This is part of a series on digital resources for Programme Teams in Business - as part of their pedagogic discussions and promotion for use with students.

Under ‘F’ we encourage exploration of the FAME Database!

Click here to access the FAME databases via the Databases A-Z page

New Podcast Series: In conversation with Dr. Tony Buckley of the School of Marketing, on how he uses FAME in his practice with students.

http://www.dit.ie/business/about/learningdevelopment/

Areas discussed in the podcast are:
- What programmes or modules do you use FAME in?
- Tell us about how you use FAME?
- How does it influence your teaching?
- What subject areas or types of students could benefit from using FAME? (i.e. we’re trying to promote the usage of this resource to students outside of the areas that Tony may be focused on)
- Any recommended resources to accompany it?
- How does it make the biggest difference to how your students learn (and why)?
- What are your favourite aspects of the database?
- What’s the best way for someone to get started using it?

TONY’S TOP TIPS!

For students:
- Pick one company that you personally know (Family, Friend, Competitor, Potential Employer) - find it by its company number and/or name. Irish company numbers start with IE, all others are UK companies. There are over 6,000,000 records on FAME. If it is a registered company in Ireland or UK...you can find it on FAME!

- Look at all of the ways that you can interrogate the data on your chosen company - play with the database - it is SERIOUS fun!

- Pick out some key variables from the annual performance metrics available - Annual Profits, Shareholders Funds, Turnover (if available), Number of Employees (if available) and obtain a graph of the company’s growth trajectory by one or all of the above. Is it growing, static (year-on-year) or declining? Repeat for all companies that you wish to analyse.

For lecturers:
- FAME is an analysis tool which gathers (and provides analysis tools) for data from the Companies Registration Office in the UK and Ireland. Every registered company in Ireland and UK (and up to 10 years of their financial, shareholding and corporate compliance history) is included.

- FAME data is therefore useful for any project or assessment which uses Irish or UK firms as its base data. It is particularly useful for undergraduate and postgraduate projects requiring students to write Irish or UK based cases on individual companies or industry sectors.

- It is relevant for all schools - Accounting & Finance, Marketing, Management, Retail & Services and the Graduate Business School.
Purpose: Promoting digital resources as part of the taxonomy of learning on your programmes

Resource for Sep/Oct: FAME database

Consider how FAME can be used on your module to support your students in: remembering | understanding | applying | analyzing | evaluating | creating knowledge

In liaison with the library, an approach considered effective for promoting library databases is by academics using them/mentioning them in class or integrating the content into assignments. It has been observed that there is strong use of certain titles and databases because academics mention them by name in class and in module reading lists.

This time, the library are promoting the FAME database on the CoB mailing list, social media and library and college plasmas. An academic’s recommendation can play a significant role in ramping up student usage, as it appears to hold more weight than the library simply promoting it as a resource. So, we recommend promoting FAME with your Programme Team and consider integrating it to your Programme/Module readings lists.
Pedagogical Strategy for using FAME in your modules

**TEACHER USE OF THE RESOURCE**

There are four ways in which to use digital resources in your education programme:

1. In addition to your teaching. You could give your students tips on additional, clarifying or more comprehensive material for before or after class exploration.

2. As a substitute for your own teaching. If you wish to not offer some parts of your programme/module as a lecture, but replace them with digital resources. By doing this you can use the time allotted for the lecture to actively work with the students and the material, for example by organizing a discussion, debate, or question & answer sessions.

3. In class. It can be inspiring to use material from another expert in your field of study during a lecture.

4. As inspiration for your own teaching. Prior to your own series of lectures, you can use digital resources made by others to inspire yourself, and to improve or implement a change to your programme/module.

**STUDENT USE OF THE RESOURCE**

What you can say to your students to encourage them to use the resource:

1. Acquiring a better understanding of a given subject. Sometimes another person’s explanation of a topic can be very clarifying.

2. Getting a deeper understanding of the material. You may be so inspired by a certain topic that you wish to learn more about it!

3. Broadening your knowledge. Your studies are interesting, but you may also be interested in other disciplines. By studying digital resources, you can broaden your knowledge.