

**Brief report on the Chancellor's Chair for Teaching
Excellence research program
2005 Recipient**



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My Chancellor's Chair for Teaching Excellence research program consisted of four projects for finance instruction. The outcomes of these projects are presented below.

a) Use of Visual Tools for Teaching.

This project examined the use of mind mapping to help students learn finance, especially at the introductory level. Mind maps are visual, non-linear representations of ideas and their relationships. By using colors, images, and key words, mind maps engage both sides of human brain and increase its learning potential. As a result of this project, several mind maps were developed for the introductory finance course. An example of developed mind maps with hyperlinks to finance-related information on the Internet is available online at www.brocku.ca/mindmapping. This project also involved a review of commercial mind mapping software.

The main results of this project are presented in the following paper:

- Biktimirov E. N. and L. B. Nilson. "Show them the money: Using mind mapping in the introductory finance course," *Journal of Financial Education* 32, Fall 2006, 72-86.

b) Assessment of Teaching Effectiveness of a Learning Object.

This project assessed the benefits of integrating an interactive, online learning object into a finance course. The results showed that low-GPA students gained the most by using the learning object, whereas high-GPA students seemed to grasp new material regardless of the presentation format. This learning object on portfolio expected return, risk, and diversification is available online at http://www.brocku.ca/learningobjects/flash_content/LO/Portfolio.html.

The main results of this project are discussed in the following paper:

- Biktimirov E. N. and L. B. Nilson. "Adding animation and interactivity to finance courses with learning objects," *Journal of Financial Education* 33, Summer 2007, 36-48.

c) Analysis of Student On-Line Activity and Performance in the Introductory Finance Course.

This project examined the relationship between student online activity, including access to specific course materials, and performance in a traditional face-to-face introductory finance course that a class Web site supported. The project used 6 measures of student online activity: (a) total hits, (b) hit consistency, (c) number of unique files that the students accessed, (d) accesses to homework solutions, (e) accesses to PowerPoint slides, and (f) accesses to exam solutions. Results indicated that access to homework solutions and, to lesser extent, hit consistency, were both positively related to student performance. In addition, results showed that access to specific files, rather than access to online course materials in general, was associated with better student performance.

The main results of this project are reported in the following paper:

- Biktimirov E. N. and K. J. Klassen. "Relationship between the use of online support materials and performance in the introductory finance course," *Journal of Education for Business* 83 (3), January/February 2008, 153-158.

This paper is available from Brock library web site at:

<http://web.ebscohost.com.proxy.library.brocku.ca/ehost/detail?vid=3&hid=119&sid=070eab7e-5fa4-40e9-8cdf-47e1c2cd5099%40sessionmgr111&bdata=JnNpdGU9ZWwhvc3QtbGl2ZSZzY29wZT1zaXRl#db=bth&AN=31185886>

d) Use of proverbs for teaching finance to foreign students:

This project examined the use of Chinese and Spanish proverbs in the teaching of finance to Chinese and Spanish students, respectively. Proverbs borrowed from the culture of foreign students facilitate teaching by appealing to students' cultural background, by introducing ideas in a succinct and unique way, and by creating a friendlier classroom atmosphere. Foreign proverbs also help English-speaking instructors overcome language barriers and establish a trusting relationship with foreign students. In addition, foreign proverbs benefit English-speaking students by promoting cross-cultural literacy and foreign language fluency.

As a result of this project, more than 40 Chinese proverbs were identified to illustrate 36 financial concepts. To help English-speaking instructors to understand, show, and pronounce Chinese proverbs, each proverb was followed with its simplified characters, its Pinyin equivalent, and a literal translation.

Similar, more than 30 Spanish proverbs were selected to explain 31 financial concepts. To help instructors, the pronunciation of each Spanish proverb is shown using the International Phonetic Alphabet (IPA) symbols.

The results of this project are presented in the following two papers:

- Biktimirov E. N. and J. Feng. "Different locks must be opened with different keys: Using Chinese proverbs for teaching finance to Chinese-speaking students," *Journal of Teaching in International Business* 17 (3), 2006, 83-102.

This paper is available from Brock library web site at:

<http://web.ebscohost.com.proxy.library.brocku.ca/ehost/detail?vid=3&hid=119&sid=9579138d-7a3b-423b-9b0e-ca42e337578e%40sessionmgr112&bdata=JnNpdGU9ZWwhvc3QtbG12ZSZzY29wZT1zaXRl#db=e hh&AN=23131855>

- Biktimirov E. N. "Wherever you go, do as you see others do: Using Spanish proverbs for teaching finance to Hispanic students," *Advances in Financial Education* 7 (1-2), Summer/Winter 2009, 141-157.