

**ONLINE COURSE DESIGN: BUSINESS STUDENT PREFERENCES FOR CONTENT DELIVERY,
COMMUNICATION AND TESTING METHODOLOGIES**

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ABSTRACT

Online courses require instructors to choose from numerous course design options. This paper analyzes student preferences for alternative online content delivery, student-to-professor communication, and testing methodologies to aid in the business course design decision process. The undergraduate students surveyed are enrolled in an undergraduate, online business degree program. Results indicate that student preferences vary considerably. Students who value convenience prefer content delivery methods using either assigned readings or pre-recorded audio presentations, while students who value university accreditation or reputation favor pre-recorded audio or video presentations. Students in more quantitative majors, including finance and supply chain management, prefer pre-recorded audio presentations while students in less quantitative majors, including corporate management, prefer assigned readings. All students prefer the use of email followed by the use of discussion boards to interact with professors. To limit cheating during testing and to allow for schedule flexibility, students prefer the use of different questions for each student versus offering a single exam at one pre-arranged exam time.

Keywords: *Business Education, Teaching of Business, Online Education, Teaching Online*