# **Business Intelligence courses: Learn from America?**

## **Dr Christo Potgieter**

School of Information Technology Wintec <a href="mailto:christo.potgieter@wintec.ac.nz">christo.potgieter@wintec.ac.nz</a>

#### **Dr Vida Botes**

School of Business, Wintec vida.botes@wintec.ac.nz

This poster paper appeared at the 1st annual conference of Computing and Information Technology Research and Education New Zealand (CITRENZ2010) incorporating the 23<sup>rd</sup> Annual Conference of the National Advisory Committee on Computing Qualifications, Dunedin, New Zealand, July 6-9. Samuel Mann and Michael Verhaart (Eds).

#### **Abstract**

A survey was done by Teradata University Network among academics associated with the Association for Information Systems for discussion during the 2009 Business Intelligence Congress in Phoenix Arizona, December 2009. Problems with technology and poor data sets should ring warning bells for New Zealand. Special accommodation for our many SME's would be advisable.

# **Keywords**

Business Intelligence, Data Mining, Data Warehousing, Knowledge Management

## Introduction

Respondents were from 77 tertiary institutions ("85 Schools") of which over 90% are universities and less than 10% other than American. Courses were mostly in graduate environment for more than one year (figure 1), taught by MIS discipline (figure 2), covered under large range of course names, using large range of software (figure 4), experiencing most challenges relate to technology but pedagogy not far behind (figure 5).

Most mentioned challenges were 39 comments re Technology, with Software (Affordable and Reliable) and Datasets (Real-world), both at 16 mentions. Regarding Pedagogy: "Finding a suitable textbook (6); Realistic, meaningful, hands-on experiences (7); Meaningful cases (4)" and 6 others.

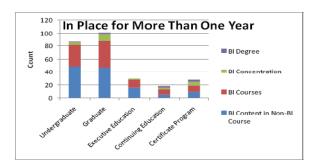


Figure 1: Period of existence

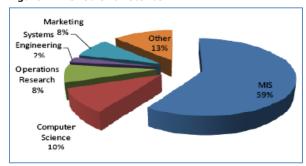


Figure 2: Disciplines teaching BI

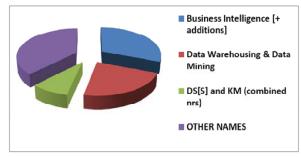


Figure 3: Range of course names

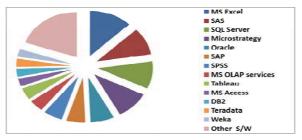


Figure 4: Range of software mentioned

Microsoft, typical enterprises and "Other" specialists software each comprises about one third of the software mentioned.

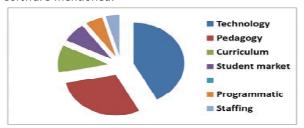


Figure 5: Challenges most mentioned

# Other interesting comments

- Opportunity for inter-departmental linkages
- Should go beyond business reporting into advanced modelling [and] knowledge discovery
- Cover traditional cubes, tables and reports as well as more recently emerging multiple types of data, more real-time and more predictive analysis
- Sometimes taught by Accounting department hence the emerging course title "Business Analytics"?

## References

The State of Business Intelligence in Academia. (2009). Terada University Network