Linking Teaching and Learning with Assurance of Learning in Undergraduate Business Quantitative Courses

F. X. Zhu,
Rohrer College of Business,
Rowan University, USA.
E-mail: zhu@rowan.edu

Abstract

This study examines some issues associated with teaching, learning, and assurance of learning (AoL) in undergraduate business quantitative courses. The teaching issues include combining concepts and formulae with practical business applications, using real data to facilitate easier interpretations of the solutions, and using computer technology, such as Excel software, to improve students’ analytical and spreadsheet modeling skills, and teaching style. The learning issues include short- and long-term retention of knowledge and enhancement of learning experiences by using a variety of teaching means, connecting topics to real situations that are familiar and/or of great interest to students, and motivating students by some special class assignments. The AoL process at the course level is related to and driven by the program’s mission and educational goals. It is developed and being used to assess the outcomes of student learning, to identify the strengths and weaknesses, and to facilitate the development of action plans for closing the loop and for continuing teaching and curriculum improvement.

This study carries out the discussion based on two quantitative-oriented undergraduate business courses taught in the Rohrer College of Business (RCOB) at Rowan University (RU): Operations Management (OM) and Decision-Making Tools for Managers (DMT). OM is a required core course for all business majors at RCOB and the business degree program is accredited by the Association to Advance Collegiate of School of Business (AACSB). DMT is a required core course for the Management major and the program is accredited, along with all other academic programs at RU, by the Middle States Commission on Higher Education (MSCHE).

Key Words: Business education, quantitative courses, assurance of learning, assessment