Social Presence Theory And Experiential Learning Games

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ABSTRACT

This study performs a comparative assessment of a pair of educational games with different design features. One game emphasizes the integration of computer games into the traditional classroom environment. The other emphasizes the replacement of the classroom with the online gaming activity

The first game was expected to be preferable to the second game because the research literature predicts that instructional, experiential simulation games are most effective when they supplement traditional face-to-face instructional methods, but not when they replace other methods. This prediction is also consistent with social presence theory.

However, respondents did not consistently prefer the first game. Instead, when respondents chose their preferred game over the other, they tended to think much more highly of their preferred game's entertainment value and emotional outputs, than respondents who chose the alternative game. They did not think much more highly of their preferred game's instructional or accessibility characteristics, or ability to improve cognition or knowledge.

Keywords

Cognitive complexity theory, Experiential learning, Role-playing simulation games, Social presence theory

Teaching Business Students the Art and Science of Innovation

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ABSTRACT

Today the ability to innovate has become a core and sought after business competency. While innovation is often taught in capstone business courses as a topic, this paper argues that the time is right to make innovation the central theme in teaching strategic management. The McKinsey &Company framework is used to teach students the eight essential ingredients of innovation and its execution. The opportunities to integrate previous knowledge about other business functions into the teaching of innovation is outlined. The critical business lessons that can be imparted to business students through the McKinsey framework is discussed.

Keywords: Strategic management curriculum, innovation, innovation framework, business competencies.

Backpack to Briefcase: An Integrated Four-Year Professional Development Program

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ABSTRACT

There is a need for business schools to focus not just on developing the academic skills of its students, but its soft, or

professional, skills as well. This paper provides a detailed look at one school's integrated professional development program. Known as Backpack to Briefcase (B2B), the program provides students with professional development opportunities from freshmen to senior year. Details on the program are provided to assist other schools with implementing such a program.

Keywords: soft skills, professional development, career development

Using Monte Carlo Simulation with Oracle© Crystal Ball to Teach Business Students Sampling Distribution Concepts

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ABSTRACT

This article explains a basic Monte Carlo simulation workshop applied to teaching fundamental sampling distribution concepts. The workshop can be conducted in a classroom or lab where students have access to the Monte Carlo simulation tool Oracle© Crystal Ball. To our knowledge this is the first time a workshop has been documented utilizing Oracle© Crystal Ball, a modern commercial Monte Carlo simulation tool, to teach students basic ideas regarding sampling distributions and ideas around the central limit theorem. The results of a post-workshop survey showed that students found the workshop to be effective and useful.

Keywords: Teaching Sampling Distributions, Monte Carlo Simulation, Business Statistics, Central Limit Theorem

Teaching Data Mining to Business Undergraduate Students Using R

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ABSTRACT

In addressing the shortage of papers that help educators in developing data mining courses for business undergraduate students, this article fills the gap by describing the practice of teaching data mining to business undergraduate students using the open source software R. This article also offers a course design that balances the technical details of using a programming language and of covering enough in-depth algorithms, with hands-on data mining applications in business. This article delineates the design, delivery, and assessment of such a data mining course. We evaluate student learning outcomes by an end-of-course survey. We find student learning experience and outcome are mostly positive. It is our hope that the practice described in this paper will benefit other educators in developing or improving course design in teaching data mining course to business undergraduate students. Course materials are also available for other educators upon request.

Keywords: Business analytics, case studies, peer learning, open source software, technical communication

Techniques for Closing the Loop in Accounting Pedagogy

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ABSTRACT

This research discusses "loop-closing" activities implemented by accounting programs in an assurance of learning context. Closing the loop refers to the process of using assessment data to implement actions that improve student learning. There is not yet any handbook or resource presenting a one-size-fits-all technique on closing the loop. Consequently, how to close the loop has become a priority for assessment committees, faculty and administrators, particularly for institutions subject to the requirement to meet accreditation standards. Here, data from self-assessment reports from 32 institutions of higher education is gathered and analyzed to identify the most significant loop-closing efforts undertaken and to facilitate analysis and discussion regarding the approaches used to close the loop in accounting education.

Keywords: assessment, AACSB, closing the loop, accounting programs

Community Based Learning Projects and Electronic Platforms in Business Statistics Courses

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ABSTRACT

This paper describes how business faculty can adapt to curriculum changes while simultaneously improving student learning in the business statistics course. The particular curriculum change discussed here is a reduction in the number of required business statistics courses for majors to one course from a sequence of two. Of course, this move to one course from two has created challenges in finding time to cover the material. In addition, when teaching the two-semester sequence, the authors organized group projects for students that address issues for local non-profit organizations as well as some for-profit businesses.

The good news is that this reduction took place at a time when the authors were considering the adoption of publishers' software to introduce students to the content of the course on a weekly basis and to provide students a platform to complete and check their homework problems, as well as access online tutorials when needed. One author used Aplia from Cengage and the other used the Connect platform from McGraw-Hill. We have collected evidence of effectiveness and student attitudes over two semesters that is provided later in this paper.

The bottom line is that the adoption of Aplia and Connect has allowed students to engage the content at their own pace outside of class with the benefit of having instructors reallocate class time in order to preserve the group projects. Our intention is to provide readers with 1) encouragement to consider adopting an electronic platform and/or group projects, 2) the associated potential benefits, and 3) guidance on how to effectively do so.

Keywords: Curriculum change, community based learning, business statistics, group projects, blended learning, electronic textbooks

The Impact of Reading Ability as a Predictor of Success in Online Verses Instructor Led Database Courses

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ABSTRACT

Using data collected from summer semester 2002 through spring semester 2015, this paper analyzes some of the predictors that lead to success in online and instructor led versions of a beginning university level database management course. Independent variables include student GPA upon entering the class, declared major, gender, term the course was taken, and year taken. In particular, this paper isolates, measures and analyses the impact of reading scores measured by a reading proficiency (Cloze) quiz given early in the semester on the ability to be successful in the course. The impact of the independent variables is regressed separately against four dependent variables for both online and instructor led versions. The dependent variables are the students' final course average, the average on examinations, the average on weekly student assignments, and the average on larger projects. The paper finds that a student's GPA is the most important determinant while declared major, the semester the course was taken, and year the course was taken have some degree of significance on the dependent variables. Gender was generally found to not be a significant determinant. The reading score was a highly significant predictor of success for online students but not for instructor led students.

Keywords: online education, cloze test

The Effect of Cooperative Learning on Students' Attitude in First-Year Principles of Accounting Course

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ABSTRACT

Prior studies on the effectiveness of cooperative learning techniques on accounting education have been mixed (Hite (1996), Caldwell, Weishar, & Glezen (1996), Lancaster & Strand (2001), Gabbin & Wood (2008), and Opdecam & Everaert (2012)). This study illustrates a way to implement cooperative learning to improve students' interest in learning accounting for a first year Principles of Accounting course. The implementation of cooperative learning is based on two lines of literatures: (1) the Cooperative Base Group (BG) discussed in Johnson, Johnson, & Smith (2006), and (2) student attention on learning discussed in MacManaway (1970), Bligh (2000), and Middendorf & Kalish (1996). In particular, the Cooperative BG is semester-length cooperative learning group with stable membership. At the beginning of the semester, Cooperative BGs are formed with team members selecting different roles within each team. *During the semester,* following student attention on learning literature, i.e., student attention on listening to lectures decreases overtime and about 80 percent of students find 20-30 minutes to be the maximum length of lecturing to which they can attend (Bligh (2000)), the instructor monitors BG-based in-class exercises after 20-30 minutes of lectures and/or illustrations for each class. The survey results show that even though students are neutral in "like" accounting, they agree that cooperative learning in BG helps them maintain interests and attention in accounting, which implies that attention-focused cooperative learning has a positive impact on students' interest in learning accounting.

KEYWORDS:
Cooperative/collaborative learning, Instructional strategies, Student attitude, Higher education, Accounting

The Value of an On-Site Residency Experience for Online MBA Programs

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ABSTRACT

The number of institutions of higher education offering MBA programs entirely online has expanded dramatically. While such educational options offer advantages for students who cannot easily attend in-class courses, online programs do present a number of challenges for MBA programs including concerns related to assessment,

institutional engagement and adequately addressing important business issues such as innovation. To address the challenges presented when delivering programs through distance education methods, many business programs require online students attend one or more on-site "residency" sessions. This paper focuses on one approach to conducting a residency.

Student Sales Presentations: The Online Challenge

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ABSTRACT

The Personal Selling class is a standard offering within the marketing curriculum and typically requires students to make some type of sales presentation. In a traditional classroom setting, sales presentations are usually made to the class as a group, or alternatively, made to another student in a role-play format where one student sells and the other acts as the prospective buyer. With the growth in online education the traditional methods of handling presentations are often no longer applicable. This paper proposes several alternatives for handling student sales presentations in an online setting, and then demonstrates how one of those methods had been used successfully in an adult online program. Results and conclusions are offered in regard to logistics, student attitudes, and course completion/retention.

An Education Grounded in Ethics

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ABSTRACT

Ethics is complicated! Employers want employees who operate with strong ethical foundations, honesty and integrity. Accrediting bodies expect institutions of higher learning to include ethical training in their curriculums in order to shape the future of business and society by educating students on how to appropriately handle ethical dilemmas. One of the core values and guiding principles for the leading international accrediting institution for business schools, The Association to Advance Collegiate Schools of Business (AACSB), is each school must encourage and support ethical behavior in both professional and personal actions of their students, faculty, administrators, and professional staff through appropriate systems, policies, and procedures. In this paper, we discuss how two universities have incorporated this standard into their business degree curriculum. If effective, we proactively prevent ethical challenges rather than respond to them.

Creating An Ethical Classroom

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ABSTRACT

While business school curricula offer courses devoted to teaching ethics, one of the ways professors can teach the subject to students is by conducting courses in an ethical manner with adherence to fairly-applied rules. This paper discusses the use of class rules not just as a means of conducting an ethical class but also as a learning exercise in a "class contract."

Keywords: business ethics, education, ethical behavior

How Sony Got its Groove Back: A Case Study in Turnaround Management

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ABSTRACT:
Turnaround management, the use of a collection of recovery-focused strategies to rebound after incurring substantial losses, stands as an oft-overlooked but nonetheless crucial strategic approach. Most organizations face decline at some point in their history, so understanding how best to cope with a dire situation can prove the essential factor in determining a company's survival. We believe that turnaround management stands as a highly relatable concept within the field of strategic management, since the notion of triumph in the face of adversity remains universal. In this paper, we provide a case study of Sony Corporation's fall and subsequent revival, a learning experience that can be employed as a teaching tool to acquaint learners with the key tenets of turnaround management. Suggestions are made to facilitate instructors' applying the case as either an open-ended exploration or as an analytical postmortem.

Keywords: Strategic Decline, Turnaround Management, Turnaround Types, Strategic Renewal

The WTI-Brent Spread: Examining the Factors Behind It

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ABSTRACT

The goal of this paper is to examine and analyze the factors that explain the WTI-Brent spread. Historically these two benchmarks moved in tandem with very small differences between them but in the recent past, they started to diverge. An objective of this paper is to provide a learning opportunity for students taking classes in energy economics and students taking classes in econometrics or forecasting.

Keywords: West Texas Intermediate (WTI) crude oil, North Sea (Brent) crude oil, WTI-Brent spread

Introducing Global Cultural Diversity Awareness Through Service Learning in Human Resource Management Education

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ABSTRACT

An understanding of global cultural diversity is an essential component of business school education, especially human resource management. However traditional course delivery does not adequately address this need. Service learning provides a form of experiential learning that has a positive effect on the understanding of social issues through personal insight and cognitive development. We develop and conduct an in-class proximal service learning project in an undergraduate international human resource management course. Based on participation by one hundred and twenty three students over three years, we find evidence of student awareness of global cultural diversity issues, at a personal level, after the service learning experience. We discuss how this assignment can be applied in future classroom environment.

Key Words: Global Cultural Diversity, Service Learning, Business Education

Evaluating Co-Curricular Success in a College of Business

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ABSTRACT

This article describes a project that was designed to assess the College of Business Passport Program at Northern Illinois University, a required co-curricular program for all business students, and its impact on self-reported student involvement. This was accomplished by a comparison of the program to other similar programs at other universities, a statistical analysis of the data that had already been collected, and the collection of new data. The completion of this project will allow for internal improvements to be made to the program and will be a tool to other universities that are considering establishing a similar program or making improvements of their own.

Keywords: business education, engaged learning, co-curricular program, career success

iPads in the Business Classroom

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ABSTRACT

iPads have become increasingly utilized in college classrooms across a variety of disciplines and levels of education. The goal of this project was to investigate the effectiveness of incorporating iPads into the undergraduate business classroom environment. The iPad Initiative was launched Fall 2012 in the Sidhu School of Business & Leadership at Wilkes University, a small liberal arts school in Northeastern Pennsylvania. iPads were distributed to first year students enrolled in an Integrated Management Experience course. Initial findings suggest that iPads can enhance the learning environment by increasing student attention and participation rates. The students who actively participate sought to use the iPads to their advantage, rather than letting it distract them from their classes and classwork. The less responsible students are more prone to engage in distracting behaviors, such as non-relevant web-browsing, social networking and gaming. A distraction from the utilizing iPads in the classroom can be the instructor's ability to integrate and demonstrate iPad technology. The increased levels of student participation, engagement and performance outweigh the negative perceptions against iPad devices, thus justifying the student and institutional investment costs. The results of this study will be used to inform current classroom practices to minimize such distractions.

Business Student Perceptions of Online versus Face-to-Face Education: Student Characteristics

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ABSTRACT

As institutions of higher education continue to integrate online education into their curricula, the research on student perceptions of the value of online versus face-to-face courses has produced mixed results. This study specifically evaluated business students' characteristics – graduate vs. undergraduate, gender, and previous experience, relative to their perceptions of the online versus face-to-face environment with respect to motivation, discipline, independence, time and cost investment, preference, happiness and appropriateness of the learning environment. In general, the students favored the FTF environment on all student perceptual characteristics, regardless of whether they had taken online courses or not. Student perception may influence whether they take another online course. Most online students did not take a preparatory course and had little online experience, their perceptions of online education improved as they took more online courses. These results have implications for both administrators and instructors, particularly the recommendation for a mandatory online orientation course to set student expectations and improve student perceptions.

Leadership and Undergraduate Students: A Study Across Disciplines And A Plan For The Future

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ABSTRACT

Many articles have been written on the impact of leadership programs for undergraduate students. Leadership is among the most commonly cited attributes desired in graduates by employers. The challenge for many institutions is to deliver content knowledge as well as provide opportunities for undergraduate students to apply leadership theories in order to be prepared for entry level positions. While group projects, to some extent, provide opportunities to learn these leadership skills, it is not until the student has the responsibility, for example, as an officer of a club, that leadership skills are assimilated. Recently, we compared the ETS MFT (Educational Testing Service Major Field Test) scores of business, biology, and criminal justice students who held leadership positions to those who did not hold a leadership position. At the 10% significance level, the ETS MFT scores for the combined students who held a leadership role were higher than those students who had not held a leadership role on campus. As indicated by the higher ETS scores, these leadership roles appear to have a positive impact on the students' content knowledge. Based on first-hand observation, some undergraduate students will hold multiple leadership roles while other students get no leadership experience. This raises two questions. How can we expand these opportunities for more students and would students benefit from a leadership minor? This paper explores the various best practices and approaches of other institutions and provides valuable information in the field of leadership education for undergraduate students.

Using "13 Days: The Cuban Missile Crisis" to Teach about Negotiation

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ABSTRACT

While many films have negotiation scenes in them, the film "Thirteen Days" a dramatization of Robert Kennedy's account of the Cuban Missile Crisis, is unique in that it involves one long extended negotiation. While the film covers a complex potentially cataclysmic international conflict, the negotiation issues that are raised are applicable to the more mundane negotiations that any of us might be involved in. The paper describes how the film can be used to teach negotiations.

Key Words: Negotiation, Multi-party negotiations, Cuban Missile Crisis, Underlying interests, Positions versus interests, Back door channels, Indirect communication

Total Enterprise Simulations as a Pedagogical Tool to Improve System Dynamics Thinking

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ABSTRACT

In this paper, we argue that the type of business management simulation known as total enterprise simulations can and should be used as an experiential tool to teach systems dynamics theory. These types of games simulate the dynamic complexity of cross-functional decision-making within a competitive industry. Although the most popular management simulations do not explicitly incorporate system dynamics theory, we propose that the implicit characteristics of system dynamics in these simulations have powerful learning potential. We also claim that the key characteristics of system dynamics are non-intuitive, and therefore are more easily learned in experiential exercises such as simulations.

Keywords: Systems dynamics; Total Enterprise Simulations; Management Education.