posted on the Course WebCT Vista. Given that the answers to these questions are often subjective in nature, solutions to these discussion questions will not be provided on the Course WebCT Vista.
The examinable content of the course is defined by the references given in the Lecture Schedule, the content of Lectures, and the content of the Tutorial Program.

Lectures: The purpose of lectures is to provide a logical structure for the topics that make up the course; to emphasize the important concepts, models and methods of each topic, and to provide relevant examples to which the concepts and methods are applied. Lecture slides can be downloaded from WebCT Vista prior to each lecture.

Tutorials: Tutorials are an integral part of the course. They will be devoted to discussing problems you may encounter in the weekly exercises and will also be used to illustrate how to use EViews to solve the empirical exercises. Tutorial problem sets will be provided for each week’s tutorial via WebCT Vista.

Out-of-Class Study: While students may have preferred individual learning strategies, it is important to note that most learning will be achieved outside of class time. Lectures can only provide a structure to assist your study, and tutorial time is limited. Note that it is natural that a substantial part of learning will take place outside the classroom through repeated exercises and discussion of difficult concepts with other students.

Computing: Computing is an important part of the course. Since the focus of the course is on empirical data analysis and practical forecasting, the course’s value will be substantially diminished without the computing part. As tutorial time is limited, it is the responsibility of the student to allocate time and effort to learn the software package that is required to perform the computations for the course. Ample support and instructions will be provided in the tutorials and the courses website.

An “ideal” strategy (on which the provision of the course materials is based) might include:

1. Reading of the relevant chapter(s) of the textbook, assigned supplementary readings and accessing the lecture slides from WebCT Vista before the lecture. This will give you a general idea of the topic area.
2. Attendance at lectures. Here the context of the topic in the course and the important elements of the topic are identified. The relevance of the topic will be explained.
3. Attending tutorials and attempting the tutorial questions.
4. Practicing empirical computing exercises in Computing Laboratories on campus or at home outside the assigned tutorial hours. Students are encouraged to share their knowledge of the econometric software with other students.