

OneNote: *its impact on engagement in business studies*

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Overview

Question

What impact does OneNote have on engagement in Business Studies?

Project aim:

- To improve students' engagement and progression with business studies inside and outside the classroom
- to create a useful lesson resource and revision tool that encourages peer communication in business studies.

Rationale:

- In business studies, case studies are frequently used to explain theory to students, these are often found in news articles using the internet. It is then difficult to add these examples to revision notes with the full detail of the article. OneNote allows easy storage of online examples alongside theory based revision notes to create more detailed revision materials to enhance the depth of knowledge.
- Student engagement in revision and outside the classroom can be limited and creates barriers where they are not able to ask for help when questions occur. The use of OneNote enables students to access full lesson materials at home and provides a platform to interact with both the teacher and peers if questions arise. It also allows the teacher to track conversations and work completed outside the classroom.

Project outline:

- Use OneNote as the main lesson resource during business studies lessons
- encourage all students to engage in the use of OneNote and peer collaboration
- compare engagement between the use of OneNote and traditional paper based resources
- collect student and teacher perceptions, as well as data on progress using OneNote.



Impact:

A Year 12 business studies class of 12 students compared the use of both traditional paper based and OneNote resources when studying marketing topics. Two new topics (the role of marketing and market segmentation) were selected, one for the paper-based method and one for OneNote to compare final attainment, they were used both in the classroom and at home. Traditional paper based methods were used first where students completed tasks on lined paper and produced written materials to revise. Then OneNote was used for students to access lesson materials and engage in the functions of the software for revision. At the end of each topic students completed a short exam about the content delivered, this was marked blind and anonymously by an external teacher at another institution. The table below shows the results of both exams.

| | Paper based mark /24 | OneNote mark /24 |
|------------|----------------------|------------------|
| Student 1 | 8 | 17 |
| Student 2 | 13 | 12 |
| Student 3 | 12 | 18 |
| Student 4 | 9 | 11 |
| Student 5 | 12 | 14 |
| Student 6 | 5 | 14 |
| Student 7 | 9 | 13 |
| Student 8 | 14 | 11 |
| Student 9 | 10 | 17 |
| Student 10 | 13 | 19 |
| Student 11 | 12 | 16 |
| Student 12 | Absent | Absent |

Paper based average mark - 10.6

OneNote average mark – 14.7

- After using OneNote 82% (9/11) students who used both methods had higher end of topic examination results in business studies (highlighted in green above)
- five students' scores were at least 5 marks higher when using OneNote
- students were more enthused to complete tasks in OneNote because content is shared with the group
- more detailed discussions and Assessment for Learning (AfL) took place in lessons when using OneNote because students were able to access notes in an organised format; this gave students more confidence to participate
- OneNote made lesson planning easy to track and organise for both the teacher and the students for revision.

To increase the validity of the research, a different Year 12 business studies class with another teacher carried out the same research. They also had two new topics and completed one using traditional paper based methods and one using OneNote in a similar way to the first group. At the end of each topic they completed an exam out of 24 marks. The following table shows the results of both exams.



| | Paper based mark /24 | OneNote mark /24 |
|------------|----------------------|------------------|
| Student 1 | 1 | 5 |
| Student 2 | 10 | 10 |
| Student 3 | Ab | 15 |
| Student 4 | Ab | 10 |
| Student 5 | 8 | 14 |
| Student 6 | 11 | 14 |
| Student 7 | 8 | 15 |
| Student 8 | 10 | 15 |
| Student 9 | 13 | 16 |
| Student 10 | 11 | 9 |
| Student 11 | 11 | 15 |
| Student 12 | 7 | 12 |
| Student 13 | 10 | 15 |

Paper based average mark – 9.1

OneNote average mark – 12.7

- After using OneNote 82% (9/11) students who used both methods had higher end of topic examination results in business studies (highlighted in green above)
- five students' scores were at least 5 marks higher when using OneNote.

After completing the test in business studies, OneNote was trialled with a post 16 accounts class. The class teacher used OneNote to plan, deliver and assess with students. The teacher found it useful to communicate with students and organise lesson resources. Even though this is a traditionally paper based subject area, students benefitted from using technology to centralise their notes in an easier format. A student comment included, “when I first used OneNote I hated it, however in the last couple of months I have taken a real liking to it, especially for accounts as I use OneNote for everything, even for my assessment as I find it easier to use”. There is still a need for using paper-based assessments in this subject area to prepare for external examinations but OneNote is able to work alongside this to enhance the teaching and learning experience for students.



Student comments:

Students completed a questionnaire to establish their preferred method for different aspects of their learning. Some of the key findings are detailed below, 10 of the 12 students completed the questionnaire.

“OneNote for me was easy and simple to revise from anywhere with access to the internet, the layout was neat and I could find pages with ease, and all of my work was saved online, unlike paper based revision as I would lose papers and would have to rewrite again” (*Post 16 student*).

“Before I had started using OneNote I thought the best method for me to learn would be paper based but after this experience OneNote is for me” (*Post 16 student*).

“Personally I believe that using OneNote has allowed me to get a better understanding of things that I have learnt as I preferred OneNote over paper based work. It was very useful and it was hassle free. It was easier to revise from OneNote as everything was sectioned off and in its own place. Likewise, I could move things around on the page, so this meant that I could spread out my work to my liking” (*Post 16 student*).

3. 3. What resource do you prefer to use for revision at home?



7. 7. Do you think your understanding was greater using OneNote compared to paper based resources?



Teacher comments:

“OneNote has allowed me to organise lesson planning using the content library in a student friendly format so it can be used as a revision tool.”

“The tagging function has made marking easier by reducing the number of books to carry around and is useful for sharing exemplar work in lessons by showing individual student areas. It has also prevented students losing work and gives them access to all lesson materials and activities if absent.”

“The instant updates between users means that group work is easier to monitor and share as a class, the ‘show authors’ function helps with making sure all students participate in activities and motivates students to contribute.”



How to...

OneNote is an electronic notebook computer program that saves automatically and allows for multi user collaboration. It is easy to organise into sections and has a number of features to personalise content in pages. Refer to appendix 1 for more information about OneNote.

What you will need:

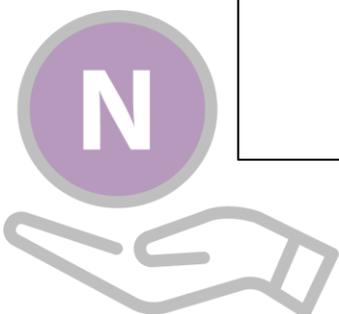
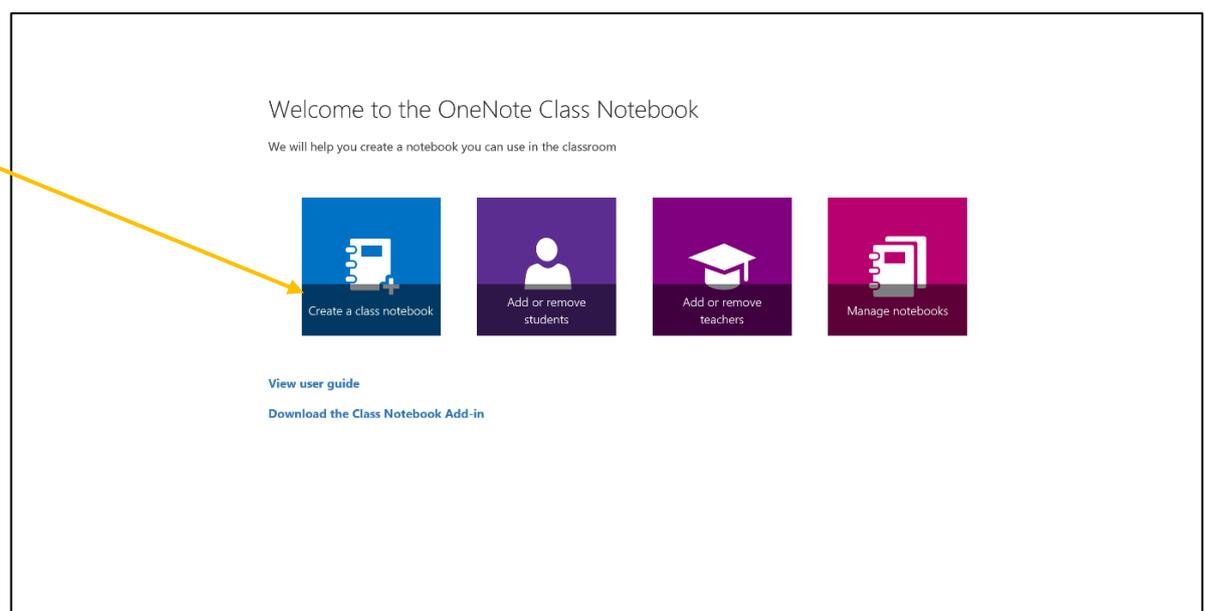
- Computer access for staff and students
- Microsoft class notebook creator
- resources for lesson content
- platform to share class OneNote – for example a class site.

Setting up:

- Open class notebook creator from the waffle, this will allow you to access all OneNotes you have created and edit access for students and staff.



- Click on 'create a class notebook'.



Adding content and features:

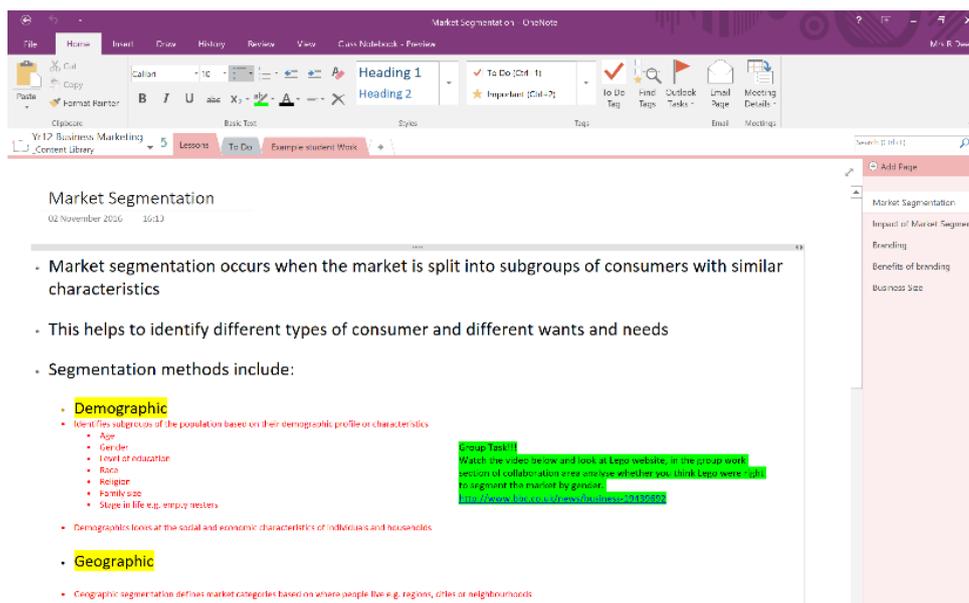
There are a wide variety of features to add content to a OneNote, including:

- Tags
- discussions
- templates
- links to emails and meetings
- drawing with stylus or fingertip
- collaboration space
- private spaces.

Below are some examples of features used within business studies lessons in OneNote.

Content library

Lessons can be created in the content library for all students to access. They are given a title, this is an easier way to organise topics for students and staff. Content can be hyperlinked and instructions provided for students to complete. This can be accessed by everyone but only edited by the staff member.



The screenshot shows a OneNote page titled "Market Segmentation" with a date of "02 November 2016" and time "16:13". The page content includes:

- Market segmentation occurs when the market is split into subgroups of consumers with similar characteristics
- This helps to identify different types of consumer and different wants and needs
- Segmentation methods include:
 - **Demographic**
 - Identifies subgroups of the population based on their demographic profile or characteristics
 - Age
 - Gender
 - Level of education
 - Race
 - Religion
 - Family size
 - Stage in life e.g. empty nesters
 - Demographics looks at the social and economic characteristics of individuals and households
 - **Geographic**
 - Geographic segmentation defines market categories based on where people live e.g. regions, cities or neighbourhoods

A green callout box contains the text: "Group task! Watch the video below and look at Lego website, in the group work section of collaboration area analyse what you think Lego were going to segment the market by gender."

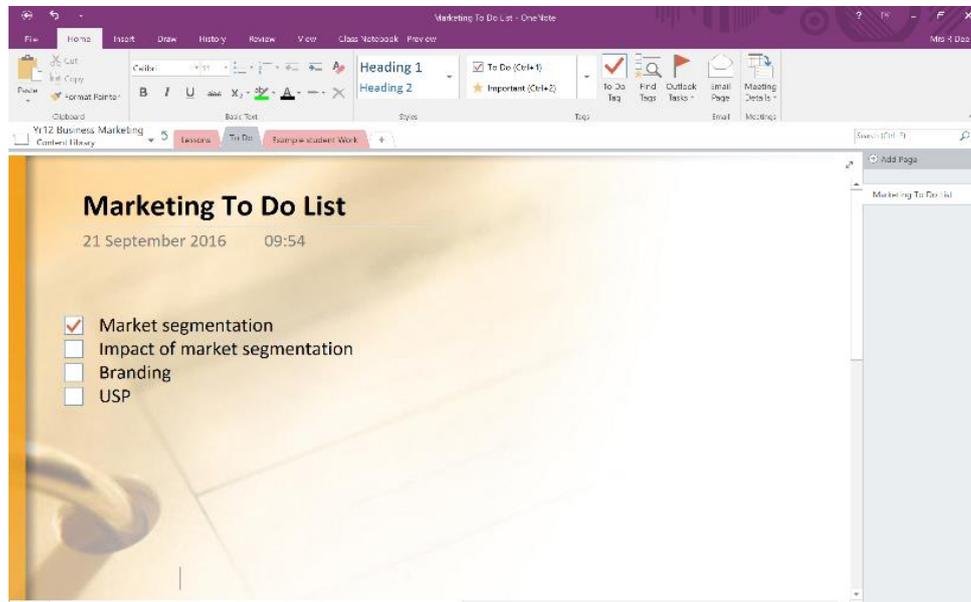
The right-hand sidebar shows a table of contents with the following items:

- Market Segmentation
- Impact of Market Segmen
- Branding
- Benefits of branding
- Business Size



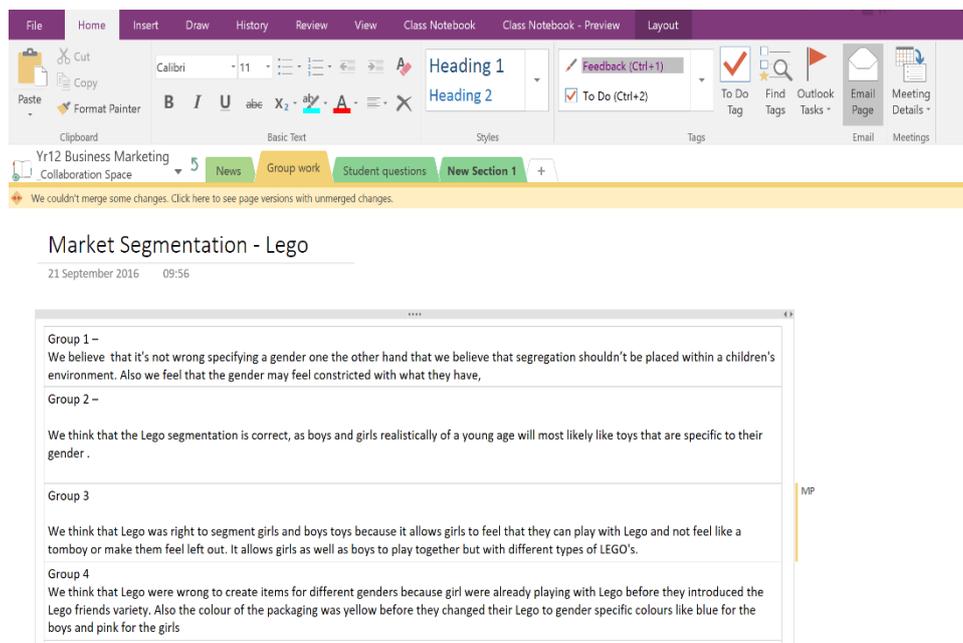
Page templates

Page templates can be accessed in the 'insert' tab to provide a structure to some slides. One example is the 'to do list', this was used as a class to keep track of the topics completed. It was also a good revision list for students to look back at.



Collaboration space

Group activities can be completed in the collaboration space. This allows all users to view and edit content. It is useful in group tasks to present answers and feedback, also demonstrating good answers to the class.

A screenshot of a Microsoft OneNote application window showing a collaboration space. The title bar reads 'Yr12 Business Marketing Collaboration Space'. The ribbon is set to 'Layout'. The main content area shows a page titled 'Market Segmentation - Lego' with a date and time of '21 September 2016 09:56'. Below the title is a list of four groups with their respective notes:

- Group 1 – We believe that it's not wrong specifying a gender one the other hand that we believe that segregation shouldn't be placed within a children's environment. Also we feel that the gender may feel constricted with what they have,
- Group 2 – We think that the Lego segmentation is correct, as boys and girls realistically of a young age will most likely like toys that are specific to their gender .
- Group 3 We think that Lego was right to segment girls and boys toys because it allows girls to feel that they can play with Lego and not feel like a tomboy or make them feel left out. It allows girls as well as boys to play together but with different types of LEGO's.
- Group 4 We think that Lego were wrong to create items for different genders because girl were already playing with Lego before they introduced the Lego friends variety. Also the colour of the packaging was yellow before they changed their Lego to gender specific colours like blue for the boys and pink for the girls



Show authors

In the 'history' tab there is an option to show or hide authors of each comment within a OneNote page. This function adds initials next to each comment so that the teacher can check who contributed to each task and the quality of work to provide feedback.

Internal influences

29 November 2016 14:39

What are the advantages and disadvantages of both of these options?

| | | |
|-----|--|----|
| S&L | <p>Disadvantage of having agency staff is that they don't know how the business functions and they might not specialise in that specific area of work so it could cause problems for the agency staff because they wouldn't know what they are doing or how certain things work.</p> <p>Advantage of agency staff is that they don't work for the business full time so the business wouldn't have to worry about paying them a full monthly wage as the other workers they only have to pay them for the certain amount of</p> <p>Experienced staff:</p> <p>Advantage:</p> <p>One advantage of having experienced staff is that you will have someone who is fully qualified in what they are doing, therefore, they could potentially do a better job, whereas if you have someone who isn't experienced in that sector they will not do the job properly and this will impact the business.</p> <p>Disadvantage:</p> <p>You will have to pay more to the experienced staff as they will want higher wages due to them doing the job really well.</p> | SA |
| S&M | <p>The advantage of a large business having an external staff coming in can cover for the person that hasn't come in which gets the job done even though it might not be perfect, however as it is a large business the disadvantage is that the external person might come in and confidential information can get out or they might not do the job properly which can create risk and damage the companies reputation</p> | MP |
| M&K | <p>A disadvantage of a small business having a marketing agency is that people might come in and not know what to do so therefore and this might create setbacks and this is not good for a small business as every little counts. The advantage is sometimes the external agency that can send someone who is perfect at that role they were assigned.</p> | KW |

Tags

Tags can be used to group comments into categories, there are a number of tags already created or customised categories can be created. In this example, they have been used to provide feedback to a learner. This means they can easily identify feedback and the teacher can keep track of comments made for each learner. These can be added in the 'home' tab.

Clipboard

Yr12 Business Marketing 5 Class Notes Feedback Flipped Tasks

Mikayle WILLIAMS

- Religion
- Family size
- Stage in life

For example- a Facebook profile.

Geographic

Geographic segmentation defines market categories based on where people live e.g. regions, cities, or neighborhood.

People in different geographic areas display different characteristic and needs for example:

- The south East of England is generally warmer than Scotland
- Tastes and Traditional vary
- Infrastructure from rural areas will differ from the city.

INDEPENDENT QUESTION:

- How has McDonalds have to change what they offer to suit an Indian market?

McDonalds had to change the food they provide to satisfy the customers need, this is because they cant provide certain food like beef products as it is against the most people in the countries religion. They also had to change the flavors and seasons and the countries traditional spices to make their food taste better than the competitors. They also had to change the currency to match the Indian currency because they cant use pounds as it is not suitable to that country.

This is a well-structured answer and fully explains the adaptations in India. Try and use some specific information from the news article in future answers.

Income

Identifying subgroups of the market based on their levels of income and profession

A type of method uses socio-economic groupings

- A - Higher managerial such as chief executives and directors
- B - Intermediate managerial such as solicitors, accountants and doctors
- C1 - Supervisory, clerical or junior professional such as teachers and junior managers
- C2 - Skilled manual such as plumbers, electricians and carpenters
- D - Semi and unskilled workers such as refuse collectors and window cleaners
- E - Pensioners, casual workers, students and unemployed



Summary:

OneNote has a variety of functions to create effective lessons, collaboration and feedback to encourage revision and raise engagement in business studies.

Appendix 1

More details about using OneNote can be found at:

<https://support.office.com/en-gb/article/Office-2016-Quick-Starts-25f909da-3e76-443d-94f4-6cdf7dedc51e?ui=en-US&rs=en-GB&ad=GB>

