Innovating Asynchronous Learning Through Real-World Collaboration

Claudia Dumitrescu, Management & Marketing Department

Briefly describe your project.

Asynchronous online course: used a marketing consulting project for a local agribusiness technology company, with an optional site-visit component or virtual collaboration with the company.

How did your approach promote student learning, equity and accessibility?

It allowed students, in an asynchronous online course, to interact with the company and their peers, and learn more about the entrepreneurial side of the agribusiness technology and career paths. To ensure equity in terms of fair outcomes and opportunities for all students and accessibility to resources, students who were not able to participate in the site-visit component were provided the choice to collaborate with the company remotely.

This project encouraged all students to learn more about the technology side of agribusiness, inquire about career paths that could help them stay in their communities upon graduation, and have a sense of belonging.

For some of our students, it might be impossible to complete an Internship; thus, this project provided access to learning and career readiness opportunities to all students.

How was the project innovative? Was it new or an improvement of an existing paradigm?

This was an improvement of a previous approach:

- The optional site-visit component or virtual collaboration with the company is a pedagogical approach rarely (if ever) implemented in an asynchronous online course. Students learned first-hand about the company's marketing needs and interacted with the management in person. At the same time, they had the option to collaborate with the company remotely. This approach aligned with the expectations of an asynchronous online modality while introducing an optional face-to-face interaction.

- Students were allowed to choose the company's services for their marketing plan. Student choice is an innovative teaching phenomenon; used to increase engagement and empowerment. This helped them be more engaged and motivated, and empowered students by having the choice to create a real-world impact on a topic that matches their interests and career goals

What evidence did you use to determine the approach was working?

Student learning assessment: the overall performance for the marketing plan, when this innovative project occurred (Fall 2023), improved by 10 % (vs. Fall 2022). As for students' scores on the marketing plan:
- in Fall 2022: the majority of students scored between 60 % – 89 %
- in Fall 2023: the majority of students scored between 90 % - 100 %

Company feedback: letter that provides evidence for student learning and the impact of their learning on the regional agribusiness community.

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