

Faculty First Grant Report - 2014
“Developing the online course of RCS 341 Consumers in the Marketplace”

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Project Overview and Course Overview

RCS 341 Consumers in the Marketplace has been developed online to supplement the in-class course that is taught every semester with a large number of students in each class. This online class is mainly developed to offer in a summer class; however, online modules can also be used as a supplement to regular classes. Consumer behavior is a fundamental concept students must learn in order to better serve their customers and clients in different disciplines including retailing, hospitality and tourism management, education, communication, and marketing. This online course serves the need of students in these disciplines.

Semesters the course has been and/or will be taught

It was first offered in Summer (second term) in 2014. It will be offered both terms in Summer in 2015 and the following years.

Number of students affected

There were 30 students in Summer 2014. About the same number is projected each Summer term in the future.

Project outcomes/products

The project outcome can supplement the existing traditional course. Although this online course is offered in a summer term, it can also be implemented based on the need during the regular semester (e.g., faculty leave, sickness, snow day, etc.)

Samples of the instructional materials that were created during the project:

RCS 341 YouTube Online Modules

Module 1	Chapter 1_1	http://www.youtube.com/watch?v=mk9HSs07dB0&feature=youtu.be
Module 2	Chapter 1_2	https://www.youtube.com/watch?v=nk-zVEU82Jw
Module 5	Chapter 2	http://www.youtube.com/watch?v=UclhHrkv9OE&feature=youtu.be

Student Evaluation

The survey was distributed toward the end of the semester. A total of 11 students participated in the survey.

Summary of the project evaluation:

Positive Comments:

Students were satisfied with handouts, module videos, quizzes, discussion questions, and reflections. The length of each module was appropriate and the time required to accomplish assignments was adequate.

Most of the students were engaged and liked the module design and delivery. Also closed caption contributed to effective learning to some students.

Some comments that can be used for improvement:

Quizzes were too easy. Some reading materials can be used as supplements.

Project benefits for the department and UT

This online course will contribute to the departmental goal of attracting and retaining more students. It will also attract transfer students from community colleges who might have class conflict before they advance to upper-class courses. The UTK initiative to become a Top 25 public research university promotes summer classes and online classes. Therefore, this online summer class helps achieving this initiative. Specifically, Strategic Priority 4 (Attract, develop and graduate a diverse body of undergraduate students who will become productive contributors to their professions) suggests the need to support engaged learning opportunities for undergraduate students. This online course will provide learning opportunities for a diverse body of students with easy access and time flexibility.

Conclusion

This online course development was very successful. I was happy to work with OIT and Justin as my teaching assistant. All of them made significant contributions to the success of this online course. Camtasia worked very well to make the modules interesting and dynamic. I think the key to make the modules interesting and engaging to students was creativity that went into the design of PowerPoint slides and Camtasia. I had about one year to plan and develop the online course.

This time frame gave me sufficient time to make this project a high quality one using technology. I will need to update and revise the module as necessary as consumer trends keep changing. The revisions may occur on some modules, quizzes, and assignments.