

Issues in Creating Data Analytics Courses

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Abstract

Data analytics is still a relatively new area of study. As such, courses in data analytics are as yet being fine-tuned. This discussion focuses on issues that have arisen in the development and teaching of courses in data analytics at both the undergraduate and graduate levels. These issues include the lack of case studies; lack of appropriate and adequate textbooks; and the lack of applications in different business fields. In particular, a marked gap exists in terms of long term case studies on the impact of data analytics on firm measures such as customer retention, sales, profitability, etc., and an adequate array of textbooks ranging from an introductory level to a more advanced level of business analytics. In addition, given diverse student backgrounds, it becomes necessary to create overview courses that present the application of data analytics and data visualization in different business areas. The difficulty in creating a such a course which provides an overview of major business areas and applications to business analytics will therefore be discussed at length.

Biography

Lillian Kamal joins at the University of Hartford us from Northwestern University where she has been teaching for the four years. She holds a Ph.D. in Economics from West Virginia University, and Master's and Bachelor's Degrees in International Business Administration from the United States International University in Nairobi, Kenya. Lillian's research interests lie in macroeconomics, monetary economics and international economics. She is particularly interested in how financial systems contribute to economic growth in less developed countries. She is also interested in social entrepreneurship and microfinance, and has taught classes in these areas at Northwestern University.