

Empowering Sophomores for Independent Research

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Agenda

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- **Background: Statistics and QBA121 in b-school**
- **Term Papers: Why use them; process;**
- **Your opinions of the posters**
- **Term papers: Impact**
- **Empowering student research**
- **Questions**
- **Tying in QBA121 to your courses**

Background

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- **Statistics in the b-school**
 - Two required courses for all b-school majors (& most minors)
- **QBA120 – Managerial Statistics I**
 - Introductory course, comparable to Math 2200
- **QBA121 – Managerial Statistics II**
 - Regression analysis
 - Sophomore level
 - The focus of today's session
 - Capstone project in the course is a project using regression analysis (term paper & poster presentation)

Background – QBA121

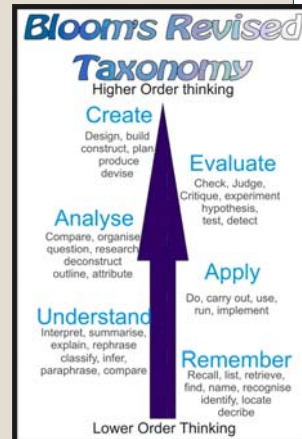
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- **3 sections each semester; 50-60 students per section**
 - Fall and Spring
- **15 undergraduate TAs to help guide the term papers**
 - 5 groups per TA
- **Term paper is 15% of final grade**
 - Groups of 1 – 3 students
 - Students choose groups on their own
- **Other assignments in the course:**
 - Midterm, Final, Quizzes, HW

Why a term paper?

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- **Statistics is ubiquitous in the b-school**
 - Specifically, regression analysis
- **Independent research is one of our *Learning Goals***
 - Develop a *process* to undertake research
- **Using *Bloom's Taxonomy* “creating” encompasses higher-order learning**
 - Effective at evaluating student learning
- **Effective presentation to a general audience**



Term paper – process

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- **Term paper – technical analysis of the question**
 - 5 – 8 page report and appendices (technical)
 - Free to choose the topic (and groups)
 - ✦ Sports are popular; pop culture; academic interests; few surveys
 - 1 month – choose a research question
 - 2 months – collect data; descriptive stats; graphs
 - End of semester – complete analysis
- **Poster & Presentation session**
 - Last day of class
- **TAs and Communication Lab consultants**

Posters – Your opinions

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- **Views of the posters**
- **What do *you* think of this assignment?**
- **Would you implement it in your courses?**
 - What are the advantages of posters?
 - Challenges or roadblocks?

Term paper – impact

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- **Student reaction – positive**
 - Gives them tangible research to talk about
 - TAs excited about the possibility to help others
 - ✦ And to stay engaged with the material
- **Overall: students great ambassadors of the university**
- **Faculty get insight into QBA121**
 - Posters outside my office
 - Discussions on what's taught and how it's taught
 - ✦ Remember – this is statistics

Empowering Student Research

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- **A foundations course – develop demonstrable skills**
- **A process for undertaking independent research**
- **Used in other courses**
 - Marketing Research; Health-care Research; Study abroad project; b-school Honors; and others
- **A format to write a data-intensive report**
 - Integrate data into a managerial report

Other issues

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- **Questions?**
- **Details of the process**
 - Term paper guidelines
 - Printing posters
 - Recruiting Tas
- **More information on the poster session:**
 - Blog: <http://olinblog.wustl.edu/2014/01/the-art-science-of-stats/>
 - eBook: http://issuu.com/olinbusinessschool/docs/snir_update



i teach
Faculty Symposium

Empowering Sophomores for Independent Research

Eli Snir – 2:40 – Room 211

If you'd like to evaluate a poster, please use this form

Poster Title: _____

Please rate the poster on each of the following attributes using a 5 point scale:

With: 1 – Strongly Disagree

5 – Strongly Agree

	Strongly Disagree			Strongly Agree		
The topic of the poster is interesting	1	2	3	4	5	
The poster piqued my interest in the topic	1	2	3	4	5	
The motivation for the analysis is clear	1	2	3	4	5	
Data sources for the analysis are clear	1	2	3	4	5	
I understand the variables used in the analysis	1	2	3	4	5	
Graphics in the poster accentuate key results	1	2	3	4	5	
The methodology is presented coherently	1	2	3	4	5	
Main results are highlighted	1	2	3	4	5	
The preferred regression model is coherent	1	2	3	4	5	
The analysis answers my questions on the topic	1	2	3	4	5	
Poster conveys learning key concepts in the course	1	2	3	4	5	
The poster is legible	1	2	3	4	5	
The poster is attractive	1	2	3	4	5	
Content is grammatically correct	1	2	3	4	5	