**ONLINE BUSINESS SIMULATIONS   
POST-SIMULATION SURVEY**

This survey seeks your views about the use of online simulations in business education and should take less than **20 minutes** to complete. The survey is part of an Australian Government funded project titled *Enhancing Student Learning Outcomes with Simulation-based Pedagogies*. This project will evaluate and promote pedagogies that enhance the learning outcomes of online simulations in business and related fields.

Your participation is entirely **voluntary** and you can cease completion of the survey at any time without comment or penalty. All answers are **confidential** and can in no way be linked to your personal details. Once a survey is completed it is impossible for any collected data to be withdrawn. Aggregated data and project reports may be used by the Australian Government, or their licensees, as comparative data in future projects, and will be presented in a publicly accessible online site. Individual data will not be published separately. By taking the survey you are giving **consent** to be part of this research.

This study adheres to the Guidelines of the ethical review process of The University of Queensland. Whilst you are free to discuss your participation in this study with Dr Pierre Benckendorff (contactable on (07) 3346 7089 or p.benckendorff@uq.edu.au) if you would like to speak to an officer of the University not involved in the study, you may contact the Ethics Officer on (07) 3365 3924.

1. What is your student identification number?  
   Note: this information will only be used to link your pre-simulation and post-simulation surveys and will not be retained for further analysis.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |

|  |
| --- |
| **SECTION 1:** LEARNING FROM SIMULATIONS |

Read each question and mark your answers by filling the circles like this: 

1. The following items are about how the simulation has benefitted your **learning**. Please rate your agreement with the following statements.

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **The simulation developed my…** | **STRONGLY DISAGREE** | | | | **STRONGLY AGREE** | | | |  |
| ...problem solving skills |  |  |  |  | |  |  |  |  |
| ...planning skills |  |  |  |  | |  |  |  |  |
| ...understanding of finance |  |  |  |  | |  |  |  |  |
| ...understanding of marketing |  |  |  |  | |  |  |  |  |
| ...understanding of staffing |  |  |  |  | |  |  |  |  |
| ...understanding of operations |  |  |  |  | |  |  |  |  |
| ...understanding of strategic management |  |  |  |  | |  |  |  |  |
| ...understanding of how the different departments of an organization interact with each other |  |  |  |  | |  |  |  |  |
| ...understanding of ‘real world’ problems faced by organisations trying to make a profit |  |  |  |  | |  |  |  |  |
| ...knowledge of key business terms, concepts and conventions |  |  |  |  | |  |  |  |  |
| ...ability to apply my knowledge to a business |  |  |  |  | |  |  |  |  |
| ...ability to analyse data |  |  |  |  | |  |  |  |  |
| ...ability to evaluate problems and make decisions |  |  |  |  | |  |  |  |  |
| ...ability to create new ideas or plans |  |  |  |  | |  |  |  |  |

1. The following items are about your **satisfaction** and **enjoyment** of the simulation. Please rate your agreement with the following statements.

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **STRONGLY DISAGREE** | | | | | **STRONGLY AGREE** | | | |  |
| The simulation was challenging |  |  |  | |  | |  |  |  |  |
| I enjoyed learning with the simulation |  |  |  | |  | |  |  |  |  |
| The simulation made the course more interesting |  |  |  | |  | |  |  |  |  |
| The simulation allowed me to build on knowledge gained from previous courses |  |  |  | |  | |  |  |  |  |
| The simulation allowed me to learn from my mistakes through trial and error |  |  |  | |  | |  |  |  |  |
| I feel I am more ‘work ready’ after using the simulation |  |  |  | |  | |  |  |  |  |
| The skills and knowledge learnt during the simulation will be useful for my future career |  |  |  | |  | |  |  |  |  |
| I am satisfied with the online software application used for the simulation |  |  |  | |  | |  |  |  |  |
| Overall, I learned a lot from the simulation |  |  |  | |  | |  |  |  |  |
| Overall, I am satisfied with the simulation as a learning tool |  |  |  | |  | |  |  |  |  |
| Overall, the simulation has met my expectations |  |  |  | |  | |  |  |  |  |
|  |  | | |  | | | | | |  |

|  |
| --- |
| **SECTION 2:** LEARNING ACTIVITIES |

1. The following items are about the **resources, learning activities and assessment tasks** related to the simulation. Please rate your agreement with the following statements.

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **STRONGLY DISAGREE** | | | | | **STRONGLY AGREE** | | | |  |
| I am satisfied with the in-class activities which assisted my understanding of the simulation |  |  |  | |  | |  |  |  |  |
| I am satisfied with the assessment tasks related to the simulation |  |  |  | |  | |  |  |  |  |
| I am satisfied with the assessment weighting attached to the simulation |  |  |  | |  | |  |  |  |  |
| The assessment attached to the simulation enhanced my understanding of business operations |  |  |  | |  | |  |  |  |  |
| The simulation interface was easy to use |  |  |  | |  | |  |  |  |  |
| The learning resources (e.g. user guides, videos, tutorials) provided with the simulation enhanced my learning |  |  |  | |  | |  |  |  |  |
| I am satisfied with the information I received to perform my tasks with the simulation |  |  |  | |  | |  |  |  |  |
| There were sufficient resources (e.g. user guides, videos, tutorials) to help me learn the simulation |  |  |  | |  | |  |  |  |  |
| My teachers were knowledgeable about the simulation |  |  |  | |  | |  |  |  |  |
| My teachers worked hard to help me learn from the simulation |  |  |  | |  | |  |  |  |  |
| There were sufficient opportunities to ask my teachers questions about the simulation |  |  |  | |  | |  |  |  |  |
| Overall, I am satisfied with this **course** |  |  |  | |  | |  |  |  |  |
| Overall, this particular **course** has met my expectations |  |  |  | |  | |  |  |  |  |
| I would recommend taking this **course** to other fellow students |  |  |  | |  | |  |  |  |  |
|  |  | | |  | | | | | |  |

|  |
| --- |
| **SECTION 3:** TEAMWORK |

1. The following items are about **team interaction** during the simulation. Please rate your agreement with the following statements.

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **STRONGLY DISAGREE** | | | | **STRONGLY AGREE** | | | |  |
| It was easy for the team to agree on important decisions |  |  |  |  | |  |  |  |  |
| Key decisions about our company were made by the entire team |  |  |  |  | |  |  |  |  |
| I was comfortable sharing my ideas with my team |  |  |  |  | |  |  |  |  |
| Most of the time, members of our team asked each other for feedback on their work |  |  |  |  | |  |  |  |  |
| Team members acknowledged the points of view of others |  |  |  |  | |  |  |  |  |
| There was a team leader who guided the simulation |  |  |  |  | |  |  |  |  |
| The contributions of other team members assisted my understanding of the simulation |  |  |  |  | |  |  |  |  |
| My team had regular meetings to evaluate our performance |  |  |  |  | |  |  |  |  |
| Our team performed well in the simulation |  |  |  |  | |  |  |  |  |
| My team was dedicated to the task |  |  |  |  | |  |  |  |  |
| My team worked well together |  |  |  |  | |  |  |  |  |
| My team actively exchanged ideas using online tools |  |  |  |  | |  |  |  |  |
| The unique skills and talents of each team members were fully valued and utilised |  |  |  |  | |  |  |  |  |
| Our team interactions helped me to understand other points of view |  |  |  |  | |  |  |  |  |
| Working as a team allowed me to work smarter, not harder |  |  |  |  | |  |  |  |  |
| I was able to learn new skills and knowledge from other members in my team |  |  |  |  | |  |  |  |  |
| Competition between teams motivated me to spend more time on the simulation |  |  |  |  | |  |  |  |  |
| Overall, working as a team on the simulation was better than other team assessment tasks I have experienced. |  |  |  |  | |  |  |  |  |
|  | **STRONGLY DISAGREE** | | | | **STRONGLY AGREE** | | | |  |

1. The following items are about your **attitudes** toward teamwork. Please rate your **agreement** with the following statements.

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **STRONGLY DISAGREE** | | | | **STRONGLY AGREE** | | | |  |
| Teamwork is an effective way to prepare for the workforce |  |  |  |  | |  |  |  |  |
| Teamwork is an effective way to accomplish a task |  |  |  |  | |  |  |  |  |
| I feel comfortable working in a team |  |  |  |  | |  |  |  |  |
| The simulation helped me understand the importance of teams |  |  |  |  | |  |  |  |  |
| The simulation helped develop my teamwork skills |  |  |  |  | |  |  |  |  |
| Working in a team has improved my communication skills |  |  |  |  | |  |  |  |  |
| Overall, I think I learn more working in a team |  |  |  |  | |  |  |  |  |

1. Did your team use any of the following online collaboration tools to interact? Please add any online tools not listed below if needed.

|  |  |
| --- | --- |
|  | Facebook |
|  | Google+ |
|  | Google Docs  Skype/Google Hangouts/Facetime |
|  | Instant Messaging |
|  | Other |

1. Was the use of any of these tools particularly challenging?

|  |  |
| --- | --- |
|  | No |
|  | Yes |

If yes, could you tell us briefly which of the tools were challenging and why?

Which tools were the most useful?

|  |
| --- |
| **SECTION 4:** INDIVIDUAL ENGAGEMENT |

1. The following items are about your **engagement** with the course and the simulation. Please rate your **agreement** with the following statements.

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **STRONGLY DISAGREE** | | | | | **STRONGLY AGREE** | | | |  |
| I spent more time than usual on this course as a result of the simulation |  |  |  | |  | |  |  |  |  |
| I attended class regularly |  |  |  | |  | |  |  |  |  |
| I learned how to organize my time efficiently |  |  |  | |  | |  |  |  |  |
| I sought advice from teaching staff |  |  |  | |  | |  |  |  |  |
| I kept up-to-date with my studies |  |  |  | |  | |  |  |  |  |
| The effort I put into the simulation resulted in successful outcomes for my company |  |  |  | |  | |  |  |  |  |
| I will be able to use what I learnt in the simulation in the future |  |  |  | |  | |  |  |  |  |
|  |  | | |  | | | | | |  |

1. The following items relate to your general level of **confidence**. Please rate your agreement with the following statements.

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **STRONGLY DISAGREE** | | | | **STRONGLY AGREE** | | | |  |
| Even when things are tough, I can perform quite well |  |  |  |  | |  |  |  |  |
| In general, I can obtain outcomes that are important to me |  |  |  |  | |  |  |  |  |
| I am confident I can learn the concepts taught in this course |  |  |  |  | |  |  |  |  |
| I am confident that I can perform effectively in different tasks |  |  |  |  | |  |  |  |  |
| Compared to other people, I can do most tasks very well |  |  |  |  | |  |  |  |  |
| I am confident that I have the computer skills to complete the simulation requirements of this course |  |  |  |  | |  |  |  |  |
| I am able to achieve most of the goals that I have set for myself in this course |  |  |  |  | |  |  |  |  |
| I am confident of earning a good grade in this course |  |  |  |  | |  |  |  |  |
| I can succeed in almost any endeavour I set my mind to |  |  |  |  | |  |  |  |  |

|  |
| --- |
| **SECTION 5:** PROBLEM SOLVING SCENARIO |

### Please read the following scenario and answer the questions below. Mark only one option for each question.

*Hotel Royale* has experienced a drop of business over the last year resulting is a loss of $500,000. The General Manager is very concerned and has asked for your advice to assist in improving the hotel’s profit in a number of areas of the hotel operations.

1. In order to improve the hotels profit, I would first recommend to:

|  |  |
| --- | --- |
|  | Increase the room rate |
|  | Decrease the number of staff |
|  | Decrease expenses |
|  | Evaluate the target markets and hotel product |
|  | Increase advertising |

1. Which are the two key components of revenue management…

|  |  |
| --- | --- |
|  | Monitoring rates and monitoring room sales |
|  | Allowing overbooking and managing late bookings |
|  | Discounting rooms and offering packages |
|  | Forecasting and monitoring rooms sales |
|  | Monitoring expenses and revenue |

1. The Marketing Manager’s responsibility is to…

|  |  |
| --- | --- |
|  | Manage front office operations |
|  | Promote and advertise the hotel |
|  | Discount the hotel to sell more rooms |
|  | Monitor room occupancy |
|  | Implement sustainability initiatives |

1. Revenue management is important because…

|  |  |
| --- | --- |
|  | Hotel rooms are perishable |
|  | The hotel needs to make a profit |
|  | Hotels can increase their inventory |
|  | Customers book in advance |
|  | Rates constantly change |

1. If the General Manager decides to sack staff, what is the most important possible outcome…

|  |  |
| --- | --- |
|  | A reduction in expenses |
|  | A reduction in service quality |
|  | A reduction in staff turnover |
|  | A reduction in staff training |
|  | A reduction in occupancy |

1. Which of the following occurred to Hotel Royale’s Balance Sheet when their conference centre was built last year?

|  |  |
| --- | --- |
|  | Their expenses increased |
|  | Their short term debt increased |
|  | Their total assets increased |
|  | Their revenue increased |
|  | Their staffing increased |

1. This month, Hotel Royale has $200,000 cash as bank, $100,000 in accounts payable and $50,000 in accounts receivable, how much money does the hotel have at the end of the month?

|  |  |
| --- | --- |
|  | $100,000 |
|  | $150,000 |
|  | $200,000 |
|  | $250,000 |
|  | $300,000 |

|  |
| --- |
| **SECTION 6:** ABOUT YOU |

1. How much did you contribute to the success of your team?

|  |  |
| --- | --- |
|  | Far more than other team members |
|  | More than other team members |
|  | About the same as other team members |
|  | Less than other team members |
|  | Far less than other team members |

1. How many of your classes did you attend this semester?

|  |  |
| --- | --- |
|  | 80% to 100% |
|  | 60% to 79% |
|  | 40% to 59% |
|  | 20% to 39% |
|  | Less than 20% |

1. On average, how many **hours per week** did you personally spend on the simulation and related assessment?

1. On average, how many **hours per week** did you spend working with your group on the simulation and related assessment?

1. On average, how many **hours per week** did you spend on paid work this semester?