

Small TLEF Project – Final Report

Report Completion Date: 2017/09/30

1. PROJECT OVERVIEW

1.1. General Information

Project Title:	Secondary Market Research Tutorial - Getting To Know Your Industry		
Principal Investigator:	Aleha McCauley		
Report Submitted By:	Aleha McCauley		
Project Initiation Date:	April 1, 2016	Project Completion Date:	August 31, 2017

1.2. Project Summary

Secondary research is integral to successful venture design, business planning and marketing strategy, but is seen by many as a time-consuming and challenging process. Learning about one’s industry involves gathering general data about market trends, in addition to information about the external environment, competition and consumer behaviour. Understanding the difference between well-established and emerging or disruptive industries is an important first step to the research process. Doing secondary market research is now part of many marketing, as well as cross-listed entrepreneurial courses and programs. UBC librarians have been supporting students to learn how to identify and use credible open access and proprietary secondary sources through in-class demonstrations. This project will convert content that has traditionally been delivered in-person to an online, modular format. Students will be involved in the design of this series of videos in order to develop a fresh perspective to traditional information literacy presentations. These animated “explainer” videos will be able to be repurposed across courses, disciplines and target audiences.

1.3. Team Members – (Please fill in the following table and include students, undergraduate or graduate, who participated in your project).

Name	Title/Affiliation	Responsibilities/Roles
Aleha McCauley	Librarian	Principal investigator, content development
Kim Buschert	Librarian, UBC Library	Co-investigator, content development
Ying Jiang	Graduate student, Faculty of Education; GAA, UBC Library	Project manager, adult education content design lead
Kimberly Fama	MLIS graduate student (former), Faculty of Arts, UBC; Librarian, David Lam Library, UBC	Project proposal feedback (as student), content reviewer (as Librarian)

	Enrich, UBC Faculty of Commerce	promotional film
Elizabeth Newton	Previous instructor, Faculty of Commerce, UBC; Management consultant, Business Psychologist, Newton & Company,	Application and content development support, promotional film
DJ (David) Miller	Lecturer, Marketing and Behavioural Science Division, UBC Faculty of Commerce	Application support, promotional film; pilot instructor
Christina Sylka	Head, David Lam Library, UBC	Content reviewer
Irena Trebic	Librarian, David Lam Library, UBC	Content reviewer
Chris Spencer	Producer, UBC Studios	Media production lead
Kirk Karasin (and others)	Media Specialists, UBC Studios	Media design and production
Cindy Underhill	Strategist, Learning Resource Design, Centre for Teaching, Learning and Technology, UBC	Assurance of learning design consultant
Vincent	Undergraduate student, Faculty of Management	Content focus group participant
Rabia Kir	Graduate student; GAA, UBC Library	Script feedback
Sharon	Undergraduate student	Content focus group participant
Carol	Undergraduate student	Content focus group participant
Miya	Undergraduate student	Content focus group participant

2. **Student Impact** – Please fill in the following table with **past**, **current**, and **future** courses and sections (e.g. HIST 101, 002, 2017/2018, Sep) that have been/will be impacted by your project, including any courses not included in your original proposal (you may adapt this section to the context of your project as necessary).

Much of our student reach will be through indirect referrals to instructors and students by Librarians and word of mouth. Employment circumstances for both investigators changed, and during the reporting period we were not able to directly use or recommend the use of our series of videos (i.e. the full tutorial) in the classes we listed on our application. However, we have been able to reach unanticipated audiences through our co-investigator’s move to the Okanagan campus, and through additional dissemination activities. The table below outlines our past, present and future student reach; in the form of courses as well as non-curricular activities such as program orientations. We have included statistics from our tutorial web pages (hosted on the Small Business Accelerator website, sba.ubc.ca), and the number of YouTube views of the videos. Students, staff, faculty and community members are also assisted at UBC Libraries’ various in-person reference desks where these tutorials may be used but we do not currently have statistics for that.

Legend for the notes field:

- Trial use = during pilot phase
- Confirmed use = Librarian /Instructor used in instruction

Year	Session	Term	Faculty	Course	Section	Notes
2016	Winter	1	Faculty of Comm and Bus Admin	COMM 280	202	Trial use
2017	Winter	1	Faculty of Comm and Bus Admin	COMM 280	202	Trial use
2017	Summer	1	Faculty of Comm and Bus Admin	COMM 280	921	Confirmed use
2017	Summer	1	Faculty of Comm and Bus Admin	COMM 280	922	Confirmed use
2017	Summer	2	Faculty of Comm and Bus Admin	BAMA 508	816	Confirmed use
2017	Winter	1	Faculty of Comm and Bus Admin	COMM 280	101	Confirmed use
2017	Winter	1	Faculty of Comm and Bus Admin	COMM 280	102	Confirmed use
2017	Winter	2	Faculty of Comm and Bus Admin	COMM 280	201	Planned use
2017	Winter	2	Faculty of Comm and Bus Admin	COMM 280	202	Planned use
2017	Winter	2	Faculty of Comm and Bus Admin	COMM 280	203	Planned use
2017	Winter	1	Faculty of Comm and Bus Admin	COMM 465	101	Recommended use

Year	Term	Section	Faculty of Comm and Bus Admin	COMM 465	102	Recommended use
2017	Winter	1	Faculty of Comm and Bus Admin	COMM 465	102	Planned Recommended use
2018	Winter	2	Faculty of Comm and Bus Admin	COMM 465	201	Planned Recommended use
2018	Winter	2	Faculty of Comm and Bus Admin	COMM 465	202	Planned-Recommended use
2018	Winter	1-2	Faculty of Comm and Bus Admin	COMM 465	203	Recommended use
2017	Winter	1-2	Faculty of Comm and Bus Admin	COMM 466/APSC 486	001	Recommended use
2017	Winter	2	Faculty of Comm and Bus Admin	COMM 466/APSC 486	002	Recommended use
2017	Winter	1	Faculty of Management	MGMT 390	101, 102, 103	Confirmed use
2017	Summer	1	Faculty of Management	Master of Management	N/A	Confirmed use
2017	Winter	1	Faculty of Comm and Bus Admin	International MBA (IMBA)	Orientation	Confirmed use
2017	N/A	N/A	N/A	Entrepreneurship @UBC Lean Launch Pad	Five Cohorts	Recommended use
2017	N/A	N/A	Faculty of Comm and Bus Admin	MBA	Orientation	Recommended use

Year	Term	Units	Faculty of Comm and Bus Admin	Course	Prerequisite	Recommended use
2017	Winter	1	Faculty of Comm and Bus Admin	BAMA 508	302	Recommended use
2017	Winter	1	Faculty of Comm and Bus Admin	BAMA 508	MM1	Recommended use
2017	Winter	1	Faculty of Comm and Bus Admin	COMM 296	101	Recommended use
2017	Winter	1	Faculty of Comm and Bus Admin	COMM 296	102	Recommended use
2017	Winter	1	Faculty of Comm and Bus Admin	COMM 296	103	Recommended use
2017	Winter	1	Faculty of Comm and Bus Admin	COMM 296	104	Recommended use
2017	Winter	1	Faculty of Comm and Bus Admin	COMM 296	105	Recommended use
2017	Winter	1	Faculty of Comm and Bus Admin	COMM 296	106	Recommended use
2017	Winter	1	Faculty of Comm and Bus Admin	COMM 296	107	Recommended use

2017	Winter	1	Faculty of Comm and Bus Admin	COMM 296	106	Recommended use
2017	Winter	2	Faculty of Applied Science	CHBE 459	201	Planned use
2017	N/A		N/A	UBC Library – GAA (student Librarian) Training	N/A	Recommended use

2. OUTPUTS AND/OR PRODUCTS

2.1. Please list project outputs and/or products (e.g. resources, infrastructure, new courses/programs). Indicate the current location of such products and provide a URL if applicable.

Product(s)/Achievement(s):	Location:	Views:
Getting to Know Your Industry Tutorial, hosted on Small Business Accelerator Website (landing page)	https://sba.ubc.ca/business-basics/industry-tutorial	307
Module one, including supplementary content, handouts, transcript and quiz	https://sba.ubc.ca/business-basics/business-research-basics/video-tutorial-getting-know-your-industry/module-one	300
Module two, including supplementary content, handouts, transcript and quiz	https://sba.ubc.ca/business-basics/business-research-basics/video-tutorial-getting-know-your-	174

Module three, including supplementary content, handouts, transcript and quiz	https://sba.ubc.ca/business-basics/business-research-basics/video-tutorial-getting-know-your-industry/module-three	66
Module four, including supplementary content, handouts, transcript and quiz	https://sba.ubc.ca/business-basics/business-research-basics/video-tutorial-getting-know-your-industry/module-four	66
Module five, including supplementary content, handouts, transcript and quiz	https://sba.ubc.ca/business-basics/business-research-basics/video-tutorial-getting-know-your-industry/module-five-using	76
Sauder faculty promotional teaser video	https://www.youtube.com/watch?list=PLG5UGIHVtIPRsKe2lCrEaaBYVmbilzaVQ&v=kkBAjKNo7i0	84

2.2 Item(s) Not Met – Please list intended project outputs and/or products that were not attained and the reason(s) for this.

Item(s) Not Met:	Reason:
Pre-and Post test surveys	Had technical difficulties implementing using existing website support. Content has been developed so they can be included on next round of website updates in 2018.

3. PROJECT IMPACT

3.1. What were you hoping to change or where were you hoping to see an impact with this project? – Please list the intended benefits of the project for students, TAs, instructors and/or community members.

Short-term/direct benefits:

Students will gain knowledge of market research strategies, and will learn how to find and use research tools to help them complete coursework and assignments. The tutorial may be presented as a homework assignment for flipped classroom workshops, or could be a standalone assignment; however, the videos will also serve as learning tools that students can refer back to. More learners can be reached including UBC Alumni and community members. Instructors will

viewed in advance.

Long-term/sustainable benefits:

By developing students' knowledge of market research strategies and available resources, we are providing them with valuable competencies that they can implement not only in their studies, but throughout their careers or personal business ventures. These include an understanding of the research landscape, how to identify and select the appropriate tools when gathering market intelligence and how to evaluate information and appropriately adapt it for their purposes. Designating this tutorial as creative commons allows others to use it for their teaching and learning.

3.2 Were these changes/impacts achieved? How do you know they occurred? – *To what extent were intended benefits achieved or not achieved? What evaluation strategies were used? How was data collected and analyzed? You are encouraged to include copies of data collection tools (e.g. surveys and interview protocols) as well as graphical representations of data and/or scenarios or quotes to represent and illustrate key themes.*

Data continues to be collected in the form of completed quizzes, web page views via Google Analytics, YouTube views, as well as asking for Instructor and Librarian feedback. At this time, it is difficult to fully understand if the intended benefits will be reached. This project was extended and we are only able to report on the 2017 summer sessions, as the tutorial launched in May 2017. On one hand, we have seen increased benefits in that there were additional courses and non-curricular avenues to recommend and/or use these videos in library instruction. However, without direct teaching responsibilities during this reporting period neither investigator was able to fully implement the tutorial, including the quizzes, as originally intended. Overall, quiz submissions are low, compared to the number of views, from 8-30 completed quizzes per individual module. However, this is likely due to the fact that the quizzes were not required in coursework or library instruction session to date.

3.3 Dissemination – *Please provide a list of **past** and **upcoming** scholarly activities (e.g. publications, presentations, invited talks, etc.) in which you or anyone from your team have shared information regarding this project.*

Buschert, K. and McCauley, A. 'Getting to Know Your Industry' online tutorial: Supporting campus entrepreneurs at UBC. Lightning talk presented at the Academic Librarians Supporting Entrepreneurship Symposium, 23 March 2017. Online.

Columbia (Ukanagan Campus) Centre for Teaching and Learning 13th Annual Learning Conference, "Engaging Every Learner," Kelowna, BC.

Buschert, K. and McCauley, A. (2017, May 4). *Secondary market research tutorial - Getting to Know Your Industry*. Poster presented at the University of British Columbia (Vancouver Campus) Centre for Teaching, Learning and Technology Celebrate Learning Week TLEF Showcase, Vancouver, BC.

Brons, A. (2017, Spring). New video tutorials. *UBC Small Business Accelerator News*.

Brons, A. (2017, May 18). *Accelerate your learning with video tutorials*. Blog post. Last accessed September 2017 at <https://sba.ubc.ca/blog/accelerate-your-learning-video-tutorials>

Buschert, K. and McCauley, A. (2017, May 24) *Getting to Know Your Industry: Enhanced teaching and learning through an online market research tutorial*. Poster presented at the Workshop for Library Information and Use, University of Alberta, Edmonton, AB, May 2017.

Buschert, K. (2017, May 5). *Getting to Know Your Industry online tutorial*. Talk presented at the BC Academic Business Librarians meeting, Vancouver, BC.

Please note: future dissemination and communication activities are planned into 2018 to promote the video tutorial through the UBC Library to other faculties. For instance, Library communications is planning a press release which may coincide with Small Business Week.

4. TEACHING PRACTICES – Please indicate if **your** teaching practices or those of **others** have changed as a result of your project. If so, in what ways?

As per our assessment plan, we conducted a pilot instructional session using our early-stage videos. The Librarian who instructed the course reported that it was easier to fit in more specific and tailored content, due to some of the basics already having been covered through the tutorial.

Kim Buschert: My learning of instructional design increased due to our work with Ying Jiang and our consultations with UBC Studios and CTLT. I now understand more about how to create materials targeted towards a particular audience, and how to deliver assurance of learning mechanisms. I am also aware of the need for a framework to support the materials, such as a website or permanent LMS site, where the tutorial may be viewed and accessed as a whole. A web location adds the value of being easily able to promote the material via a single link or multiple, direct links at the module level.

Aleha McCauley: While I have not yet had the opportunity to teach using these videos, I plan in 2018 to use them in a flipped model in my work Entrepreneurship@ubc Lean Launch Pad and Comm 280 courses. I hope to work closely with instructors to plan library sessions that include using the quizzes and supplementary materials for credit/participation marks. I gained valuable insight on the benefits of collaborating broadly on the development of these business information literacy tools and utilizing

independence in their learning environments. I am thrilled that we had this opportunity to directly benefit such a range of students, as well as the broader public, through a variety of structured, non-formal and self-directed learning opportunities.

5. PROJECT SUSTAINMENT – *Please describe the sustainment strategy for the project components. How will this be sustained and potentially expanded (e.g. over the next five years). What challenges do you foresee for achieving the expected long-term impacts listed above?*

The videos will remain accessible via YouTube and hosted together as the tutorial on the website www.sba@ubc.ca for the next five years, at minimum. The quizzes that are hosted on Fluid Survey will be migrated once a new tool is confirmed for UBC student, staff and faculty use in 2018. Once a new tool is selected, our pre-and post test content will be implemented on the tutorial so that student learning outcomes can be better evaluated. The materials created as part of this project will continue to be used and/or recommended to all the faculties and courses identified in this report in future years. As mentioned previously, additional dissemination opportunities are being pursued in 2017-2018.