2019
Business Education Research Conference

Chicago, Illinois
April 16-20, 2019
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2019 Business Education Research Conference Program

PowerPoint Presentations in pdf Format (alphabetical order by title of presentation)

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State of the Economy: A Research-Based Class Project (My Favorite Assignment)
Kim Pickering, Instructional Team Leader, Lincoln High School, Lincoln, NE

Student Perceptions of Community Inquiry Presences in Community College Online Education Courses
John Cannon, University of Idaho, Moscow, ID
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Supervising Student Teachers in the World of Performance-Based Assessments
Tamra S. Davis, Illinois State University, Normal, IL
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Technology Skills of Students Enrolled in a Career and Technical Course at a Community College
Chadwick A. Springer, Auburn University, Auburn, AL
Leane Skinner, Auburn University, Auburn, AL
Elisha Wohleb, Auburn University, Auburn, AL
Geana Mitchell, Bevill State Community College, Jasper, AL

What Can We Do About Bullying? Exploring Reasons, Consequences, and Aftermath
Christina Force, Bloomsburg University of Pennsylvania, Bloomsburg, PA
## 2019 Business Education Research Conference

“Research for the Classroom, the Boardroom, and Beyond”

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<th>TUESDAY, APRIL 16, 2019</th>
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| **7:30 a.m. to 6:00 p.m.** | **NBEA CONVENTION REGISTRATION**  
Location: 5th Floor Registration Desk |
| **4:00 p.m. to 5:30 p.m.** | **2019 BUSINESS EDUCATION RESEARCH CONFERENCE OPENING RECEPTION**  
Location:  
**Welcome:** NBEA President: Margaret Blue; ARBE President: Cheryl Wiedmaier; NABTE President: Mona Schoenrock  
BUSINESS EDUCATION RESEARCH CONFERENCE WINE AND CHEESE RECEPTION [sponsored by the National Association for Business Teacher Education (NABTE)] |

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| **8:00 a.m. to 10:00 a.m.** | **General Research Sessions 1 and 2**  
Location:  
**What Can We Do about Bullying? Exploring Reasons, Consequences, and Aftermath**  
The effects of bullying in our educational institutions—between and among students, teachers, and administrators—can lead to instantaneous reactions and long-term repercussions. Participants in this session will hear results from research studies on bullying and will be asked to share their own experiences and the impact of those experiences on their teaching and their personal lives.  
**Facilitator:** Christina Force, Bloomsburg University of Pennsylvania, Bloomsburg, PA |
|  | **COFFEE BREAK** [Sponsored by Association for Research in Business Education (ARBE)] |
### Mindfulness…The Conversation Continues

Students who possess high levels of mindfulness are less likely to engage in bullying behaviors, able to handle stress in more favorable ways, willing to grow their emotional intelligence, and able to increase their level of happiness. This session will present useful strategies for developing mindfulness in our students and ourselves. Session attendees will take away powerful strategies for increasing mindful behaviors.

**Presenters:** Carol Blaszczynski, California State University, Los Angeles, Los Angeles, CA; Jane Brooker, Bloomsburg University of Pennsylvania, Bloomsburg, PA; Margaret O'Connor, Bloomsburg University of Pennsylvania, Bloomsburg, PA

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| 10:40 a.m. to 11:40 a.m. | Innovative Instructional Practices: **Does Utilizing a Lesson Plan Template as an Instructional Support Preparing Pre-Service Teacher Candidates to be More Successful on a Performance-Based Assessment and Build Comfort and Confidence Levels During Student Teaching?**  
Student teaching is a stressful experience. After learning to use a structured lesson plan template, student teachers have reported higher comfort and confidence levels in preparing for the rigorous teacher performance assessment that is a stepping stone assessment for the annual teacher evaluation tool used by schools in one midwestern state. Cooperating teachers and principals have also reported higher levels of performance when compared to previous student teachers and first-year teacher evaluations. This session will provide insight into how to use the structured template as an instructional support for business teacher methods classes.  
**Presenters:** Tamra S. Davis, Illinois State University, Normal, IL; Kathy J. Mountjoy, Illinois State University, Normal, IL |

| Location: | **My Favorite Assignment:** **Sales Observation Analysis**  
Students in this assignment are required to engage in a sales interaction, either in person or via the phone, with a sales representative for a product or service they are interested in buying. After the interaction, students write a 1,000-word paper analyzing their sales interaction.  
**Presenter:** Molly J. Wickam, Bethel University, St. Paul, MN |

5/20/2019
| My Favorite Assignment: Developing Skills through Habit Formation with 30-Day Challenges | My Favorite Assignment: Internship Research Project |
| Challenges are commonly used for losing weight, changing one’s diet, and recording activity levels. By presenting an assignment in the form of a challenge, students are intrigued and more likely to try to complete the assignment and to build a growth mindset through persistence in completing daily tasks. Challenges may be used in almost any course at any instructional level and have been used by the presenter in business communication, management skills, and mindfulness courses. | Students are instructed to interview their internship supervisor and to create a report with accompanying PowerPoint presentation to deliver in class that will explain their company. |
| Presenter: Carol Blaszczynski, California State University, Los Angeles, Los Angeles, CA | Presenter: Leslie Macone, Lesley University, Cambridge, MA |

| 12:00 p.m. to 1:15 p.m. | BUSINESS EDUCATION RESEARCH CONFERENCE LUNCHEON |
| **Ticket Required** | **Location:** |

| SESSION | Location: |
| My Favorite Assignment: Internship Research Project | My Favorite Assignment: Internship Research Project |
| My Favorite Assignment: Internship Research Project | My Favorite Assignment: Internship Research Project |
| Presentation: Leslie Macone, Lesley University, Cambridge, MA | Location: |

| 1:30 p.m. to 2:30 p.m. | Business Education Research: Professionalism: Classroom to Boardroom |
| Soft skills are in high demand in today's workforce. Oral, written, and interpersonal communication, human relations, time management, organization, and other skills are fairly simple to teach and measure in the classroom and workplace. However, professionalism is much harder to define, teach, and measure because it has a lot to do with attitude combined with many other soft skills. The purpose of this study was to identify how business/marketing education teachers and business people define professionalism, teach/model professionalism, and reinforce this critical attitude and behavior in the classroom and workplace. | My Favorite Assignment: Add a Little Spark with Adobe Spark! |
| By design, students navigate through a lesson created using an Adobe Spark Page as they are introduced to Adobe Spark's options. The project allows students to learn about new multimedia tools, implement those tools into topics for a profession-based experience, and provide feedback to fellow students while garnishing new ideas for implementation of the tools. The lesson is designed for an online course environment but could easily be adapted for a flipped classroom experience. | Presenter: Cari Cline, Northwest Missouri State University, Maryville, MO |
| Presenter: Robert B. Blair, Middle Tennessee State University, Murfreesboro, TN | Presenter: Cari Cline, Northwest Missouri State University, Maryville, MO |
Innovative Instructional Practices:  
From the Classroom to the Boardroom: Factors that Lead to Black Student Success in Higher Education

This presentation will highlight findings derived from a sample of Black first-year student interviews that were taken during the participants’ first year on campus to gauge the impact of diversity initiatives and leadership praxis on Black student success on one college campus. The data collected may highlight opportunities for academic affairs and their student affairs counterparts at other institutions interested in contributing to the success of Black students on their campuses.

Presenter: Shanita Baraka Akintonde, Columbia College Chicago, Chicago, IL

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<td>3:00 p.m. to 5:00 p.m.</td>
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<td>Chicago Ballroom D &amp; E (5th Floor)</td>
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<td>NABTE BUSINESS MEETING</td>
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My Favorite Assignment:  
Zoom Feature Using Windows 10 Ease of Access

This purpose of this assignment is to show the students how to magnify items (text, images, ribbons, menus, etc.) on the screen. The acquisition of this skill helps a student as well as an employee, employer, entrepreneur, administrator, and so on, to be more productive. This accessibility is especially beneficial to students with low vision. It has also proven to be useful to students without low vision.

Presenter: Shareefah Muhammad, The Chicago Lighthouse, Chicago, IL
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<td>8:30 a.m. to 9:30 a.m.</td>
<td>Innovative Instructional Practices: The Voice of Industry: Developing Curriculum to Fit the Needs of Students and Employers</td>
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<td>Business Education Research: Technology Skills of Students Enrolled in a Career and Technical Education Course at a Community College</td>
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<td>The purpose of this session is to share with participants the process of developing soft skills curriculum for high school students based on employer needs expressed in Arkansas’s CTE regional advisory meetings. Participants will receive information regarding the process and product of this curriculum development process.</td>
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<td>Individuals entering the workforce must be equipped with the proper technology skills to succeed in high-demand, high-paying careers. This presentation discusses information that may be utilized to help improve students' acquisition of technology skills while enrolled at a community college. The study focused on students' perceived competency to utilize software, hardware, and technology tools.</td>
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<td>Presenter: Cheryl Wiedmaier, Arkansas Department of Career Education, Little Rock, AR</td>
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<td>Presenters: Chadwick A. Springer, Auburn University, Auburn, AL; Leane Skinner, Auburn University, Auburn, AL; Elisha Wohleb, Auburn University, Auburn, AL; Geana Mitchell, Bevill State Community College, Jasper, AL</td>
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<td>My Favorite Assignment: Save Our Christmas Project</td>
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<td>Students work in teams to resolve the management challenges confronting Santa Claus. Christmas is in jeopardy because his elves lack motivation; toys are poor quality; and Jack Frost is leading a rebellion. Working as management consultants, students add details to the case through interviews and present a proposal to Santa Claus that will resolve the issues.</td>
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<td>Presenter: Trisha Kolterman, Wayne State College, Wayne, NE</td>
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<td>My Favorite Assignment: Pairs Presentation</td>
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<td>Students present with partner using Pecha Kucha format, 20 auto-advance slides at 20 seconds per slide. Class votes to select strongest presentations. Top 6 or 7 student pairs advance as featured speakers at twice-yearly Pecha Kucha Night, staged by Rapid City Chamber of Commerce. PKNight includes opportunities for social networking; additionally, students have experience of answering questions about their technology-related topics from an astute, probing audience.</td>
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<td>Presenter: Barbara Looney, Black Hills State University, Spearfish, SD</td>
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9:35 a.m. to 10:35 a.m. | **Business Education Research:** Employers’ Perceptions of MTSU Graduates’ Communication Skills

Anecdotal evidence reported by area businesses regarding Middle Tennessee State University’s graduates and their business communication skills has always been negative. Therefore, to determine the veracity of that evidence, the researcher created an online questionnaire in Qualtrics and distributed it via email to a sample of employers registered with the MTSU Career Development Center who had previously hired MTSU graduates. The goal of this study was to secure data that explained what importance, if any, employers who hire MTSU graduates place on communication skills in their workplaces and to determine if MTSU graduates’ communication skills are sufficient to maintain employment once hired.

Presenter: Robert E. “Skip” Grubb, Jr., Paradox Enterprises, LLC, Murfreesboro, TN

**BUSINESS EDUCATION RESEARCH AWARD RECIPIENT**

**Business Education Research: Communication Skills in the Workplace: An Investigation into Student Perceptions**

NACE reports 80.3% of employers value written communication skills and 67.5% value verbal communication skills. This study investigated college students’ perceptions of the importance of communication skills and how well they already communicate. Results indicate the vast majority of students are confident in their written and oral communication skills. Over 95% of students indicated that both written and oral communication skills were important in the workplace, and they needed these skills upon graduation. Most students (over 95%) indicated that their business communication course was effective.

Presenters: Carol Wright, Stephen F. Austin State University, Nacogdoches, TX; Ashley A. Hall, Stephen F. Austin State University, Nacogdoches, TX

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<td>1:30 p.m. to 2:30 p.m.</td>
<td>Business Education Research: Academic Integrity Concerns: The Characteristics of and Messaging Strategies Used by Essay Writing Services</td>
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<td>Essay writing services, also known as paper mills, are not new. As the Internet and social media have matured, essay-writing services have taken advantage of these new platforms, openly advertising to students using messaging that justify the services. This presentation will explore the online and social media presences of several essay writing services and the messaging they employ. Approaches to addressing these services in the classroom will also be discussed.</td>
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<td>Presenter: Thomas Mays, Miami University, Middletown, OH</td>
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<td>Innovative Instructional Practices: Can an Accounting Classroom be Effectively Flipped?</td>
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<td>The primary goal of the research was to capitalize on student learning outcomes by better utilizing the face-to-face interactions during class time with students. The purpose of this study was to examine the usefulness and viability of flipping an accounting introductory college course when compared to the traditional teaching method. The research evaluates if the instructional method, pre-class activities, active learning activities and assignments impact student performance in both instructional methods: flipped and traditional.</td>
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<td>Presenter: Olga D. Alfonzo Martinez, University of Puerto Rico Arecibo, Hatillo, PR</td>
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<td>My Favorite Assignment: Persuasive Letter: Fleet of Vehicles</td>
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<td>When students are given a prompt to compose a message, they tend to “borrow” the words from the assignment so all the letters sound the same. This persuasive message requires the students to sell a vehicle to a company. They choose different vehicles that they may already be familiar with, perform quick research to find data, and then tailor this information to the audience. In the end, students must think more critically in this message and the teacher has more variety in submissions.</td>
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<td>Presenter: Carol Wright, Stephen F. Austin State University, Nacogdoches, TX</td>
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<td>My Favorite Assignment: Flipped Lesson Plan</td>
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<td>In this assignment, students are challenged to incorporate web-based educational technology tools, differentiated instruction, and diverse assessment techniques for a future business or marketing lesson.</td>
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<td>Presenter: Carol Billing, University of Idaho, Moscow, ID</td>
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<td>2:35 p.m. to 3:35 p.m.</td>
<td>Business Education Research: Learning Community—Student Success, Engagement, and Retention</td>
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<td>The purpose of this research study is to discover if participation in a College of Business learning community leads to increased student success, engagement and retention. Learning communities</td>
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<td>Business Education Research: Describing Major Requirements and Expectations of Business Teachers by Prospective Employers</td>
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<td>The purpose of the study was to describe the major teaching responsibilities, teaching expectations, and qualifications being sought for business teachers. Categories were established to</td>
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are intended to bring students together that have a commonality to
enhance intellectual and social connections. Data was collected
from a cohort of College of Business learning community students.
The positive impact a learning community can have on a program,
college and university will be discussed.

Presenters: Christina Force, Bloomsburg University of
Pennsylvania, Bloomsburg, PA; Jacob Kehres, Bloomsburg
University of Pennsylvania, Bloomsburg, PA

Innovative Instructional Practices:
Student Perceptions of Community of Inquiry Presences in
Community College Online Education Courses

This session will present the findings from a study of online
instruction and provide research-based ideas for effective online
teaching strategies. The purpose of the study was to evaluate the
way online students perceive cognitive presence, social presence
and teaching presence as defined by the Community of Inquiry
(Col) model. The data results were analyzed and aligned to
specific pedagogical benchmarks. Come see how your online
instructional choices may be influencing how your online students
perceive you.

Presenters: Carol Billing, University of Idaho, Moscow, ID; Allen
Kitchel, University of Idaho, Moscow, ID; John Cannon, University
of Idaho, Moscow, ID

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<th>Association for Research in Business Education (ARBE) GENERAL MEMBERSHIP/BUSINESS MEETING</th>
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### FRIDAY, APRIL 19, 2018

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| 8:30 a.m. to 9:00 a.m. | **Innovative Instructional Practices:**  
**The Future Readiness Framework- Learning from Innovators**  
The Future Readiness Framework is an innovative process being used by educators throughout the United States to track students from 3rd grade to 11th grade as to their skills to their career path. Findings from a snowball sample using an on-line survey that asked innovators using the Future Readiness Framework what they are doing and how it connects with business education in school districts will be presented in this session.  
Presenters: Maggie O'Connor, Bloomsburg University of Pennsylvania, Bloomsburg, PA; Audra Mazzante, Bloomsburg University of Pennsylvania, Bloomsburg, PA |
| 9:15 a.m. to 10:15 a.m. | **My Favorite Assignment:**  
**Making Finance Personal: Project-Based Learning for the Personal Finance Class**  
Project-based learning involves activities designed to interest and motivate students as they learn. Give your student the power to succeed financially with this comprehensive personal finance project. Each section helps students practice the key personal finance skills they will need to use throughout their lives. The curriculum unit includes all the instructions, forms, and rubrics students need to complete the project. Teachers can select individual components or assign the entire project.  
Presenter: Julie L. Kornegay, Federal Reserve Bank of Atlanta – Birmingham Branch, Birmingham, AL |
| 9:15 a.m. to 10:15 a.m. | **My Favorite Assignment:**  
**HP Reveal Posters**  
Students work in groups and rotate to different areas during a 9-week period: Drones/MeeperBots/Tinker Kits/3D Printing/Game App Development. During each rotation, two team members are assigned the task of taking pictures and videoing segments of that rotation. At the end of the 9-weeks, each team will design a poster with the group name, team members’ names, and a picture for each rotation. Then using the app HP Reveal they will connect the pictures to videos that will be triggered through the app. A final poster walk will take place where several teachers and myself grade their posters and discuss their rotations.  
Presenter: Tracie Opolka, Hackett High School, Hackett, AR |
| 9:15 a.m. to 10:15 a.m. | **My Favorite Assignment:**  
**Budgeting**  
Budgeting is more than a lesson; it is a life skill. Students learn to navigate spending habits in their future life scenario using decision-making skills based on their personal needs and wants. We use real time income and expense amounts to make it as realistic as possible, while students determine what is most important and what they can live without while achieving/maintaining the lifestyle they envision as an adult.  
Presenter: Holly Christian, Blue Earth Area High School, Blue Earth, MN |
| 9:15 a.m. to 10:15 a.m. | **My Favorite Assignment:**  
**Business Research Project**  
Your students leave your classes with their MOS certificates, proving they are savvy with software, but do they know how to apply those skills to workplace tasks? They pass every vocab quiz, worksheet, and unit test with flying colors, but when they watch the news or see social media posts regarding business/economic trends and issues, can they transfer that knowledge and actually understand what they are reading? This project brings it all together for them!  
Presenter: Jennifer Stubblefield, Calloway County High School, Murray, KY |
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<td>10:30 a.m. to 11:30 a.m.</td>
<td><strong>My Favorite Assignment:</strong> State of the Economy</td>
<td><strong>My Favorite Assignment:</strong> What's Working: Soft Skill Lessons for Life</td>
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<td>State of the Economy is a project-based learning presentation on how to implement economic indicator research into any economics or finance course. Although it focuses on a culminating project, it is designed to invoke discussion about how students can evaluate for themselves how economic indicators reflect the big picture and true state of our economy. The presenter has taught Economics for 30+ years in two urban school districts and has presented at numerous national conferences.</td>
<td>In this new lesson series, students listen to videos with industry experts from the Maximum Employment Matters webinars to reinforce the importance of soft skills in the workplace. Students explore what qualities employers are looking for in job candidates and how they can be successful in the work force. Activities explore employability tests and following directions, a bingo game to reinforce soft skill terminology, preparing for job interview questions and more.</td>
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<td>Presenter: Kim Pickering, Lincoln High School, Lincoln, NE</td>
<td>Presenter: Julie L. Kornegay, Federal Reserve Bank of Atlanta-Birmingham Branch, Birmingham, AL</td>
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<td><strong>My Favorite Assignment:</strong> Greener Side of Bags</td>
<td><strong>My Favorite Assignment:</strong> Brand Promotion Analysis</td>
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<td>In Fall 2017, students in the Enactus Social Entrepreneurship class at Centenary University decided to address the nation’s plastic crisis. They agreed to focus on reducing plastic bag usage within the local community. They were determined to find a reusable bag that was recyclable and washable. A bag that would satisfy local consumer needs, provide a benefit to the local businesses and the environment. They succeeded!</td>
<td>BPA is an extensive research team project studying brand promotional campaigns as occurring in real time. Students seek to understand not only what promotional tools are being used but why. BPA is series of interconnected exercises carefully coordinated throughout semester classroom learning modules. Students stated that they were highly engaged in the project, gained good marketing and promotion knowledge, and felt the project/end deliverable was very useful in applying for future jobs and graduate school.</td>
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<td>Presenter: Linda Poisseroux, Centenary University, Hackettstown, NJ</td>
<td>Presenter: Alizabeth “Betsy” Allgood, Middle Tennessee State University, Murfreesboro, TN</td>
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BERC Innovative Instructional Practices – My Favorite Assignment


Cari Cline, Instructor CSIS
Northwest Missouri State University
Maryville, Missouri
ccline@nwmissouri.edu
Purpose

Students will be introduced Adobe Spark’s Page, Post, and Video as viable multimedia tools and employ Page or Video in a prescribed project shared with fellow students for feedback and increased exposure to capabilities of Adobe Spark.
Introduction to Adobe Spark

- Posts (social graphics)
- Page (webstories)
- Video (animated video)

Students navigate through a lesson created using an Adobe Spark Page
Create stunning graphics with Spark Post

Learn more

Get the iOS app ›
Get the Android app ›

Create beautiful web stories with Spark Page

Learn more

Get the iOS app ›

Create compelling video stories with Spark Video

Learn more

Get the iOS app ›
Spark Page

- Similar to MS Sway & Smore
- Website or embed in LMS system
Spark Video

- Similar to iMovie
- produce professional videos for education, training, recruiting, advertising, and more
Overview of Assignment

- Brief introduction the Adobe Spark
- Given 2 options:
  - Spark Page
  - Spark Video
- Make Learning Visible
- Peer Feedback

Assignment Details
Level: This lesson may be adapted to appeal K-12, undergraduate, or graduate-level student learning needs.

Materials: PC or chromebook with ability to record and listen to audio –AND– internet access

Summary
Students will be introduced Adobe Spark’s Page, Post, and Video as viable multimedia tools and employ Page or Video in a prescribed project shared with fellow students for feedback and increased exposure to capabilities of Adobe Spark.

Introduction to Adobe Spark
Students will navigate through a lesson created using an Adobe Spark Page as they are introduced to Adobe Spark’s three unique options:

- Posts (social graphics)
- Page (webstories)
- Video (animated video)

Each option is compared below to multimedia tools employed in previous assignments or referred to in prior lessons to establish familiarity to what the option may be capable of producing as a final product. Students may also watch Learn Adobe Spark – Impactful Visual Stories (https://www.youtube.com/watch?v=jdLR7MIiKM0) to learn more.

Spark Page is similar to Microsoft Sway (https://sway.office.com/) or Smore (https://www.smore.com/). It can be used to create webpages or interactive media pages which can be used within a website or even embedded into a learning management system.

Spark Post may remind you of the social media graphic creation capabilities and templates available in Picmonkey (https://www.picmonkey.com/) and Canva (https://www.canva.com/). The wide selection of templates makes creating social media graphics simple.

Spark Video is a simplistic platform to quickly produce professional looking videos for education, training, recruiting, advertising, and more. It's ease of use will likely remind you of iMovie. Spark Video may also be a viable option to Movavi (https://www.movavi.com/) and Windows Movie Maker.
Overview of the Assignment

After briefly becoming familiarized with Adobe Spark’s capabilities by comparing it to previously learned webtools, students must choose between developing an Adobe Spark Page or Adobe Spark Video project.

OPTION 1 – SPARK PAGE

The Spark Page option is to transform a current lesson they teach or part (concept or process) of your business you would like to explain to clients. Multimedia components will be embedded into Spark Page to create a truly interactive experience for students or clients as they learn.

OPTION 2 – SPARK VIDEO

The Spark Video option is to produce a 30 second to 1-minute video promoting a new idea for the student’s business or school, upcoming event business or school, or an anticipatory set for a lesson using Spark Video. Once the video is finalized it will be uploaded to YouTube or MS Stream and prepare it to have closed captioning.

MAKING LEARNING VISIBLE – FELLOW STUDENT FEEDBACK

Completed projects will be embedded into a threaded discussion were students are instructed to view and respond projects created in a platform they did not use.

The project allows students to learn about new multimedia tools, implement those tools into flexible topics for a profession-based experience, and provide feedback to fellow students while garnishing new ideas for implementation of the tools. The lesson is designed for an online course environment, but could easily be adapted for a flipped classroom experience.

Instructions for assignment – Option 1: Spark Page Project

View in text below or as Adobe Page.

Option one is to transform a current lesson you teach or part (concept or process) of your business you would like to explain to clients. You will embed multimedia components into Spark Page to create a truly interactive experience for students or clients as they learn.

Watch a YouTube tutorial video providing training for Spark Pages called Learn Adobe Spark – Impactful Visual Stories. The sample (Adobe Spark Page, https://spark.adobe.com/page/sz4i62LFpA8gM/) created by the instructor is used to introduce the new content is also a resource.

SUBMITTING YOUR PAGE

1. Preview your page in Preview mode to review the entire page before submitting.

2. To submit your work (all students will be able to view the project as this is also graded as a discussion for the week), you will submit the embed code in the threaded discussion.

Scoring Rubric is available for viewing prior to submission. Your grade for the project will be assessed on the assignment posting. The discussion will be graded based upon you posting your link and providing feedback to other students. Submit the embed code to the course site in the discussion thread.
Instructions for assignment – Option 2: Spark Video Project

View in text below or as Adobe Page.

Option two is to produce a 30 second to 1-minute video promoting a new idea for your business or school, upcoming event business or school, or an anticipatory set for a lesson using Spark Video. Once the video is finalized you will upload it to your YouTube Channel and prepare it to have closed captioning.

Watch a YouTube tutorial video providing training for Spark Video called Tell a Story with Adobe Spark Video. The sample (Adobe Spark Video) created by the instructor is used to illustrate more possibilities within the project.

PUBLISH YOUR VIDEO TO YOUTUBE

1. After your video is finished, click SHARE. Then click DOWNLOAD to download your file in .MP4 format. This file will then be uploaded to your YouTube Channel. (Create a YouTube Channel)

2. Once you have created a YouTube Channel click the Upload icon on the top right side of the screen. Your video will need to remain Public at least until the instructor has graded the assignment so keep the default setting of Public.

3. Select or drag your .MP4 file to be unloaded. As your video is processing you may title your video, add a brief description, and add tags.

4. Once the video is processed, click PUBLISH to publish your video.

ADD CLOSED CAPTIONING

To apply closed captioning:

1. Click Return to Editing.

2. Near the bottom right side of the screen click Video Editor.

3. Locate your newly published Adobe Spark Video. Click the drop-down list next to Edit. Select Subtitles/CC.

4. Choose the primary language your video was recorded in. Then click Set language. Click Add new subtitle or CC. Then click the language you selected.

5. For the purpose of this assignment, click Create new subtitle or CC. Proofread and revise the auto-generated captioning, even include proper capitalization. The timing of the audio should be precisely matched up to the 'slide.' Using the editing pane on the left to assist in editing.
6. When you have finished all edits, click **PUBLISH**. Click on the language (automatic) - mine was English (automatic). Then click **UNPUBLISH** to unpublish the incorrect version.

7. Before submitting your finished video, click on it and turn on the closed captioning (CC) to see it fully published.

To **submit** your work (all students will be able to view the project as this is also graded as a discussion), you will submit the embed code in the threaded discussion.

Scoring Rubric is available for viewing prior to submission. Your grade for the project will be assessed on the assignment posting. The discussion will be graded based upon you posting your link and providing feedback to other students. Submit the embed code to the course site in the discussion thread.
<table>
<thead>
<tr>
<th>Criteria</th>
<th>3 pts</th>
<th>2 pts</th>
<th>0 pt</th>
<th>Pts Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clear Purpose</td>
<td>The purpose of the page is clear and concise.</td>
<td>The purpose of the page is jumbled with extra details.</td>
<td>What was the page informing me of?</td>
<td></td>
</tr>
<tr>
<td>Visually Appealing</td>
<td>The organization and design of the page reflects that of a professional lesson or webpage.</td>
<td>The organization and design of the page could have been better organized or easier to view.</td>
<td>The organization and design of the project was distracting and confusing.</td>
<td></td>
</tr>
<tr>
<td>Video Component</td>
<td>The video adds to the content of the page and is logically placed in the page.</td>
<td>There is a video in the page.</td>
<td>There is no video in the page.</td>
<td></td>
</tr>
<tr>
<td>Organization</td>
<td>Concepts/process is introduced in logical sequence and in small segments to improve retention of material.</td>
<td>Concepts/process is introduced in a sequence which makes it difficult retain material.</td>
<td>Concepts/process is introduced in a sequence which causes issues in the tutorial later. The learner is left wondering the proper sequence.</td>
<td></td>
</tr>
<tr>
<td>Titles (H1 &amp; H2)</td>
<td>Titles are applied to break information into manageable sections.</td>
<td>Titles are applied.</td>
<td>No titles are applied.</td>
<td></td>
</tr>
<tr>
<td>Photogrid/Glideshow</td>
<td>The photogrid and/or glideshow option is utilized to add visual interest.</td>
<td>The photogrid/glideshow option is NOT utilized effectively.</td>
<td>The photogrid/glideshow is not utilized.</td>
<td></td>
</tr>
<tr>
<td>Button</td>
<td>The button feature is utilized to link to an external resource.</td>
<td></td>
<td>The button feature is NOT utilized to link to an external resource.</td>
<td></td>
</tr>
</tbody>
</table>

**Total Points:**
<table>
<thead>
<tr>
<th>Criteria</th>
<th>3 pts</th>
<th>2 pts</th>
<th>0 pt</th>
<th>Pts Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Visually Appealing</strong></td>
<td>The organization and design of materials on screen reflect that of a professional tutorial.</td>
<td>The organization or design of materials on screen could have been better organized or easier to view.</td>
<td>The organization and design of materials on screen were distracting and confusing.</td>
<td></td>
</tr>
<tr>
<td><strong>Sound Quality</strong></td>
<td>Sound quality is clear, easy to hear, no background noise, and consistent volume level (unless purposefully used) throughout.</td>
<td>Sound quality is acceptable, able to hear, may have some background noise, and consistent volume level (unless purposefully used) throughout.</td>
<td>Sound quality is poor, difficult to hear, background noise, and consistent volume level (unless purposefully used) throughout.</td>
<td></td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td>Concepts/Ideas are introduced in logical sequence and in small segments to improve retention of material.</td>
<td>Concepts/Ideas are introduced in a sequence which makes it difficult to retain material.</td>
<td>Concepts/Ideas are introduced in a sequence which causes issues with what the video is about.</td>
<td></td>
</tr>
<tr>
<td><strong>Pacing</strong></td>
<td>On screen text/images and audio are not rushed as the user learns new information.</td>
<td>On screen text/images or audio are rushed as the user learns new information.</td>
<td>On screen text/images and audio are rushed as the user learns new information.</td>
<td></td>
</tr>
<tr>
<td><strong>Narration</strong></td>
<td>Narration is calm and well thought out. No odd pauses or words used as if thinking of what to say.</td>
<td>Narration is calm and somewhat thought out. Includes odd pauses or words used as if thinking of what to say.</td>
<td>Narration appears to be unpracticed and contains odd pauses or words used as if thinking of what to say.</td>
<td></td>
</tr>
<tr>
<td><strong>Closed Captioning</strong></td>
<td>Closed captioning is added with appropriate timing and no errors (matches narration and other sound in the video).</td>
<td>Closed captioning is added with appropriate timing with errors (errors in narration and other sound in the video).</td>
<td>No closed captioning.</td>
<td></td>
</tr>
<tr>
<td><strong>Length</strong></td>
<td>30 seconds-1 minute in length.</td>
<td>Over 1 minute long.</td>
<td>Under 30 seconds long.</td>
<td></td>
</tr>
</tbody>
</table>

**Total Points:**
BRAND PROMOTION ANALYSIS

Alizabeh (Betsy) Allgood
Middle Tennessee State University
April 19, 2019
Consumer Behavior
Target Markets/Segmentation
Branding

Promotion Mix - Integrated
- Advertising
- PR/Sponsorship
- Sales Promotion (Consumer & Trade)
- Personal Selling, Direct Marketing
- Digital

Promotion Plan - client
Client

- **resources**
  - time, personnel
    - Pull out 3 weeks in
  - minimal funding
    - Limited choice in promotional tools
    - Limited learning opportunity

Student teams

- not “vested” in company/non-profit
  - quality of work
- inequitable division..... inequitable grade
- divide work ..... students only learn their “part”
- funding limitations – limited scope
HOW TO CREATE A BETTER, MORE ENGAGING PROMOTION CLASS?

WHERE STUDENTS LEARN MORE AND WANT TO LEARN
Advertising Age’s #1 campaign of the 21st Century

Watch “Dove Evolution” 2006
The beginning of
The Real Beauty Campaign
The Dove Self Esteem Fund
https://www.youtube.com/watch?v=iYhCnojf46U
NEEDS TO SOLVE PROBLEM ...

- COMPREHENSIVE Introduction to promotion
- Builds on marketing concepts from Principles of Marketing
- Studies hands on/real time promotion
  - With a big budget $$$$$$$
  - Most current promotional campaigns & techniques
- Resonate with Millennials and Gen Z
WHAT IS BPA?

- Series of 7 exercises throughout semester
- Student centric
- Team and individual components
- Research
- Written Papers
- Class Presentations
- Peer Campaigns/Journaling
- Final Deliverable – Tangible Take-Away - eportfolio
- Reflection
BPA COMPONENTS

- Company/Brand/Campaign Overview
- Advertising
- PR/Sponsorship
- Sales Promotion (Consumer & Trade)
- Personal Selling, Direct Marketing
- Digital
- Retail Presentation and Packaging
DOVE: REAL BEAUTY CAMPAIGN
BPA
COMPANY OVERVIEW

- Company: Unilever
- Brand: Dove
- SWOT
- Competition
- Campaign: Real Beauty
- Market share/change
  - Marketing Objective
- Target Market: Women all ages, races, ethnicities
- Marketing Mix/4 Ps
- Brand Position/Personality/Image/Equity

COMPANY OVERVIEW – DOVE REAL BEAUTY CAMPAIGN

Dove Real Beauty Sketches: You’re More Beautiful then you think
https://www.youtube.com/watch?v=XpaOjMXyJGk
COMPANY OVERVIEW – DOVE REAL BEAUTY CAMPAIGN

- Watch: “Dove Change One Thing | How our girls see themselves”
- [https://www.youtube.com/watch?v=c96SNJihPjQ&t=8s](https://www.youtube.com/watch?v=c96SNJihPjQ&t=8s)
• Only 4% of women around the world consider themselves beautiful
  • (up from 2% in 2004)

• Only 11% of girls globally are comfortable describing themselves as ‘beautiful’

• 72% of girls feel tremendous pressure to be beautiful

• 8 in 10 girls globally opt out of key life activities when they don’t feel good about how they look
STUDENT PRESENTATION
5-7 minutes
Journal/compare/contrast
- Advertising portfolio by media
- Creative Brief
- Media Strategy
- Message strategy
- Appeal – Dove
  - = Emotional
- Execution style
  - = Real people, stories
- Big idea
  - = The real you is beautiful
- Puffery
  - none
- Negative stereotyping
  - = dispells
- Corporate social responsibility (CSR)

Dove Creative Brief

- Problem advertising will solve: Consumers may not know that the eco-friendly personal care items while saving money by using Dove know that Dove wants to help alleviate the current beauty stigma by appealing to a broad audience.
- Advertising Objective: Dove wants consumers (especially women) to be more beautiful.
- Big idea
  - = The real you is beautiful
- Puffery
  - none
- Negative stereotyping
  - dispels
- Corporate social responsibility (CSR)
• Dove | Jessica’s story #MyBeautyMySay
• Watch https://www.youtube.com/watch?v=uqToVzuoiTc
• TV Advertising on ispot: https://www.ispot.tv/brands/dHO/dove
ADVERTISING/SOCIAL MEDIA:

Choose Beautiful:
Watch: https://www.youtube.com/watch?v=W07P3i5Yaak
DIRECT MARKETING

Follow brand on all social media networks and handles
DIGITAL

- Website
- Social Media
- Email – Direct Marketing
- Phone apps
- Channel for advertising and other promotional tools
Alizabeth (Betsy Allgood) Brand Promotion Analysis BPA

DIGITAL

DOVE APP.
CAN DOWNLOAD ON PHONE
PR & SPONSORSHIP

- Publics
- Press releases
- Publicity
- Crisis Management
- Community Involvement
- Cause Marketing
- Sponsorships

Project #ShowUs

70% of women still don’t feel represented in media & advertising. That’s why Dove is taking action with Girlgaze, Getty Images, and women everywhere to create Project #ShowUs – the world’s largest photo library created by women and non-binary individuals to shatter beauty stereotypes. With over 5000 images, we can offer a more inclusive vision of beauty to all media & advertisers.
SALES PROMOTION - CONSUMER

- Price offs
- Coupons
- Rebates
- Premiums
- Loyalty Programs
- Sampling
- Contests/Sweepstakes
- P.O.P. display
SALES PROMOTION - TRADE & PERSONAL SELLING

- Trade tied in to Personal Selling
- Trade Allowances
- Push Money
- Quantity Discounts
- Slotting Discounts
- Advertising Allowances
- Display Allowances
- Training
- Trade Shows
RETAIL PRESENCE AND PACKAGING
INDIVIDUAL EXERCISE

Alizabeth (Betsy Allgood) Brand Promotion Analysis BPA
INTEGRATED MARKETING COMMUNICATIONS

integrated & consistent:

• Amongst promotional tools
• Message
• Color choice
• Fonts
• Spokespersons
• Taglines/
- ACHIEVED: Educated 20 million woman – body positivity & self esteem
- GOAL: Educate 20 million more woman globally by 2020.

STUDENT REFLECTIONS & DELIVERABLES
UPLOADED TO EPORTFOLIO
Axe Tackles ‘Toxic Masculinity’ by Revealing How Deeply Young Men Struggle With It

'Is It Ok for Guys?' campaign is based on real Google searches

By Tim Nudd | May 17, 2017
250+ students - University
25 brands
Millennials, GenZ

Alizabeth (Betsy Allgood)  Brand Promotion Analysis BPA
I think the BPA project was first of all neat because you could see the same product through the entire semester, this helped me understand what exactly was happening with a single brand as we covered each part of the project.

I think I did well on the individual packaging portion; I'm a more visual person so being able to look at the package and going to the store helped reinforce these lessons when I saw them in the actual store.

I think that this project helped reinforce research skills I learned in other classes, the ability to use the library's resources to their fullest was helpful when I needed statistics for the BPA and when I needed to find PR pieces on Mar's.
Dope project!

Really liked this project and if you pick a brand you like it can be fun!

It really helped me to connect lessons learned in the classroom to real world situations.

The project was good!

Great learning project!

I really enjoyed the retail/packaging aspect of the BPA.
About two years ago I took your class and did the semester long project on Walt Disney World. After completing the course we discussed the possibility that I was attempting to become a vacation planner with a third party resource because of my love for Disney. Well I actually just graduated last August and thought I could do better than that. So now, I am actually writing you from Orlando, Florida where I now reside and work inside the parks under the Disney College Program.

I want to thank you so much for your class and the project because it really pushed me to believe that I could make it down here and that this is where I really wanted to be.
<table>
<thead>
<tr>
<th>Question</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall sentiment towards group projects</td>
<td>5</td>
</tr>
<tr>
<td>How did this group work together compared to other groups they had been in for prior classes?</td>
<td>8</td>
</tr>
<tr>
<td>How well did your team work together?</td>
<td>9.5</td>
</tr>
<tr>
<td>Amount of knowledge gained in marketing &amp; promotion as a result of BPA?</td>
<td>8</td>
</tr>
<tr>
<td>How engaged were you in BPA?</td>
<td>9.5</td>
</tr>
<tr>
<td>Brand sentiment change after finishing BPA</td>
<td>9</td>
</tr>
<tr>
<td>Value of BPA in regards to learning about the promotional mix and applying it to real time marketing</td>
<td>8.4</td>
</tr>
<tr>
<td>Value of BPA to showcase your marketing knowledge for job interviews or grad-school</td>
<td>8.5</td>
</tr>
</tbody>
</table>
Dove: Real Beauty
Aerie: #AerieReal
Axe: Find Your Magic
Coca Cola: Taste The Feeling; Share A Coke
Vans: Off The Wall
Jack Links: Sasquatch
Under Armour Women: I Will What I Want
Arbys: We Have The Meats
Snickers: You’re Not you When You’re Hungry
Dr. Pepper: Larry Culpepper
Twix - Left Twix Right Twix
Skittles: Taste The Rainbow
Dos Equis: Most Interesting Man
Lays: Do Us A Flavor
Gatorade varied: For The Love of Sports
Bud Light: NFL Cans and others
Heineken: More Behind The Star
Red Bull: Stratos
Taco Bell
Nike: Just Do It
Skittles: Taste The Rainbow
Disney
Jack Daniels
Uber
Kit Kat

CAMPAIGNS STUDIED

Warning: Campaigns change, you must stay on your A game!
BPA BENEFITS

- More vested - Brands resonate with students
  “rated like brand more after studying”

- Major consumer brands
  - Higher promotional budget
  - & other resources for extensive, most current promotional techniques
  - Real time marketing

- Professional deliverable
  - Eportfoliio
  - Job search
  - Grad School

- Written and verbal communication (presentations)

- Research

- Work in teams

- Learning concepts applied to real world

- Compare multiple brands promotional techniques
Can an accounting classroom be effectively flipped?

Olga D. Alfonzo Martínez, CPA, CGMA, DBA
2019 Business Education Research Conference
April 18, 2019
Background

Millennials
- Technological natives
- Information 24/7
- Multitasking
- Team activities
- Intolerance for lecture type instruction

Opportunities
- Internet access
- Technology advancements

Education goal
- Students to learn
- Foster inquiry, collaboration and critical thinking
- Professors have more pressure to be efficient.
- Capitalize on student learning outcomes by better utilizing face-to-face interactions during class.
Classroom types

Traditional Classroom
- Pre-classroom: Usually none
- Classroom time: Lectures
- Post-classroom: Assignments

Flipped Classroom
- Pre-classroom: Lectures
- Classroom time: Learning activities
- Post-classroom: Usually just review
Objectives

1. Examine the usefulness and viability of flipping an accounting introductory college course when compared to the traditional teaching method.

2. Evaluate if the instructional method, active learning activities and assignments impact student performance in both instructional methods: flipped and traditional.

3. Evaluate pre-class activities impact on student performance.
Literature Review

**Millennials**
- Constant & immediate feedback
- Expect acknowledgement for their efforts

**Technology**
- Technology alone does not improve results
- Used to engage students

**Active Learning**
- Umbrella term that includes instructional techniques focused on:
  - Activities
  - Participation
  - Compromise
Methodology

Quantitative Data
Final Grade
Pre-class assignments
Active Learning Assignments
Test Results

Quasi Experimental Study

Selection Conglomerate

Population
2 accounting course sections taught to undergraduate accounting students in a public university in Puerto Rico
Two populations

Traditional
- In class lectures
- In class exercises discussion
- In-class tests
- Out-of-class assignments

Flipped
- Pre-class lectures
- Understanding forums
- Lecture comprehension task
- In-class doubts clarification
- Team based problem solving activities
- Team competitions
- Individual active learning activities
- In-class tests
- Out-of-class assignments
Common characteristics

- Small class size
- Online interactive study tool
- Tests
- Textbook
- Out-of-classroom assignments
- Communication app
## Demographic Data

<table>
<thead>
<tr>
<th>Professor</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 10 years of experience</td>
<td>• Millennial</td>
</tr>
<tr>
<td>• Introductory course</td>
<td>• Live near university</td>
</tr>
<tr>
<td>• Incorporating technology</td>
<td>• Own personal computer or electronical device</td>
</tr>
<tr>
<td>advancements</td>
<td>• Internet access</td>
</tr>
<tr>
<td></td>
<td>• Business Administration majors: Management &amp;</td>
</tr>
<tr>
<td></td>
<td>Marketing</td>
</tr>
</tbody>
</table>
Demographic data

Traditional Classroom Gender

- Female: 36%
- Male: 64%

Flipped Classroom Gender

- Female: 58%
- Male: 42%
**Results**

61% Traditional Classroom Final Grade Average

76% Flipped Classroom Final Grade Average

- Overall course performance: \( p = 0.375 \)
- Overall test performance: \( p = 0.222 \)
- Mann-Whitney

- No clear superiority of either instructional method
## Relationship Results: Flipped & Traditional

<table>
<thead>
<tr>
<th>Relationship</th>
<th>Flipped</th>
<th>Traditional</th>
<th>Classification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment with final grades</td>
<td>( \rho = .894 )</td>
<td>( \rho = .778 )</td>
<td>Strong; flipped</td>
</tr>
<tr>
<td>Online interactive study tool with final grades</td>
<td>( \rho = .841 )</td>
<td>( \rho = .744 )</td>
<td>Strong; flipped</td>
</tr>
<tr>
<td>Assignment with test results</td>
<td>( \rho = .821 )</td>
<td>( \rho = .841 )</td>
<td>Strong; traditional</td>
</tr>
<tr>
<td>Online interactive study tool with test results</td>
<td>( \rho = .750 )</td>
<td>( \rho = .810 )</td>
<td>Strong; traditional</td>
</tr>
</tbody>
</table>
### Flipped Classroom Relationship Results

<table>
<thead>
<tr>
<th>Relationship</th>
<th>Flipped</th>
<th>Classification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Active learning activities and reading comprehension with final grades</td>
<td>$\rho = .779$</td>
<td>Strong</td>
</tr>
<tr>
<td>Forum participation with final grades</td>
<td>$\rho = .893$</td>
<td>Strong</td>
</tr>
<tr>
<td>Active learning activities and reading comprehension with test results</td>
<td>$\rho = .940$</td>
<td>Strong</td>
</tr>
<tr>
<td>Forum participation with test results</td>
<td>$\rho = .824$</td>
<td>Strong</td>
</tr>
</tbody>
</table>
Qualitative Results

Flipped classroom

- High student engagement without negative impact on academic performance.

- Several students informally mentioned that they liked the flipped format better.

- Many students liked that due dates for watching content help them keep up to date.

- Several students approached the professor asking if other courses will be flipped with the majority enrolling in the second part of the course.

- Opportunity for the professor to circulate the classroom and interact with students: identify difficulty areas and getting to know students better.
Conclusions

Final grades and test results

- No statistically significant difference between the two instructional methods
- Mean final grades difference represent a complete grade scale

Student engagement

- Students informally expressed that they felt they had more in-class opportunity to clarify doubts with professors or their classmates.
- Although, this did not reflect in a statistically significant difference between the methods.

Research showed that flipped courses had not suffered any reduction in basic knowledge at the expense of student engagement.
Conclusions

Flipped classroom at least equally effective

- Higher student involvement
- Higher student effort
- Personalized instruction by professor
Overall Conclusions

Confident that flipped courses can be used at the college level

Flipped method can be applied to accounting introductory courses with students learning, at least, at much than the traditional classrooms.
Limitations

Sample size
- Prevents generalizability

Results may be affected
- Student engagement
- Student effort
- Faculty limited experience in flipped classroom, preparing screencasts, interactive activities

Semester Interruption
- 60-days
Additional Research

Effectiveness of flipped college courses on specific and more advances courses

Quantitative research of student engagement and satisfaction.
Questions and Comments

olga.alfonzo@upr.edu


References


References


Characteristics and Messaging Strategies of Online Essay Services

Thomas Mays, Ph.D.
Miami University Regionals
Essay Services, aka Paper Mills

“Tired of bad grades?”
“Cross writing off your to do list.”
“Your destiny for academic success.”
Problem

- Growing academic integrity concerns, especially online
- Seemingly increasing availability of essay services
- Relationship between cheating in school and lack of professional ethics (Graves & Austin, 2011; Harding, et al., 2004; Lawson, 2004; Nonis & Swift, 2001)
Purpose

- Increase understanding of essay services through exploratory research of their websites and social media channels
  - Presentation of Services/Business model
  - Communication Channels
  - Messaging
Questions

■ How can the presentation of services and business model be described?
■ How do essay services use online channels to reach their audiences?
■ What messaging strategies do essay services use?
Methods

- Document analysis of websites
    - Coding scheme
    - Sampling
    - Coding
    - Analysis/Reporting
Methods

- Sample
  - Google search: Top 30 returned websites including ads
  - Search phrase... “write my college paper”
  - Top 30 included the following:
    - Nine advertised sites
    - Two sets of duplicate sites
    - One seemingly legitimate tutoring site
    - One article on contract cheating
    - Two results from a freelance platform
  - N=24
Methods

■ Data collection period, 04/02/2019 to 04/07/2019

■ Primary categories
  - *Presentation of Services* *(models, pricing)*
  - *Communication Channels* *(web, social, mobile)*
  - *Messaging* *(legitimacy, justification)*
Findings Overview

- Presentation of services and business model
- Pricing
- Communication/Marketing channels
- Perception of company/site legitimacy
- Justifications for services
- Other messaging
Findings – Presentation of services/model

1. Writers “on staff”, n=20
2. Connect student to freelancers, n=3
3. Marketplace of writers, n=1
4. “Artificial Intelligence” bot, n=1
Findings – Presentation of services/model

More than just papers: 67%
## Findings – Pricing

<table>
<thead>
<tr>
<th>Method</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Per page (275 words)</td>
<td>13</td>
</tr>
<tr>
<td>Send an email for pricing</td>
<td>4</td>
</tr>
<tr>
<td>Create an account</td>
<td>2</td>
</tr>
<tr>
<td>Submit a form</td>
<td>1</td>
</tr>
<tr>
<td>Subscription model</td>
<td>1</td>
</tr>
<tr>
<td>Bid model</td>
<td>1</td>
</tr>
<tr>
<td>Negotiate with freelancer</td>
<td>1</td>
</tr>
<tr>
<td>Facebook Messenger</td>
<td>1</td>
</tr>
</tbody>
</table>
Findings – Pricing

- 1 page 10 days
  - Min: $10
  - Max: $22

- 1 page shortest turnaround (3 hours to 24 hours)
  - Min: $22
  - Max: $68
Findings – Communication/Marketing channels

Mobile apps: 21%
Findings – Communication/Marketing channels

■ Website:
  - Live chat: 79%
  - Blog: 42%

■ Social media:
  - Facebook: 67%
  - Twitter: 54%
  - Instagram: 33%
  - LinkedIn: 13%
  - YouTube: 8%
  - Pinterest: 8%
  - Behance: 4%
Findings – Communication/Marketing channels

<table>
<thead>
<tr>
<th>Site</th>
<th>Facebook</th>
<th>Twitter</th>
<th>Instagram</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>5,555</td>
<td>689</td>
<td>97,800</td>
</tr>
<tr>
<td>2</td>
<td>18,050</td>
<td>1,635</td>
<td>553</td>
</tr>
<tr>
<td>3</td>
<td>2,452</td>
<td>292</td>
<td>6,341</td>
</tr>
<tr>
<td>4</td>
<td>7,677</td>
<td>793</td>
<td>N/A</td>
</tr>
</tbody>
</table>
Findings – Perception of site legitimacy

Example of how process is presented

“Quality Control Engineers”
Findings – Perception of site legitimacy

- Professionally designed sites
- Testimonials (believable?)
- Money back guarantee
- 24/7 support
- Real time order tracking
- Social media
- Mobile apps
- Site Secured (Norton, McAfee, DMCA)
- BBB (Better Business Bureau)
Findings – Perception of site legitimacy

- Our business and services are legitimate
  - “Academic services”
  - “Professional Services”
  - “Client Success Manager”
  - “Department of Quality Experts”
  - “Quality Assurance Engineer”
  - “Customer Support Representatives”
Findings - Justifications

■ For the student
  - You have too much work
  - It’s legal to buy an essay

■ For the site/service
  - It’s legal for us
  - Honor code: Just use us as a resource

■ Both
  - Non-prescriptive education
Findings – Justification for Student

Take care of yourself

- "Beat the challenges, stress and pressure of college writing..."
- "Don’t need to worry"
- "Save time for yourself"
- "Forget about the struggles"
- "Be free from any headache"
- "Hectic schedule"
- "Manage your time wisely"
- "Time consuming and arduous"
- "Assignments seem never ending"
- "You deserve some help"
Findings – Justifications for Student

No worries!

- “We will help you create a well researched, fully referenced, and 100% original draft”
- “You don’t need to worry about legal problems when working with us.”
Findings – Justifications for Student

Legitimate help

- “Writing help service”
- “Stress free academic assistance”
- “No university or college prohibits writing help”
- “We help our clients discover their talents”
Findings – Justifications for Services

There approaches:
- No apologies – open and up front
- Use our essay as a reference for yours
- How dare those educators
Findings – Justifications for Services

Use the essay we provide as a reference

- “These services are for assistive purposes only”
- “properly referenced”
- “not supposed to substitute for academic credit”
- Honor statement
Findings – Non-prescriptive Justification

*How dare those educators*

- Students have a right to refuse to complete assignments
- “We help students evade the assignments they would otherwise simply decline under a non-prescriptive educational system”
Findings – Other Messaging

Safety

- Plagiarism free/original content: 88%
- Anonymous/confidential: 75%
  - “...overly obsessed with your privacy.”
  - “…connect directly with your writer on a no-name basis.”

- Privacy guarantees
- “No one will find out”
Findings – Additional

- Guidance on how to manage assignments with drafts due, oral presentations, or interviews with teachers.
- “AI” essay writer and paraphraser
- One site had an authentic BBB A+ rating
Conclusions and Recommendations

- Highly professional appearances
- Consistent reassuring messaging
- Use of multiple channels
  - Web
  - Social
  - Mobile
- Unknown quality of final product
Conclusions and Recommendations

- Concern for normalization of behavior considering website and social media messaging and acceptance in peer group
  - Create a culture of academic integrity in classroom and on campus
- Detection and prevention
  - TurnitIn services - Authorship Investigate
  - Authentic assessments
- Increase focus on Artificial Intelligence essay services
References


Describing Major Requirements and Expectations of Business Teachers by Prospective Employers

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JJEFFERY@BLOOMU.EDU
Agenda:

- Purpose of the study
- Introduction
- Review of literature
- Methodology
- Results
- Conclusions/discussions/implications
- Areas of future research and limitations
- Questions and Answers segment
- References
Purpose of the study

The purpose of this exploratory study was to describe the major teaching responsibilities and expectations for business education teachers as communicated through job postings, including the role of S.T.E.M. subjects.
Categories were established to describe the teaching qualifications, responsibilities, and expectations of business education (BE) teachers during the spring/summer of 2018. As a result, categories established were:

- States that were hiring
- Highest degree level (such as Bachelor’s or Master’s)
- School type (i.e., elementary, middle, high)
- Most in-demand BE subjects
- Full- or part-time job
- Broad versus specific qualifications
- S.T.E.M. subjects
Introduction

- Variance among business education programs in how business teachers are trained (Polkinghorne, 2015)
- Each state considers different qualifications for hiring a teacher (Perry, 2011)
- Changing requirements and expectations for business education teachers, including subjects to be taught
- An increased emphasis on S.T.E.M. subjects across all disciplines (Breiner, Harkness, Johnson, & Koehler, 2012)
- Business education programs work to maintain high-quality standards to meet the challenges of today’s economy (Council for the Educator Accreditation of Educator Preparation [CAEP], 2015)
- A call to increase the integration of S.T.E.M. into BE ((PCBEE #99, 2016)
Objectives of the study

1. To describe teaching qualifications, job responsibilities, and major expectations of business education teachers as communicated through job vacancies postings.

2. To describe the role of STEM-related courses listed for teaching responsibilities of business education teachers.

Significance of the study

- Ever-changing legislative requirements and courses needed to be taught for business education teachers
- Establishing baseline data regarding the current status of job expectations, including teaching responsibilities in the fields of business education
- An additional area of significance is the role of S.T.E.M. course subjects in the field of business education
Review of literature

- Teacher education preparation programs began training business education teachers in 1898 (Gordon, 2014)
- The Secretary's Commission on Achieving Necessary Skills [SCANS] (1991) was instrumental in determining the needed skills to prepare students for the twentieth century (Huitt, 1999; Secretary's Commission on Achieving Necessary Skills, 1991)
- The role of career and technical education in business education programs (Gordon, 2014)
- The importance of using different modalities to teach BE online (Fletcher & Djajalaksana, 2014)
Review of literature (cont’d)

- Determining when to teach keyboarding
  - BE teachers have been responsible for teaching keyboarding traditionally at the secondary level (Rogers et. al, 2003)
- More advanced technology skills (Zeitz, 2016)
- The increasing role of S.T.E.M. in school curricula starting at the MS level (Burke, 2016; Hicks, 2017)
- Integration of S.T.E.M. subjects into BE (PCBEE #99, 2016)
- An increase in the role of computer sciences, especially in the BE curriculum (Code.org, 2019; Fluck, et al., 2016; Gardner, 2014)
Methodology

- A state-of-the-art literature review was utilized to uncover current trends in hiring practices of business education teachers.
- This methodology has been used in other business disciplines, such as supply chain management (Srivastava, 2007) and Management Information Systems (Nudurupati, S, Bititci, Kumar, & Chan, 2011).

Gather data through keywords and job aggregators
Analysis of current job postings
Report findings and current trends
Data were analyzed for only nationally-available business education jobs from two different websites:

- **K12jobspot.com**
- **Teachers-teachers.com**

Websites were chosen since they aggregate and post national jobs and fit within the scope of the objectives of the study.

Keywords included “business teacher”, “business/information teacher”, “business instructor”, business education teacher” when searching for jobs.

Once a job was found, the researcher then went to the actual job posting. Usually posted on AppliTracks.

Descriptions from each job posting were then analyzed, categorized and tracked. Each job was analyzed only once (to avoid duplication).
Some examples of establishing “broad” versus “specific” job category descriptors:

1. “Participates with other staff members in determining and achieving school programs, goals and objectives”
2. “Follows department goals and course objectives as the basis of instructional planning”
3. “Pre-assesses student readiness for new instruction”
4. “Paces program through the curriculum according to student/class needs and abilities”
5. “Develops lesson plans and instructional materials and translates lesson plans into learning experiences so as to best utilize the available time for instruction”
6. “Conducts ongoing assessment of student learning, and modifies instructional methods to fit individual student’s needs, including students with special needs”
Results of the study

- Overall, 233 different job postings were analyzed.
- Broad teaching expectations that could be used for all grade bands/subjects (N=202; 87%).
  - It was found that 31 job postings had expectations related to teaching business education (N=31; 13%).
- Jobs were more likely to be full-time 217 (N=217; 93%) than part-time (N=16; 7%).
Overall, **36** out of **50** states posted a BE job on the two websites used. Florida, Illinois, Indiana, New Jersey, and Ohio contained most frequencies of postings.

<table>
<thead>
<tr>
<th>State</th>
<th>Frequency</th>
<th>State</th>
<th>Frequency</th>
<th>State</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alabama</td>
<td>2</td>
<td>Kentucky</td>
<td>3</td>
<td>North Dakota</td>
<td>1</td>
</tr>
<tr>
<td>Arizona</td>
<td>1</td>
<td>Maine</td>
<td>2</td>
<td>Ohio</td>
<td>15</td>
</tr>
<tr>
<td>California</td>
<td>1</td>
<td>Maryland</td>
<td>1</td>
<td>Oklahoma</td>
<td>5</td>
</tr>
<tr>
<td>Colorado</td>
<td>12</td>
<td>Massachusetts</td>
<td>1</td>
<td>Oregon</td>
<td>1</td>
</tr>
<tr>
<td>Connecticut</td>
<td>6</td>
<td>Michigan</td>
<td>10</td>
<td>Pennsylvania</td>
<td>10</td>
</tr>
<tr>
<td>Delaware</td>
<td>3</td>
<td>Minnesota</td>
<td>12</td>
<td>South</td>
<td>3</td>
</tr>
<tr>
<td>Florida</td>
<td>24</td>
<td>Montana</td>
<td>4</td>
<td>Carolina</td>
<td>6</td>
</tr>
<tr>
<td>Georgia</td>
<td>10</td>
<td>Nevada</td>
<td>5</td>
<td>Tennessee</td>
<td>4</td>
</tr>
<tr>
<td>Hawaii</td>
<td>1</td>
<td>New Jersey</td>
<td>15</td>
<td>Texas</td>
<td>6</td>
</tr>
<tr>
<td>Idaho</td>
<td>1</td>
<td>New York</td>
<td>2</td>
<td>Utah</td>
<td>10</td>
</tr>
<tr>
<td>Illinois</td>
<td>22</td>
<td>North Dakota</td>
<td>1</td>
<td>Virginia</td>
<td>1</td>
</tr>
<tr>
<td>Indiana</td>
<td>21</td>
<td>North Carolina</td>
<td>8</td>
<td>Washington</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Wisconsin</td>
<td>1</td>
</tr>
</tbody>
</table>
Results (cont’d)

- General Business, IT, Marketing, Finance, and Computer Science were the 5 most frequently requested to be taught

<table>
<thead>
<tr>
<th>Subject</th>
<th>Frequency</th>
<th>Subject</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>4</td>
<td>Keyboarding</td>
<td>3</td>
</tr>
<tr>
<td>Agri-business</td>
<td>1</td>
<td>Mgmt./Leadership</td>
<td>1</td>
</tr>
<tr>
<td>Careers</td>
<td>1</td>
<td>Marketing</td>
<td>32</td>
</tr>
<tr>
<td>Computer science</td>
<td>8</td>
<td>Math</td>
<td>1</td>
</tr>
<tr>
<td>Entrepreneurship</td>
<td>5</td>
<td>Programming</td>
<td>3</td>
</tr>
<tr>
<td>Finance</td>
<td>10</td>
<td>Project design</td>
<td>1</td>
</tr>
<tr>
<td>General Business</td>
<td>201</td>
<td>Robotics</td>
<td>2</td>
</tr>
<tr>
<td>Inform. Technology</td>
<td>49</td>
<td>Work-based learning</td>
<td>1</td>
</tr>
</tbody>
</table>

Subjects including Agri-business, Careers, Management/Leadership, Math, and Work-based learning were least requested to be taught.
High school and middle school grade levels were most requested. The table below shows the frequency of each grade level requested:

<table>
<thead>
<tr>
<th>Grade Band</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary</td>
<td>1</td>
</tr>
<tr>
<td>Middle School</td>
<td>40</td>
</tr>
<tr>
<td>Middle School and High School</td>
<td>4</td>
</tr>
<tr>
<td>High School</td>
<td>185</td>
</tr>
<tr>
<td>Virtual High School</td>
<td>2</td>
</tr>
<tr>
<td>Correctional Facility</td>
<td>1</td>
</tr>
</tbody>
</table>

A Bachelor’s degree was most requested but 147 postings did not specify a preferred minimum degree attainment. The table below shows the frequency of each degree level:

<table>
<thead>
<tr>
<th>Degree level</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor’s Degree</td>
<td>73</td>
</tr>
<tr>
<td>Bachelor’s Degree and teaching experience</td>
<td>1</td>
</tr>
<tr>
<td>Master’s Degree</td>
<td>6</td>
</tr>
<tr>
<td>Master’s Degree and work experience</td>
<td>6</td>
</tr>
<tr>
<td>Not specified</td>
<td>147</td>
</tr>
</tbody>
</table>
Results (cont’d)

- **Computer Science**, **Programming**, and **Robotics** were the most frequent S.T.E.M. subjects requested to be taught:

<table>
<thead>
<tr>
<th>S.T.E.M. Subject</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer science</td>
<td>9</td>
</tr>
<tr>
<td>Math</td>
<td>1</td>
</tr>
<tr>
<td>Programming</td>
<td>3</td>
</tr>
<tr>
<td>Project Design</td>
<td>1</td>
</tr>
<tr>
<td>Robotics</td>
<td>2</td>
</tr>
</tbody>
</table>

\[ n = 16 \]
Discussion

- A smaller emphasis on job postings related to expectations of business education
  - More job postings are for any teaching content area, any grade level
  - No longer tailored towards the expectations of teaching business education
  - Perhaps including current BE teachers into the creation of job descriptions

- More full-time jobs than part-time jobs
  - Full-time jobs were most frequently posted
  - BE graduates were more likely to obtain a full-time job
  - Hopefully, a continued trend
Discussion (cont’d)

- The role and visibility of STEM in the BE curriculum
  - S.T.E.M. subjects help to make BE more interdisciplinary, especially with science
  - How much should S.T.E.M. be integrated into the BE curriculum?
  - Raises the questions, “How does STEM fit into the BE curriculum?” as well as, “How to train BE teachers to be prepared to teach S.T.E.M. subjects?”

- BE job supply and demand
  - Are there enough certified BE teachers to fill vacancies?
  - There were approximately 233 jobs posted summer 2018, could be more this summer and into the future
  - How to clearly delineate the role of BE in the American education system through job vacancies
Discussion (cont’d)

- A larger role on moderate-to-advanced information technology skills
  - The impact of computer science courses within the BE curriculum
  - Less of a role of teaching keyboarding (Crews and Bodenhamer, 2009)
  - Asks the question, “At which grade should keyboarding be taught?”

- The preparation of BE graduates
  - Making sure that BE teachers with different degree levels are fully prepared to teach a variety of courses
  - Communicating the changing requirements to post-secondary providers
  - An adaptive curriculum that can change quickly
Implications

- Communicating to BE teacher educators current and changing requirements
  - Results indicated which subject(s) in BE are most in-demand
  - BE teacher educators making sure graduates are prepared to teach a variety of courses

- The continued infusion of S.T.E.M. subjects
  - How to further integrate S.T.E.M. into BE
  - Variance of the role of S.T.E.M. in BE by state (and licensure)

- The role of online teaching and learning within BE
  - Can any BE subject be taught online?
  - How would this affect CTE business education programs?
Areas for future research

- Longitudinal study to continue to track changing requirements
- Qualitative component describing further experiences of novice teachers
- An international study on current BE status
- Levels of preparedness of teachers of different years of experience teaching S.T.E.M. subjects
Limitations of the study

- Provided only a current snapshot
- Requirements always changing
- Did not seek to investigate an in-depth analysis
- Only analyzed jobs aggregated from two different national websites
Thank you for your time
Q+A segment


My Favorite Assignment: Fleet of Vehicles

CAROL WRIGHT

STEPHEN F. AUSTIN STATE UNIVERSITY
The Class – BCM

- Business Communication – BCM 247
- Writing intensive
- Topics:
  - Theory
  - Research
  - Employment communication
  - Format
  - Messages
Letters

- Good/Positive news
- Bad news
- Persuasive
  - Direct and indirect
  - Persuasive appeal
  - Audience analysis

Practice!
You work as a Cruise Specialist for Delano Travel Agency (2013 Adventure Lane, St. Paul, Minnesota 55107). Your company received an email message from Melinda Dandridge asking for information about cruises for Summer 2013. Mrs. Dandridge is trying to plan a summer trip in late July or early August. She has never taken a cruise, but is interested in what is available. Mrs. Dandridge is traveling with her 23 year old daughter, Maribelle. The cruise is to celebrate Maribelle’s May graduation from college.

Your goal is to go online and research a possible cruise. Try www.royalcaribbean.com or www.carnival.com or www.princess.com. Select a cruise in the time frame indicated that could be of interest to Mrs. Dandridge and Maribelle.

Write a persuasive message encouraging them to take the cruise you describe. If cost information is available, feel free to use that information. If cost information is not available, estimate the cost of the cruise at $3000 to $4000 for the trip.

In addition to mentioning the cost of the cruise, you want to have at least three other key points to use in your persuasive argument. Be sure to follow the persuasive approach in writing your letter.
Cruise Instructions

Instructions:
1. Write a persuasive letter to Melinda Dandridge, 309 Royal Court Place, Portland, Maine 04109
2. Create a letterhead with the company name and address. Letterhead Address: Delano Travel Agency,
3. The letter should be formatted using Full Block with open punctuation and traditional spacing.
4. Be sure to proof for spelling and grammar.
5. View your document before printing to ensure it looks correct.
6. Print your letter and staple it to the back of the evaluation form, evaluation form side face up. Please put your name in the right hand corner of the form.
7. Remember to sign your letter.
8. Turn in your evaluation form/letter to your instructor.
9. Save your letter as “Persuasive Letter” to your computer’s desktop, then upload the document in the Assignment module in Blackboard. Remember to click “Submit Assignment.”
10. Delete your document from the desktop.
Plan a High School Reunion

Just recently you returned from the five-year reunion of your high school. Throughout the two days of activities, you visited with old friends and teachers, catching up on what has happened to everyone since graduation. All told, 250 graduates of 350 total returned for the celebration. And you were impressed not only with the activities, but with the way in which the activities were structured. Several dedicated individuals had put much time and effort into organizing the functions.

This is where your enterprising mind takes over. Is it possible to form a business whose specialty would be to organize class reunions? You believe so, and several calls to local high schools confirm your ideas about market potential. Thus, you create Reunion Services; and you and two friends will operate the business. Your service will provide all the activities associated with conducting a reunion, namely:

- Arranging plans for daily activities (cocktail parties, buffets, meals, dances, meetings, etc.)
- Organizing activities for spouses and children (other family members who are not alums)
- Preparing the mailing list and writing announcement letters of the reunion and its schedule of activities
- Booking travel and hotel/motel accommodations
- Providing pictures for the reunion

For these services, you plan to charge a variable fee, depending on the number of people who participate and attend. For 100 people, your charge will be $500; for 100 to 200, $1,000; and for more than 200, $1,500. Also, you have arranged with a local travel agency to get a 4 percent discount for all airline and hotel bookings you make through them.

What you must do now is to advertise your new business to the right people. This you decide to do with the direct sales letter. Write such a letter that will sell the services of Reunion Services.

You will write the letter to high school principals in your local area. If the letter proves successful, you will send it to all the school principals in the region. Write the letter to the first name on your list – Ms. Charlotte Brown, Principal of Nacogdoches High School, 4310 Appleby Sand Road, Nacogdoches, TX 75961
Instructions:
1. Write a persuasive letter that will sell your new service.
2. The letter should be formatted using Full Block with Mixed Punctuation using the indirect approach as outlined in Chapter 15 of your text.
3. Create a letterhead with the company name and address (P.O. Box 632120, Nacogdoches, TX 75963).
4. Be sure to proof for spelling and grammar.
5. View your document before printing to ensure it looks like the form given in Appendix B of your text.
6. Remember to sign your letter.
7. Save your letter as Persuasive Letter to DRIVE A (your disk).
8. Print your letter and staple it to the back of the evaluation form, evaluation form side face up.
   Please put your name and section number in the right hand corner of the form.
9. Turn in your evaluation form/letter and disk to your instructor.
Select a product or service and write a sales letter addressed to potential customers. Regardless of whether you select an item as expensive as a car or as inexpensive as a small pocket calculator, choose a product that you know very well and you can effectively promote. You have pride in it; you have benefited greatly from its use; you are well informed about it; and you could heartily recommend it to others. For this test, you may assume an accompanying picture, folder, or pamphlet is included with the letter (If so, then refer to it in your letter.) Be sure to identify your product or service.
Product Instructions

Instructions:
1. Write a persuasive letter to the first person on your list, Kathryn Harris. Her address is 16040 Jones Road in Ardmore. The zip code is 73401.
2. Create a letterhead with the company name and address (you can make this up).
3. The letter should be formatted using Full Block with open punctuation and traditional spacing.
4. Be sure to proof for spelling and grammar.
5. View your document before printing to ensure it looks correct.
6. Print your letter and staple it to the back of the evaluation form, evaluation form side face up. Please put your name in the right hand corner of the form.
7. Remember to sign your letter.
8. **Turn in your evaluation form/letter to your instructor.**
9. Save your letter as “Persuasive Letter” to your computer’s desktop, then upload the document in the Assignment module in WebCT. Remember to click “Submit Assignment.”
10. Delete your document from the desktop.
## Grading Rubric

### Evaluation Form

#### Organization and Content (60 points)

<table>
<thead>
<tr>
<th>Category</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opening</td>
<td>5</td>
</tr>
<tr>
<td>Gain interest/desire</td>
<td>15</td>
</tr>
<tr>
<td>Motivate action</td>
<td>10</td>
</tr>
<tr>
<td>Creative writing style</td>
<td>5</td>
</tr>
<tr>
<td>Persuasiveness</td>
<td>5</td>
</tr>
<tr>
<td>Appropriate letter style</td>
<td></td>
</tr>
</tbody>
</table>

#### Mechanics (40 points)

<table>
<thead>
<tr>
<th>Category</th>
<th>Points</th>
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<tbody>
<tr>
<td>Coherence of paragraphs – flow</td>
<td>6</td>
</tr>
<tr>
<td>Fragmentary/Run on sentences</td>
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<tr>
<td>Punctuation</td>
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<tr>
<td>Spelling</td>
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<tr>
<td>Coherence of sentences/</td>
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<tr>
<td>Awkwardness</td>
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<tr>
<td>Pronoun reference</td>
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<tr>
<td>Conciseness</td>
<td>4</td>
</tr>
<tr>
<td>Other</td>
<td>2</td>
</tr>
</tbody>
</table>

#### Total Points Earned

______
Fleet of Vehicles

You are the Fleet Sales Manager at Reliable Motor Company in Oklahoma City. You have been contacted by the president of Johnson Corporation. She is considering purchasing a fleet of 10 vehicles for the sales force. A company will often purchase vehicles for its employees to drive when conducting business. Providing a vehicle to a salesperson is a way to reward good employees, and it can also provide advertising if the company logo is put on the vehicle.

Choose any vehicle you know well that you believe will be a good fit for your customer. Be sure to choose a vehicle that will portray an appropriate image (for example, you do not want your salespeople for your discount store driving a Mercedes.) You may use the internet to gather more information; however, limit this information and be sure to not copy wording from the website. Persuade the reader to purchase these particular vehicles from your dealership. Be sure to include a price.
Fleet of Vehicles Instructions

Instructions:
1. Write a persuasive letter to Nancy Harris. The address is 16040 Jones Road in Ardmore, Oklahoma. The zip code is 73401.
2. Create a letterhead with the company name and address (you can make this up).
3. The letter should be formatted using Full Block with open punctuation and traditional spacing.
4. The message should be written using the indirect approach as outline in class and in your text.
5. Be sure to proof for spelling and grammar.
6. View your document before printing to ensure format is like the one given in class, then save your letter to a location you will remember!
7. Print your letter and staple it to the back of the evaluation form. Please write your name in the right hand corner of the form.
8. Remember to sign your letter.
9. Turn in your evaluation form/letter to your instructor.
10. Upload your document as an attachment in the Dropbox in D2L.
Advantages

- Reinforces correct format
- Allows using existing knowledge with some research
- Encourages creativity, within limits
- Requires audience analysis
Questions?
Lesson Planning Online

- www.commoncurriculum.com
- www.weebly.com
- https://screencast-o-matic.com
How it is Taught ...

- Written Instructions in Cc: https://www.commoncurriculum.com/planbooks/5c293daf1dda7f000357609d/planner/day?date=2019-02-11
- Screencast lecture
- Completed assignment: https://missknopp.weebly.com/flipped-lesson.html
From the Classroom to the Boardroom: What are key factors that lead to Black Student Success in Higher Education at PWCU?

NBEA 2019 Annual Convention & Trade Show
Chicago Marriott Downtown Magnificent Mile
April 16-20, 2019
Chicago, IL

Professor Shanita Baraka Akintonde, MBA, M.Ed., DTM
School of Media Arts
Columbia College Chicago
The 7/11 Rule on Perception

- Family Status
- Mode of transportation
- Favorite Musical Genre
- Favorite Ice Cream Flavor
- Favorite Color
- Children?
- Age

Faculty Advocacy in and Outside of the Classroom
by Shanita Baraka Akintonde, McGraw Hill Higher Education
January 16, 2019
Educational Experience

- Tenured faculty member
  20-years of combined teaching and administrative leadership

  Two-time Program Director
  Chair, All-College Tenure Committee
  Two-Time Chair, Student Affairs
  Co-Chair, Blueprint Prioritization
  Producer, ADSTOCK, Career Advice, Networking and Leadership Conference

**MBA**, Illinois Institute of Technology
**M.Ed.**, Loyola University Chicago
**BA**, Columbia College
Consultant Work

2019, EVP marketing and communication, UJAMAA Construction, Inc.
Commissioned to build Obama Presidential Library

2019, National Chair, PRSA Diversity & Inclusion Committee
2019, Chair, Youth Leadership Group, International Leadership Association
Podcast Host, Marketing Insights, McGraw Hill
Blogger, Higher Education, McGraw Hill
Columnist, The Chicago Defender, On the Front Porch
Recent Books and Articles

- Columnist, *On The Front Porch*, The Chicago Defender since 2017
- Akintonde, Shanita Baraka. “On the Front Porch: Put a Needle on the Record (Find 100 Ways), February 6, 2019, *THE PITTSBURG COURIER*
- Akintonde, Shanita Baraka. “On the Front Porch: Put a Needle on the Record (Find 100 Ways), February 6, 2019, *THE CHICAGO DEFENDER*
Professor Shanita Akintonde’s Books

Unleash the Leader Within You: How to Achieve the Success That You Deserve

Leading From the Heart (Fall 2018)

Hear Me R.O.A.R.R (Fall 2019)
Jimmy Akintonde
President & CEO
UJAMAA Construction, Inc.

Jimi Akintonde
Civil Engineering Student
Illinois Tech

Anthony Akintonde
H.S. Senior
Jones College Prep
As a contributing author in the books *Leading from the Heart* and *Unleash the Leader Within You*, I recount the story of my great-grandmother, Lucille Jones who taught me about caring. She was an individual, who, though not perfect, was guided by truth. She gave of herself unconditionally and through the way she lived her life and shared her dreams and hopes, provided me with a “toolbox” of life lessons that can be applied in any situation.
“Students must feel you care about them before they will care about what you teach.”

A core tenet of my Educational Philosophy reinforced in recent trip to South Africa
What Minority Retention Research says:

The more students of color feel validated in a college campus environment the more likely they are to succeed
Research Study

From the Classroom to the Boardroom: What are key factors that lead to Black Student Success in Higher Education at PWCUs?
The Perception
Feature Films are the Result of Years of Scientific Study Combined with the Experience of Years.
The Reality
Feature Films are the Result of Years of Scientific Study Combined with the Experience of Years
• Individuals who are educated in diverse environments are far more likely to work and live in racially and ethnically diverse environments after they graduate (Hurtado et al. 2003)

• Individuals who study and discuss issues related to race and ethnicity in their academic courses and interact with a diverse set of peers in college are better prepare for life in an increasingly complex and diverse society (Hurtado et al. 2003)
Increasing the compositional diversity of the student body is essential to create the kind of learning environment that is conducive to student success. (Chang et al. 2004)

Students assessments and perceptions of their institution’s overall commitment to diversity are influential in determining whether or not they are able to benefit from diversity (Miliem 2003)
Defining Diversity

Diversity is defined in this study as the systematic blending of academic programs, recruitment, retention, policies, and curriculum that provide college students with an enriched multicultural environment for learning. (Terenzini, Patrick T., 2001; Ervin, Kelly S., 2001)
What areas of Higher Education Impact Black student success?

- Academic
- Student Affairs
- Enrollment Management
- Campus Staff
- Residential Life
- Campus Security
- Cafeteria Workers
- Janitorial Staff
My C.A.R.E. Conceptual Frame

C---Commitment to "Inclusive" Pedagogy and Teaching Excellence
A---Advocating Student Success
R---Reaching and Retaining Underrepresented Students
E---Embodying Principled Leadership

Shanita Akintonde
What does CARING mean?

• Nel Noddings defines 'Natural caring', as a
  • moral attitude - 'a longing for goodness that
  • arises out of the experience or memory of
  • being cared for.' She identifies four stages in
  • the caring process:
    • Confirmation
    • Modeling
    • Dialogue
    • Practice

What the research told me

Participants in those discussions identified four major themes as being most important to their successful matriculation at Columbia:

1. Curriculum
2. Social Development
3. Career Counseling
4. Retention Efforts/Support
So what did I do?

I created a Student-led Board of Directors
Our Mission.
Value Added Education

First Year Advisory Board (FAB) Mission

In 2006, Margaret Sullivan, Chair, Marketing Communication Department, conceptualized an idea to develop a pilot program in the department designed to connect first-year students to the department and College specifically and their chosen profession in general. Thus was the impact of a newly created position within the department called the First Year Student Advisor, a person charged with bringing this concept to fruition. Enter Shanita Akintonde, MBA, a full-time faculty member and Columbia alumna who answered the call by creating a cluster of student-led initiatives through an entity known as the First Year Student Advisory Board (FAB). Since 2007, FAB has received tremendous support from the Office of Student Affairs to develop relevant and distinctive programming for Columbia students that encompass four key areas:

Curriculum
Hands-on, added value educational programming that reinforces student classroom experiences

Social Development
Mentoring from faculty, staff, student peers, and industry professionals and opportunities to meet peers at FAB social activities

Career Counseling
Connection to various marketing communication career options through career focused initiatives such as the department’s annual A2TDOOL event

Retention
Holistic approach to student learning and development through one-on-one advising and support from the first-year student liaison and the academic advisor

Shanita Akintonde
Action Steps

• The need to focus on these areas in a specific and intentional manner led to my formation of The First-Year Student Advisory Board (FAB).

• What began in Fall 2001 with four (4) freshmen grew to over 400 participants a decade later.
First Year Student Advisory Board (FAB)

- Student-led initiative (1999-2009)
- 30-40 student volunteers annually
- Students began as first-year students and became peer mentors as they matriculated

Due to my dual role as FAB Liaison and Faculty Advisor to CCMA, many FAB students benefited from joining this organization as well as other department organizations (PRSSA, AAF).

- 55+ CCMA members (2000-2009)
- 10 Executive Board Members
- Advisor annually escorted approximately 10 students to the American Marketing Association International Collegiate conference
- In 2007, CCMA was awarded top honors for Outstanding Chapter Planning & Professional Development

ADSTOCK

Annual Career Advice, Networking and Leadership Conference

- Created by FAB Liaison to address department retention
- Student input is key element to the event’s ongoing successes
- Over 10,000 participants since its inception
As FAB grew, so did minority student participation. Almost a decade after its inception, it boasted 90% minority student participation despite these students comprising less than 10% enrollment in the department specifically and only slightly higher figures in the College as a whole.
“When we care, we accept the responsibility to work continuously on our own competence so that the recipient of our care—the person, animal, idea or object is enhanced. There is nothing mushy about caring. It is the strong, resilient backbone of human life.”

Nel Noddings
Data Collection

One (1) University

African American undergraduates

IRB Approval
Pre Surveys

30 minute Interviews/Focus Groups
I conducted an informal research study designed to determine what Black first-year students felt they needed in order to complete their college experience. The 13 students interviewed met the following criteria:

- Freshmen or first-year transfers
- Marketing Communication majors
- First semester of enrollment
What advice would you give to minority student who have decided here in terms of how to cope effectively in the classroom?

• How do you define caring? On a scale of 1-4 (4 = very important, 1 = not so important) how important is it to you to feel that your instructors care about you in the classroom?
• On a scale of 1-4 with 4 being very contented and 1 being unsettled, please indicate your level of contentment here on Columbia College’s campus. Explain your rating.
• Please describe the single most positive experience you have had here.
• Do you see yourself represented in the classroom? In what ways?
• In what ways do your instructors demonstrate an appreciation of your racial/ethnic background? The institution? Other students?
• What are the pros and cons about your academic experience at Columbia that you would present to minority students who are thinking of coming here?
• How has your involvement on campus affected your feelings about the institution (e.g., on-campus living, social events, campus employment, student government and/or leadership activities)?
• What fears, if any, do you have (or for graduating seniors, did you have) about being successful or not being successful academically here?
• When you get upset, whom do you go to for support?
• Please describe the single most negative experience you have had here.
• What hopes, fears or expectations did you have when you entered Columbia?
• What role, if any, did faculty play in helping you realize any of them? How so?
• Do you expect to graduate from here? If not, why?
Three Student Profiles

Eugene

Elliott

Lana
Eugene

A boisterous, outspoken, “life of the party,” Eugene was a C+ student who transferred to Columbia from a private four-year University. He left the latter institution due to his poor academic record and diminishing funds, which his single mother struggled to provide for him and his four siblings. Eugene’s family is deeply religious and he often drew from his spiritual base to keep himself centered.
He landed at Columbia in order “to do what he does at a place that allowed him to do it.” He was extremely active on Columbia’s campus and served as a leader of several student groups. He was embraced by faculty and students alike for his creative talent and tremendous work ethic. Eugene had many ideas about how caring should be displayed in higher education practice, particularly among faculty members.
Eugene

He believes that “teachers need to learn how to care. It all starts with them being honest. They shouldn’t be afraid to share the good and bad sides of a story or tell student’s things they do outside of class, because it makes them seem more real.

Teachers don’t need to be so guarded, or pretend to know the answer to something when they don’t. They need to show that they’re human.”
Elliott possesses an easy smile, relaxed demeanor and internalized drive to succeed. He most demonstrates the confident aspect of the millennial student and is extremely optimistic coupled with a high degree of confidence. He believes his professors care about his well being and that most have gone out of their way to demonstrate that fact to him. He points to the numerous Columbia faculty members who “do what they’re teaching” and the numerous networking opportunities he has received as a result of faculty mentoring.

(Embodying Principled Leadership)
Lana

Poised and thoughtful, she appeared to give the most thought to each question posed during the informal discussion. Also a graduating senior, Lana seemed to share Eugene’s sentiment that teachers need to learn how to care. However, she also pointed out that caring starts with *sharing*--- as in information.
Lana also mentioned her embarrassment at feeling singled out in class whenever a statistic was shared in class that portrayed people of color in a negative light. “When Blacks are presented in a negative way, say on the news, faculty members often sound unconcerned when relaying the information, like it doesn’t matter what happens to them. I feel bad. I feel like a spotlight has been turned on me.”
Results on how faculty can demonstrate “caring” in the classroom based on interviewee feedback.

<table>
<thead>
<tr>
<th>Be</th>
<th>Be interested in our well-being</th>
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<tbody>
<tr>
<td>Show</td>
<td>Show Interest</td>
</tr>
<tr>
<td>Give</td>
<td>Give Guidance/Mentor</td>
</tr>
<tr>
<td>Ask</td>
<td>Ask questions that show interest in what we do outside of class</td>
</tr>
<tr>
<td>Make</td>
<td>Make time outside of class</td>
</tr>
<tr>
<td>Be</td>
<td>Be honest</td>
</tr>
<tr>
<td>Engage</td>
<td>Engage students</td>
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</table>
Working on AdStock has been a true taste of what professionalism is all about. I have had the honor to work with knowledgable peers, experienced advisors, and talented professionals.

- Tasha Scott
AdStock: Be A Witness

Adstock is a great opportunity for ALL marketing students to “spread their wings”.

- Josh Mackey
How Higher Education can show their commitment

• Ensure that diversity initiatives are tied to the college mission and is reinforced through every facet of campus initiatives
• Incentivize faculty to create diversity-oriented modules in their curriculum
• Support co-curricular activities that expose students to experience steeped in diversity excellence
• Hire more diverse faculty
Conclusive Findings

• Student engagement has been particularly evident when students “connect” with something, albeit an individual (faculty or staff member, peers, etc.), a student organization, a course of study, or all of the above.

• These “connectors” also appear to create a “halo effect” for students in relation to their perception of Columbia as a whole. In other words, ongoing positive interactions in one of the aforementioned categories seem to generate feelings of “well-being” related to the student’s Columbia experience as a whole, particularly related to persistence.
Conclusive Findings

• To that end, FAB students became academic leaders who eventually took advantage of more challenging opportunities within the Department (Semester in LA, Ad Practicum, Semester in Prague) and the college as a whole (SGA Senate, Columbia Chronicle) upon becoming upperclassmen.

• They received recognition for their efforts (Shelley Rosen Airlift Award, Dean’s List, Academic Excellence, Outstanding Internship Honors, etc.)

• An original FAB member, Thomas Kemeny, was named as Valedictorian for The School of Media Arts. He credited his work with FAB as being a key component to his success.
Limitations

The need to document and justify the educational benefits of diversity initiatives is becoming increasingly important and simultaneously ubiquitous for student affairs practitioners and their academic counterparts.

It is difficult to isolate and/or measure results specifically related to diversity programs.
Why is this work important?

By shedding light on the need to C.A.R.E for African American students on majority college campuses, I plan to examine higher education’s commitment to building a world where family, faith, freedom, financial security and ability to further one’s education is the legacy into which every child is born.
References:


(2018)—Akintonde, Shanita, Bless Your Heart and Other Leadership Love Lessons. Leading from the Heart. Prospect, KY: PWN Publishing Group


----“On the Front Porch. A Personal Perspective on the Faculty Advisor’s Role in Student Success.” SpecialTopics.com, 2005


References


Kuh, G.D. “What We’re learning about Student Engagement from NSSE.” Change 2003, (35), 24-32

<table>
<thead>
<tr>
<th>References (cont’d):</th>
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</table>
References (cont’d):

Kuh, G.D. “What We’re learning about Student Engagement from NSSE.” *Change* 2003, (35), 24-32
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<tr>
<th>Reference</th>
<th>Details</th>
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<tbody>
<tr>
<td>TL Strayhorn - Journal of African American Studies, 2014 – Springer <em>What role does grit play in the academic success of black male collegians at predominantly white institutions?</em></td>
<td></td>
</tr>
</tbody>
</table>


Ethnographic Research

Next Steps:

• Get the conditions of Education Report
• Research Expert—Henrietta Williams Pichon, New Mexico State University (Follow up with her)
Critical Thinking

• Free write with no judgement (Ask questions)

• An exploration of Social Justice
  • We want to make socially just leaders.
  • What does social justice mean?
  • Focus instead on the ACTIONS we want students to take. How do you examine inequities? In higher education, the workplace, society as a whole.

• BOOK—Women’s Ways of Knowing
Co-Creators for Ethnographic Research: Knowledge through autoethnography

Wrap around Services—Look into this

Shanita Akintonde
• Infuse Purpose into Higher Education
Questions

Sakintonde@colum.edu
The Greener Side of Bags

Presented by Dr. Linda Poisseroux
Director of Enactus
Centenary University
This project represents the Enactus Team’s overall commitment to a “Greener World”

• Each semester the team commits itself to at least one green project.
• The focus for the last 5 years has been on plastic reduction: bottles and bags.
The Greener Side of Bags

• In Fall 2017 Students in the Enactus Social Entrepreneurship class at Centenary University created a project designed to address the nation’s plastic crisis. They agreed the focus would be on reducing single use plastic bag consumption within the local community.

• They were determined to find a reusable bag that was recyclable and washable. A bag that would satisfy local consumer needs, provide value to local businesses and the environment.

• They succeeded!
Phase 1: Community Need & Product Selection

• Adhering to their desire to find a ‘Green Project” students found a need in the community
• Discovered a product that met the need: A Recyclable and washable reusable bag
• Worked out the financial requirements to purchase bags
• Established pricing for businesses to advertise on the bags in order to cover costs

<table>
<thead>
<tr>
<th>Bag Dimensions:</th>
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<tbody>
<tr>
<td>12 x 8 x 13</td>
</tr>
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</table>

<table>
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<tr>
<th>Pricing:</th>
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<tbody>
<tr>
<td>For ads on 200 bags</td>
</tr>
<tr>
<td>Small Ads: $70.00 approximately 2x2 inches</td>
</tr>
<tr>
<td>Medium ads: $100.00 approximately 3x3 inches</td>
</tr>
</tbody>
</table>
Phase 2: Sales

- Scripted a sales pitch
- Created a sell sheet
- Cold-called businesses to purchase ads on the bag
- Gathered business logos and ad information

The average reusable bag has a lifespan equal to more than 700 disposable plastic bags.
Phase 3: Processing advertisements

• Created an advertising proof
• Worked with the Advertising Specialty Company on project specifics
• Approved final draft of business advertisements on the bag
• Order placed
Phase 4: Bag distribution and Follow-Up

• Received reusable bags
• Finalized plan for distribution and sale of bags within the community
• Discuss plans to continue project
• Recommendations:
  • Larger bags
  • Upcycled bags
• **Project Summary**

Greener Side of Bags was created in response to the global pollution crisis and is aimed particularly at plastic shopping/grocery bags. The Centenary University Enactus team has created a 100% re-usable and washable paper bag that is fully recyclable. In order to cover the cost of production, our team has sold sponsorship ads to local businesses in Hackettstown. This collaboration enables local businesses to advertise at a reduced price, while promoting a green initiative within our community. The direct impact of reusable bags and the devastating effects that they have on the environment should not be overlooked and our hope is that more communities will realize the importance of recycling and using recyclable bags.
Sales Pitch for all students

• **Example Script**

• Hello, my name is ____ and I am a student at Centenary University. This semester, I am enrolled in a Sales and Sales Management course and we are currently collaborating with the Centenary University Enactus team. This semester, we are working on a project called “Greener Side of Bags”. Plastic waste is becoming a huge crisis in the world so our goal is to eliminate plastic bags by creating an eco-friendly bag. These bags are made of 100% kraft paper, and are reusable, recyclable, and washable. The advertisements on the bags will enable local businesses to advertise at a reduced price, while promoting a green initiative within our community. Prices vary depending on the size of the add (2x2 or 3x3), and the ad will be displayed on 200 bags total. All sponsors will also be provided with 5 bags of their own, and the remaining bags will be sold at college events and select stores.
Making a Sale

• If a Sale is Made
• Cash or Check
  • Checks should be made out to “Centenary University Enactus”
• Need JPEG of company logo
  • Emailed to centenarygreenpledge@gmail.com
Our Enactus Team 2017-2018
Contact Information

• Email: linda.poisseroux@centenaryuniversity.edu
• 908-852-1400 ext. 2359

Dr. Linda Poisseroux
Centenary University
400 Jefferson Street
Hackettstown, NJ 07840
LEARNING COMMUNITY--STUDENT SUCCESS, ENGAGEMENT AND RETENTION

Christina Force Ed.D., Associate Professor
Jacob Kehres M.Ed., Instructor

Zeigler College of Business
Bloomsburg University of Pennsylvania

400 E. 2nd St. Bloomsburg, PA 17815
Thursday, April 18, 2019
2:35-3:35
AGENDA

• Purpose of the Study
• Learning Community (LC): Origin, Purpose, and Structure Bloomsburg University – Zeigler College of Business – LC (BU ZCOB LC)
• Research Questions/Findings
• Data Findings on BU LCs: Engagement, Retention, and Graduation
• Limitations/Future
• References
The purpose of this research study is to discover if participation in a learning community leads to increased student success, engagement and retention.
THE ORIGIN OF THE LLC CONCEPT

- Experimental College at the University of Wisconsin, developed by Alexander Meiklejohn in 1927

- Brought students together with their advisors, living and working in the same hall

- The goal was closer ties—intellectual and personal—among community members.

- His work was a response to the neglect of undergraduate education in favor of research universities.

(Dean & Dunn, 2013, p. 13)
APPEAL OF CURRENT LLC PROGRAMS

• Make large institutions feel smaller

• Give students and faculty opportunities for connection outside the classroom

• Create a structure for more intentional learning

• Establish intellectual and social support systems

(Dean & Dunn, 2013, p. 13)
LLC – STRUCTURE

• “...structured programmatic interventions that bring students and faculty members together in meaningful ways and include students living together” (Dunn & Dean, 2013, p. 12).
National Study of Living-Learning Programs 2007 Report of Findings reveals a number of positive outcomes related to participation in living-learning programs.

Positive outcomes include a(n)... 

- smoother academic transition to college than students living in traditional residence halls 
- better social and academic transition for first-generation college students 
- greater enjoyment of challenging academic pursuits 
- increased openness to new ideas 
- stronger sense of civic engagement 

(Dean & Dunn, 2013, p. 19)
The Learning Communities at Bloomsburg University foster an inclusive residential environment where students with similar majors, interests and goals are afforded rich and varied student learning opportunities both in and out of the classroom. Through collaboration with faculty, staff, and peer mentors, students are able to experience personal and intellectual growth while building relationships in an engaged and friendly community-centered environment.
TYPES OF LCs

• Academic
• Sports
• Theme
• Culture
LCs available at Bloomsburg University

The Learning Communities at Bloomsburg University foster an inclusive environment where students with similar majors, interests and goals are afforded rich and varied student learning opportunities both in and out of the classroom. Through collaboration with faculty, staff, and peer mentors; students are able to experience personal and intellectual growth while building relationships in an engaged and friendly community-centered environment.

Learning Community Benefits:
- Free opportunity to help students get acclimated to campus
- Meet people with similar interests
- Form strong relationships with faculty
- Develop professional connections that will help you after graduation
- Take Core Curricular Courses which count to your major
- Make connections that will aid

Activities Include:
- Various educational and/or social workshops and programs
- Tutoring Sessions and Study Halls
- Travel to New York City, Philadelphia, Washington D.C.

Interested?
APPLY NOW

Applications for Fall 2019 and Spring 2020 are now being accepted.

Questions?

Ms. Jennifer Hunsinger
570-315-9288
jhunsinger@bloomu.edu

We hope that you take some time to...
BLOOMSBURG UNIVERSITY
LEARNING COMMUNITIES (LC)

• First LC – Presidential Leadership (1994)
• LC Programs (Student Affairs)
• Laptop Accounting LC (2007)
• Zeigler College of Business LC (2008 – present)
• All first-year business majors eligible
• Recruitment – summer before freshman year
BLOOMSBURG UNIVERSITY
ZEIGLER COLLEGE OF BUSINESS – LC

• Peer Mentors
• Team Building
• NYC Trip
• Community Service
• Tutoring
• Intentional Conversations

• Common Living
• Common Classes
• Weekly Meetings
• Professional Development
“The primary role of peer mentors is to aid mentees in their transition to college by providing academic, social, and emotional support.”
(Rieske & Benjamin, 2015, p. 68)
PEER MENTORS – MINIMUM QUALIFICATIONS

All mentor applicants must

• Be eligible for a work-study position
• Have no judicial sanctions
• Uphold the university’s code of conduct
• Maintain a 2.75 or higher cumulative GPA
Our six student mentors completed three days of intensive training in mid-August. The primary purpose of this training was to give our mentors the resources they need to help our Business LC mentees to thrive socially, mentally, and academically in their first year.

Training included attending workshops on:

- Building Relationships
- Intentional Conversations
- Team Building
- HuskySync – Student Organization System
- Move-in/Welcome Week Programs
- Crisis Management
- Mandatory Reporting
- Mental Health Awareness
A strong core of 27 freshmen business students bonded through planned activities and programs during Move-In/Welcome Week. The Quest workshop and the many team-building activities provided mentees and mentors ample opportunities for fellowship; friendships were created that will last a lifetime!
PEER MENTORS – TUTORING

Peer mentors offer mentees tutoring of 100 level business and general education classes.

Peer mentors maintain office hours & hold study sessions.
WEEKLY MEETINGS

• Meet at least once per week with mentors, Sundays 6:00-7:00 pm

• Meet at least once per week with mentees, Sundays 7:00-9:00 pm

Topics at these meetings include

• Special Speakers
• Tutoring
• Study Tips
• Scheduling advice
• Professionalism
• Business etiquette
NEW YORK CITY TRIP
NEW YORK CITY TRIP
COMMUNITY SERVICE

Trick-or-Treat for UNICEF

Tree Planting in Bloomsburg
OTHER EVENTS

• Washington D.C. Trip
• Philadelphia Trip
• Ricketts Glen State Park
• Bloomsburg Fair
• Community Service
COMMON LIVING – ELWELL HALL

http://reslife.bloomu.edu/hall-erh.php
COMMON CLASSES

• Foundations of Writing – Fall Semester
  • With Dr. Michael Martin

• Introduction to Business – Spring Semester
  • With Dr. Christina Force
WHAT EFFECTS DID PARTICIPATION IN A LEARNING COMMUNITY (LC) HAVE ON STUDENTS ACADEMICALLY?

ZCOB LC students (27 out of 37 responses)

• The average class score for the LC student in BUSED101 was 85.61% and in the non-LC BUSED101 it was 82.17%. The LC class had a 3.44% higher final grade than the non-LC class.

• Over 30% of the participants believed strongly that their grades were higher due to participation in the LC.

• Almost 52% of the participants believed they were a better student because of their participation in the LC.
Over 70% of the participants believed taking classes with LC members was beneficial.

Over 66% of the participants believed the LC prepared them very well for the transition to college academically.

After their first semester (Fall 2017) 40.77% of the participants had a GPA of 3.0 or higher. Only 11.13% had below a 2.0 GPA.
WHAT EFFECTS DID PARTICIPATION IN A LEARNING COMMUNITY (LC) HAVE ON STUDENTS SOCIALLY?

• Over 85.2% of the LC members participated in 50% or more of the activities. 37% participated in more than 75% of the activities.

• 75% of the members of the LC lived in the LC dorm, 14.8% lived in a non-LC dorm and 11.1% commuted.

• Almost 63% of the members thought the LC prepared them very well for the transition to college socially.
DOES PARTICIPATION IN A LEARNING COMMUNITY (LC) INCREASE STUDENT RETENTION?

• Over 70% of the participants would join the LC again.
• Only one participant was considering changing their major to something other than business after their first year.
• The retention rate for the LC participants of this study was almost 89% (20% higher than the university wide retention rate).
Retention Findings

Continuing to YEAR 2

Percentage of Students

<table>
<thead>
<tr>
<th>Year</th>
<th>ZCOB LC</th>
<th>All LCs</th>
<th>Non LC</th>
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<td>2017</td>
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Graduation Findings

4-Year Graduation Rate

- ZCOB LC
- All LCs
- Non LC

Year

Percentage of Students

2008 2009 2010 2011 2012 2013
GPA Findings

GPA - All LCs vs. Non-LC

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<thead>
<tr>
<th>Academic Year</th>
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<tr>
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<td>2017-2018</td>
<td>3.0</td>
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</table>
Limitations/Future

- Previous data from survey used for all LCs (COE, COST, COLA, ZCOB)
- Data from our survey collected Spring 2018
- Second round of data collection Spring 2019
REFERENCES


• Bloomsburg University, (2016). Retention and Graduation Rates: Living and Learning Communities. Bloomsburg University (2016), 1-4


• Elser, N., (2016). Engagement of Students in the Living & Learning Communities: Using NSSE Data to Help Understand the Impact of LLC’s on Student Experiences, *Office of Planning and Assessment, Bloomsburg University* (2016) 1-16


https://drive.google.com/open?id=1f74IB7BE11bFcWEWVCVuFS2JvdXLnfOV
My Favorite Assignment
Presented at:
Business Education Research Conference
April 2019
Chicago, IL, USA

Molly J. Wickam, Ph.D., M.B.A.
Program Director/Associate Professor of Education & Business/Leadership
Bethel University, St. Paul, Minnesota, USA
<table>
<thead>
<tr>
<th>Title of assignment: Sales Interaction Analysis</th>
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<tr>
<td><strong>Course</strong></td>
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<td><strong>Delivery method</strong></td>
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<td><strong>Learning target</strong></td>
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<td><strong>Length</strong></td>
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</table>
| **NBEA Standards** | Sales Promotion: Level 3:  
  - Identify common objections and develop responses  
  - Plan and organize a sales presentation  
  - Role-play the position of a sales representative  
  - Examine the role of salespeople in building customer relationships |
Theoretical Framework

• Constructivist theory (Bruner, 1966; Dewey, 1929; Piaget, 1952; Vygotsky, 1978)

• Experiential learning theory (Kolb, 1994)

• Andragogy (Lindeman, 1926; Knowles, 1984)
  – Instructors are facilitators (Dewey, 1938)
  – Learning through experiences (discussions, activities, simulations, cases, labs, real-world projects)

• Reflection (Schon, 1987)
  – Knowing in action; reflection in action; knowing in practice
# Vocabulary and Discourse

## Vocabulary:
- **Customer**: a person who is interested in buying or selling a product or service
- **Features**: facts about products or services
- **Benefits**: the outcomes or results customers will get from buying the product or service
- **Personal selling**: the process of communicating with a customer to sell a product or service
- **Buying signals**: clues customers give that indicate their willingness to buy
- **Closing**: finalize the deal; make the sale
- **Sales objections**: reasons people give for why they don’t want to buy

## How will students discourse?
- Students will:
  - roleplay a sales interaction in class
  - debrief the roleplay with their team and with the whole class
  - have a real sales interaction with a real salesperson
  - write a paper analyzing the sales interaction
Day 1 Agenda

1. Say and write the learning target: “Today you will prepare for analyzing a sales interaction for a product or service.”
2. Students pair share: What is something you have bought recently from a salesperson? Describe that interaction to your partner. (2 min.)
3. Debrief the pair-share as a whole class (5 min.)
4. Watch Sell Me This Pen (6 min.)
5. Teach the vocabulary (20 min.)
6. Assign teams of two (2 min.)
7. Each team decide who will be the sales person and who will be the customer (5 min.)
8. Simultaneously have each team write 10 sales person questions and 10 customer questions (10 min.) for how they would buy/sell a pencil.
9. Closure: “Tomorrow we will role play the sales interaction we prepared for today. It will help you complete your summative which is that you are going to have a sales interaction with a real salesperson. See you tomorrow!”
Day 2 Agenda

1. Say and write the learning target: “Today you will analyze a sales interaction for a product or service.”
2. In the teams of two, role play the sales interaction (20 min.) by buying/selling a pencil.
3. Debrief the sales interaction as a whole class (5 min.)
4. Have the customer and sales person switch roles and role play it again. (20 min.)
5. Debrief again. (5 min.)
6. Describe the summative assessment and give the due date (5 min.)
Summative Assessment

Have a sales interaction with a sales person (either in person or by phone). Write a 1,000 word paper that analyzes your sales interaction. Make sure it:

• describes the interaction including the product/service you were seeking, the probing questions you asked and how the sales person responded, how the sales person responded to your objections, your buying signals, and whether and which closing techniques were used by the sales person.
• states whether you would buy from this sales person or not, and describes at least three reasons why you would or would not purchase the product or service from the sales person.
• Offers at least two ways you would have handled the interaction differently if you were the sales person.

Alternative summative:

• Students will create a PowerPoint instead of writing a paper.
• Students will present the results of their sales interaction to their classmates.
Day 3 Agenda (a few days later)

• Students turn in their summative assignment
• Debrief in small groups and then as a whole class
  – Who did you observe, when, and where?
  – What features vs. benefits were described to you?
  – What were the interactions with the sales person like?
  – Based on how they interacted with you, did you buy or would you buy what they were selling?
  – What would you have done differently if you were the sales person?
Testimonial

• "This was a very fun and interesting assignment, it is such a fulfilling experience to watch what you have learned unfold in front of your eyes, something I had never noticed before. This exercise has made me so much more aware of my surroundings and the influences that are at play every day in every situation." (Bethel B.S. Business Management student, Summer 2018)
Suggested discussion forum after students do their sales interaction:

“Describe your sales interaction. Who did you observe, when, and where? What features vs. benefits were described to you? What were the interactions with the sales person like? Based on how he/she interacted with you, did you buy or would you buy what he/she was selling? What would you have done differently if you were the sales person?”
Let’s role play!

1. Decide who will be the sales person and who will be the customer
2. The instructor will give you the questions to ask.
3. Role play for 5 minutes
4. Debrief the role play
Debrief the role play

**Customer:** What features and benefits were described to you? How did the salesperson do? Do you want to purchase the pencils; why or why not?

**Sales person:** What buying signals did you hear from the customer, and what did you say when you heard them? What objections did the customer give you and how did you try to overcome the objections? Is there anything you wish you would have said to help convince the customer to buy pencils? Do you think you closed the sale?
STATE OF THE ECONOMY

A RESEARCH BASED CLASS PROJECT
PRESENTED BY:

• KIM PICKERING
• INSTRUCTIONAL TEAM LEADER
• LINCOLN HIGH SCHOOL LINCOLN NEBRASKA
• KPICKER@LPS.ORG
PROJECT DETAILS

• DEFINE INDICATOR
• WHO REPORTS THE DATA
• HOW OFTEN AND WHEN IS THE DATA REPORTED
• CURRENT CHART OF INDICATOR
PROJECT DETAILS

• INTERPRET CHART

• WHAT IMPACT DOES IT HAVE ON THE ECONOMY?
Download, graph, and track 529,000 US and international time series from 87 sources.

Browse data by Tag, Category, Release, Source, Release Calendar or Get Help

FRED Adds 102 State-Level Labor Force Participation Rate Series
## Economic Indicators

<table>
<thead>
<tr>
<th>Advanced Retail Sales</th>
<th>Factory Orders</th>
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<tr>
<td>Auto Sales</td>
<td>Gross Domestic Product (GDP)</td>
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<tr>
<td>Average Hourly Earnings</td>
<td>Help Wanted Index</td>
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<tr>
<td>Balance on Current Accounts</td>
<td>Housing Starts</td>
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<tr>
<td>Building Permits</td>
<td>Industrial Production</td>
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<tr>
<td>Business Sales and Inventory</td>
<td>Initial Jobless Claims (4 week moving average)</td>
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<td>Capacity Utilization</td>
<td>Leading Indicators</td>
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<tr>
<td>Consumer Confidence (Sentiment)</td>
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<tr>
<td>Consumer Credit</td>
<td>New Orders Index</td>
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<tr>
<td>Consumer Price Index (CPI)</td>
<td>Nonfarm Payroll</td>
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<td>Consumer Spending (PCE)</td>
<td>Purchasers Price Index (PPI)</td>
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<td>Current Account (Imports/Exports)</td>
<td>Purchasing Manager’s Index (PMI)</td>
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<td>Durable Goods (advanced)</td>
<td>S &amp; P 500</td>
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<tr>
<td>Energy Prices (Oil)</td>
<td>Total Construction Spending</td>
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<tr>
<td>Exchange Rates</td>
<td>Unemployment (Civilian jobs)</td>
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<tr>
<td>Existing Home Sales</td>
<td>Yield 10 Year Treasury Bond</td>
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MAY 2018

- **April:** 5% (51.8)
  - 315 ↓ 0.1% (Boo!)
  - March 922.42
  - 30yr ↑ 3.95%
  - 15yr ↑ 3.44%
- **Feb:** 2.4%
- **Feb:** 4.1
  - 4h ↑ 1.06
  - 5h ↑ 0.57
- **4h:** ↑ 2.4%
- **Jan:** ↑ 1.9%
- **Mar:** ↓ 37.5% (New Log)
- **March:** 0.43%
- **April:** 9.5% (N. S. R. 1.3%)
- **April:** ↑ $1.8362
  - April 4,573 (Sax above than 400.40)
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**Unemployment Rate:**
- May: 3.7%
- June: 3.5%
- July: 3.6%
- August: 3.7%

**Month:**
- Q2: 4.1%
- Q3: 4.7%
- Q4: 4.3%

**Year:**
- 8/12: ↑ 11.8%
CURRENT

- 3.1% for Jan, 9.0% (P heads)
- 3.0% ↑ 0.2% For Feb
- 3.1% ↑ 3.4%
  1/12↑ 10.7% 310,000 units
  1/12 ↑ 1.5
  1/12 ↑ 7.8%
  1/12 ↑ 7.0% 2.0% 1.5%
  1/12 ↑ 3.1% 20,200,000
  1/12 ↑ 1.0% 20.0
  1/12 ↑ 1.0% 14,000,000
  1/12 ↑ 4.0% 19.0%

- New Orders Index
- Average weekly earnings
- Average weekly hours
- Average weekly hours
- Average weekly hours
- Average weekly hours
- Average weekly hours
- Average weekly hours

- Exports
- Import
- Export
- Import
- Export
- Import

- M2
- Nonfarm Payroll
- Consumer Price Index
- Producer Price Index
- Core Consumer Price Index

- Q1: 22% Q2: 22% Q3: 33% Q4: 26%
- 1/10↓ 36.7, 326, 200
- 7/15↑ for Jan 1.208%
- 10/16↑ 0.3%
- 10/18↑ 0.1%
- Sept 1↑ 31,000
- May 14.4%

- Feb: only 2000 new
- Jan: 16,000
- 3/15 6.4%
- 3/14 6.6%

- 1/12 1.1% lower since Jan 18
- 3/15 3.25%
CONTACT INFO:

• KIM PICKERING
• INSTRUCTIONAL TEAM LEADER
• LINCOLN HIGH SCHOOL
• LINCOLN NEBRASKA
• KPICKER@LPS.ORG
STUDY 1: STUDENT PERCEPTIONS OF COMMUNITY OF INQUIRY PRESENCES IN COMMUNITY COLLEGE ONLINE EDUCATION COURSES

Dr. John Cannon
Dr. Allen Kitchel
Carol Billing

www.carolbilling.weebly.com
STATEMENT OF PROBLEM

- Very little published research addressing how education majors experience online courses, specifically in relation to the Community of Inquiry framework.

- Online teacher preparation courses offered by community colleges need to engage future teachers to improve course retention and content knowledge.
RESEARCH QUESTIONS

- The guiding research question for Study 1 was:
  - How do students perceive the CoI framework’s cognitive, social and teaching presences when taught with a specific set of pedagogical practices within an education course offered online, asynchronously, at a community college?

- The specific research sub-questions for Study 1 were:
  - Are there significant correlations between the cognitive presence and the social and teaching presences?
  - Are there significant correlations between a CoI presence and the sub-constructs of the remaining two CoI presences?
SIGNIFICANCE STATEMENT

- CoL framework and instrument have been used for online learning research since 2000.
- This research will contribute to the body of knowledge focusing on best practices for teaching preservice teachers in a community college online course.
- Community colleges providing a diverse pipeline of first-generation and non-traditional future teachers.
- The results of this research could inform best practices for online pedagogy.
- An increase in retention and enhancement of academic experience of future teachers entering four-year pre-service teaching programs from community colleges ultimately provides a more diverse pool of teacher candidates.
The course lessons were provided using screencast-recorded lectures from the instructor over a PowerPoint or web browser visual aid.

Personal teaching anecdotes from real-life experiences as a public school teacher supplemented course curriculum.

A Blackboard navigational tutorial screencast was provided.

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Student email was responded to within 12 hours when received on the weekends.

Complex responses were explained in a personal recorded screencast, with the instructor showing a document or web page to answer the student’s question.
INSTRUMENT

- Community of Inquiry (CoI) Survey
- Measure the CoI framework’s cognitive, social and teaching presences experienced by the online students.
  - Measure the cognitive, social and teaching presences sub-constructs as experienced by the online students.
- 34 items using a five-point Likert scale (1 = strongly disagree to 5 = strongly agree)
- Used in online research since 2000
- Multiple instrument validation papers published
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DATA COLLECTION/METHODOLOGY

- Population: Community college education majors
- Accessible population from one community college in the Western US
  - All students from same course (Foundations of Education)
- Institutional review board certified the research project as exempt.
- Census Survey methodology spanned six semesters, Fall 2015 to Spring 2018
  - Institutional review boards certified the research project as exempt.
- Online CoI Survey Instrument (via Qualtrics)
- Response rate = 30% (n=42)
- IP addresses used to prevent duplicate responses
FINDINGS: DESCRIPTIVE STATISTICS

The convenience sample of students ($n = 42$)

- 17.1% male, 82.9% female
- Response rate of 30 percent
- All participating students were between the ages of 18 and 54
  - The largest group: 18 and 25 (54.8%)
  - Most students were between the ages of 18 and 44 (97.6%)
- Overwhelmingly, the participants were Caucasian (76.2%)

Most participants were education majors (73.8%)

- Most, 38 participants (90.5%), stated they did not receive any training prior to taking the online course.
- Almost half the participants (45.2%) have completed three to five online classes
- 39 participants (92.9%) have completed one or more online courses previously
- Only three participants (7.1%) stated this was their first online class
- Most participants were in the second or subsequent year of college
- 95% of participants were confident their technical competencies were average or higher than average
- 40 participants (97.6%), stated they enjoyed the content and subject of the course
FINDINGS: COI PRESENCES

- Strong positive correlation between the teaching and cognitive presence
  \[ r(40) = .759, \ p < .001 \]

- Social presence demonstrated an equal significantly, strong positive correlation to the cognitive presence
  \[ r(40) = .759, \ p < .001 \]

- Significant positive correlation between social and teaching presence
  \[ r(40) = .684, \ p < .001 \]

- Multiple linear regression analysis: teaching and social presence explained 68% of the variability of the cognitive presence
  \[ F(2, 39) = 42.25, \ p < .001, \ R^2 = .684 \]

- Cognitive Presence = -.092 + .420 (Social Presence) + .584 (Teaching Presence)
FINDINGS: SOCIAL PRESENCE & SUB-CONSTRUCTS

- Cognitive presence sub-concept exploration and the teaching presence sub-concept design and organization showed a significant, strong positive correlation to the social presence.
- $F(2, 38) = 29.90, p < .001$ with an $R^2$ of .611
- Social presence = -.001 + .543 (Cognitive: Exploration) + .401 (Teaching: Design and Organization).
- Cognitive presence sub-concept exploration and the teaching presence sub-concept design and organization were significant predictors, explaining 61% of the variance of social presence.
FINDINGS: TEACHING PRESENCE & SUB-CONSTRUCTS

- The teaching presence is significantly, positively correlated with two cognitive presence sub-constructs resolution and exploration
- $F(2, 38) = 32.86, p < .001$ with an $R^2$ of .634
- Teaching presence = $1.949 + .347$ (Cognitive: Resolution) + $ .270$ (Cognitive: Exploration)
- Cognitive presence sub-constructs resolution and exploration explained 63% of the variance of the teaching presence.
FINDINGS: COGNITIVE PRESENCE & SUB-CONSTRUCTS

- Cognitive presence is associated with the teaching presence sub-construct facilitation and the social presence sub-construct group cohesive.
- $F(2, 39) = 51.74, p < .001, R^2 = .73$
- Cognitive presence = .152 + .609 (Teaching: Facilitation) + .341 (Social: Group Cohesive).
- Teaching presence sub-construct facilitation and social presence sub-construct group cohesive explained 73% of the variance of the cognitive presence.
LIMITATIONS

- Convenience sample
- Small sample size \((n = 42)\)
- Self-reported data
- No open-ended questions
- No statistical inference, rather, Proximal Similarity Model
- Non-response bias has not been investigated
COI & PEDAGOGICAL BENCHMARKS ALIGNMENT

Educational Experience

Cognitive Presence

- Voice messaging
  - Even virtual meetings
  - Scheduled faculty-to-student calls during office hours
  - Timely replies to student emails
  - Screen cast lectures featuring personal teaching anecdotes

- Use of collaborative wiki assignments to research and list content-specific resources

Teaching Presence

- Teaching: Facilitation

Social Presence

- Social: Group Cohesive

Cognitive: Resolution

- Feedback including screen cast tutorials, individual screen cast tutorials to address specific student challenges, timely grading

Cognitive: Exploration

- Voxer: voice messaging application
  - Evening virtual meetings
  - Scheduled faculty-to-student calls during office hours
  - Timely replies to student emails
  - Use of collaborative wiki assignments

Cognitive: Exploration

- Teaching: Design & Organization

Social Presence

- Use of collaborative wiki assignments

Cognitive: Exploration

- Screen cast lectures of course content, syllabus, calendar & assignments
  - Bn navigational screen cast tour

Teaching Facilitation
DISCUSSION/CONCLUSIONS

- Similar research of CoI presences as experienced by future CTE business teachers to compare & contrast results
- Experimental research using a variety of multimedia tools, instructional design or prescribed instructor interactions may provide insight for practical applications to improve online teaching techniques.
- Quasi-experimental studies testing for causal effects on cognitive presence would build upon current research that currently only provides a quantitative cross-sectional summary of a population
- Research including student satisfaction, retention, learning and interaction constructs as they relate to CoI presences
- Participants from multiple post-secondary institutions
- Defining the correct balance between facilitation and direct instruction in online teaching is needed
- Evaluation of the interactions between sub-constructs within the cognitive, social and teaching presences
Summary of CoI Constructs and Sub-constructs

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<thead>
<tr>
<th>Social Construct</th>
<th>Teaching Construct</th>
<th>Cognitive Construct</th>
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<tbody>
<tr>
<td>Effective Expression</td>
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Social presence is the ability of learners to project their personal characteristics into the community of inquiry, thereby presenting themselves as 'real people.'

Teaching presence is defined as the design, facilitation, and direction of cognitive and social processes for the purpose of realizing personally meaningful and educational worthwhile learning outcomes.

Cognitive presence is the extent to which the participants in any particular configuration of a community of inquiry are able to construct meaning through sustained communication.

CE: Exploration: shift between private, reflective introspective work temperaments to social exploration of ideas. This is characterizing by brainstorming, questioning and exchange of information.

TDO: Design & Organization: Building an online course in a digital format forces teachers to thin though the process, structure, evaluation and integration of components of the course. Without the learned expectation of classroom norms, the

CR: Resolution of a problem or dilemma, using clear expectations and opportunities to apply newly created knowledge.

CE: Exploration: shift between private, reflective introspective work temperaments to social exploration of ideas. This is characterizing by brainstorming, questioning and exchange of information.

TF: Facilitation: what the instructor does to maintain the interest, motivation and engagement of students in active learning.

SGC: Group Cohesive: Activities that build and sustain a sense of group commitment.
The course lessons were provided using screencast-recorded lectures from the instructor over a PowerPoint or web browser visual aid.

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**Indicators associated with the CoI constructs and sub-constructs** (Garrison, 2007).

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Supervising student teachers in the world of performance-based assessments

Tamra S. Davis
Kathy J. Mountjoy
Introductions

• Tamra Davis, Associate Professor of Business Education
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• Kathy Mountjoy, Associate Professor of Business Education
  • kjmount@ilstu.edu
Introduction

- edTPA has changed student teacher requirements, observations, and grading
- Feedback for student teachers is now geared towards
  - Reflecting
  - Asking Why?
  - Focusing on student learning
Brief Literature Review

• Because student teachers, cooperating teachers, and university supervisors have a triad relationship during student teaching, Edwards and Dendler believe that all three members of the triad need to be aware of differences in teaching philosophies.

• The confusion and misunderstandings that currently plague many student teaching triads may be alleviated through open discussions about role perceptions and expectations according to Johnson and Napper-Owen.

• Hunt, et al., said that “Student teachers are not expected to have perfected their techniques. They are in a learning situation and need the university supervisor and cooperating teacher to provide them with guidance, encouragement, and advice”.

Brief Literature Review

- Smalley, Retallick, and Paulsen found that training for cooperating teachers should emphasize the importance of skills and activities required during the capstone student teaching experience.

- Isik-Ercan, Hyun-Young, and Rogers agree with Zeichner (2010) that the professionalization of student teaching supervision is crucial to the success of the student teacher. As a result, university supervisors should be provided with opportunities to grow professionally.

- Fletcher concluded that more research is needed to qualitatively examine the unique and complex roles faced by university supervisors.
Research Questions

- What are the perceptions of Cooperating Teachers, University Supervisors, and Student Teachers concerning their responsibilities to the other stakeholders?

- What is the impact of using a structured observation rubric and structured performance-based reflective questioning techniques as part of a pre-service and student teaching observations?
Research Questions

• What are the expectations of competency in the areas of
  – Planning and Preparation
  – Classroom Environment
  – Instruction
  – Professional Responsibilities
Methodology

- Survey Research
- Interview
- Observation
- Review of student teacher documentation
Discussion
Perceptions of Cooperating Teachers

• 26 Cooperating Teachers during the past five years
• 13/26 response rate (50%)
• Majority hold Master’s Degree (9 of the 13)
  – Business Education
  – C&I
  – EAF
  – EdTech
  – MBA
  – MA Teaching
  – MS Education
  – Teaching and Learning
Cooperating Teachers

• 8 of the 13 have been teaching 16 or more years

• All have at least 1 year of industry experience and 6 have over 6 years of industry experience

• 10 of the CTs are not required to be in the room with a student teacher at all times
When can a student teacher be left unsupervised?

- 5 believe that student teachers can be left unsupervised during the first two weeks
- 5 indicated in Weeks 3 or 4
Summary of Expectations of Cooperating Teachers

• In general, the CTs provided useful information about their expectations

• Concerning Student Teachers
  – Normal information about being prepared
  – Some attitude concerns (don’t say you are tired)
  – “When I tell you to do something—do it!”

• Concerning University Supervisors
  – Communicate
  – Provide feedback
Continued –

• To/From the University
  – Provide a safe environment
  – Support the student teachers
  – Provide more details on paperwork
  – Check in with Student Teachers
  – Provide the CT with professional development
  – Provide us with quality candidates
  – Provide us more guidance on expectations
University Supervisors

• Only 4 University Supervisors
  – Two full-time faculty (doctoral level degrees)
  – Two part-time faculty master’s level degrees

• All have industry experience
When can a student teacher be left unsupervised?

- Two indicated Weeks 3 or 4
- Two indicated Weeks 5 or 6
- Dramatic difference from CTs
  - 50% indicated Weeks 1 or 2
  - 50% indicated Weeks 3 or 4
- University expectation is Weeks 5 or 6
Summary of expectation of University Supervisors

• To the Student Teacher
  – Convey how to be an effective professional
  – Be a liaison between University and CT
  – Provide realistic feedback

• From the Student Teacher
  – Be open to change
  – Submit weekly paperwork in a timely manner
  – Respond to my e-mails within 24 hours
  – Ask questions before there is a problem
  – Keep me informed about everything
• To the CT
  – Facilitate transition between teacher and ST teaching
  – Introduce myself
  – Meet privately and with the ST
  – Communicate
  – Help the CT mentor the ST
  – Help CT understand requirements of edTPA

• From the CT
  – Be a role-model
  – Communicate
  – Ask questions before there is a problem
  – Include me in discussions if there is a problem
  – Share observations with me
To the University

– Ensure the ST is qualified to teach
– Respond to e-mails and requirements of the University
– Communicate

From the University

– Give me the tools to communicate with the ST
– Respond to my questions
– Provide me with the same info as the ST
– Provide professional development to me
Perceptions of Student Teachers

- Six current student teachers; eight pre-clinical teacher education students
- 7/14 response rate

- We can provide this summary if needed; however, this is not the focus for developing a Professional Development Seminar for CTs and USs
Danielson Expectations
Default Teacher Assessment used in schools is the Danielson Framework

- Summary of the Framework is provided in your handouts
- Please refer to the handout for the next section
- Framework Image
- Has four levels
  - Unsatisfactory
  - Basic
  - Proficient
  - Distinguished
Planning and Preparation

• CTs’ Expectations
  – 4 expected Basic
  – 6 expected Proficient
  – 1 expected Distinguished

• USs’ Expectations
  – 3 expected Basic
  – 1 expected Proficient

• University Expectations are that Student Teachers enter the experience at the Basic Level
Classroom Environment

- **CTs’ Expectations**
  - 3 expected Basic
  - 7 expected Proficient
  - 3 expected Distinguished

- **USs’ Expectations**
  - 2 expected Basic
  - 2 expected Proficient

- **University Expectations**
  - University Expectations are that Student Teachers enter the experience at the Basic Level
• CTs’ Expectations
  – 4 expected Basic
  – 7 expected Proficient
  – 2 expected Distinguished

• USs’ Expectations
  – 2 expected Basic
  – 2 expected Proficient

• University Expectations are that Student Teachers enter the experience at the Basic Level
Professionalism

- **CTs’ Expectations**
  - 1 expected Basic
  - 9 expected Proficient
  - 3 expected Distinguished

- **USs’ Expectations**
  - 2 expected Basic
  - 1 expected Proficient
  - 1 expected Distinguished

- **University Expectations** are that Student Teachers enter the experience at the Basic Level
Interesting Observations

• The questions asked from the Framework are used by the majority of schools in Illinois for teacher assessment

• Most principals consider a first-year teacher to be “Meeting expectations at the Basic Level”

• Tenured teachers meet expectations at the “Proficient” level

• Very few experienced teachers earn the “Distinguished” level

• The CTs are holding the student teachers to the same standard as a tenured, experienced teacher
Structured Performance-Based Reflective Questioning
Professional Development Supports

• **Handout** of Lesson Plan Template
  – In place for this year

• **Handout of Structured Observation Notes Template**
  – Planning to add to the Professional Development next year
Professional Development Needs for the University Supervisor

• Requesting the Department Chair to consider allowing full-time faculty to act as University Supervisors for all student teachers located within 60 miles of the university

• If part-time supervisors are needed, an extensive training session is needed
  – The part-time supervisor was trained this year, but did not follow that training completely
Professional Development Needs for the Cooperating Teacher

- Attempting to require a professional development session for CTs
- Most of the negative comments we did receive were from CTs who had not attended any PD sessions or had not hosted a ST in 3 or more years
- Detailed PD for expectations from the university are needed
• Lesson Plan template we use to teach candidates how to write plans

• How to observe candidates and document the observations
  – Primary feedback of CTs to STs is on classroom management or instructional strategies/activities
  – Most provide feedback for lesson plans, questioning, and connecting to previous learning
  – Some provide feedback for other areas
  – Few provide feedback for all skills that are required by edTPA

• Details of edTPA

• How and what feedback to provide to candidates
Conclusions

• Based upon this first step in our research
  – Professional development for CTs and non-faculty university supervisors is mandatory to improve our program

• Anecdotally from principals
  – Our student teachers become first-year teachers who meet the Proficient level on the Framework, often scoring higher than experienced teachers
Future Research

- Potential focus group with this year’s CTs
- Pilot test the Professional Development program next spring
References


Technology Skills of Students Enrolled in a Career and Technical Course at a Community College

Dr. Chadwick A. Springer – Auburn University
Dr. Leane Skinner – Auburn University
Dr. Elisha Wohleb – Auburn University
Dr. Geana Mitchell – Bevill State Community College
DEVICES DON’T LIE

(Statista, 2019)
INTRODUCTION

• Millennials and Generation Z’ers are the most connected students ever, but…
  • The ability to use a digital device (smartphone) does not make one skilled in technology
  • Often lack self-efficacy concerning computing skills (Lane, 2017)

• However, globalization has
  • Required 21st-century skills to enter the workforce
    • INCLUDING COMPUTER SKILLS (Laar, van Deursen, van Dijk, & de Haan, 2017)
STATEMENT OF THE PROBLEM

- Job markets for CTE fields will continue to be strong
- Students must be equipped with the proper skills demanded by employers
- Thus, there is a lack of information related to technology skills of students enrolled in a CTE program at community colleges
PURPOSE OF THE STUDY

• This study was designed to investigate:
  a) Technology skills concerning software, hardware, and technology tools of students enrolled in CTE courses at a community college
  b) Perceived competency level to complete basic computer tasks of students enrolled in CTE courses at a community college
EXAMPLES

- Software – Microsoft Office, Web Page Design, Accounting, Video Editing, Photography Editing
- Hardware – 3D Printer, Tablet, Laptop, Scanner, Router
- Technology Tools – Internet, Cloud, Web Conferencing, Social Media, Customer Relationship Management
RESEARCH QUESTIONS

1. To what extent do students enrolled in one or more CTE courses at a community college differ in their perceived competency to use (a) hardware technology, (b) software technology, and (c) technology tools based on degree program?

2. To what extent do students enrolled in one or more CTE courses at a community college perceive that they need further development of skills concerning (a) hardware technology, (b) software technology, and (c) technology tools based on degree program?
3. Do students enrolled in one or more CTE courses at a community college perceive that they can complete basic computer tasks without assistance?
REVIEW OF LITERATURE

• Brief History and Changes of Technology in Business

• Three Periods of Technology Transition
  
  1. Standardized Platforms (1900 -1979)
     • 54% of economic output consisted of production and delivery of goods, thus no focus on technology
  
     • 63% of economic output consisted of information productions transitioning workforce to a reliance on technology
  
     • Fastest development of technologies in history (Newman, 2012)
• Importance of Technology and Technology Trends in Business

• Baillie (2000) surveyed 50 supervisors from multiple business sectors throughout the country to determine useful technical skills.
  • Results: More than 50% identified Microsoft Office

• Anderson (2007) determined improvement in the selection process of new hires can reduce turnover rates. More than 75% of administrative positions require moderate to advanced Microsoft Office skills.
  • Recommendation:
    • Require MOS certification for employment as MOS-certified employees can complete tasks without supervision

• Ipsos Public Affairs (2006) determined the following skills were necessary to perform job effectively:
  • Results: printer (94%), Internet (93%), e-mail (92%), regular communication with colleagues (92%), personal computer (90%), and appropriate space (90%).
• Importance of Technology and Technology Trends in Business
  • Microsoft Office skills are essential
    • Microsoft Excel (Formby, Medlin, & Ellington, 2017)
    • Microsoft Office (King, Miller, & Bayerl, 2017)
    • Soft skills and Microsoft Office (Jones, Leonard, & Lang, 2016)
• **Computer Literacy of Students**
  
  • Dodge (2001) completed a study to determine the success of institutionalizing basic computer skills at the community college level. She utilized a pre- and post-test for technology courses.
  
  • Basic computer skills included: utilizing Windows, work processing, spreadsheets, presentations, Internet, graphics, hardware, problem solving, and web design.
  
  • Results:
    
    • 19% of respondents felt comfortable or experienced utilizing the surveyed technologies on the pre-test while 81% of respondents felt comfortable of experienced utilizing the surveyed technologies on the post-test.
  
  • According to a study by Grant, Malloy, and Murphy (2009), ability and perceived ability in students is often different concerning computer skills.
    
  • Exception: Microsoft PowerPoint
METHODS AND PROCEDURES

• Population – community college students enrolled in one or more CTE courses
  • Population: 886
  • No sampling techniques
  • 225 usable surveys returned

• Instrumentation
  • Research-Designed Survey
  • Panel of experts
  • Cronbach’s Alpha

• Limitations
  • Self-reporting instrument due to access to population

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<th>Cronbach’s Alpha</th>
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<td>Hardware</td>
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<td>Software</td>
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<td>Technology Tools</td>
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## METHODS AND PROCEDURES

### Data Analysis

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<th>Questions</th>
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<td>1 &amp; 2</td>
<td>ANOVA</td>
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<tr>
<td>3</td>
<td>Descriptive Statistics</td>
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Data Analysis - SPSS
## DEMOGRAPHIC DATA

### Gender

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<th>Gender</th>
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<tbody>
<tr>
<td>Male</td>
<td>52</td>
<td>28.7</td>
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<tr>
<td>Female</td>
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### Age Group

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<tr>
<th>Age Group</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 20 years of age</td>
<td>28</td>
<td>14.7</td>
</tr>
<tr>
<td>20-29</td>
<td>82</td>
<td>42.9</td>
</tr>
<tr>
<td>30-39</td>
<td>38</td>
<td>19.9</td>
</tr>
<tr>
<td>40-49</td>
<td>34</td>
<td>17.8</td>
</tr>
<tr>
<td>50-59</td>
<td>7</td>
<td>3.7</td>
</tr>
<tr>
<td>60-69</td>
<td>2</td>
<td>1.0</td>
</tr>
</tbody>
</table>
## Demographic Data

### Ethnicity

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>African-American</td>
<td>71</td>
<td>37.6</td>
</tr>
<tr>
<td>Asian</td>
<td>4</td>
<td>2.1</td>
</tr>
<tr>
<td>Caucasian (White)</td>
<td>100</td>
<td>52.9</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>3</td>
<td>1.6</td>
</tr>
<tr>
<td>Other</td>
<td>11</td>
<td>5.8</td>
</tr>
</tbody>
</table>

### Degree Program Group

<table>
<thead>
<tr>
<th>Degree Program Group</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Workforce Development</td>
<td>60</td>
<td>31.6</td>
</tr>
<tr>
<td>General Studies</td>
<td>98</td>
<td>51.6</td>
</tr>
<tr>
<td>Health-Related</td>
<td>32</td>
<td>16.8</td>
</tr>
</tbody>
</table>
RESEARCH QUESTION 1

To what extent do students enrolled in one or more CTE courses at a community college differ in their perceived competency to use (a) hardware technology, (b) software technology, and (c) technology tools based on degree program?

• Hardware Technology – No statistical significance was found based on degree program.
To what extent do students enrolled in one or more CTE courses at a community college differ in their perceived competency to use (a) hardware technology, (b) software technology, and (c) technology tools based on degree program?

- **Software Technology** – Statistically significant differences [\( F(2,95) = 3.554, p = .032 \)]
- **Pairwise Comparisons** indicated differences between General Studies and Health-Related \( (p = .028) \)
RESEARCH QUESTION 1

To what extent do students enrolled in one or more CTE courses at a community college differ in their perceived competency to use (a) hardware technology, (b) software technology, and (c) technology tools based on degree program?

- Technology Tools – Statistically significant differences \[F(2, 96) = 5.435, p = .006\]
- Pairwise Comparisons indicated differences between General Studies and Health-Related \(p = .004\)
RESEARCH QUESTION 2

To what extent do students enrolled in one or more CTE courses at a community college perceive that they need further development of skills concerning (a) hardware technology, (b) software technology, and (c) technology tools based on degree program?

- Hardware - No statistical significance was found based on degree program.
- Software - No statistical significance was found based on degree program.
- Technology Tools - No statistical significance was found based on degree program.
RESEARCH QUESTION 3

Do students enrolled in one or more CTE courses at a community college perceive that they can complete basic computer tasks without assistance?

<table>
<thead>
<tr>
<th>Task</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Save a Word document as a different file type</td>
<td>140</td>
<td>94</td>
</tr>
<tr>
<td>Utilize spell check to edit documents</td>
<td>137</td>
<td>91.9</td>
</tr>
<tr>
<td>Create headers and footers in Word</td>
<td>136</td>
<td>91.9</td>
</tr>
<tr>
<td>Create a folder on the desktop</td>
<td>105</td>
<td>89.2</td>
</tr>
<tr>
<td>Copy/Paste using shortcuts</td>
<td>103</td>
<td>88.4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Task</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Utilize Boolean operators</td>
<td>54</td>
<td>36.7</td>
</tr>
<tr>
<td>Create macros</td>
<td>68</td>
<td>45.9</td>
</tr>
<tr>
<td>Run a disk defragmentation</td>
<td>78</td>
<td>53.8</td>
</tr>
<tr>
<td>Create a signature</td>
<td>94</td>
<td>63.9</td>
</tr>
<tr>
<td>Determine IP address</td>
<td>96</td>
<td>64.9</td>
</tr>
</tbody>
</table>
CONCLUSIONS

1. The perceived competency level to utilize software and technology tools is impacted by degree program. The perceived competency level to utilize hardware is not impacted by degree program.

2. Students do not perceive a need for further development of their technology skills concerning: software, hardware, or technology tools.

3. Students’ perceived ability to complete computer tasks without assistance varied.
**RECOMMENDATIONS**

1. Follow-up study utilizing performance tasks.

2. Consideration should be given to requiring a technology examination upon enrollment to determine students’ skill level related to technology. This assessment would allow for appropriate placement in computer/technology courses.

3. Introduce a beginner-level computer course for students with limited computer skills.

4. Embed industry-credentials in computer courses to validate skill development.

5. Utilize and integrate technology campus-wide and in all courses to ensure continued development of computer skills.
REFERENCES


• Dodge, L. (2001). Success in institutionalizing basic computer skills courses at a community college level.


WHAT CAN WE DO ABOUT BULLYING?
EXPLORING REASONS, CONSEQUENCES, AND AFTERMATH

CHRISTINA FORCE ED.D.
ASSOCIATE PROFESSOR BUSINESS EDUCATION
BLOOMSBURG UNIVERSITY OF PENNSYLVANIA
ZEIGLER COLLEGE OF BUSINESS
HOW THIS TOPIC FOUND ME

• DISSERTATION: HOW MIDDLE SCHOOL PRINCIPALS OF SMALL RURAL SCHOOLS ADDRESS CYBERBULLYING
WHAT IS BULLYING?
BULLYING

• ABUSE AND MISTREATMENT OF SOMEONE VULNERABLE BY SOMEONE STRONGER, MORE POWERFUL, ETC. (MERRIAM-WEBSTER, 2019)

• BULLYING IS UNWANTED, AGGRESSIVE BEHAVIOR AMONG SCHOOL-AGED CHILDREN THAT INVOLVES A REAL OR PERCEIVED POWER IMBALANCE. THE BEHAVIOR IS REPEATED, OR HAS THE POTENTIAL TO BE REPEATED, OVER TIME. BOTH STUDENTS WHO ARE BULLIED AND WHO BULLY OTHERS MAY HAVE SERIOUS, LASTING PROBLEMS. (STOP-BULLYING.GOV, JULY 26, 2018)

• REPETITION: BULLYING BEHAVIORS HAPPEN MORE THAN ONCE OR HAVE THE POTENTIAL TO HAPPEN MORE THAN ONCE.
WHY WE BULLY?

• EACH TEAM DRAW ONE OF THE “WHY WE BULLY CARDS”
• 2 MINUTES TO COME UP WITH SHORT ROLE PLAY THAT ILLUSTRATES WHAT’S ON THE CARD.
• GUESS THE “REASON” THAT THE PERSON IS BULLYING.
BULLYING K-12

- 28% of U.S. students in 6-12 grade have been bullied
- 20% of U.S. students in 9-12 grade have been bullied
- 90% of U.S. students in 4-8 grade have been bullied
- 30% of students have admitted to bullying
- 70.6% of students have seen bullying
- 70.4% of teachers have seen bullying
- 57% of the time, a bully will stop within 10 seconds when a bystander steps in
- 1 in 4 U.S. kids are bullied daily
- 160,000 students miss school daily out of fear of being bullied

https://www.stopbullying.gov/media/facts/index.html
http://www.bullyingstatistics.org/
BULLYING K-12 - RESOURCES

• NETSMARTZ
  • HTTPS://WWW.NETSAFE.ORG.NZ/

• ISAFE
  • HTTP://WWW.ISAFE.ORG/

• CYBER SMART
  • HTTP://WWW.CYBERSMART.ORG/
BULLYING IN HIGHER ED

• OUT OF 170 UNDERGRADUATE STUDENTS
  • 21.47% OF STUDENTS REPORTED THAT THEY WERE CYBERBULLIED

• 2,118 STUDENTS WERE SURVEYED
  • 43% OF STUDENTS REPORTED REOCCURRING EXPERIENCES OF BULLYING IN SCHOOL
  • 33% OF STUDENTS REPORTED REOCCURRING EXPERIENCES OF BULLYING AT WORK
  • 70% OF STUDENTS REPORTED ONE OCCURRENCE OF BULLYING IN SCHOOL
  • 59% OF STUDENTS REPORTED ONE OCCURRENCE OF BULLYING AT WORK

• One study of 1,025 undergrads more than a quarter said they had witnessed bullying among college students.

• ¹ A separate study had similar findings: 23 percent of college students reported having been bullied by one of their peers.²

• What’s even more disturbing is that 18.5 percent of students in the latter study said they had been bullied by a professor.²

• Cyberbullying increasing at the college level-rumors & gossip, sexual, slut shaming
• Roommates/hazing

https://thebestschools.org/magazine/bullying-in-college/
https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3861792/
https://www.counseling.org/docs/default-source/vistas/article_03b0bf24f16f1f6603abcacf0000bee5e7.pdf?sfvrsn=2ea9442c_4
Assist with College Bullying

- Support - find a mentor/be a mentor
- Intervention - campus expert
- Title IX coordinator
- Call the police
BULLYING HIGHER ED - RESOURCES

• STOP BULLYING
  • HTTPS://WWW.STOPBULLYING.GOV/

• BULLYING STATISTICS: ANTI-BULLYING HELP, FACTS, AND MORE
  • HTTP://WWW.BULLYINGSTATISTICS.ORG/

• END TO CYBERBULLYING ORGANIZATION
  • HTTPS://WWW.ENDCYBERBULLYING.ORG/
WORKPLACE BULLYING

- 19% of Americans have been bullied in the workplace
- 19% of Americans have seen bullying in the workplace
- 70% of bullies in the workplace are male
- 60% of targets in the workplace are female
- 61% of bullies in the workplace are bosses
- 29% of targets remain silent about their experiences
- 65% of targets quit their jobs to avoid bullying

What to do? (WBI, Drs. Gary & Ruth Namie)

Step One - Name It! Legitimize Yourself!

Step Two - Take Time Off to Heal & Launch a Counterattack
- Check your mental health with a professional (not the employer’s EAP). Check your physical health. Stress-related diseases rarely carry obvious warning signals (e.g., hypertension - the silent killer).
- Research state and federal legal options (in a quarter of bullying cases, discrimination plays a role). Talk to an attorney. Maybe a demand letter can be written. Look for internal policies (harassment, violence, respect) for violations to report (fully expecting retaliation).
- Make the bottom-line business case for stopping the bully.
- Start job search for next position.

Step Three - Expose the Bully
- The real risk was sustained when you were first targeted (Targets lose their job - involuntarily or by choice for their health’s sake - in 77.7% of cases). It is no riskier to attempt to dislodge the bully. Retaliation is a certainty. Have your escape route planned in advance. Remember, good employers purge bullies, most promote them.
- Make the business case that the bully is “too expensive to keep.”
WORKPLACE BULLYING - RESOURCES

- WORKPLACE BULLYING INSTITUTE
  - HTTPS://WWW.WORKPLACEBULLYING.ORG/INDIVIDUALS/PROBLEM/BEING-BULLIED/

- CRISIS PREVENTION

- HEADS UP: BETTER MENTAL HEALTH IN THE WORKPLACE
  - HTTPS://WWW.SAFEWORKAUSTRALIA.GOV.AU/DOC/DEALING-WORKPLACE-BULLYING-WORKERS-GUIDE
• CAN YOU THINK OF TIMES IN YOUR LIFE WHEN YOU OR SOMEONE YOU KNOW WAS BULLIED?
• HOW DO YOU THINK BEING BULLIED MAKES PEOPLE FEEL?
• If you or someone you know is being bullied, what are some things that they can do for help or to stop the bullying?
• If someone started bullying you, who would you talk to about the situation?
• What does it mean to be a bystander? (Watching someone being bullied without stepping in or getting help.) Why are some people bystanders when it comes to bullying? How can you go from being a bystander to someone who helps the situation?
• WHAT DID YOU LEARN ABOUT THE TOPIC OF BULLYING TODAY?

• NOW THAT YOU KNOW MORE ABOUT BULLYING WHAT DO YOU THINK YOU CAN DO TO MAKE A DIFFERENCE? WHAT ARE SOME WAYS THAT YOU COULD HELP SOMEONE WHO WAS BEING BULLIED?
“I’ve learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel.”

Maya Angelou
1928 - 2014
If you turn and face the other way when someone is being bullied, you might as well be the bully too.

-Unknown
BULLYING PREVENTION AND HELP RESOURCES

K-12

• Netsmartz
  • https://www.netsmartzkids.org/
• End to Cyberbullying Organization
  • https://www.endcyberbullying.org
• Cyber Smart
  • http://www.cybersmart.org/

Higher Ed

• Battling Bullying in Academe
  • https://www.insidehighered.com/advice/2018/08/01/how-deal-bullies-higher-education-opinion
• Bullying Statistics: Anti-Bullying Help, Facts, and More
  • http://www.bullyingstatistics.org/
• Culture of cruelty: why bullying thrives in higher education
  • https://www.theguardian.com/higher-education-network/blog/2014/nov/03/why-bullying-thrives-higher-education

Workplace

• Workplace Bullying Institute
  • https://www.workplacebullying.org/individuals/problem/being-bullied/
• Crisis Prevention
  • https://www.crisisprevention.com/Blog/September-2011/Workplace-Bullying-Resources-and-References
• Heads Up: Better Mental Health in the Workplace

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