

Peer-reviewed articles as course reading packets – a case study

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About LCC International University

- » Established in 1991
- » Klaipeda
- » 600 students
 - » Over 20 countries
 - » Business, English
- » Psychology, Theology
- » 2 graduate programs (TESOL, MA International Business)
- » 400 business students
- » Marketing – largest major



Typical approach to class readings

- » Students use course textbooks for main course reading
- » Students may or may not use peer-reviewed articles from library databases
- » Advantages
 - » Portability
 - » Comparability and standardization
 - » Approach consistent with expectations
- » Disadvantages
 - » Textbooks are expensive (to the university or student)
 - » In some fields, it may be difficult to remain current

Alternative approach to class readings

- » Students use reading packets for main course reading
- » Instructor selects relevant peer-reviewed articles from the library databases and assigns readings to students

- » Advantages
 - » Information tends to be more current
 - » Lower cost (to the student or university)
 - » Students become familiar with how to access databases

- » Disadvantages
 - » Occasional lack of portability
 - » Unfamiliarity with how to access articles
 - » Printing/emailing/storing issues

Case study – BUS 405 Consumer Behavior

- »Marketing courses
- »Innovation Lab
- »Service Design/Sustainability Jam
- »Entrepreneurship ventures

“I have started using the reading materials from the databases for my students the first semester that I started teaching. That was in the Fall of 2007. I got my class textbooks from the library and even though they were not old, I could see that new knowledge, new material was missing.

I teach in the area of marketing. New research is enriching the field continuously and I want to give my students information that is most valuable today. I find that I can get the best from the academic articles that can be accessed through the databases.”



Case study – BUS 405 Consumer Behavior

Q: How do students know what to read?

Ans: For each class I prepare reading lists of core and additional reading. Sometimes, I do challenge the more experienced students and ask them to find the articles on specific topics themselves. They often struggle, but I see it as a valuable skill for their research or further studies.

BUS 405 Consumer Behavior uses journal articles exclusively as class readings for the course

- Syllabi or class instructions tell students about the readings they should do for each class
- Students are responsible for finding, downloading, and reading the articles
- Occasionally students are unable to find the article
 - In these cases instructor uploads the article to LCC's LMS - Moodle

Case study – BUS 405 Consumer Behavior

Q: Are students required to print the articles?

Ans: No, they are not required to print anything. They can choose how they want to read.

Q: Do students want to print? (Perhaps to keep for post-class use?)

Ans: I think this is changing. Very few choose to print When I started to teach, students were printing a lot, now they seem to be more used to reading material on the screen.

Q: Are students able to print?

Ans: I have not heard of any difficulties to print the articles from the databases.

Case study – BUS 405 Consumer Behavior

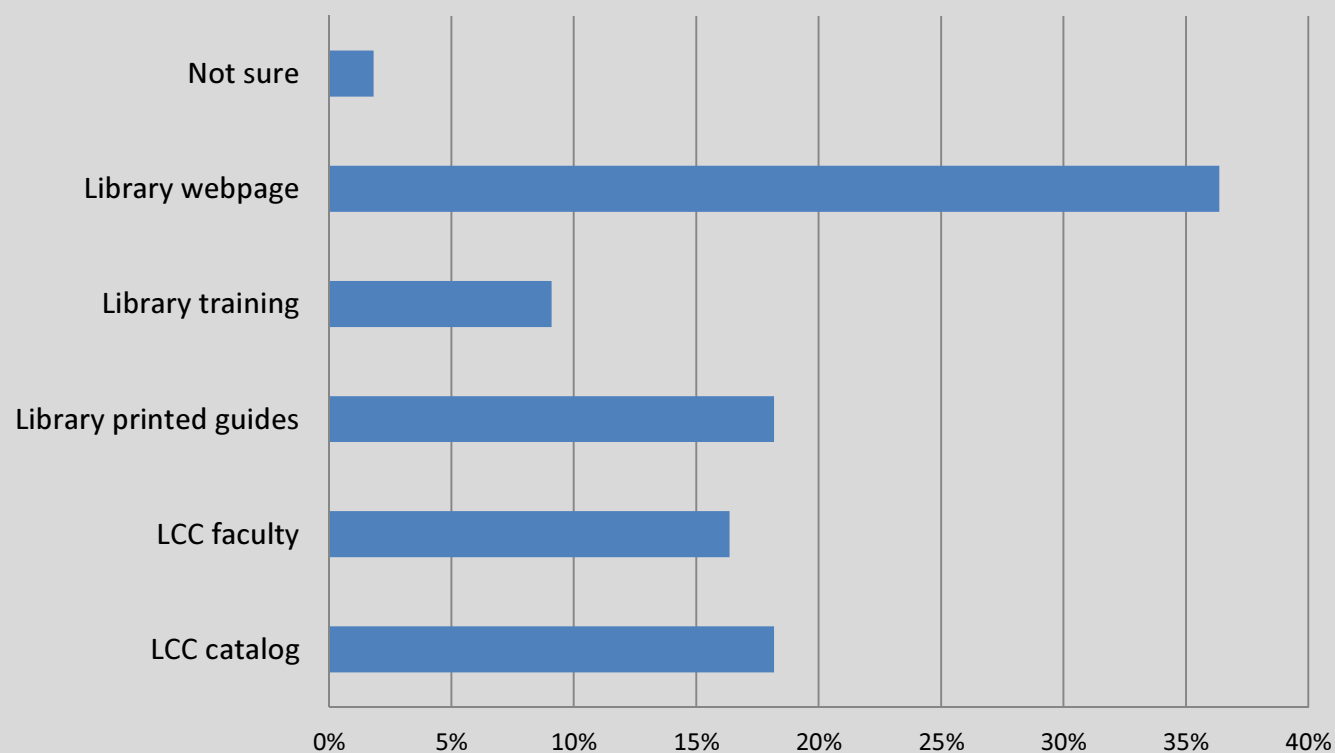
Q: Do you find that their interest is as big as when they had a book; perhaps bigger now? What about their comprehension?

Ans: When articles are chosen well and match the capabilities of students to comprehend them, I find them to be very interested. Many academic publications are too challenging for the younger students, but then I use more managerial publications such as Harvard Business Review. I also believe that it is a matter of teaching the students how to read the academic articles, how they are structured and why the articles are a different type of reading material and if students have only read textbooks before, that can be challenging. It is important to guide them more.

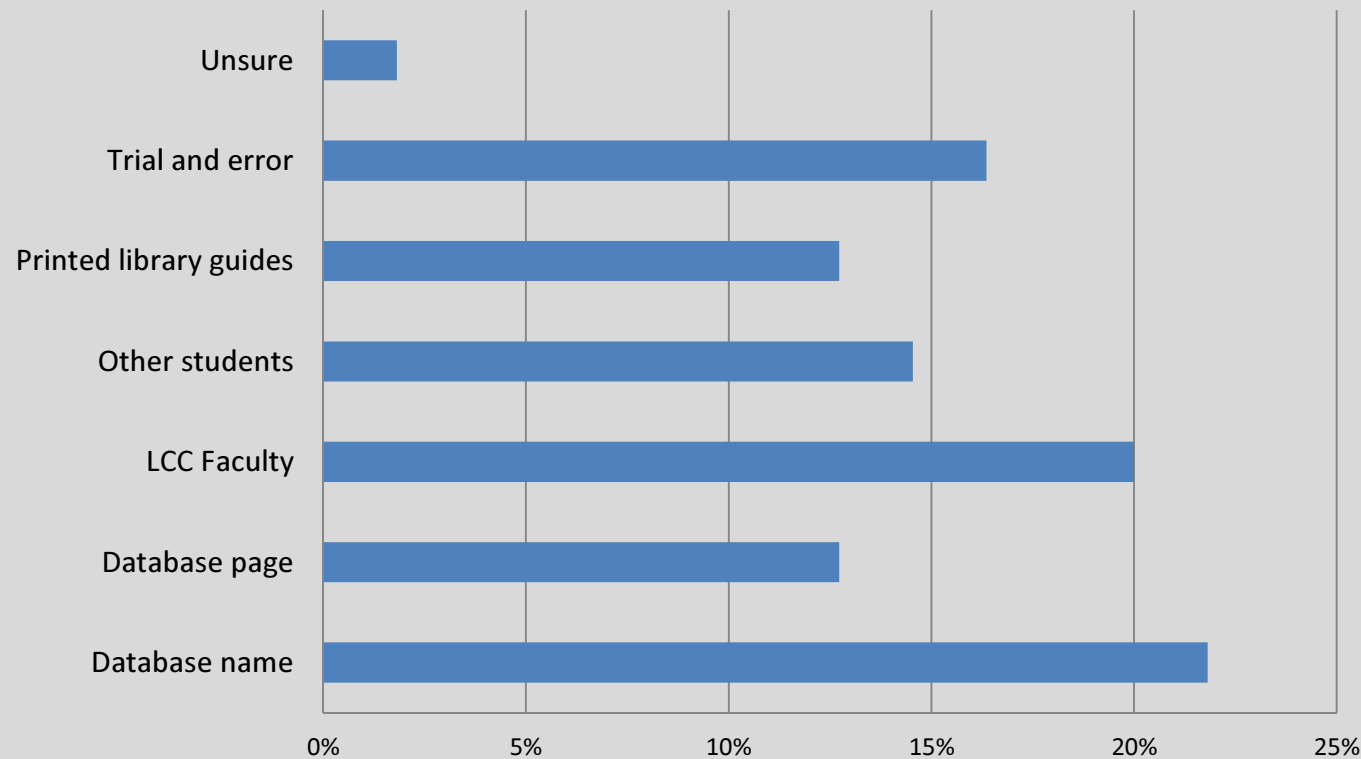
Library databases use survey

- Survey based on Monash University Library Databases Usage Survey, Victoria, Australia
- Purpose – understand how business students use library databases such as EBSCO, Emerald, and Taylor and Francis
- Survey carried out in Fall 2014

How do you usually find out which databases are provided by LCC International University?



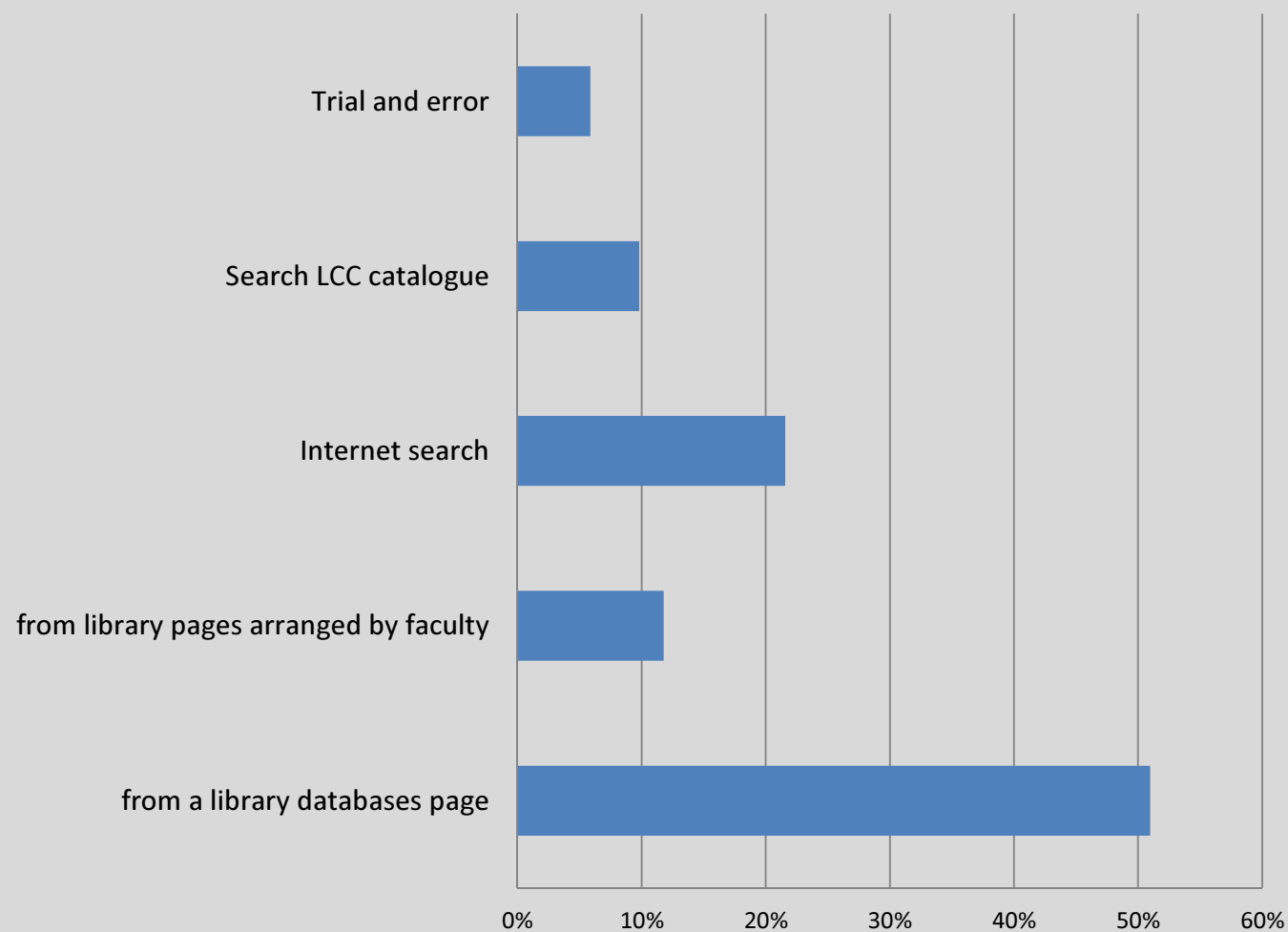
Of the available databases (such as EBSCO, Taylor and Francis, Emerald Management) how do you choose which one(s) to use?



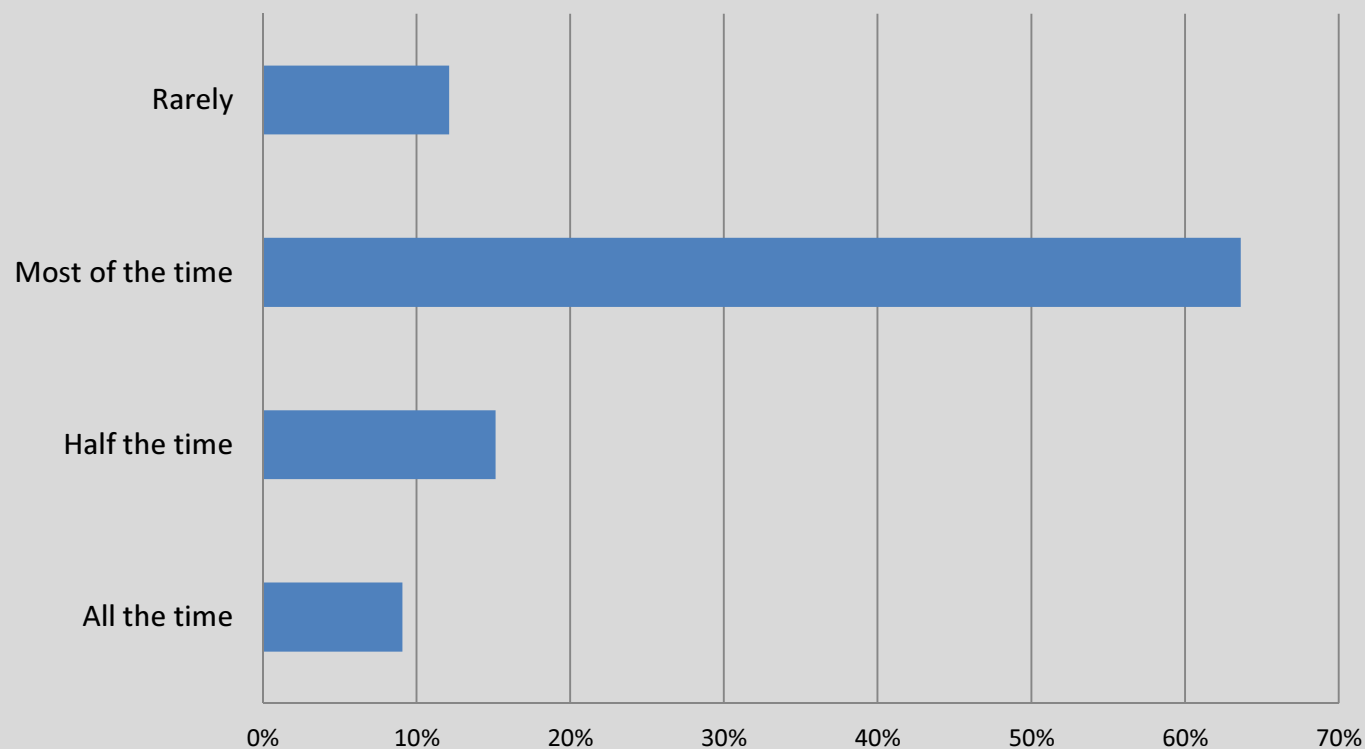
“EBSCO allows me to generate a citation with a simple click, so that is why I use EBSCO almost exclusively”

-student

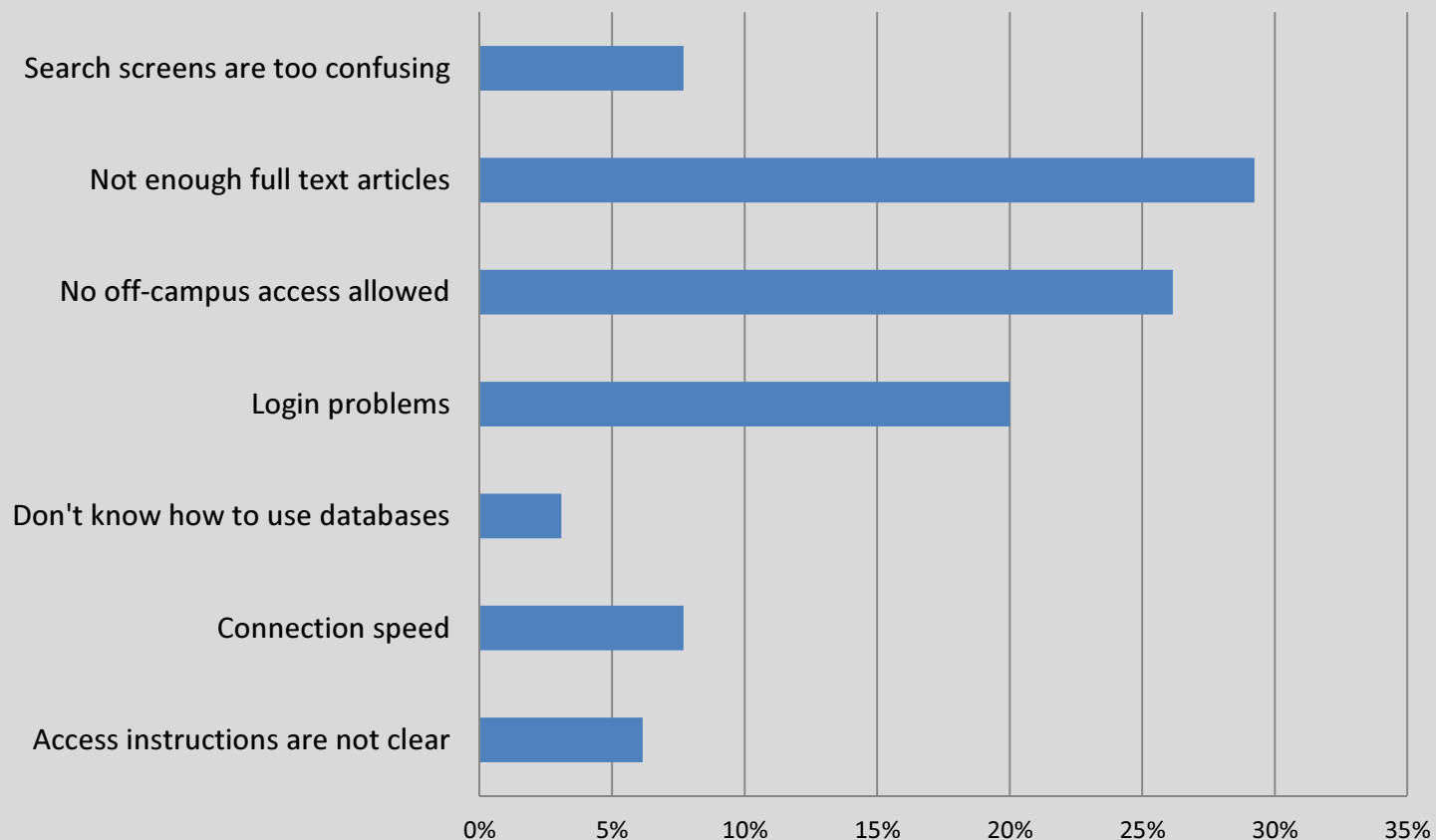
How do you get to the database you want?



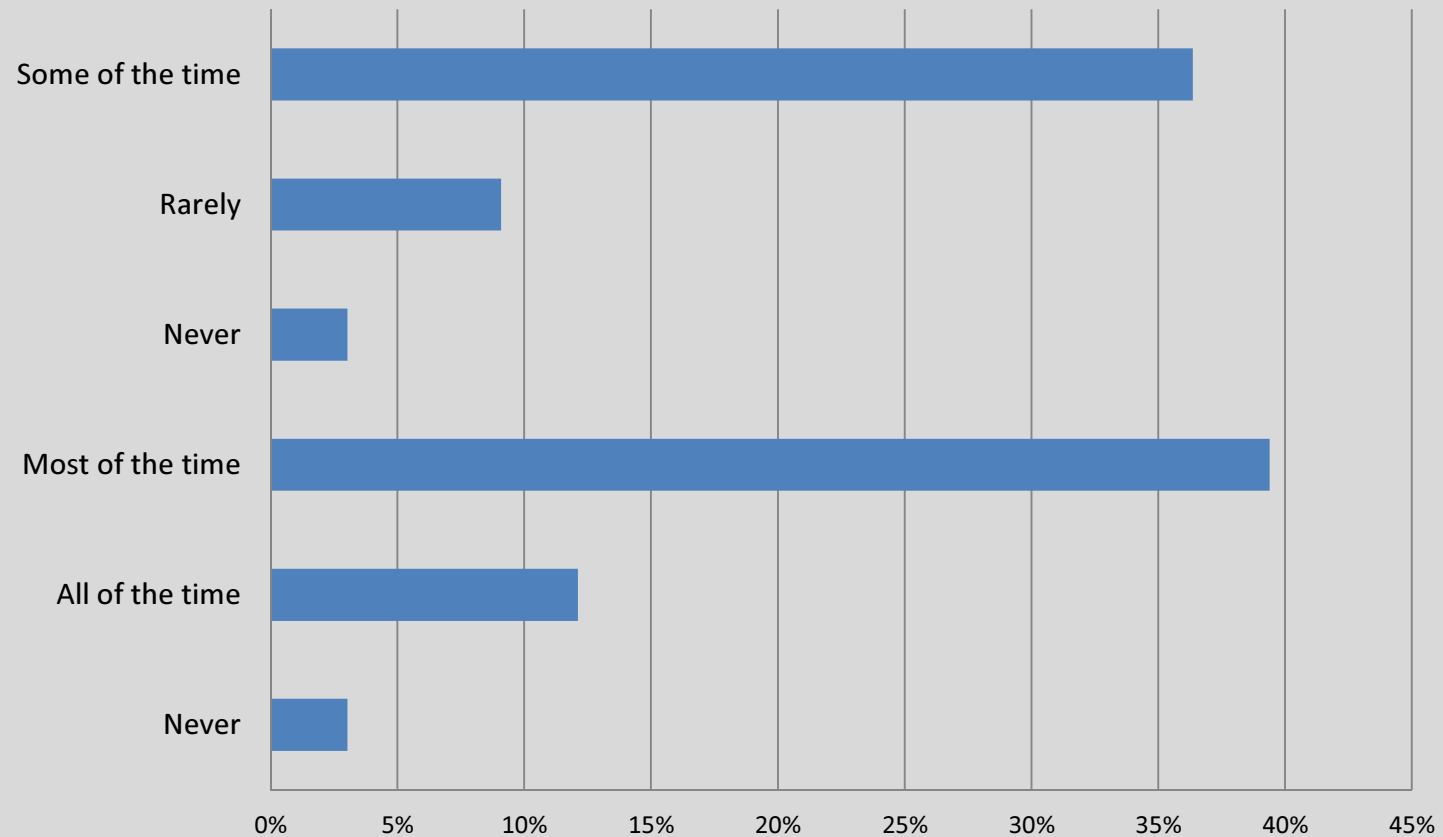
In your searches in the databases this year, did you find useful information?



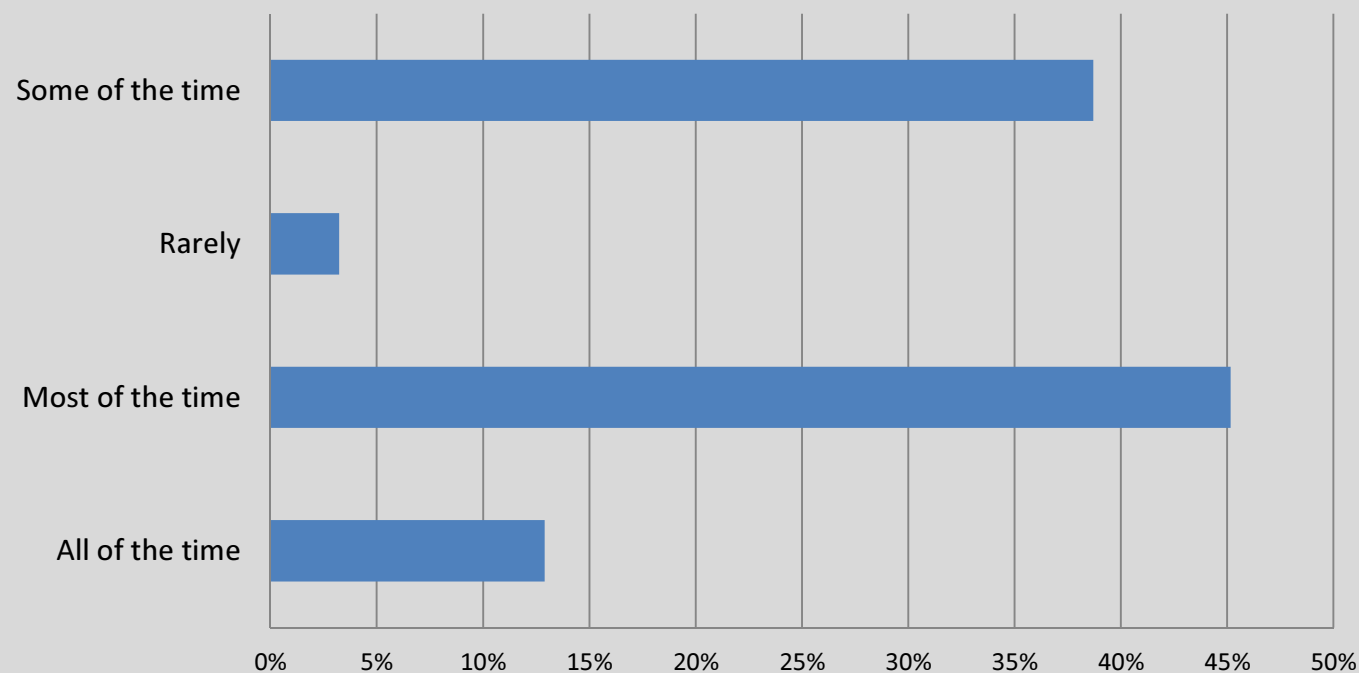
What issues make it difficult for you to access a database?



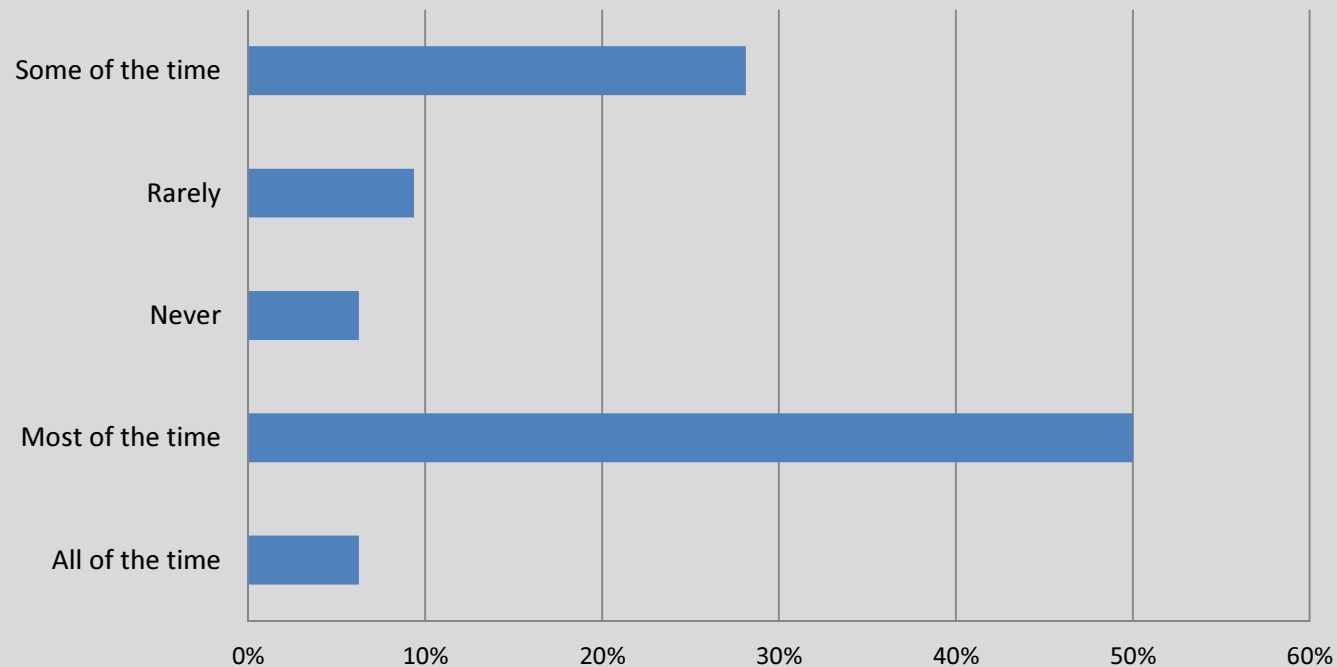
When you are using the databases, you are able to print
the material you want.



When you are using the databases, you are able to save the material you want.

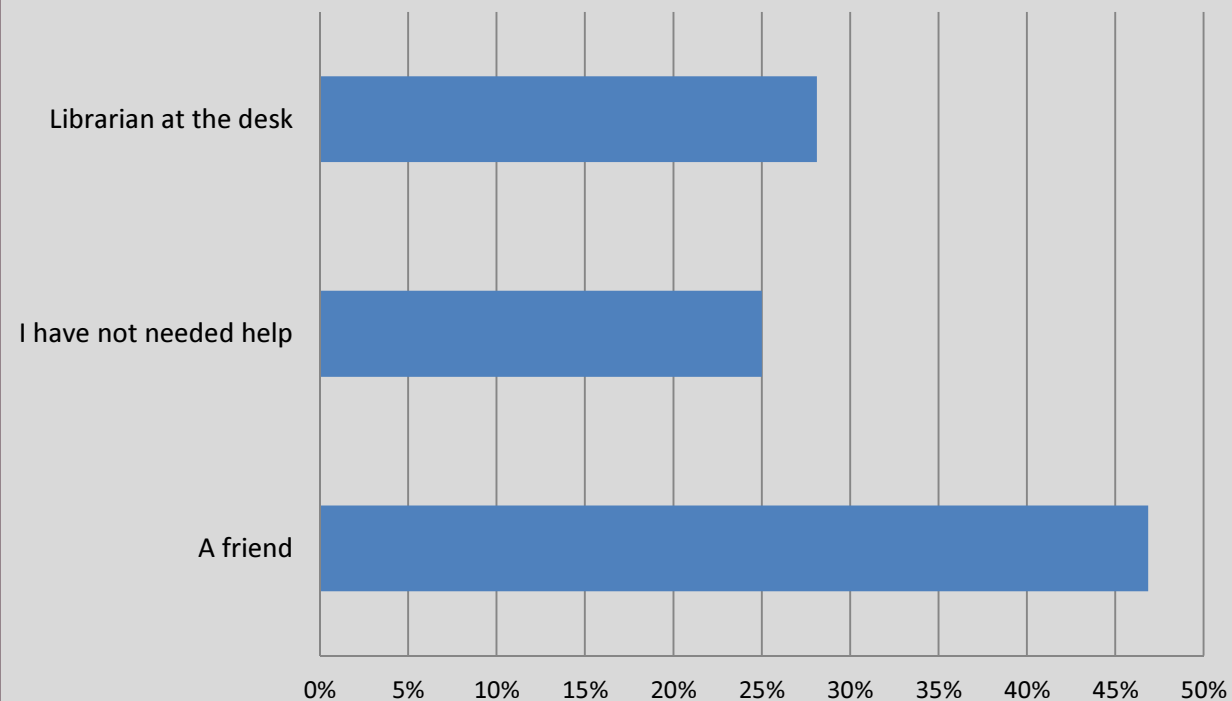


When you are using the databases, you are able to email the material you want.

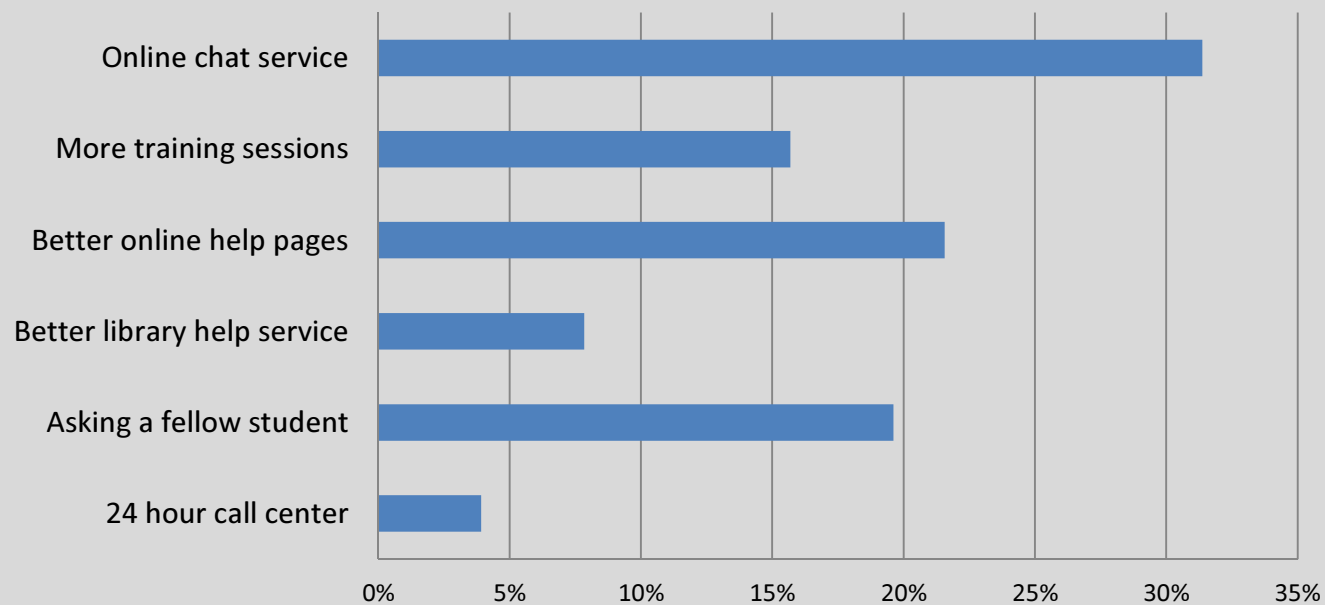


Some students have mentioned SAGE and Emerald as being more difficult for them when they tried to print, save, or email articles for later use.

If you have a problem using a database, which of the following do you find the most helpful?



Which of the following potential help services do you think you would find helpful?



Conclusions from survey

- Students able to find what they need
- No major print/save/email issues
- Off-campus access would be preferred and could be a reason to choose textbooks over reading packets

Other conclusions

- When assigning a reading packet, keep in mind the level of writing
- Anticipate that at first it will be hard for some students to find the articles

