



# TLEF Project – Final Report 2023-TLEF-SP1-COMM-Svedic

Report Completion Date: (2024/04/30)

## 1. PROJECT OVERVIEW

### 1.1. General Information

<b>Project Title:</b>	Business Plans Repository		
<b>Principal Investigator:</b>	Zorana Svedic		
<b>Report Submitted By:</b>	Zorana Svedic		
<b>Project Initiation Date:</b>	April 1. 2023.	<b>Project Completion Date:</b>	April 1. 2024.
<b>Project Type:</b>	<input type="checkbox"/> Large Transformation <input checked="" type="checkbox"/> Small Innovation <input type="checkbox"/> UDL Fellows Program <input type="checkbox"/> Hybrid and Multi-access Course Redesign Project <input type="checkbox"/> Other: [please specify]		

### 1.2. Project Focus Areas – Please select all the areas that describe your project.

- Resource development (e.g., learning materials, media)
- Infrastructure development (e.g., management tools, repositories, learning spaces)
- Pedagogies for student learning and/or engagement (e.g., active learning)
- Innovative assessments (e.g., two-stage exams, student peer-assessment)
- Teaching roles and training (e.g., teaching practice development, TA roles)
- Curriculum (e.g., program development/implementation, learning communities)
- Student experience outside the classroom (e.g., wellbeing, social inclusion)
- Experiential and work-integrated learning (e.g., co-op, community service learning)
- Indigenous-focused curricula and ways of knowing
- Diversity and inclusion in teaching and learning contexts
- Open educational resources
- Other: [please specify]



**1.3. Final Project Summary** – *What did you do/change with this project? Explain how the project contributed toward the enhancement of teaching and learning for UBC students.*

For this project, we have developed 140 customizable Business Plans to enhance students' understanding of different business functions through applying diverse analytical tools, making impactful decisions, and collaborating with a team of peers to pitch their ideas.

These Business Plans were used in various business courses where students worked in teams to provide strategic recommendations to improve a British Columbian business. Teams selected one Business Plan from a repository of plans consisting of entrepreneurs seeking funding for their small businesses. To make impactful recommendations, the teams first analyzed their client’s business and the environment in which they compete. Based on their analysis, they offered recommendations on how to improve this business.

**1.4. Team Members** – *Please fill in the following table and include students, undergraduate and/or graduate, who participated in your project.*

Name	Title/Affiliation	Responsibilities/Roles
Justin Kung	BComm Undergraduate Student	Project Coordination
Larry Chen	BComm Undergraduate Student	Content Curator/Content Creator
Yasmine Alj	BComm Undergraduate Student	Content Curator/Content Creator
Zachary Goldthorpe	BComm Undergraduate Student	Content Curator/Content Creator

**1.5. Courses Reached** – *Please fill in the following table with past and current courses (e.g., HIST 101, 2017/2018) that have been reached by your project, including courses not included in your original proposal (you may adapt this section to the context of your project as necessary).*

Course	Academic Year
COMM 101	2023W2 (sections 201-207)
COMM 120	2023W1, 2023W2 (sections DD1, DD2)
APPP 504	2023S2 (sections 101, 102)



**2. OUTPUTS AND/OR PRODUCTS**

**2.1.** Please **list** project outputs and/or products (e.g., resources, infrastructure, new courses/programs). Indicate a URL, if applicable.

Output(s)/Product(s):	URL (if applicable):
140 customizable business plans	

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

Item(s) Not Met:	Reason:
N/A	

**3. PROJECT IMPACT**

**3.1. Project Impact Areas** – Please select all the areas where your project made an impact.

- Student learning and knowledge
- Student engagement and attitudes
- Instructional team-satisfaction
- Teaching practices
- Student wellbeing, social inclusion
- Awareness and capacity around strategic areas (Indigenous, equity and diversity)
- Unit operations and processes
- Other: [please specify]



**3.2. Please provide details on each of the impact areas you selected in 3.1.** – *For example, explain in which ways your teaching practices changed; how student wellbeing was impacted; how students wellbeing benefited from your project, etc.*

#### **Student learning and knowledge**

Having more business plans provided more exposure to a larger variety of diverse businesses for our students. To give students agency, as a part of the business plan selection, we have allowed each Project Team to review all available plans and rank their top business plan selections. As a result, each team analyzed a different business plan. Further, each team presented their business recommendations to the class – so all students could observe different types of business analyses and varied solutions. Consequently, students are now more prepared to make impactful decisions and collaborate with peers when they encounter similar business situations in their careers and personal lives.

#### **Instructional team-satisfaction:**

Creating customizable business plans ensures the academic integrity of our group projects. Having a different business plan for each team prevents multiple teams working together on the same business and sharing their solutions. From the grading perspective, having each team in a course section cover a different business plan prevents direct comparison of their recommendations and results in unbiased grading. Additionally, tracking changes when re-generating business plans (e.g., different business name, location, financials) allows graders to better spot and deal with academic plagiarism issues.

**3.3. How do you know that the impacts listed in 3.1/3.2 occurred?** – *Describe how you evaluated changes/impacts (e.g., collected survey data, conducted focus groups/interviews, learning analytics, etc.) and what was learned about your project from the evaluation. You are encouraged to include graphical representations of data and/or scenarios or quotes to represent and illustrate key themes.*

#### **Student learning and knowledge**

Based on the course evaluations and verbal communications, our students have expressed their appreciation for having various business plans to choose from for the group projects. Based on the group project performance and grades, the quality of their business analysis and recommendation was better when compared to the past years.

#### **Instructional team-satisfaction:**

We used Turnitin for similarity checks on these assignments and we had NO academic integrity issues! Considering that we had over 200 group projects across multiple courses, this is an amazing result.



- 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. Do you see these changes as sustainable over time? Why or why not?*

In the past, we have assigned one business plan to each group. However, now that we have many business plans available, we have given students the agency to select their business plan to analyze. Each project team reviews all available plans and ranks their top business plan selections. We do not allow duplicate business plans within each course section. As a result, each team analyzes a different business plan, which simplifies our grading and improves academic integrity.

- 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 project sustainment?*

We have developed a system to track future customization and regeneration of these business plans (e.g., different business name, location, financials). The ability to customize and regenerate business plans will allow instructors to use these plans in other UBC Sauder courses. This will pose a more sustainable solution for future business plan-related student projects.

- 6. DISSEMINATION** – *Please provide a list of scholarly activities (e.g., publications, presentations, invited talks, etc.) in which you or anyone from your team have shared information regarding this project. Be sure to include author names, presentation title, date, and presentation forum (e.g., journal, conference name, event). These will be included on the TLEF scholarly output page.*

All our project-related communications were done internally, electronically or during meetings with the project team members.