Information Analysis
Teaching mathematics to Business and ICT students in a module based around excel

Claire Cornock
• Service teaching module
• Business and ICT first year students
• 80-100 students each year
Reflection and feedback

• “I found the feedback forms very useful as I could reflect on [them].”
• “I applied the feedback into the next assignments, reducing the amount of problems in my work”
• “[helped] me to improve on the next [assignment].”
• “I intend to use feedback more productively, which will help me to achieve the best of my ability”
• “I intend to use feedback effectively in the future also because it is evident that it has benefited my work progression in this module”.
Real contexts and relevant subjects

- Basic numeracy
- Probability (including distributions)
- Statistics
- Financial mathematics
- Mathematical modelling
Excel skills

Employability

• “Being able to use excel can be an advantage for me compared to someone who has less knowledge around it”

• “Could put me at an advantage against other applicants”

• “I feel that I have been able to take a lot from [the module] which could really benefit me in the future when applying for jobs or when actually working in my placement with data”
Excel skills

• Calculations
• Built in functions
• Solver
You invest £500 in a savings account with a compound interest rate of 3% pa. Given that the interest rate is fixed, how long will it take for the amount in the bank account to double?
Presentation

- “I liked how presentation was a large part of the module”
- “Not many courses/modules emphasise this”
You start a job earning £20,000 per year with a guaranteed 2% pay rise each year. How much will you be earning in 6 years time?
Different audiences

- Savings account research task
- Explanation of models
- Commodities research task
“…taught me valuable skills that no doubt will have an impact in later life such as time management”

“The main skills that learnt from working on the Information Analysis assignments this year [were] time keeping and working towards a deadline.”
Teaching methods

- Lectures
  - Socrative “a good way of learning and improved my understanding”
- Computer tutorials
- Support outside teaching sessions
- Video tutorials
Video tutorials

• “a very useful device in aiding learning”
• “really helped”
• “a great aid in my studies throughout the year”
• “incredibly beneficial in helping me to complete my assignments.”
• “the videos were a great help”
• “If there was anything I failed to understand in the lectures I would work with the videos on blackboard at my own pace and understand the content and apply it to the assignment”
• “allowed me to revisit my work whenever”
• “watching the videos refreshed my memory of what was taught earlier in the week”
• “helped me to understand some of the topics that I was struggling with”
Mixed ability

- Assessment
- Start from basics
- Plenty of support
Maths anxiety

Had a negative attitude towards the module because there was maths involved

- “really worried and nervous”
- thought that the module would be a “massive drawback”
Maths anxiety

• Receiving their first assignment mark was “incredibly overwhelming and confidence/motivation boosting”

• “Feedback was one of the things that help me personally grow in confidence in [the] module”.

• “My opinion of the module changed as I soon learned that the resources I had available were of great benefit allowing me to be able to go on and get the [work] completed at the correct pace”.
At the end of the module

Ideally students have the following:

• Mathematical skills
• Other skills
• Good working habits
• Desire to carry on with financial maths
• Portfolio of excel work to show employers