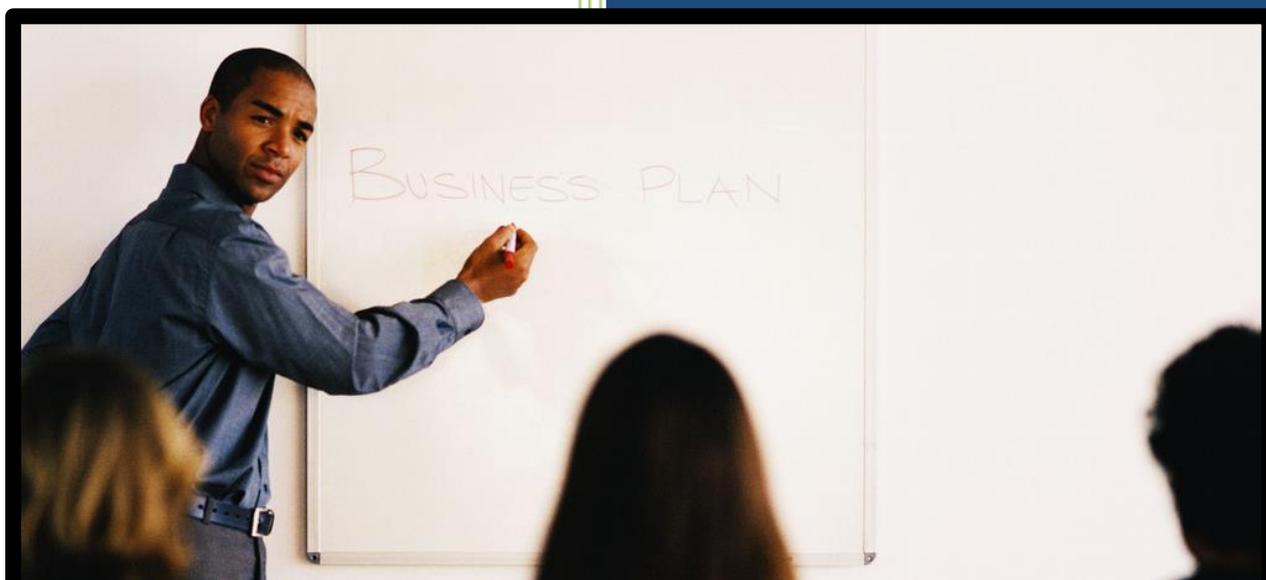


2018 Business Education Research Conference



ARBE-DPE Association for Research in Business Education—
Delta Pi Epsilon

NABTE National Association for Business Teacher Education
Institutional Division of the National Business Education Association

NBEA National Business Education Association
Educating for Success in Business and Life

Presentation Files

Baltimore, MD

March 27-30, 2018

TABLE OF CONTENTS

2018 Business Education Research Conference Program

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

Alumni Study of Business Educators: Profession and Challenges

Margaret “Maggie” O’Connor, Bloomsburg University of Pennsylvania, Bloomsburg, PA
Alicia Fuller, Bloomsburg University of Pennsylvania, Bloomsburg, PA
Jill Kushner, Bloomsburg University of Pennsylvania, Bloomsburg, PA

Critical Reading: Comprehension and Student Success

Marcel Robles, Eastern Kentucky University, Richmond, KY

Exploring Critical Thinking Skills Gap in College and Career Readiness through Standards in Business Education Curriculum

Karla Saeger, University of Wisconsin-Whitewater, Sheboygan, WI

Factors Contributing to Stress of Business/Marketing Educators (Business Education Research Award)

Bonita M. Johnson, Southern Union State Community College, Opelika, AL
Leane B. Skinner, Auburn University, Auburn, AL
Elisha Wohleb, Auburn University, Auburn, AL
S. Elizabeth Diamond, Auburn University, Auburn, AL

How Committed—and Thus How Empathic—are Institutions of Higher Education in Their Efforts to Fulfill the Aims of Diversity Initiatives?

Shanita Baraka Akintonde, Columbia College Chicago, Chicago, IL

How Written and Oral Reflection in MBA Capstones Enhance the Ability to Complete a Service-Learning Project

Molly Wickam, Bethel University, St. Paul, MN

Impact of Mindfulness Strategies in Secondary Education

Jane Brooker, Bloomsburg University of Pennsylvania, Bloomsburg, PA

Leadership, Trust, and Participation in Virtual Teams

Gene Johnson, University of Hawaii at Hilo, Hilo, HI
Kimberly Furumo, University of Hawaii at Hilo, Hilo, HI

Planning Online Course Sites for Middle and High School Courses—Begin with a Quality Course Plan

Paula Jones, Eastern Kentucky University/Model Lab School, Richmond, KY

Recruiting and Retaining Business Education Teachers

Barb Hagler, Southern Illinois University, Carbondale, IL

Student Networking in Higher Education: Using a Social Capital Framework to Understand Why and How Students Network

Thomas Mays, Miami University, Regional Campuses, Middletown, OH

Supervising Clinical and Student Teachers in the World of Performance-Based Assessments

Tamra S. Davis, Illinois State University, Normal, IL

Kathy J. Mountjoy, Illinois State University, Normal, IL

Symptomatic Leadership in Business Instruction: How to Finally Teach Diversity and Inclusion for Lasting Change

Linda L. Ridley, CUNY Hostos Community College, South Bronx, New York City, NY

Teaching Chinese Students and United States Students Business Communication with a Special Emphasis on Intercultural Communication

Raholanda White, Middle Tennessee State University, Murfreesboro, TN

The Demise of Business Teacher Education in a Southeastern State

Pamela Scott Bracey, Mississippi State University, Madison, MS

The Effects of Supplemental Learning on a Business Course

Christina Force, Bloomsburg University of Pennsylvania, Bloomsburg, PA

Undergraduate Business Students' Perceptions of Teaching Presence in Online Business Courses

(Doctoral Dissertation Award)

Lacey Finley, Park University, Parkville, MO

2018 Business Education Research Conference

“Oh, Say, Can You See” . . . the Value of Research

The 2018 Business Education Research Conference theme ties together the first words of *The Star-Spangled Banner* (in honor of the convention location near the birthplace of our national anthem, Ft. McHenry) and our continuing focus on the value of research to our profession and to the field of business education. Our goal for this year’s Business Education Research Conference is to instill in participants that research is valuable for students, teachers, and all stakeholders who depend on data to make decisions and to drive curricula and programs in all areas of business.

TUESDAY, MARCH 27, 2018

8:30 a.m. to 6:00 p.m.	<p>NBEA CONVENTION REGISTRATION Location: Grand Ballroom Registration Desk (3rd Floor)</p>
4:00 p.m. to 5:30 p.m.	<p>2018 BUSINESS EDUCATION RESEARCH CONFERENCE OPENING RECEPTION Location: The Raven (1st Floor) Welcome: NBEA President, Diane Fisher; ARBE President, Marcel Robles; NABTE President, Mona Schoenrock</p> <p>BUSINESS EDUCATION RESEARCH CONFERENCE WINE AND CHEESE RECEPTION [sponsored by the National Association for Business Teacher Education (NABTE)]</p>

WEDNESDAY, MARCH 28, 2018

8:00 a.m. to 9:30 a.m.	<p><u>General Research Session</u> Session Liaison: Marcel Robles</p> <p><i>Jerry W. Wickam: The story of a leader, husband, friend, and war hero</i></p> <p>Dr. Molly Wickam will take you on a journey of how her father-in-law, Cpl. Jerry W. Wickam, served in the U.S. Army and became a hero for which historical landmarks, organizations, and buildings are now named. By sharing stories and photos demonstrating Jerry’s values of leadership, love for family, friendship and sacrifice for his country, Dr. Wickam will invite you to remember and honor the men and women in your life who are also heroes.</p> <p><u>Discussant:</u> Molly J. Wickam, Bethel University, St. Paul, MN</p> <p>Strategies for Infusing Mindfulness Activities into Business Education Courses (*INNOVATIVE INSTRUCTIONAL PRACTICES AWARD RECIPIENT) Location: Essex A & B (4th Floor)</p> <p>Mindfulness is sometimes defined as being in the present moment. Mindfulness techniques can be infused into business education courses to increase self-awareness and self-regulation that are components of emotional intelligence, an important characteristic for students and employees. Session attendees will experience mindfulness activities that address</p>
---------------------------	--

	<p>stress management and mindful communication and that they can use or adapt for use in their business education courses.</p> <p>Presenter: Carol Blaszczynski, California State University, Los Angeles</p> <p>COFFEE BREAK [Sponsored by Association for Research in Business Education (ARBE)]</p>	
SESSION	<p>Session Liaison: Cheryl Wiedmaier Location: Essex A & B (4th Floor)</p>	<p>Session Liaison: Maggie O'Connor Location: Essex C (4th Floor)</p>
<p>9:35 a.m. to 10:35 a.m.</p>	<p>Supervising Clinical and Student Teachers in the World of Performance-Based Assessments</p> <p>Assessment of clinical and student teachers through observation can be subjective in nature. Through the use of a structured observation rubric and performance-based reflective questioning techniques, pre-service and student teachers were able to develop self-reflection techniques that allowed them to grow and develop as practitioners.</p> <p><i>Tamra S. Davis</i> <i>Kathy J. Mountjoy</i> <i>Illinois State University, Normal, IL</i></p> <p>Advisor Council Utilization and Implementation: Perceptions of Idaho Business and Marketing Teachers</p> <p>Managing and leading advisory councils is an essential role that effective high school business and marketing teachers engage. This session extends previously reported findings from a study of the utilization of advisory councils by high school business programs in Idaho. Specifically, this session addresses teacher perceptions of influences, benefits and operational challenges associated with managing and leading an advisory council. The findings may be used to inform in-service teacher practice and pre-service teacher preparation.</p> <p><i>Allen Kitchel</i> <i>John Cannon</i> <i>Carol Billing</i> <i>University of Idaho, Moscow, ID</i></p>	<p>Developing and Assessing Students' Critical Thinking Skills</p> <p>Instructors in our nation must teach their students to think critically by assisting them in more effectively sorting out their thoughts, identifying the extent to which external influences affect their thinking, and carefully evaluating these thoughts as they conflict with the thinking of others. In addition, instructors must assess students' critical thinking skills more effectively, reflecting up-to-date definition of critical thinking skills. Presenter will discuss experiences obtained from participating in a critical thinking seminar delivered by AACSB.</p> <p><i>Jorge Gaytan</i> <i>North Carolina A & T State University, Greensboro, NC</i></p> <p>Exploring Critical Thinking Skills Gap in College and Career Readiness through Standards in Business Education Curriculum</p> <p>This session explores how business educators are closing the critical thinking skills gap in college and career readiness through the use of standards in business education curriculum. Statistics reveal that overall secondary graduates are not prepared with the necessary skills and knowledge to enter college or the workforce, however, strong evidence exists that CTE graduates are better prepared for college and career. Learn how business educators are demonstrating best practices in closing the skills gap.</p> <p><i>Karla Saeger</i> <i>University of Wisconsin-Whitewater, Sheboygan, WI</i></p>

<p>SESSION TRACKS</p>	<p>Session Liaison: Steve Lewis Location: Essex A & B (4th Floor)</p>	<p>Session Liaison: Marcel Robles Location: Essex C (4th Floor)</p>
<p>10:40 a.m. to 11:40 a.m.</p>	<p>The Effects of Supplemental Learning on a Business Course</p> <p>This session discusses a research study conducted on an undergraduate business course. Two sections of an Introduction to Business course participated in a supplemental learning program. The class average for students who participated in the program was 7.5% higher than the classes that were not involved in the supplemental learning program. The benefits and implementation of a supplemental learning program will also be addressed.</p> <p>Christina Force <i>Bloomsburg University of Pennsylvania, Bloomsburg, PA</i></p> <p>How Written and Oral Reflection in MBA Capstones Enhance the Ability to Complete a Service-Learning Project</p> <p>This study investigated whether reflection enhances employability skills of MBA students who participate in client-based service-learning during a capstone. Results showed that reflection enhanced the ability to complete a project through a summative paper and class discussions. Findings indicate that written and oral reflection improve ability to accomplish a team-based client project. Business needs workers who can accomplish tasks, meet deadlines, and complete projects, so business education must prepare students by building reflection into service-learning.</p> <p>Molly Wickam <i>Bethel University, St. Paul, MN</i></p>	<p>Recruiting and Retaining Business Education Teachers</p> <p>The session will examine the issues related to business education teacher recruitment and retention. Business education teacher vacancies due to retirement and attrition show the need for and importance of recruitment and retention research and activities. Some of the possible suggestions for recruiting and retaining qualified teachers to fill the current and future business education teacher vacancies will be identified and explored.</p> <p>Barbara Hagler <i>Southern Illinois University, Carbondale, IL</i></p> <p>Factors Contributing to Stress of Business/Marketing Educators (*BUSINESS EDUCATION RESEARCH AWARD RECIPIENT)</p> <p>This study was designed to identify the level of stress among secondary business educators relating to administration, school climate, and resources. Business educators indicated the need for stress management, coping strategies, and administrative support. This finding provides support for including stress management and coping strategies in business teacher education programs.</p> <p>Bonita M. Johnson, <i>Southern Union State Community College, Opelika, AL</i></p> <p>Leane B. Skinner Elisha Wohleb S. Elizabeth Diamond <i>Auburn University, Auburn, AL</i></p>
<p>12:00 p.m. to 1:15 p.m.</p>	<p>BUSINESS EDUCATION RESEARCH CONFERENCE LUNCHEON Ticket Required Location: Harborside Ballroom A (4th Floor)</p>	

SESSION TRACKS	Session Liaison: Marcel Robles Location: Essex A & B (4th Floor)	
1:30 p.m. to 2:30 p.m.	<p>Undergraduate Business Students Perceptions of Teaching Presence in Online Business Courses DOCTORAL DISSERTATION AWARD</p> <p>The purpose of this case study was to explore Teaching Presence in the undergraduate online Business course environment. This study explored the following three Research Questions:</p> <ol style="list-style-type: none"> 1. How do undergraduate Business students perceive Teaching Presence in online courses? 2. What Teaching Presence components do undergraduate Business students find valuable in online courses? 3. How do exemplary undergraduate online Business course faculty demonstrate Teaching Presence in online instruction? <p>Lacey Finley Park University Parkville, MO</p>	
3:30 p.m. to 5:00 p.m.	<p>OPENING GENERAL SESSION NBEA NATIONAL CONVENTION Location: Harborside Ballroom (4th Floor)</p>	
5:30 p.m. to 6:30 p.m.	<p>NABTE BUSINESS MEETING Location: Grand Ballroom I (3rd Floor)</p>	
THURSDAY, MARCH 29, 2018		
SESSION TRACKS	Session Liaison: Beryl McEwen Location: Essex A (4th Floor)	Session Liaison: Susan Hall Webb Location: Essex C (4th Floor)
8:30 a.m. to 9:30 a.m.	<p>Critical Reading: Comprehension and Student Success</p> <p>The average level of critical reading skills necessary for college success is lacking in business students. To understand how to relate to a student who struggles with critical reading, it is necessary to look at the elements of the three motivations of reading: interest, dedication, and confidence. This presentation discusses how business educators can impact student ability to achieve a focus on these reading motivations for students to become stronger readers.</p> <p>Marcel M. Robles Eastern Kentucky University, Richmond, KY</p>	<p>Impact of Mindfulness Strategies in Secondary Education</p> <p>“Pay attention!” Educators speak this to their students daily. With more video and eye stimulation in society, children have a difficult time focusing. Mindfulness is a path to emotional healing for children. A snapshot of what an urban school district is doing to assist with this dilemma will be discussed. As stress continues to rise into children’s lives, mindfulness techniques may be used as a solution. At last there is a resolution to the “Pay Attention!” dilemma.</p> <p>Jane Brooker Bloomsburg University of Pennsylvania, Bloomsburg, PA</p>

	<p>Alumni Study of Business Educators: Profession and Challenges</p> <p>Business Education courses are more relevant now than ever before at the K-12 level, yet educators in the field face many challenges. For example, instead of integrating more of these courses into the curriculum, some school districts have removed their business education programs to focus on core classes. This session will present findings from a study that sought to investigate the opportunities and challenges business educators face in their departments and districts.</p> <p>Margaret “Maggie” O’Connor Alicia Fuller Jill Kushner Bloomsburg University of Pennsylvania, Bloomsburg, PA</p>	<p>Planning Online Course Sites for Middle and High School Courses—Begin with a Quality Course Plan</p> <p>The use of a learning management system in the K-12 classroom is growing. Classroom teachers are seeking out new resources and using various free learning management systems to provide student access to course assignments and support student learning. In this session, the participants will see an example course site that could be used as a template site to allow a faculty member to work independently and ensure that the K-12 Quality Matters Standards are applied.</p> <p>Paula Jones Eastern Kentucky University/Model Lab School Richmond, KY</p>
<p>SESSION TRACKS</p>	<p>Session Liaison: Larry Pagel Location: Essex A (4th Floor)</p>	<p>Session Liaison: Leane Skinner Location: Essex C (4th Floor)</p>
<p>9:35 a.m. to 10:35 a.m.</p>	<p>Leadership, Trust, and Participation in Virtual Teams</p> <p>Technology, globalization and travel costs have all caused organizations to rely more heavily on virtual teamwork. In this study, students were assigned to virtual teams led by Supportive or Commanding leaders. Trust levels were measured, and communication scripts were evaluated to provide insight about team interaction. Students in supportive leader teams reported higher levels of trust and posted more communication posts than those in the Commander leader groups and those in the control group.</p> <p>Gene Johnson Kimberly Furumo University of Hawaii at Hilo, Hilo, HI</p> <p>Student Networking in Higher Education: Using a Social Capital Framework to Understand Why and How Students Network</p> <p>Developing a network of peers is an integral part of a student’s college experience, especially for business majors as the connections made can form a valuable future resource. Using a social capital framework, the researcher explored student experiences on four campuses of a Midwestern University, focusing on the various qualities of the connections students had</p>	<p>Symptomatic Leadership in Business Instruction: How to Finally Teach Diversity and Inclusion for Lasting Change</p> <p>Do we have an obsolete approach to teaching the discipline of business, especially diversity and inclusion? 21st century business educators must enhance their pedagogical toolbox by shifting their mindset from symbolic thinking to symptomatic thought and behavior. Cutting-edge research on symbols and symptoms suggests that the refusal to examine in totality the history of discrimination and racism allows us to perpetuate a mythology of white supremacy that prohibits business transformation.</p> <p>Linda L. Ridley CUNY Hostos Community College, New York City, NY</p> <p>How Committed—and Thus How Empathic—are Institutions of Higher Education in Their Efforts to Fulfill the Aims of Diversity Initiatives?</p> <p>This study is aimed to extricate what “lies beneath” diversity initiatives targeted toward students of color on PWCU’s and student perceptions of those initiatives.</p> <p>Shanita Baraka Akintonde, Columbia College Chicago, Chicago, IL</p>

	made. The multiple case study examined the similarities and differences of social capital development at the various campuses. <i>Thomas Mays</i> <i>Miami University, Regional Campuses, Middletown, OH</i>	
SESSION TRACKS	Session Liaison: Tracie Opolka Location: Essex A (4th Floor)	Session Liaison: Mona Schoenrock Location: Essex C (4th Floor)
1:30 p.m. to 2:30 p.m.	Teaching Chinese Students and United States Students Business Communication with a Special Emphasis on Intercultural Communication The purpose of the research study was to survey Chinese students and United States students in business communication classes to see how they were different or similar in terms of intercultural communication. The researcher used three inventory assessments to collect data from students in the United States and China. Data results will be presented in the session. <i>Raholanda White</i> <i>Middle Tennessee State University, Murfreesboro, TN</i>	A Classification of job Requirements for Internships: A Perspective of Employers The purpose of this study was to identify the skills and experiences desired by employers when filling an internship position by examining emerging trends and exploring various internship requirements. The study analyzed data collected from Indeed.com regarding internship postings from four Midwestern states. The initial findings identified numerous keywords, similarities and differences, and content specific requirements. Based upon these findings, several implications and applications will be presented. <i>Timothy Thornton</i> <i>Athens State University, Athens, AL</i> The Demise of Business Teacher Education in a Southeastern State This presentation will discuss the unfortunate causes and effects of the demise of business and technology teacher education programs in a southeastern state in the United States of America. A longitudinal case study design was executed, combined with both qualitative and quantitative analysis of data gathered over a four-year time period from faculty members, administrators, and former students of the business and technology teacher education programs, who were impacted by recent program closures. <i>Pamela Scott Bracey</i> <i>Mississippi State University, Madison, MS</i>
5:15 p.m. to 6:15 p.m.	Association for Research in Business Education (ARBE) GENERAL MEMBERSHIP/BUSINESS MEETING (Installation of Executive Board) Location: Essex B (4th Floor)	

Alumni Study of Business Educators- Profession and Challenges

Alicia Fuller, Graduate Student
Jill Kushner, Graduate Student
Maggie O'Connor, Professor



Agenda

- ◆ Introductions/Background
- ◆ Literature Review
- ◆ Methodology
- ◆ Key Findings
- ◆ Discussion
- ◆ Limitations/Conclusions
- ◆ Next Steps
- ◆ References

Introductions/Background

- M.Ed. in BE blended students take Business Research (Bused 521) spring semester. (First time teaching in the new program which began fall 2016)
- 3 goals:
 - Engage in a class research project.
 - Write article for the Forum.
 - Develop knowledge of Careers/Empowering all students in K-12.
- Class research project ended the semester with the data collection.

Introduction

- I decided to ask who would like to finish the group research project and work on the article.
- Alicia needed some additional quantitative development for her undergraduate requirements and was interested in the challenge.
- Jill was interested in the challenge.
- We worked together to present at BEREC.

Background

- ◆ Dr. Olivo and Dr. Kiel conducted an alumni survey early 2000 to find out the effectiveness of the M.Ed. in BE program.
- ◆ Students in Bused 521 reviewed the report, survey, and data and decided to create a new alumni survey, focused on current research.
- ◆ This research included what is happening at the district level for BE, what BE instructors are concerned with, and how they are using their degrees.

M.Ed. Students' Interests

- Update the alumni survey to understand:
 - What is happening in the alumni districts
 - How technology has impacted teaching
 - What specific challenges alumni currently face

Literature Review

- ◆ Importance of Alumni Surveys
- ◆ Challenges in Business Education
- ◆ Technological Trends and Impact

Literature Review

- ◆ Importance of Alumni Surveys
 - ◆ Opportunity to connect with previous students about their experiences, as well as and learn how the program benefited them (“Why Alumni”, 2017).
 - ◆ Alumni surveys gain insight on post graduate opportunities (“Alumni Survey,” 2016).
 - ◆ Understand insights and trends in education.

Literature Review

- ◆ Challenges in Business Education
 - ◆ Business courses are being assigned to educators who are not qualified to teach business education (“College and Career Ready,” n.d.).
 - ◆ State budgets have been cutting funding for schools (Hull, 2010), which in turn affect elective courses.
 - ◆ Financial education should be implemented as early as elementary school (Kavanagh, 2016), yet most schools do not teach personal finance at this level.

Literature Review

- ◆ Technological Trends and Impact
 - ◆ Device usage is evolving over time (Glum, 2015).
 - ◆ Students have shown positive attitudes to learning with technology (Faizi, Chiheb, & El Afia, 2015).
 - ◆ Teachers reported technology increases student motivation and self-esteem, as well as allows student to complete more complex tasks (“Effects of Technology,” n.d.).
 - ◆ 73% of educators surveyed felt technology allowed them to react to various learning styles (“PBS Survey,” 2013).
 - ◆ Teachers who receive professional development and support in regards to technology are more confident; confidence translates to increased student participation (Glasset & Shrum, 2009).

Methodology

- ◆ Students went through the BU IRB Citi training and took the exams to receive certification.
- ◆ A quantitative study was developed using Qualtrics.
 - ◆ Institutional Research director demonstrated the Qualtrics platform for students.
- ◆ 68 Questions were finalized by the students and instructor.
- ◆ Email was sent to the Bloomsburg BE alumni database with the Qualtrics link- Mostly Central and Northeastern PA districts
- ◆ 220 participants responded.

Methodology, cont.

- ◆ Alicia was required to review the data and the statistical analysis using Qualtrics tools.
- ◆ Alicia, Jill, and Maggie sat down to discuss the most interesting findings to present to you.

Sample of Questions Asked in Key Categories

- ◆ Do you use or teach about social media in your classroom?
- ◆ Do you teach courses using a form of distance education (also known as virtual and online education)?
- ◆ Have you witnessed the effects of budget cuts in your department?
- ◆ Could the business education program be improved in your school district?

Key Findings

Social Media in the Classroom:

- ◆ Conflicting responses were found over using social media in the classroom (out of 141 responses).
 - ◆ 71 (50%) responded that they do use Social Media.
 - ◆ 70 (50%) responded that they do not use Social Media.
- ◆ Those that do use social media prefer the below platforms (listed from greatest to least):
 - ◆ Facebook
 - ◆ Twitter
 - ◆ LinkedIn
 - ◆ Instagram

Key Findings, cont.

Distance Education:

- ◆ 121 out of 155 (78%) of Business Education teachers are teaching in a traditional face-to-face setting.
- ◆ 130 out of 154 (84%) responded that they do not teach any distance education courses.
- ◆ Out of 32 who responded that they do teach distance education:
 - ◆ 11 (34%) teach fully online, asynchronous courses
 - ◆ 6 (18%) teach fully online, synchronous courses
 - ◆ 14 (45%) teach hybrid style courses
 - ◆ 1 (3%) teach other styles of distance education courses

Key Findings, cont.

Distance Education, cont.

- ◆ Out of 165 responses, 90 (55%) said that they have personally been enrolled in distance education courses to further their education or for professional development.
- ◆ Top distance courses taken:
 - ◆ 11 (20%) took an Instructional Design & Education Methods course
 - ◆ 11 (20%) took a Classroom Technology course
 - ◆ 5 (9%) took a Differentiated Learning course

Key Findings, cont.

District Involvement in Business Education Departments:

- ◆ 82 out of 126 (65%) alumni stated that their school district supports their efforts to stay up-to-date on the latest trends in business education.

Key Findings, cont.

Budget Cuts:

- ◆ When asked if they have personally witnessed budget cuts in their business education department 95 out of 132 (72%) responded that they have.
- ◆ Have these budget cuts affected the number of business education courses available to students? (out of 130 responses):
 - ◆ 68 (52%) answered yes
- ◆ However, even with the budget cuts, 86 out of 131 (66%) responded that they feel their employment status is secure within their school.

Key Findings, cont.

Business Education Improvements:

- Out of 129 responses 80 (62%) believed that the Business Education department in their district could be improved.
- 110 out of 132 (83%) alumni surveyed feel that Business Education courses should be required as part of the school curriculum.

Key Findings, cont.

Business Education Improvements, cont.

- ◆ Top ways that surveyed alumni feel their departments can be improved (out of 75 responses):
 - ◆ 20 (27%) said require Business courses as part of the curriculum
 - ◆ 14 (19%) said they need more support & funding from the administration
 - ◆ 10 (13%) said by adding more class options & variety
 - ◆ 8 (11%) said hire more business teachers
 - ◆ 6 (8%) said they would like more support from guidance in helping to drive student interest in Business courses
 - ◆ 6 (8%) said course curriculum & technology need to be updated
 - ◆ 4 (5%) said elementary students should be required to take computer classes

Discussion

- ◆ Distance Education – What types of hybrid learning are being used in the field?
 - ◆ Flipped Classrooms, Station Rotation Learning, Project Based Learning, etc.
- ◆ Social Media – Why are more teachers not using Social Media?
 - ◆ How do we get more buy in?
 - ◆ Teachers need professional development on social media because it is such an important technological trend.
 - ◆ In our research we found that some major causes of lack of social media are (Guy, 2012):
 - ◆ Time constraints
 - ◆ Faculty workloads
 - ◆ Cyber security & privacy concerns
 - ◆ Cyberbullying
 - ◆ Assessment strategies

Discussion

- ◆ Budget Cuts – What can be done to help combat budget cuts?
 - ◆ 52% said cuts have occurred and only 66% feel that their jobs are secure even with the cuts.
 - ◆ Classes being cut:
 - ◆ Computer Applications
 - ◆ Keyboarding/Typing
- ◆ Technology Trends – Why stay up to date on technology?
 - ◆ Survey participants are seeing support from their districts in staying up to date.
 - ◆ Teachers are more confident when they are trained and up-to-date.
 - ◆ The alumni survey and our research showed that technology in the classroom increases student engagement.

Limitations

- ◆ Alumni from one university in northeastern PA
 - ◆ Preaching to the choir
 - ◆ Alumni didn't respond to all questions
- ◆ Data was collected over two weeks (limited respondents)
- ◆ Ran out of time to complete the study during semester

Next Steps

- ◆ Summer 2018 –
 - ◆ Spend additional time reviewing the data.
 - ◆ Convert research into at least one journal article.
- ◆ What do you think would be interesting perspectives for business educators?

References

Alumni Survey. (2016). Retrieved April 05, 2017, from <http://www.hedsconsortium.org/alumnisurvey/>

Business Education Prepares Students to be College and Career Ready. (n.d.). *National Business Education Association*. Retrieved from: https://www.nbea.org/newsite/member/documents/NBEACollegeandCareerReadiness_PositionPaper.pdf

Effects of Technology on Classrooms and Students (n.d.). Retrieved March 23, 2017, from <https://www2.ed.gov/pubs/EdReformStudies/EdTech/effectsstudents.html#change>

Faizi, R. f., Chiheb, R. c., & El Afia, A. e. (2015). Students' Perceptions Towards Using Web 2.0 Technologies in Education (n.d.). *International Journal Of Emerging Technologies In Learning*, 10(6), 32-36. doi:10.3991/ijet.v10i6.4858

Glassett, K. k., & Schrum, L. (2009). Teacher Beliefs and Student Achievement in Technology-Rich Classroom Environments. *International Journal Of Technology In Teaching & Learning*, 5(2), 138-153.

Glum, J. (2015, December 05). Marketing To Generation Z: Millennials Move Aside As Brands Shift Focus To Under-18 Customers. Retrieved March 13, 2017, from <http://www.ibtimes.com/marketing-generation-z-millennials-move-aside-brands-shift-focus-under-18-customers-1782220>

References

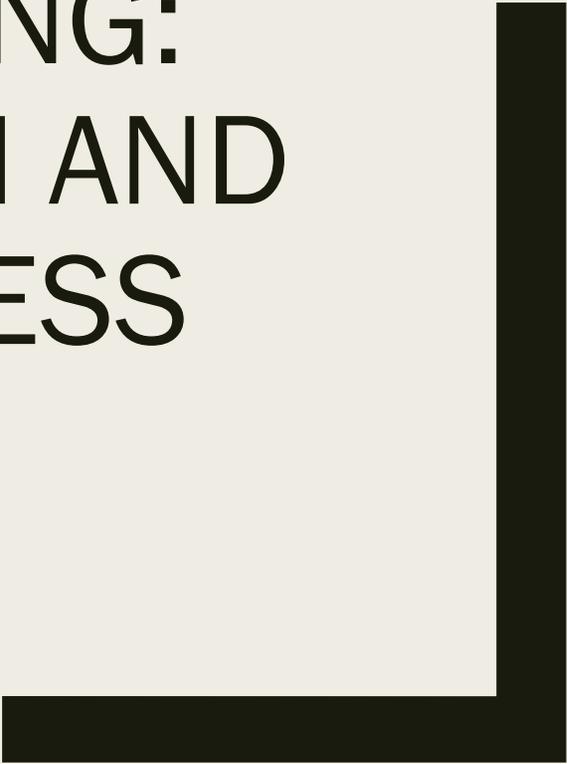
- Guy, R. (2012). The Use of Social Media for Academic Practice: A Review of Literature. *Kentucky Journal of Higher Education Policy and Practice*, 1(2). Retrieved from <https://uknowledge.uky.edu/kjhepp/vol1/iss2/7>.
- Hull, J. (2010, October 7). Cutting to the bone: How the Economic Crisis Affects Schools. *Center for Public Education*. Retrieved from: <http://www.centerforpubliceducation.org/Main-Menu/Public-education/Cutting-to-the-bone-At-a-glance/Cutting-to-the-bone-How-the-economic-crisis-affects-schools.html>
- Kavanagh, J. (2016). Building Resilience Through Financial Literacy. *Journal of the Australian & New Zealand Institute of Insurance & Finance*, 39(4), 7-10. Retrieved from: <http://www.theinstitute.com.au/anziif/>
- PBS Survey Finds Teachers are Embracing Digital Resources to Propel Student Learning. (2013, February 4). Retrieved March 23, 2017, from <http://www.pbs.org/about/blogs/news/pbs-survey-finds-teachers-are-embracing-digital-resources-to-propel-student-learning/>
- Why Alumni Research is Important. (n.d.). Retrieved March 28, 2017, from <http://alumniattitudestudy.org/about-us/why-alumni-research-is-important/>.

Questions?



CRITICAL READING: COMPREHENSION AND STUDENT SUCCESS

Marcel Robles, PhD, Professor
Corporate Communication
School of Business
Eastern Kentucky University
marcel.robles@eku.edu



Focus of Literature Review

- To determine the effects of critical reading on student success
- To consider the issues that business education instructors face regarding critical reading abilities of incoming students

Current Skill Sets

- Average levels of critical reading skills are lacking in business college students.
- The National Assessment of Educational Progress shows that as a whole, students are becoming less prepared for critical reading requirements for college success.
- According to Camera (2016), only 37% of high school seniors are prepared for required college reading level.
- Business Management, Marketing, and other business fields are lowering SAT requirements in reading comprehension (Bertrand, 2014).

Business Education: Teaching Practices

- Fitzgerald and Shanahan (2000) examined advances in cognitive and developmental theories on reading and writing connections.
- Previously, the educational system as a whole put emphasis on creating strong reading abilities before writing instruction.
- Today's research combines reading and writing as functional activities that have a direct correlation.

What Motivates a Student to Read?

- **Interest** – enjoys reading
- **Dedication** – believes reading is important
- **Confidence** – reads because can (Cambria and Guthrie, 2010)
- The most successful students have these attributes and become intrinsically motivated.
- Teachers can directly affect a student's ability to achieve a focus on these reading motivations to become stronger readers.

“An interested student reads because he/she enjoys it; a dedicated student reads because he/she believes it is important; and a confident student reads because he/she can do it” (p. 3).

Six Critical Principles that Teachers Can Use to Develop Students' Critical Reading Skills

- Create relationships
- Build success
- Assure relevance
- Foster awareness
- Afford choices
- Arrange social goals (Cambria & Guthrie, 2010)

Critical Reading

- Moving beyond surface-level understanding of text
- Re-reading for deeper meaning
- Tapping prior knowledge to help with comprehension
- Monitoring comprehension cautiously
- Reaching a deeper understanding
- Making connections
- Challenging the text while reading
- Judging what the author's purpose might be
- Considering not only what was said, but also what was left unsaid
- Understanding the relevance of the text for the reader

Critical Thinking Is Like a System

- A set of conceptual tools with associated intellectual skills and strategies useful for making reasonable decisions about what to do or believe (Rudinow & Barry, 2008)
- A disciplined (self-controlled, well-organized) process of conceptualizing (theorizing) the integral (vital, fundamental, inherent) structure of reflective (contemplative, insightful) and reasonable (sound, practical) thought
- Asking and answering interrelated questions
- Purposeful, analytical approach to problem-solving

Critical Reading Complements Critical Thinking

- Requires thought process beyond memorization, comprehension, and application Focuses on analysis, synthesis, and creation of new knowledge
- Prompts students to separate data findings, make connections, and express ideas
- Enhances ability to summarize, synthesize, and make innovative recommendations from inferences--arriving at deeper understanding
- Teaches students to identify and create logical connection between purpose, data and evidence, key concepts, and conclusions and recommendations
- Promotes effective communication strategies

Critical Reading and Critical Thinking

- Analyze – Study and define the nature and relationship of the parts
- Synthesize – Combine often diverse conceptions into a coherent whole
- Evaluate – Determine the significance or worth by careful appraisal and study

Implement Critical Reading Strategies

- Find a concept or topic that is challenging for students.
- Study the content of the materials you use to present that topic to students.
- Determine important factual (literal) information that students must know.
- Detect inferences essential to concept comprehension.
 - *What is not directly stated in materials, but students must realize and learn?*
- Identify methods to challenge students to apply concept to a different context, scenario, etc.

Levels of Questioning

- **Literal** – Reading “on the line”
 - *What did the author say?*
- **Interpretive** – Reading “between the lines” (inferring)
 - *What did the author mean?*
- **Applied** – Reading “beyond the lines” (evaluating)
 - *How does the author’s message apply to other situations?*

(Woobeck, 2014)

Activities to Promote Critical Reading

- Rather than having students ask questions and seek answers, students must seek questions and provide answers (“Jeopardy”).
- Students ask a question in class; instructor poses the question to the class for other students to answer (“Name that Tune”).
- Create cognitive dissonance so that students are not always comfortable with their learning situation—requiring them to think strategically, outside of their normal realm (“Charades” or “Twister”).

K

W

H

L

A

Q

What do I know?

What do I want to know?

How do I find out?

What have I learned?

What Action will I take?

What new Questions do I have?

Assessment - Critical Reading Rubric

Dimension	2	1	0
Comprehension	Thoroughly explains the topic and main idea(s) and accurately identifies most or all of the details/evidence that support the main idea(s).	Somewhat explains the topic and main idea(s) and accurately identifies some of the details/evidence that support the main idea(s).	Does not explain the topic and main idea(s) and inaccurately identifies the details/evidence that support the main idea(s).
Explication	Accurately explains ideas from the text and makes specific/appropriate connections to discipline or course content.	Accurately explains ideas from the text and makes general or vague, but appropriate connections to discipline or course content.	Does not accurately explain ideas from the text and/or makes inappropriate connections or does not make connections to discipline or course content.
Reflection	Effectively explains personal insights, opinions, or feelings and thoroughly explains how they relate to the text.	Somewhat explains personal insights, opinions, or feelings but does not thoroughly explain how they relate to the text.	Does not explain personal insights, opinions, or feelings related to the text.
Application	Accurately transfers and applies concepts from the text to a new context, situation, or real life/out of class scenario.	Somewhat accurately transfers and applies concepts from the text to a new context, situation, or real life/out of class scenario.	Does not accurately transfer and applies concepts from the text to a new context, situation, or real life/out of class scenario.

Student Success

- Begin with the “end in mind” (Covey).
- Facilitate student learning.
- Provide foundation of information for students to think critically (e.g., purpose, questions, evidence, inference, conclusions, implications) (Paul & Elder).
- Instill the Intellectual Standards (e.g., clarity, accuracy, precision, standard rules) (Paul & Elder).
- Assess teaching and learning processes.

References

Bertrand, N. (2014). Here's The Average SAT Score For Every College Major. Business Insider. Retrieved from: <http://www.businessinsider.com/heres-the-average-sat-score-for-every-college-major-2014-10>

Cambria, J., & Guthrie, T. (2010). Motivating and Engaging Students in Reading. The NERA Journal (2010), Volume 46(1). Retrieved from: <http://www.literacyconnects.org/img/2013/03/Motivating-and-engaging-students-in-reading-Cambria-Guthrie.pdf>

Camera, L. (2016). High School Seniors Aren't College-Ready. U.S. News. Retrieved from: <http://www.usnews.com/news/articles/2016-04-27/high-school-seniors-arent-college-ready-naep-data-show>

Cunningham, A. & Stanovich, K. (2001). What Reading Does for the Mind. Journal of Direct Instruction. Retrieved from: <http://mccleskeyms.typepad.com/files/what-reading-does-for-the-mind.pdf>

Falk-Ross, F. C. (2001). Toward the new literacy: Changes in college students' reading comprehension strategies following reading/writing projects. Journal of Adolescent & Adult Literacy, 45(4), 278.

Institute for Academic Excellence, I. W. (1997). Critical Thinking and Literature-Based Reading. Report.

Manarin, K., Carey, M., Rathburn, M., Ryland, G., & Hutchings, P. (2015). Critical Reading for Academic Purposes. In *Critical Reading in Higher Education: Academic Goals and Social Engagement* (pp. 47-64). Indiana University Press. Retrieved from <http://www.jstor.org/stable/j.ctt18crz3s.9>

Mellblom, C., Mellbolm, C., & Morales, A. (2002). Measured Reading Levels of Upper Division Students at CSUDH: Results of a Two Year Study. *Research and Teaching in Developmental Education*, 18(2), 42-50. Retrieved from <http://www.jstor.org/stable/42802533>

National Center for Education Statistics. (2016). The Condition of Education 2015. U.S. Department of Education. Retrieved from: <http://nces.ed.gov/pubs2015/2015144.pdf>

Robbins, L. (1981). Critical Reading Skills of Nonproficient Readers in College. *Journal of Reading*, 24(4), 300-303. Retrieved from <http://www.jstor.org/stable/40031681>

References (continued)

Center for Teaching, Learning, and Technology. (2006). Critical Thinking Scoring Rubric. Washington State University. Retrieved from: <http://www.eiu.edu/learninggoals/pdfs/KansasStUni-CriticalThinkingRubric.pdf>

Dan, Z., & Xiaoying Wang, N. (2017). The Effects of the CALL Model on college English reading teaching. *International Journal Of Emerging Technologies In Learning*, 12(12), 24-34. doi:10.3991/ijet.v12.i12.7954

Dean, H. (2017). Creating Critical Readers: Connecting Close Reading and Technology. *California Reader*, 50(4), 8.

Elleman, A., & Compton, L. (2017). Beyond comprehension strategy instruction: What's next? *Language, Speech & Hearing Services In Schools*, 48(2), 84-91. doi:10.1044/2017_LSHSS-16-0036

EKU Critical Reading Rubric. Retrieved from: http://oie.eku.edu/sites/oie.eku.edu/files/files/eku_critical_reading_rubric.pdf

Leist, C., Woolwine, M., & Bays, C. (2012). The effects of using a critical thinking scoring rubric to assess undergraduate students' reading skills. *Journal of College Reading and Learning*, 43(1). Retrieved from: <https://files.eric.ed.gov/fulltext/EJ1001041.pdf>

Mission Literacy. (2017). MISD ELA unit assessment: close and critical reading for one text. Retrieved from: <http://www.missionliteracy.com/critical-reading-assessment.html>

Stoffelsma, L., Mwinlaaru, I. N., Otchere, G., Owusu-Ansah, A. L., & Adjei, J. A. (2017). Curriculum design in practice: Improving the academic reading proficiency of first year university students. *Iberica*, (33), 97-124.

Suk, N. n. (2017). The effects of extensive reading on reading comprehension, reading rate, and vocabulary acquisition. *Reading Research Quarterly*, 52(1), 73-89. doi:10.1002/rrq.152

University of Colorado, Colorado Springs. (2017). Critical Writing and Reading Rubric. Retrieved from: <https://www.uccs.edu/rubrics/critical-writing-and-reading-rubric.html>

University of Hawaii at Manoa. (2002). Reading VALUE rubric. Association of American Colleges and Universities. Retrieved from: https://manoa.hawaii.edu/assessment/resources/rubrics/Reading_value.pdf

Woodbeck, A. (2014). Critical reading: assessment of critical reading skills in your classes. PowerPoint. *Paradise Valley Community College*. Retrieved from: https://www.paradisevalley.edu/sites/default/files/docs/al/al_fall_2014_critical_reading.pdf

Exploring the critical thinking skills gap in college and career readiness through standards in business education curriculum.

Dr. Karla Saeger

University of Wisconsin - Whitewater



College and Career Readiness

- American College Testing (ACT) 2015
 - 59% national graduating class took the ACT - 31% did not meet any ACT benchmarks
 - 73% Wisconsin graduating class took the ACT - 21% did not meet any ACT benchmarks
- Summit on Work and Career Readiness 2013
 - Graduating students are inadequately prepared because they lack communication, problem solving, and critical thinking skills
- Achieve 2015
 - 62% of employers think public high schools are not doing enough to prepare students for the workforce
- Economist Intelligence Unit 2016
 - Overwhelming consensus among employers graduates lack critical thinking, communication, problem solving, collaboration skills, and ability to adapt to change



Career and Technical Education

- Prepares secondary students to be college and career ready
- Wisconsin adopted Wisconsin Common Career Technical Standards (WCCTS)
- Average graduation rate for students in CTE - 93%
- High school students - employability skills, team collaboration, real-world experience
- 88% of CTE students planning to continue of to postsecondary education



Skills Gap in College and Career Readiness

- Bromberg & Theeokas (2016) only 8% complete a full college and career preparatory curriculum
- Achieve (2015)
 - Identified significant gaps in a number of skills of first-year college students
 - employers perception of the job U.S. public high schools are doing to prepare graduates for the job market
 - Critical thinking skills had the highest total dissatisfaction among college instructors (82%) of all perceived skills gap



Critical Thinking

- How are secondary business educators incorporating Wisconsin Common Career Technical Standard; 4C/Creativity, Critical Thinking, and Communication and Collaboration into their courses?
- Embedded instructional approach
- Explicit instructional approach



Methods

- Population
 - June 12, 2014 Wisconsin business educators 687 participants
 - 28% responded to the survey, 44 of the 225 surveys were partially completed and excluded
 - Findings are based on 181 completed surveys

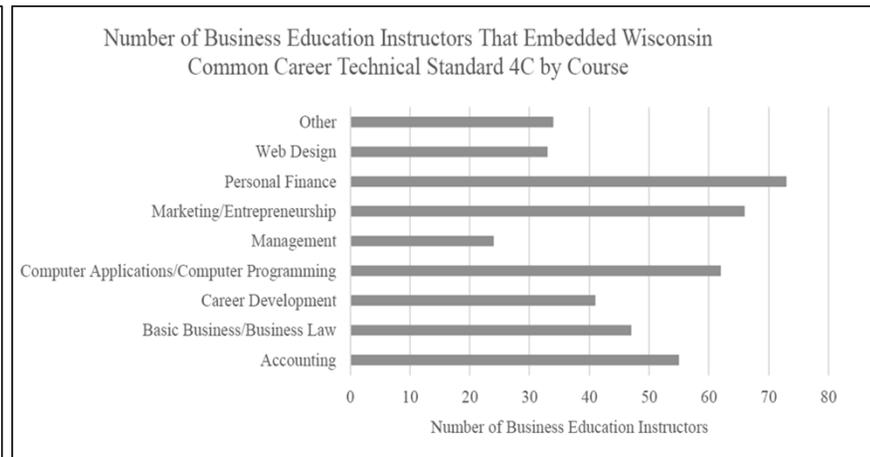
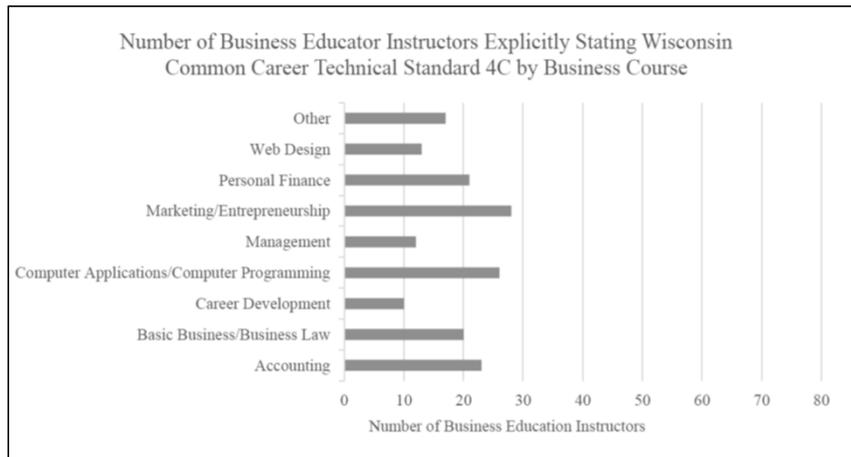


Results

Number of Participants	Percentage of Business Educators that Neither Explicitly Stated or Embedded	Percentage of Business Educators that Both Explicitly Stated and Embedded	Percentage of Business Educators that only Explicitly Stated	Percentage of Business Educators that only Embedded	Percentage of Business Educators that Both Explicitly Stated and Embedded or that either Explicitly Stated or Embedded
n = 181	8%	33%	6%	52%	92%



Comparison of Explicitly/Embedding 4C Standard



Findings

- Just eight percent of business educators reported not explicitly stating or embedding Wisconsin Common Career Standard 4C.
- One third of business educators reported both explicitly stating and embedding Wisconsin Common Career Standard 4C.
- Over 50 percent of business education instructors reported they are more likely to embed Wisconsin Common Career Technical Standard 4C as a student learning outcome, rather than explicitly state the standard as a student learning outcome.
- The majority of Business education instructors reported explicitly stating and/or embedding Wisconsin Common Career Technical Standard 4C as a student learning outcome in all business education courses.



Recommendations

- Critical thinking standards are more likely to be embedded rather than explicit
- Marin & Halpern (2011) larger gains in explicit instruction
- Change embedded outcomes to explicitly stated outcomes could improve critical thinking skills
- This study highlighted that WI business educators both embed and explicitly state which constitutes best practice



Questions





Factors Contributing To Stress of Business/Marketing Educators

DR. BONITA M. JOHNSON – SOUTHERN UNION STATE COMMUNITY COLLEGE
DR. LEANE B. SKINNER – AUBURN UNIVERSITY
DR. ELISHA C. WOHLB - AUBURN UNIVERSITY
MS. S. ELIZABETH DIAMOND - AUBURN UNIVERSITY

Teaching Is....Ideal!

- Short work days
- Summers and holidays off
- Get paid to help young people achieve
- But.... The rest of the story is frightening
 - Many teachers leave the profession within the first five years (Reese, 2004)
 - Courts have recognized issues caused by teacher stress (Remley, 1985)
 - Tragedies due to teacher stress are increasingly reported in the news

The sad news.....

- <https://www.independent.co.uk/news/education/education-news/laurian-bold-gabrielle-hollingworth-academy-rochdale-mother-teacher-who-died-blames-stress-anxiety-a7412471.html>
- http://blogs.edweek.org/teachers/teaching_now/2017/10/educator_stress_aft_bat.html
- <https://www.theeducatoronline.com/au/breaking-news/she-was-under-a-lot-of-stress-principal-dies-at-her-desk/246926>
- <https://www.thesun.co.uk/news/2204900/young-teacher-killed-herself-after-being-given-so-much-work-she-could-only-sleep-for-three-hours-night/>

Introduction

Within the teacher's emotional life are the forces that most powerfully affect the entire teaching process.

The human, emotional qualities of the teacher are the very heart of teaching. No matter how much emphasis is placed on such other qualities in teaching as educational technique, technology, equipment or buildings, *'the humanity of the teacher is the vital ingredient if children are to learn'*

(Greenberg, 1969, p. 20)

Nature of the Problem

- 📖 Teaching is characterized as a high-stress occupation
- 📖 The effect of workplace stress on teachers impacts health and well-being
- 📖 Teacher stress spills over onto students
- 📖 Workplace stress diminishes teachers' enthusiasm

Purpose of the Study

-  To identify stress among secondary business/marketing educators in the State of Alabama public schools relating to school climate, administrative support and resources that are associated with stress.
-  To determine support received from administration in dealing with stress factors.
-  To determine if there is a difference in the level of stress among secondary business/marketing educators as it relates to his/her background.
-  To determine if strategies have been developed by teachers and/or administrators in dealing with stress.

Research Questions

1. What is the perceived level of stress as it relates to administration, school climate, and resources?
2. What is the perceived level of administrative support as it relates to school climate and resources?
3. What is the relationship between the level of stress relating to:
 - a. School climate and the perceived level of administrative support for school climate.
 - b. Resources and the perceived level of administrative support for resources.

Research Questions

4. Is there a difference in the level of stress associated with administration, school climate, resources, and personal characteristics when analyzed by demographic factors (gender, age, teaching experience, degree, school system, and administrative responsibilities)?
5. Is there a difference between self-reported personality type and the overall stress level reported for teaching, collegiality, school climate, administration, and resources?
6. What is the relationship between the overall stress level and the individual stress factors for
 - a. Administration
 - b. School climate
 - c. Resources

Review of Literature

School Climate

-  Social environment and atmosphere
-  Prevalent attitudes, values, norms and feelings of employees
-  Sources of teacher stress within the classroom
(Jarvis, 2002, Tammar, 1998)

Review of Literature

Administrative support

 Mediator of stress (Calabrese, 1987)

 Principals can contribute to conditions that contribute to stress (Klanderman, 1985)

Review of Literature

Teacher Stress

- 📖 Time in teacher preparation programs to address stress (Brown and Nagel, 2004)
- 📖 Internal characteristics identified as stress
 - 📖 Personality type
 - 📖 Self-esteem
- 📖 Demographics

Independent Variables

-  School Climate
-  Administrative Support
-  Resources

Methods and Procedures

📖 Population – Alabama Business/Marketing Educators

📖 Population 1000

📖 Systematic Sampling

📖 Sample 333

📖 Instrumentation

📖 Researcher-Designed Survey

📖 Panel experts

📖 Cronbach's Alpha (.70)

Cronbach's Alpha (.70)	
Administration	.89
School Climate	.84
Levels of Admin Support	.91
Resources	.88
Admin and Resources	.92
Overall Stress	.77

Methods and Procedures

Question 1 & 2 Descriptive Statistics, Means, SD

Question 3 Correlations & Pearson Product-Moment

Question 4 & 5 MANOVA

Question 6 Multiple Regression Analysis

Data Analysis - SPSS

Demographic Data

Gender	<i>n</i>	%
Male	13	12.1
Female	94	87.9

Age Group (yrs)	<i>n</i>	%
24-29	14	13.0
30-39	17	15.8
40-49	36	33.6
50-59	36	33.6
60-67	4	3.7

Demographic Data

Years Teaching Experience	<i>n</i>	%
1-5	25	23.3
6-10	18	16.9
11-20	32	29.9
21-30	21	19.5
30+	11	10.3

Demographic Data

Degrees Held	<i>n</i>	%
Bachelors	26	24.3
Masters	74	69.2
Specialists	7	6.5
Doctorate	0	0

School System	<i>n</i>	%
City	46	43.0
County	61	57.0

Personality Type	<i>n</i>	%
Type A	80	74.8
Type B	27	25.2

Research Question 1

What is the perceived level of stress as it relates to administration, school climate, and resources?

- 📖 Mean score - 1.23 - stress related to *administration*
Analysis indicates mild stress
- 📖 Mean score – 1.57 - stress related to *school climate*
Analysis indicates between mild to moderate stress
- 📖 Mean score – 1.53 - stress related to *resources*
Analysis indicates between mild and moderate stress

Research Question 2

What is the perceived level of administrative support as it relates to school climate and resources?

- 📖 Mean score – 1.82 - administrative support in dealing with school climate
Analysis indicates moderate support
- 📖 Mean score – 1.59 - administrative support in dealing with resources
Analysis indicates between mild and moderate support

Research Question 3

What is the relationship between the level of stress relating to:

- a. School climate and the perceived level of administrative support for school climate
- b. Resources and the perceived level of administrative support for resources

Question 3a:

 Statistical significance $r(105) = .35, p < .05$

 11% of the variance can be explained by the level of support received from administration in dealing with school climate.

 *Ironically, the higher the level of school climate stress, the higher the level of perceived support received by the administration*

Research Question 3

What is the relationship between the level of stress relating to:

- a. School climate and the perceived level of administrative support for school climate
- b. Resources and the perceived level of administrative support for resources

Question 3b:

 Statistical significance $r(105) = .35, p < .05$

 12% of the variance in resources stress can be explained by the level of support received from administration in dealing resources.

 *Ironically, the higher the level of stress related to resources, the higher the level of support for resources.*

Research Question 4

Is there a difference in the level of stress associated with administration, school climate, resources, and personal characteristics when analyzed by demographic factors (gender, age, teaching experience, degree, school system, and administrative responsibilities)?

No statistical significance was found in demographic factors, except for age with respondents over 48 yrs.

Also, county school systems experienced a higher level of stress due to resources than city school systems

Furthermore, those who reported performing admin duties experienced more stress than those who did not.

Research Question 5

Is there a difference between self-reported personality type and the overall stress level reported for teaching, collegiality, school climate, administration, and resources?

No statistically significant differences were found between self-reported personality type and overall stress level reported for teaching, collegiality, school climate, administration, and resources

Research Question 6

What is the relationship between the overall stress level and the individual stress factors for

- a. Administration
- b. School climate
- c. Resources

Statistically significant with,

1. Strongest relationship – overall stress level & school climate
2. Second strongest relationship – overall stress & administration

Also, 91% of the variance in overall stress can be predicted from the three variables.

Open-Ended Questions

Question 1

We asked if respondents implemented coping strategies to alleviate stress in their teaching.

Top 3 replies were:

1. Leave school work at school (13)
2. Be prepared and organized each day (10)
3. Exercise on a regular basis (8)

Open-Ended Questions

Question 2

We asked if the administration implemented coping strategies to assist in dealing with stress.

1. Seventy-six respondents reported that administration had not implemented coping strategies.
2. Three reported that administration put mentors in place.
3. Seven reported being given duty-free weeks, refreshments, and award opportunities to alleviate stress.

Open-Ended Questions

Question 3

We asked respondents if they had attended a stress management workshop.

1. Twenty reported having attended a stress management workshop which topics included learning to say “no” and relaxation techniques.
2. Eighty reported never attending a workshop.

Open-Ended Questions

Question 3

We asked respondents if there are factors causing stress not listed in the survey.

Top three were:

1. Personal family problems (8)
2. Completing CTE paperwork (6)
3. Sponsoring student organizations (5)

Conclusions

-  Stress conditions exist in Alabama business/marketing education teachers in the areas of administration, school climate, and resources which have an impact on job performance.
-  There is a lack of administrative support received by business/marketing educators in dealing with factors that cause stress.
-  School systems lack workshops and other stress management techniques to assist educators in implementing coping strategies to reduce or help to alleviate stress.

Recommendations

School systems should,

- 📖 Implement stress mngt workshops, stress reduction activities, and coping strategies through *in-service or PD programs*.
- 📖 Implement stress mngt strategies that *target* teachers who are older than their younger cohorts.
- 📖 Promote an awareness of *health knowledge* in their schools regarding teacher stress in the areas of administration, school climate, and resources through *communication and training*.
- 📖 Implement administrative support systems to ensure that *all* teachers have an avenue to collaborate and solve issues which cause stress.

References

- Brown, S. & Nagel, L. (2004). Preparing future teachers to respond to stress: Sources and solutions. *Action in Teacher Education*, 26(1), 34-42.
- Calabrese, R. (1987). The Principal: An agent for reducing teacher stress. *NASSP Bulletin*, 71, 60-70.
- Greenberg, H. M. (1969). *Teach with feeling, compassion and self awareness in the classroom today*. New York: MacMillan.
- Jarvis, M. (2002). Teacher stress: A critical review of recent findings and suggestions for future research directions. *Stress News*, 14(1).
- Klanderman, S. (1985). Say no to booze and drugs in your workplace. *Safety and Health*, 152(6), 38-42.
- Reese, R. (1985). The bottom line. *American School Board Journal*, Aug., p. 26-27.
- Remley, S. (2002). An examination of secondary business teachers' retention factors. Paper presented at the *Annual Meeting of the American Educational Research Association* (New Orleans, LA, April 1-5).
- Tammar, R. (1998). Impacts of stress, especially as it applies to teacher burnout. Retrieved from <http://www.collegecourseonline.com/renewal/trail3/outcomes/matrix/impacts3.html>



National Business Education Association

Educating for Success in Business and Life



How Committed—and Thus How Empathic—are Institutions of Highed Education in their Efforts to fulfill the aims of Diversity Initiatives?

March 30, 2018

Professor Shanita Baraka Akintonde, MBA, M.Ed.,
DTM

School of Media Arts, Columbia College Chicago



Educational Background

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

Current Program Director
Chair, All-College Tenure
Committee
Chair, Student Affairs
Co-Chair, Blueprint Prioritization

BA, Columbia College

MBA, Illinois Institute of Technology

M.Ed., Loyola University Chicago

Shanita  Akintonde



Professional Experience



- 2018, EVP marketing and communication, UJAMAA Construction, Inc.
 - *Commissioned to build Obama Presidential Library*
- 2018, Author, Hear Me ROARR, leadership memoir (May 2018)
- 2018, Commissioned author, Leading with the Heart (July 2018)
- 2018, National Committee, Alliance for Women in Media
- 2017, Women of Excellence Honoree & Class President, The Chicago Defender
- 2017, Columnist, On The Front Porch, The Chicago Defender
- 2017, Chair-Elect, International Leadership Association, Youth Leadership Committee
- 2017, Membership Co-Chair, Association for Educators in Business Education

The Perception

Feature Films are the
Result of Years of
Scientific Study
Combined with the
Experience of Years

Feature Films are the
Result of Years of
Scientific Study
Combined with the
Experience of Years

Research Study

*How Committed—and Thus
How Empathic—are
Institutions of Higher
Education in their Efforts to
fulfill the aims of Diversity
Initiatives?*

Literature Review

Themes that have resulted from research studies about diversity in higher education:

- ❑ 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 prepared for life in an increasingly complex and diverse society (Hurtado et al. 2003)

Literature Review

❑ 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

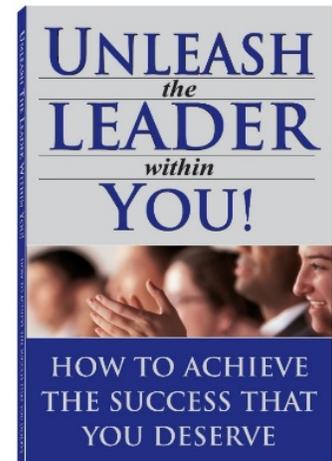




My Inspiration

My great-grandmother, Lucille Jones, taught me that people don't care how much you know, until they know how much you care."

I took that to mean that Education should involve the head, hand and *heart* which is a core tenet of my scholarship and writing.



What areas of Higher Education Impact Black student success?

Academic

Student
Affairs

Enrollment
Management

Campus Staff

Residential
Life

Campus
Security

Cafeteria
Workers

Janitorial
Staff

The Reality

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

Noddings, Nel. *Caring, a feminine approach to ethics & moral education*. Berkeley: University of California Press, 1984.

Preliminary Research

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

*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

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

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.



Our Mission.



Our Mission. Value Added Education

First Year Advisory Board (FAB) Mission

In 2000, 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 impetus 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 B. 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 2001, 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 ADSTOCK 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

First Year Advisory Board (FAB) Flowchart

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

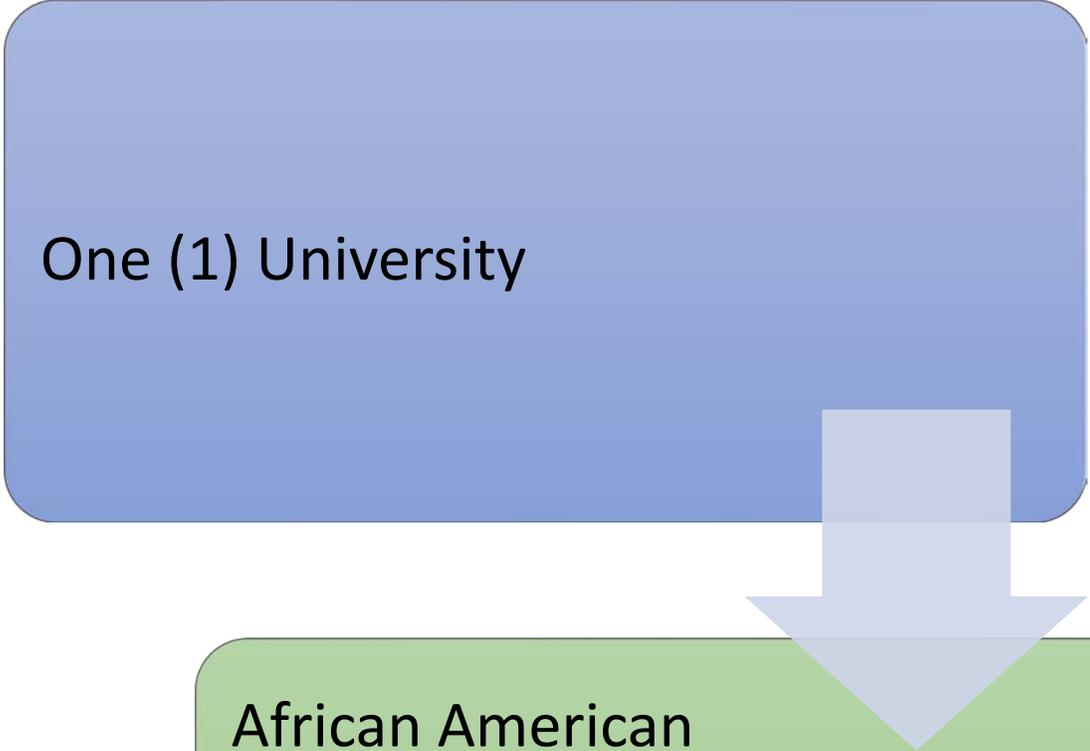
• Over 10,000 participants since its inception

As **FAB** grew, so did minority student participation. Almost a decade after its inception, it boasted 55-60% 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.



Data Collection

One (1) University



African American
undergraduates

- Pre Surveys
- 30 minute
Interviews/Focus
Groups

- 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?
- 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?

- 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.

Eugene

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.

Recruiting, Reaching and Retaining
Underrepresented
Students

Eugene echoed the sentiments of Cross “faculty who invite frequent student contacts are more likely to be the kind of people who stimulate educational satisfaction than faculty who are not so easily approachable” (Kuh, p 264).

She further argues that “when faculty show interest in students, get to know them through informal and formal channels, engage in conversations with them and show interest in their intellectual development, then students respond with enthusiasm and engagement” (p 264).

Eugene

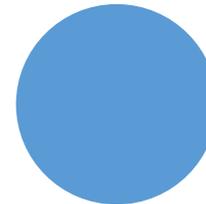
He believes that “teachers need to learn *how* to care. It all starts with them being honest. They shouldn’t be afraid to share the good and bad sides of a story or tell student’s things they do outside of class, because it makes them seem more real.

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)

Elliott



Elliott

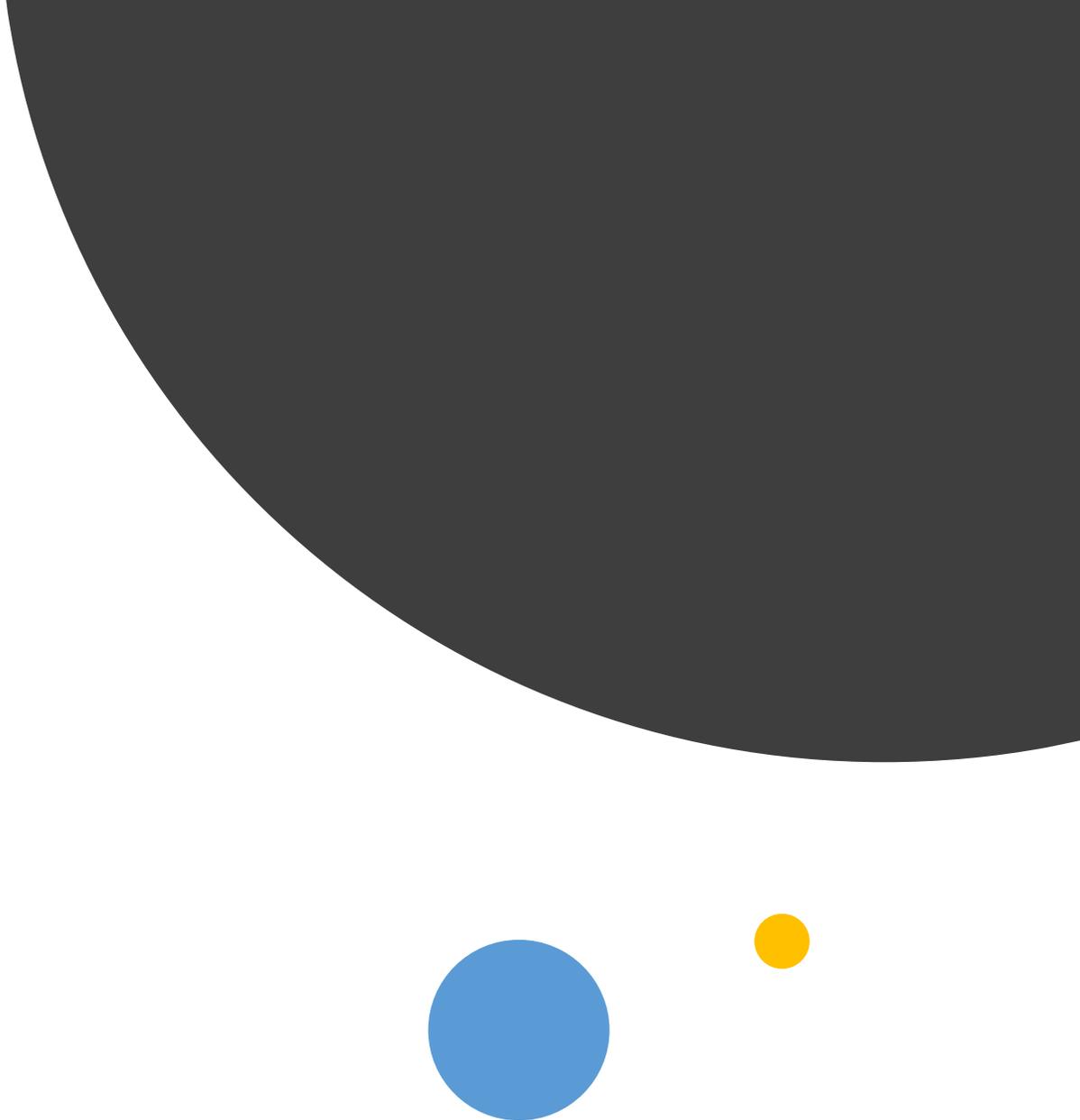
- He said, “It’s up to students to speak up and get involved. Nobody owes us anything. I have been given an opportunity that a lot of people have not.”

Lana

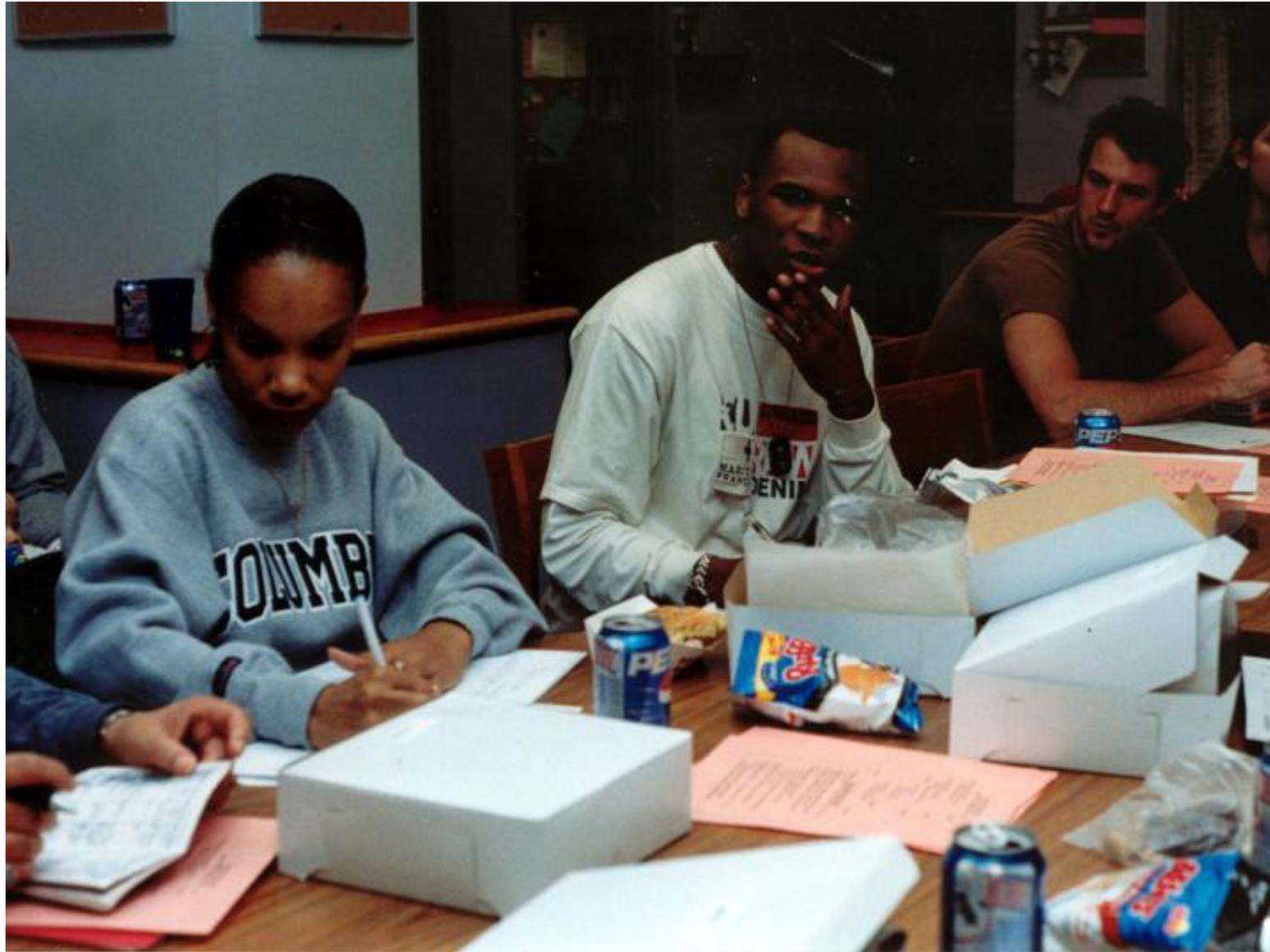
Poised and thoughtful, she appeared to give the most thought to each question posed during the informal discussion. Also a graduating senior, Lana seemed to share Eugene's sentiment that teachers need to learn how to care. However, she also pointed out that caring starts with *sharing*--- as in information.

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.”

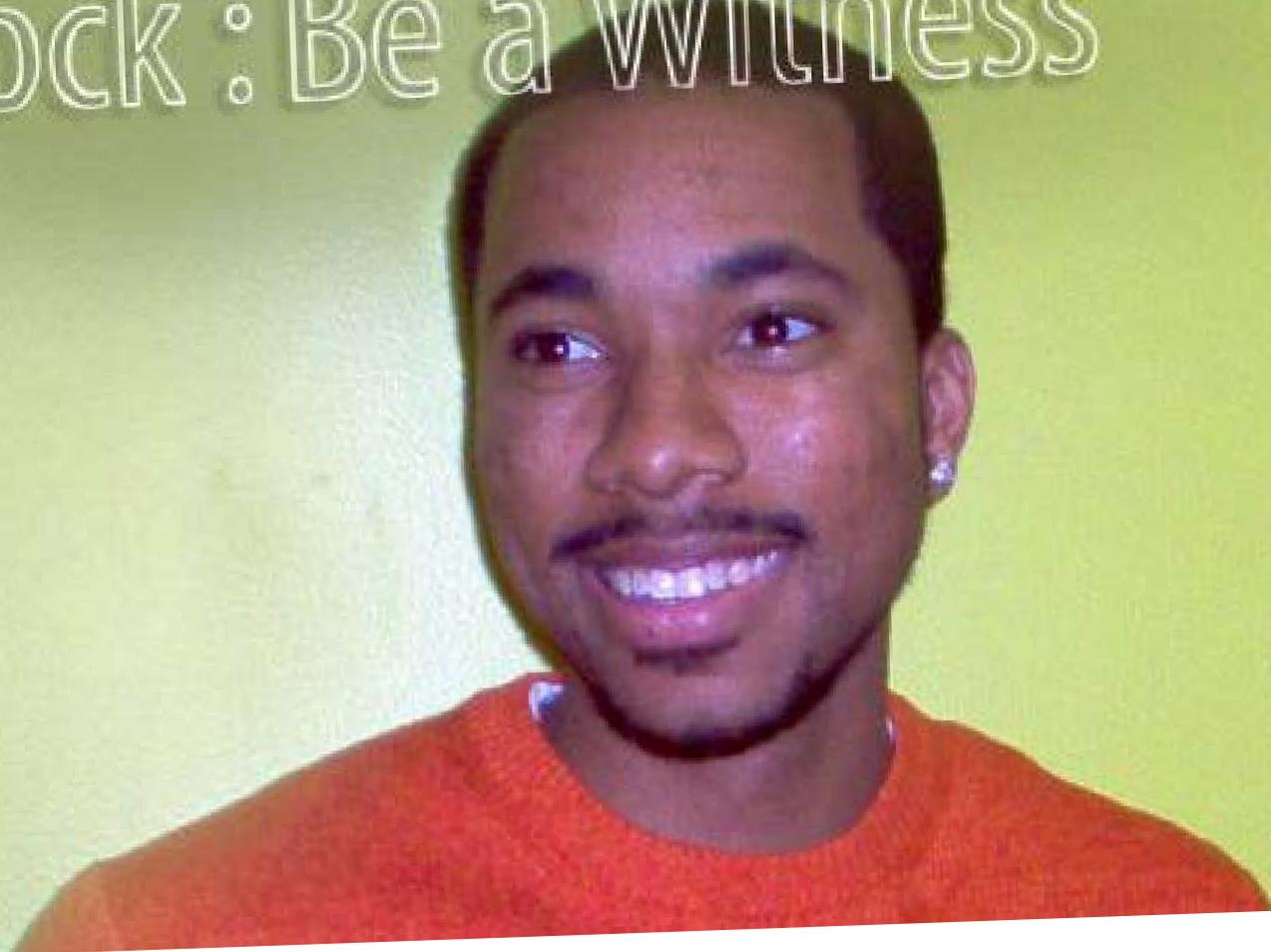
Lana



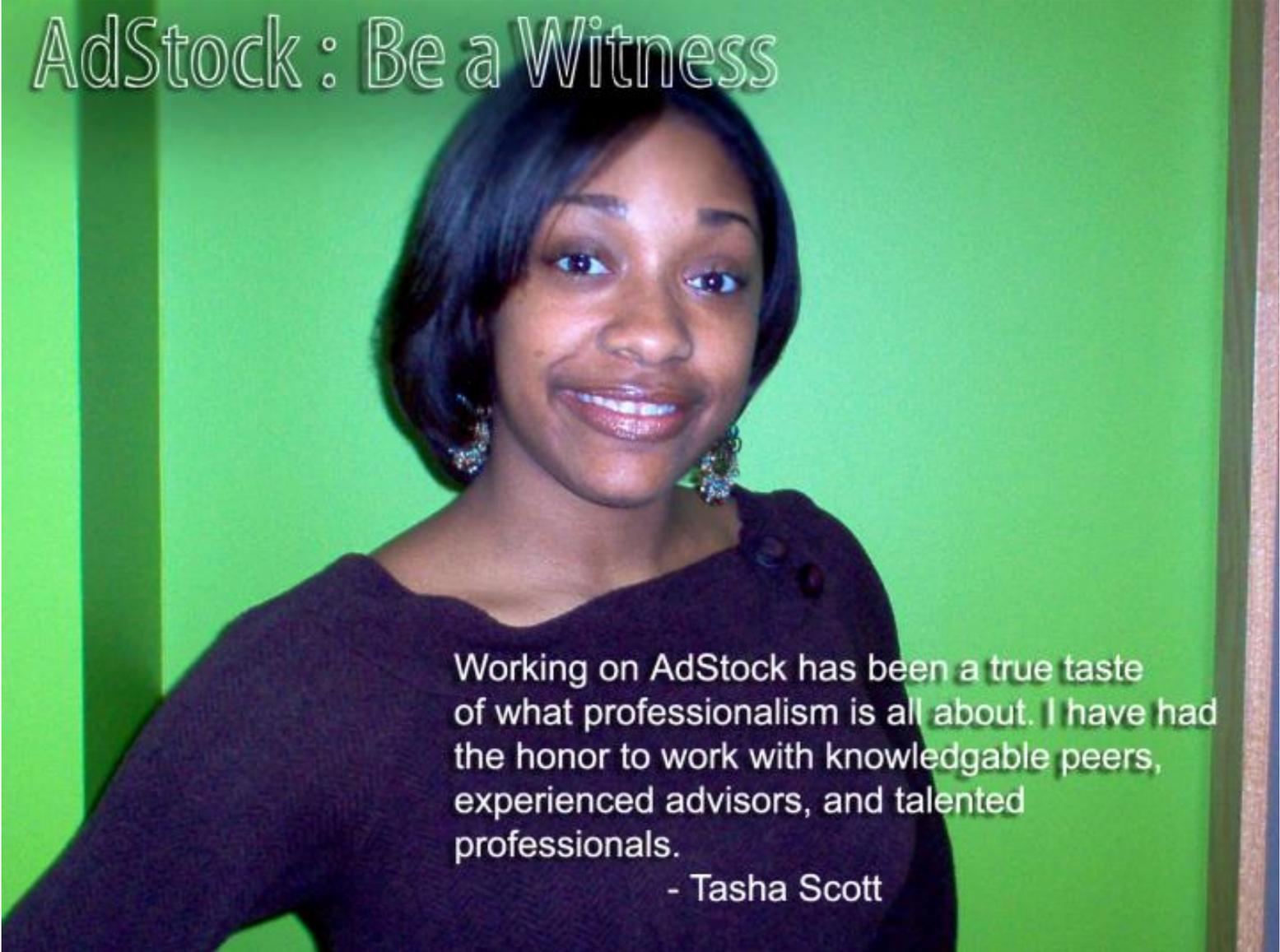




AdStock : Be a Witness



AdStock : Be a Witness



Working on AdStock has been a true taste of what professionalism is all about. I have had the honor to work with knowledgeable 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



“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

Preliminary results on how faculty can demonstrate “caring” in the classroom, my interviewees stated that faculty should:

Be	Be interested in our well-being
Show	Show Interest
Give	Give Guidance/Mentor
Ask	Ask questions that show interest in what we do outside of class
Make	Make time outside of class
Be	Be honest
Engage	Engage students



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

01

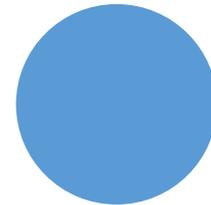
The need to document and justify the educational benefits of diversity initiatives is becoming increasingly important and simultaneously ubiquitous for student affairs practitioners and their academic counterparts

02

It is difficult to isolate and/or measure results specifically related to diversity programs

By shedding light in this corner of higher education practice, the author of this proposal plans to examine the latter'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.

Summary



References:

Adelman, C. (1999). *Answers in the tool box: Academic intensity, attendance patterns and bachelor's degree attainment*. Washington, DC: U.S. Department of Education.

Akintonde, Shanita. *Unleash the Leader Within You*. Teagarden Press, 2005.
----"On the Front Porch. A Personal Perspective on the Faculty Advisor's Role in Student Success." *SpecialTopics.com*, 2005

Astin, A.W. (1977) *Four Critical years*. San Francisco: Jossey-Bass

----(1985). *Achieving academic excellence*. San Francisco: Jossey Bass.

----(1990). *Assessment for excellence: The Philosophy and practice of assessment and evaluation in higher education*. New York: Macmillan.

----. (1997). *What matters in college: Four critical years revisited*. San-Francisco: Jossey-Bass.

Bain, Ken. *What the Best College Teachers Do*. Harvard University Press, 2004.

Bayer, A. (1968). The college dropout: Factors affecting senior college completion. *Sociology of Education* 41: 305-316.

References

Bain, Ken. *What the Best College Teachers Do*. Harvard University Press, 2004.

Kuh, G.D. "What We're learning about Student Engagement from NSSE." *Change* 2003, (35), 24-32

Noddings, Nel. *Caring, a feminine approach to ethics & moral education*. Berkeley: University of California Press, 1984.

References (cont'd):

Barefoot, B., Fidler, D., Gardner, J., Moore, P., & Roberts, M. (1999). A natural linkage: *The first-year seminar in the learning community*. In J.H. Levine (ed.), *Learning communities: New structures, new partnerships for learning* (Monograph No. 26) (pp. 77-86). Columbia, SC: University of South Carolina, National Resource Center for the First-Year Experience and Students in Transition.

Bean, J. (1980). Dropouts and turnover: The synthesis and test of a causal model of student attrition. *Research in Higher Education* 12: 155-187.

----. (1983). The application of a model of turnover in work organizations to the student attrition process. *Review of Higher Education* 6: 129-148.

Berger, J.B. (2000a). Optimizing capital, social reproduction, and the undergraduate persistence: A sociological perspective. In *Rethinking the departure puzzle: New theory and research on student retention*, ed. J.M. Braxton, 95-126. Nashville: Vanderbilt University Press

----(2000b). Organizational behavior at colleges and student outcomes: A new perspective on college impact. *Review of Higher Education* 23 (1): 61-83.

----(2002). Understanding the organizational nature of student persistence: Empirically-based recommendations for practice. *Journal of College Student Retention* 3(1): 3-21

References (cont'd):

Braxton, J.M., ed. (2000). Reworking the student departure puzzle. Nashville, TN: Vanderbilt, University Press.

Colton, G.M., Connor, U.J., Jr., Schultz, E.L., & Easter, L.M. (1999). Fighting attrition: One freshman year program that targets academic progress and retention for at-risk students. *Journal of College Student Retention: research, Theory & Practice*, 1 (2), 147-162.

Devarics, C. & Roach, R. (2000). Fortifying the federal presence in retention. *17 (3)*, 20-25.

Ishanti, T. & DesJardins, S. (2002). A longitudinal investigation of dropout from college in the United States. *Journal of College Student Retention: Research, Theory & Practice*, 4 (2), 173-201.

Kuh, G.D. "What We're learning about Student Engagement from NSSE." *Change* 2003, (35), 24-32

Milem, J.F., & Berger, J.B. (1997). A modified model of college student persistence: The relationship between Astin's theory of involvement and Tinto's theory of student departure. *Journal of College Student Development* 38 (4): 387-400.

References (cont.d)

Pascarella & Terenzini, *How College Affects Students*, 2005, p. 647

Pathways to College Network. (2004). *A shared agenda: A leadership challenge to improve college access and success*. Boston: Author.

Robbins, S.B., Lauver, K., Le,H., Davis, D., Langley, R., & Carlstrom, A. (2004). Do psychosocial and study skill factors predict college outcomes? A meta-analysis. *Psychological Bulletin*, 130 (2). 261-288.

Schnell, A., Seashore Louis, K., & Doetkott, C. (2003). The first-year seminar as means of improving college graduation rates. *Journal of the First-Year Experience and Students In Transition*, 15 (1), 53-75.

TL Strayhorn - *Journal of African American Studies*, 2014 – Springer
[What role does grit play in the academic success of black male collegians at predominantly white institutions?](#)

Tinto, V. (1975). Dropouts from higher education: A theoretic synthesis of recent research. *Review of Educational Research* 45: 89-125.

----(1990), Principles of effective retention. *Journal of the Freshman Year Experience* 2 (1): 35-48.

----(1993). *Leaving college: Rethinking the causes and cures of student attrition*. Chicago: University of Chicago Press.

References

1. Hurtado, S., E.L. Dey, P. Gurin, and G. Gurin. 2003. College environments, diversity and student learning. In *Higher education: Handbook of theory and research 18*, ed. J.C. Smart, 145-90. UK:Kluwer Academic Publishers.
2. Chang, M.J., M. Seltzer, and J. Kim. 2001. Diversity of opinions among entering college students: *Does race matter?*

American Educational Researcher Association Conference, Seattle, WA.
3. Miliem, J.F. 2003. The educational benefits of diversity: evidence from multiple sectors. In *Compelling interest: Examining the evidence on racial dynamics in higher education*, ed. M. Chang et. Al, 126-69. Stanford, CA: Stanford University Press.
4. Terenzini, P. T., Cabrera, A. F., Colbeck, C. L., Bjorklund, S. A., & Parente, J. M. (2001). Racial and ethnic diversity in the classroom: Does it promote student learning? *The Journal of Higher Education*, 72(5), 509-531.



Questions

????????????????

Sakintonde@colum.edu

HOW WRITTEN AND ORAL REFLECTION IN MBA CAPSTONES ENHANCE THE ABILITY TO COMPLETE A SERVICE-LEARNING PROJECT

PRESENTED AT:

BUSINESS EDUCATION RESEARCH CONFERENCE (BERC),
BALTIMORE, MARYLAND

Molly J. Wickam, Ph.D., M.B.A.
Associate Professor of Education & Business/Leadership
Program Director
Bethel University
m-wickam@bethel.edu
March 28, 2018



BETHEL
UNIVERSITY

Purpose of the study

understand whether **reflection**, a stated requirement of service-learning, enhances the employability skills of graduate business students who participate in service-learning during a capstone.



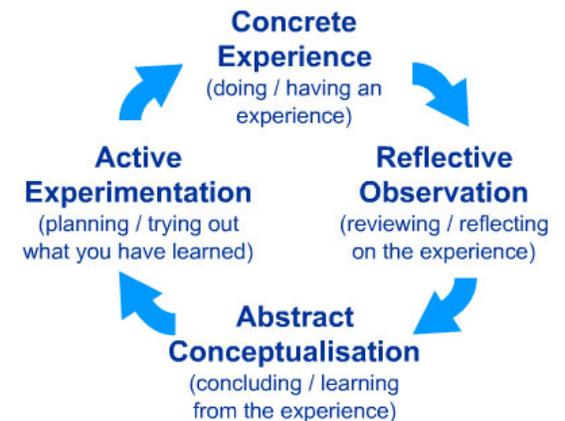
RQ4: IN WHAT WAYS DID REFLECTION
OFFERED THROUGH BUSINESS CAPSTONES
THAT INCLUDED SERVICE-LEARNING
ENHANCE, IN PARTICIPATING STUDENTS,
THEIR EMPLOYABILITY SKILLS?

Why study service-learning in business education?

- Business education too focused on the corporate bottom line
 - MBAs...”critters with lopsided brains, icy hearts, and shrunken souls (Leavitt, 1989, p. 39).
- Academic and cognitive development outcomes
 - Improves higher order thinking skills (Sedlak et al., 2003)
 - Builds skills like business communication (Gale, Crews & North, 2007)
- Career outcomes
 - Altered career aspirations —50% of business majors at a Jesuit university believed s-l altered their career aspirations (Seider, Gillmor and Rabinowicz, 2011)
- S-L is a *high-impact practice* in higher ed. (Kuh, 2008)
- Skills gap (Segon & Booth, 2012).

Why study reflection in capstone courses that contain service-learning?

- Reflection is the bridge that connects the service with the learning, and without reflection, the experience cannot be defined as service-learning (Hatcher & Bringle, 1997; Jacoby, 1996).
- Experiential learning theory (Kolb, 1994)
- Reflection comes through:
 - knowing-in-action,
 - reflection-in-action,
 - knowing-in-practice (Schon 1987).



Why study capstones?

- 40-50% of graduate business programs contain a capstone
- Lack of real-world experience in most capstones (Henscheid, 2000)
- Capstones are a high impact practice (Kuh, 2008)





KEEP CALM
AND
DEVELOP
SERVICE LEARNING
PROGRAMS

What is Service-Learning?

- “a course or competency-based, credit-bearing educational experience
- in which students (a) participate in mutually identified service activities that benefit the community, and
- (b) reflect on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of personal values and civic responsibility” (Bringle & Hatcher, 1996, p. 222).

Employability skills

Transferable skills that represent knowledge, skills and attitudes needed by the 21st century workplace (Overtoom, 2000)

- Ability to assimilate new technology
- Ability to work in teams
- Accountability
- Analytical ability
- Computer problem-solving skills
- Computer word-processing skills
- Creativity and creative thinking
- Decision-making
- Ethical values
- Global awareness
- Interpersonal skills
- Responsibility
- Oral communication
- Project management
- Presentation skills
- Persuasive ability
- Punctuality
- Time management
- Written communication

Research Question	Design	Method	Sample	Data Analysis Plan
<p>In what ways did reflection offered through business capstones that included service-learning enhance, in participating students, their employability skills?</p>	<p>Non-experimental comparative</p> <p>Group A=MBA alumni who completed a capstone <i>with</i> service-learning (38%)</p> <p>Group B=MBA alumni who completed a capstone <i>without</i> service-learning (62%)</p>	<p>Qualitative</p>	<p>Non-random and purposeful</p> <p>Group A</p>	<ul style="list-style-type: none"> • Semi-structured interviews <ul style="list-style-type: none"> • Constant comparative method • content analysis (line by line open coding) • Similar topics clustered together to create categories • Categories organized into themes <ul style="list-style-type: none"> • Thick description used to explain the voice

Demographic profile of participants

- 10 participants
- Represented three MBA programs
 - Faith-based, East coast private college
 - Faith-based, Midwestern private university
 - Research-based, West coast public university
- Four males, six females
- Majority white, non-Hispanic (60%)
- Ages 18-29 (40%) or 30-39 (40%)
- Work full-time (90%)



QUALITATIVE ANALYSIS

Interview Protocol About Reflection

- Q6: Do you think that reflecting on your service-learning experiences enhanced any skills that you use in your workplace? Can you give me some examples?
- Q9: Thinking back to the course, in what ways do you remember being asked to reflect on the service-learning experience? Please describe those reflection activities.

Theme: Reflection enhanced the ability to complete a project

- Category: Reflection through a summative paper

Participant 8: "...it did force you to kind of go back through the project and think about . . . was this a good idea, this didn't work out the way that we had planned . . . would I change anything in the future? And even though some things maybe hadn't gone how we had expected them to go - that doesn't necessarily mean that we would have changed everything."

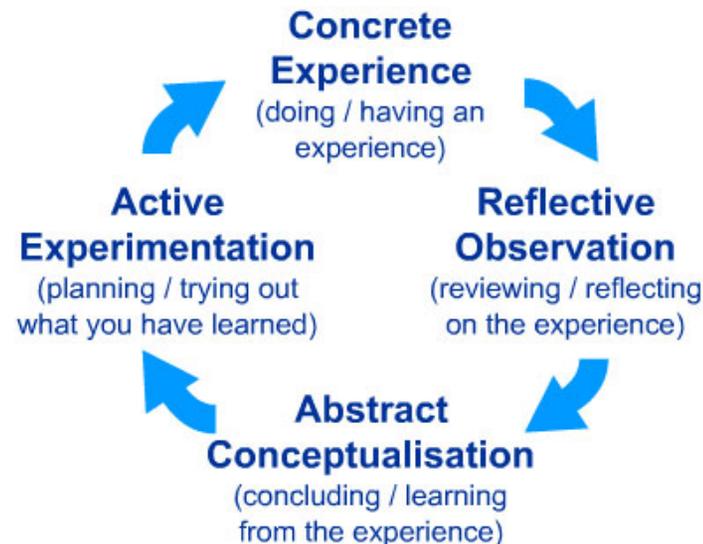
Theme: Reflection enhanced the ability to complete a project

- Category: Reflection through class discussions
 - *“Part of reflection was actually learning taking place real-time, because we got to say, this is what we wanted to do with our project, these are mistakes - or maybe things we've learned on the way, this is how we dealt with it, and then that allowed us to bring it back to our classroom and get feedback from the students...”*
- Reflection during service helps students voice assumptions and connect their experiences to academic content (Eyler 2002)
 - Reflection is metacognitive (Krathwohl, 2002; Martinez, 2006)
 - *“We also reflected with our classmates about the challenges we were facing with our client. And as a team, there was one point where, in a class, with others, we realized that we were not alone in our struggles-that other people were having the same issues with clients. So it was a reflection of how are we going to pull through this as a team together.”*

Finding

Written and oral reflection improves the ability to accomplish team-based client projects

- Knowing-in-practice (Schon, 1987).
- Class discussions (Kolb, 1994)



Implications for Research in Business Ed.

Conduct research on how much reflection is needed

- One ongoing journal and one summative paper caused significant positive changes in civic attitudes and personal social values (Mabry 1998)

Research whether reflecting with clients would increase learning

- Elyer (2000) found that this is valuable

Limitations

1. Results may not be generalizable
 - Non-experimental, non-random design
 - Participants were from three MBA programs
 - Two were Christian faith-based
2. Full-time vs. part-time MBA students

Recommendation: Integrate oral and written reflection into team projects

- Designing effective reflection in experiential classes:
 - (a) Link the experience to the learning outcomes;
 - (b) Ensure that experience is structured;
 - (c) Ensure that the experience occurs more than just once so that students are able to reflect more deeply and broadly;
 - (d) provide feedback on the reflection; and
 - (e) include opportunities for students to explore their personal values.

Bringle and Hatcher (1999)

Reflection in Bethel University's Business Capstone:

- **Discussion Forum:** Describe Your Client- After meeting with your client, describe its organizational structure and culture, mission and goals, who it serves, and something surprising you learned about your client.
- **Discussion Forum:** What does the Bible say about working with others? Ecclesiastes 4: 9-12
- **Written Paper:** What? So What? Now What?

For a full list of references, see:

Wickam, M.J. (2017, Fall). Employability skills with purpose: Service-learning in graduate business education. *The Journal of Research in Business Education*, 58(2), 51-64.

Wickam, M. J. (2015). *Enhancing employability skills in graduate business programs: Service-learning in capstone courses*. Retrieved from the University of Minnesota Digital Conservancy, <http://hdl.handle.net/11299/177145>.

Mindfulness in K-12 education

Jane Brooker, Ph.D. candidate, MBA



18

"In the rest of the world, there have been 18 school shootings in the last twenty years. In the U.S., there have been 18 school shootings since January 1."

— [Jeff Greenfield](#) on Wednesday, February 14th, 2018 in a tweet

Purpose and Research Question

- Students - Proactive measure to empower and avoid discipline issues or negative behaviors (i.e. skipping class).
- Teachers - alternative to discipline and another tool

Literature Review

What are the experts saying?

- What is mindfulness?

Mindfulness is being aware and having an acceptance to present surroundings in an open and nonjudgmental manner.

- Research on effects of mindfulness
 - Decrease stress
 - Improvements in quality of sleep
 - Healthy workforce

Franco, C., Mañas, I., Cangas, A. J., Moreno, E., & Gallego, J. (2010). Reducing teachers' psychological distress through a mindfulness training program. *The Spanish Journal of Psychology*, 13(2), 655-666. doi:10.1017/S1138741600002328

Frank, J. L., Reibel, D., Broderick, P., Cantrell, T., & Metz, S. (2015). The effectiveness of mindfulness-based stress reduction on educator stress and well-being: Results from a pilot study. *Mindfulness*, 6(2), 208-216. doi:10.1007/s12671-013-0246-2

Kabat-Zinn, J. (2003). Mindfulness-based interventions in context: Past, present, and future. *Clinical Psychology: Science and Practice*, 10(2), 144-156. doi:10.1093/clipsy/bpg016

Method

- Wellness Wednesdays
- Silent room
- Faculty meetings

Discussion and Results

- Since teachers are mindfulness participating in faculty meetings, they are more willing to use mindfulness with their students because they have seen value it has brought to their own lives.
- Autistic classroom - mindfulness benefits
- Outside professionals came to school for professional development concerning opioids and addictions. They were impressed with extra steps that administration are doing to help; they didn't see any other local schools doing this.
- Math teachers - reset station in the math hallway

Limitations/Further Research

- Not experts; this is just a snapshot of a school trying to solve problems
- Giving students and teachers tools to use as alternatives to discipline in their classroom
- Adding to research

“Finding peace in a stressed-out,
digitally dependent culture may
just be a matter of thinking
differently.”

Pickert, K. (2014, January). The mindful revolution. *TIME magazine*, 3(1), 34-48.

Thanks!

Contact:

Jane Brooker

Bloomsburg University
jbrooker@bloomu.edu



The Impact of Leadership on Participation and Trust in Virtual Teams

Kimberly Furumo

Gene Johnson

University of Hawaii at Hilo





Importance of studying Virtual Teams

- Technology, globalization and travel costs have all caused organizations to rely more heavily on virtual teamwork
- Virtual teams are geographically dispersed groups of individuals who communicate via information communications technology in either synchronous or asynchronous modes
- Teams communicating virtually face communication difficulties and suffer from the lack of media richness (i.e., limited exposure to body language, gestures, and voice tone)



Trust – Important Aspect of Virtual Teamwork

- Trust is the willingness of one party to be vulnerable to the actions of another party based on the expectation that the other will perform some action irrespective of the ability of the first party to monitor or control the other (Mayer, Davis, and Schoorman)
- Trust can be seen as a relationship between individuals in which one perceives that the other is competent and will make an honest effort to meet commitments.
- Trust is important in teams because it lowers transactional costs (i.e., monitoring, double checking)



Leadership

- Managerial Grid Theories of Leadership (based on studies performed in the 1950s at Ohio State University and the University of Michigan)
 - Concern for **Task** (Production Orientation)
 - Concern for **People** (Employee Orientation)
- Leadership Typology (Rowe, Reardon, and Bennis, 1995)
 - **Commanding** – straightforward and sometimes authoritarian
 - Logical – leader collects & analyzes information before making a decision
 - Inspirational – visionary leaders that see the big picture
 - **Supportive** – strives to achieve consensus and is concerned with the well being of followers



Research Question

Does leadership style impact participation and trust in virtual teams?



Methodology - Study Participants

- Upper- and graduate-level students at two universities: UH-Hilo in Hawaii and Niagara University in New York.
- Students spent a semester working on 3 deliverables: a ice-breaker activity and two cases in which students were required to deliver written reports.
- All interaction among students was done using Google Wave which allowed for the collection of communication scripts and documents.



Methodology – Team Leaders

- At the onset of the semester, students completed the Leadership Styles Inventory (Rowe, Reardon, and Bennis). The 20-item instrument yields an individual's score for each of the four leadership styles it measures: Commanding, Logical, Inspirational, and Supportive.
- Students who scored very high on the Commanding or Supportive leadership styles were contacted and encouraged to act as leaders for their team. Individuals who agreed to serve as leaders were oriented on the project deliverables and faculty expectations.
- The remaining students were randomly assigned to teams with the requirement that half of the team members be from UH-Hilo and the other half from Niagara University.



Methodology – Deliverables

- Activity 1: Teams were asked to introduce themselves and identify 5 things that all team members had in common and 5 things in which they were all different.
- Activity 2: Teams worked on a case in which they had to analyze costs and recommend an advertising strategy (one correct answer).
- Activity 3: Teams worked on a case in which they had to recommend technology improvements in the grocery industry.



Methodology – Collection of Trust Data

- After deliverables 2 & 3, students completed a survey to assess their levels of trust.
- Trust was measured via an established instrument developed by Jarvenpaa, Knoll, and Leidner (1998).
- Scores for trust could range from 1 – 5, after averaging scores on the 5-point Likert-type scale instrument.



Evaluation of Communication Scripts

- Communication scripts were analyzed to determine:
 - Number of posts
 - Types of communication (task oriented versus social conversations)
- In this study, we simply counted posts.
- If a participant posted 3 messages in a row, all related to the same topic, the post was considered one communication post.



Results – Participant Counts

	Leadership Condition			
Sex	Commanding	Supportive	No Leader	Totals
Male	14	12	22	48
Female	21	23	18	62
Totals	35	35	40	110



Results – Impact of Leadership Style on Participation and Trust

Dependent Variable	Style of Leader	Mean	F, df, p-value
# of Posts	Commanding	21.54	F = 3.852 _{2,110} p = 0.024
	Supportive	31.47	
	No Leader	16.08	
Trust after Deliverable 2	Commanding	3.43	F = 3.137 _{2,110} p = 0.047
	Supportive	3.79	
	No Leader	3.61	
Trust after Deliverable 3	Commanding	3.45	F = 0.199 _{2,110} p = 0.820
	Supportive	3.55	
	No Leader	3.48	

ANOVA tests show that Number of Communication Posts and Trust levels are higher in Supportive-Leader teams



Results – Follow-up Study of the Impact of Sex

		Commanding	Supportive	No Leader
Males	# of Posts	12.57	9.50	12.86
	Trust after Deliverable 2	3.63	3.88	3.47
	Trust after Deliverable 3	3.58	3.81	3.37
	n	14	12	22
Females	# of Posts	27.52	43.45	20.00
	Trust after Deliverable 2	3.30	3.74	3.77
	Trust after Deliverable 3	3.37	3.41	3.61
	n	21	23	18



Results – Females Only

Dependent Variable	Style of Leader	Mean	F, df, p-value
# of Posts	Commanding	27.52	F = 3.852 _{2,62} p = 0.028
	Supportive	43.45	
	No Leader	20.00	
Trust after Deliverable 2	Commanding	3.30	F = 3.137 _{2,62} p = 0.030
	Supportive	3.74	
	No Leader	3.77	
Trust after Deliverable 3	Commanding	3.37	F = 0.199 _{2,62} p = 0.564
	Supportive	3.41	
	No Leader	3.61	



Results – Males Only

Dependent Variable	Style of Leader	Mean	F, df, p-value
# of Posts	Commanding	12.57	F = 3.852 _{2,48} p = 0.634
	Supportive	9.50	
	No Leader	12.86	
Trust after Deliverable 2	Commanding	3.63	F = 3.137 _{2,48} p = 0.129
	Supportive	3.88	
	No Leader	3.47	
Trust after Deliverable 3	Commanding	3.58	F = 0.199 _{2,48} p = 0.090
	Supportive	3.81	
	No Leader	3.37	



Discussion

- Members with supportive leader teams had significantly more communication posts overall (31.47 on average compared with 21.54 in commander-led teams and 16.08 for no leader teams).
- Supportive leaders are more likely to be concerned with team members' well being and satisfaction. They also want to make sure that all members ideas are heard and that people feel part of the team.
- Review of the communication scripts revealed that supportive leaders were more likely to “check in” with team members on both a personal and task level. So, in addition to handling team task assignments, supportive leaders were more likely to post the following types of communication:
 - “How was your weekend”
 - “Are you feeling better”
 - “Do you feel like you had enough input in the decision”
- Commanding leaders were more focused on task and were less likely to check in with team members about their well being.



Discussion

- Trust levels were measured after the second and third deliverables were submitted. Trust levels (ranging from 1 to 5), were highest for team members in the supportive-led teams. The differences in trust among the team conditions was statistically significant ($p=.047$) after the second deliverable but after the third deliverable.
- This finding is not surprising since trust is known to vary through time in teams
- Jarvenpaa et al. reported that there may be a form of “swift trust” initially in virtual teams that could dissipate as the team’s tenure lengthens.



Discussion

- A closer look at the communication scripts showed differences among males and females and therefore a follow-up study was performed on the differences between male and female communications.
 - Females were more likely to try and develop relationships with team members.
 - Males were more likely to focus on task and were less likely to get to know team members on a personal level.
- Previous studies have shown that males are more likely to use communication to establish dominance in teams, while females are more likely to use communication to develop relationships (Furumo & de Pillis)



Discussion

- A closer look at the findings showed that the significant differences in number of posts and trust levels in the three team conditions was due to the female participants and not the males.
- Number of posts and trust levels were not impacted by leadership style for the males in the study. Significant differences were related to female team members only.
- Surprisingly, males posted on average 12-13 communication posts throughout the semester for Commanding leader and no leader teams while only averaging 9.5 communications in the supportive leader teams. This may be due to the fact that females were better suited to the supportive leader condition and males felt less of a need to communicate.



Future Research Directions

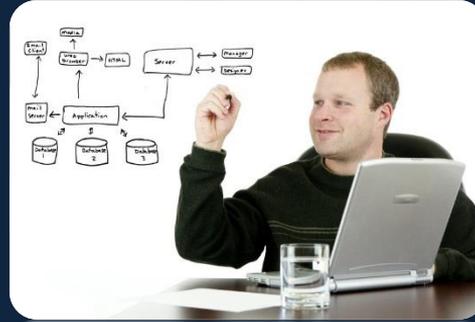
- This exploratory study provided good information but further research is needed.
- Leadership condition does seem to have an impact on females overall but further studies need to identify why this is.
- Team composition is likely to be another factor that impacts interaction in teams. In this study, participants were randomly assigned to teams but it would be interesting to study how all-male or all-female teams differ from mixed males and female teams.



Future Research Directions

- In this study, leaders were selected based on how they scored on the leadership styles inventory (Rowe, Reardon, & Bennis) rather than on whether they were male or female.
- Future research should distinguish if and how leadership style varies by gender.

Paula Jones, Ed.D.
Eastern Kentucky University
Model Lab School
Paula.jones@eku.edu



PLANNING COURSE SITES FOR MIDDLE & HIGH SCHOOL COURSES

Begin with a Quality Course Plan

Handouts Available at

<https://tinyurl.com/ycmkkasm>



LET'S KAHOOT!

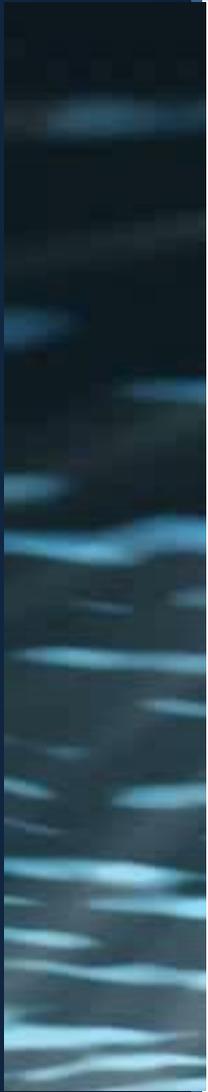
POLL

Kahoot.it

Pin number -- 35055

Do you currently use a course management system to support your courses?

<https://play.kahoot.it/#/lobby?quizId=83879cac-3ee2-476c-ad92-2940598df4b0>



LET'S KAHOOT!

POLL

Which CMS/LMS do you currently use?

INTRODUCTION



This may be on my tombstone....

Good course design is the foundation of student learning....

Background

- *Doctorate, Instructional Systems Design*
- *Assistant Professor, Business Education*
- *Previous Roles*
- *Director, ECU Adult Education Program (3.5 years)*
- *Instructional Designer (9 years)*
- *Adjunct Faculty Member for College of Education*
- *Certified Quality Matters Master Reviewer & Trainer*
- *Recognized as a Hall of Excellence QM Course Reviewer (2015)*

THE COURSE PLAN

Learning -- is all about the structure

Course
Overview and
Introduction

Learning
Objectives

Assessments

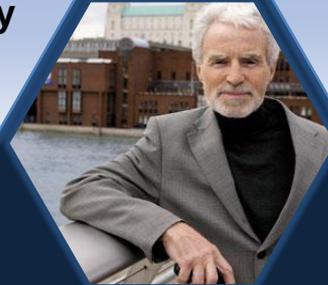
Instructional
Materials

Course
Activities &
Learner
Interactions

Course
Technology

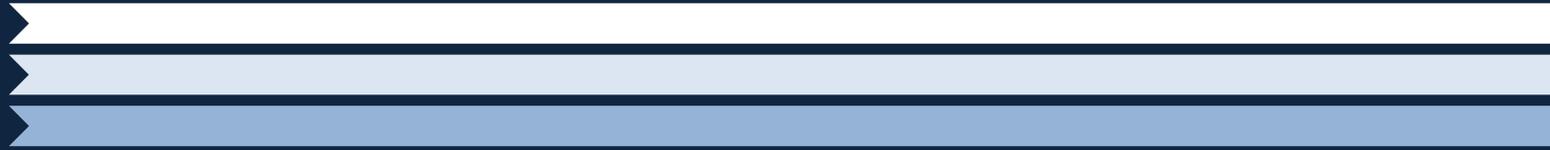
Learner
Support

Accessibility



KEEP THE PLAN SIMPLE.....

START – Course Introduction → Measurable Learning Objectives →



WHEN WE WORK SMART



RESULTS = STUDENT LEARNING

Assessments



**Student
Support**



Technology



SO WHAT DOES THIS LOOK LIKE?

HOW TO BEGIN THE COURSE

Begin this course by accessing the **Getting Started** information presented on the menu provided on the left side of the Blackboard screen.

Step 1: Check Tech Requirements

First it is important to make sure your computer resources are current. To do this access the menu item labeled as **Check Tech Requirements** to make sure your computer has all of the resources needed for this course. If you need help with updating your computer or downloading any of the resources provided, please contact the IT department at 859-622-3000.

Important Note: As you begin this course, keep in mind that in order for the Blackboard course management system to run correctly, IT recommends that students use Firefox, (some feature options do not display properly in Internet Explorer, Google Chrome and/or Safari). If you have questions about Firefox or how to download Firefox to your computer, please contact the ECU IT department at 859-622-3000. [Click Here](#) to learn more about Firefox.

Step 2: Access the Introductory Module to Begin the Course

Next click on the **Introductory Module** menu item on the left side of the screen to access important information you need to know about the course. There you will find the course syllabus, the course schedule, information about books and resources required for the course. In addition, you will find several important videos, documents and resources that will help you to prepare to begin the course.

The **Introductory Module** is already available and you may begin to access and review that information at any time. This will give you some time to become familiar with the course and allow you to get access to your textbook and resources before the official first day of class. You can also begin the **IM Assignments** provided within the Introductory Module.

Note that the Intro Module assignments are due "after" our first official day of class. Our course officially begins on **Monday, May 22, 2017**.

Step 3: Our Web Conference Meeting (Optional to Attend Live -- but be sure to review recording)

MARK YOUR CALENDARS -- On **Wednesday, May 24 at 6:00pm ET** we will have our first live "web conference" meeting for the term. Attending this meeting is optional. On the date/time noted above, you will be able to access the meeting site by clicking on the following link or call in via the dial in number below:

1. Quiz x (LOx)
2. Final report ... (LOx)

Good course design can come in many different plans, but these are always present -

- Provide instructions on how to begin the course
- Provide a way for students to “talk to the teacher” (i.e., ask questions)
- Structure the course based on your course schedule (modules, units, lessons, chapters)
- Align learning objectives to
 - Instructional Materials
 - Learning Activities
 - Technologies
 - Assessments
- Provide academic and student support services
- Design for all learners (ADA compliance)

QUALITY COURSE DESIGN

Announcement

Provide instructions on how to begin the course

- **Discussion Bd**
- **Today's Meet**
- **Blog Site**

Provide a way for students to “talk to the teacher” (i.e., ask questions)

Create Modules/Lessons

Structure the course based on your course schedule (modules, units, lessons, chapters)

Tag each with LO that aligns

Align learning objectives to

- **Instructional Materials**
- **Learning Activities**
- **Technologies**
- **Assessments**

Students Resources

Provide academic and student support services
Access or parent support information

Text-based Transcripts for any audio/video

Design for all learners (ADA compliance)

STRUCTURE OF A MODULE

MS Word Document

https://drive.google.com/file/d/1ghFzZ1D9AJKC-2WGSMRh1_UP_n_T0WiK/view

Calendar

<https://drive.google.com/file/d/1rxcbDih3kqfZclAoCga6cDyeGQ6WZ5zK/view>

Learning Objectives

```
graph TD; A[Learning Objectives] --> B[Align to]; B --> C[Assessments  
Instructional Materials  
Learner Activities  
Technologies Used];
```

Align to

Assessments
Instructional
Materials
Learner Activities
Technologies Used

KEY ELEMENTS – LESSON PLANNING 101

- **Learning Objectives** – measurable & present in modules (lessons, units, chapters)
- **Alignment** – to all elements of learning and assessment
- **Ensure Connections** to assessments, instructional materials, web links, learner activities, assignments (like read Ch 2) and any technologies you use in the course.

CRYSTAL CLEAR PLAN OF INSTRUCTION

available at
<https://tinyurl.com/yddlt2po>



Standards		Points
Course Overview and Introduction	11 instructions make clear to students how to get started and where to find various course components.	3
	12 learners are introduced to the purpose and structure of the course.	3
	13 minimum technical skills expected of the student are stated clearly.	2
	14 equitable expectations (sometimes called "netiquette") for online discussions, email, and other forms of communication are clearly stated.	2
	15 standards of academic integrity are clearly stated.	2
	16 the self-introduction by the instructor is appropriate and is clearly available in the course.	1
	17 prerequisite knowledge in the discipline and/or required competencies are clearly stated.	1
Learning Objectives (Competencies)	20 course-level learning objectives or competencies are measurable and describe what students can expect to learn as a result of successfully completing the course. Alignment	3
	22 the module/unit level objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives. Alignment	3
	23 the learning objectives or competencies are aligned with state standards and/or other accepted content standards.	3
	24 learning objectives or competencies are appropriately designed for the target student audience and written from the student's perspective.	3
	25 the relationship between learning objectives or competencies and course activities is clearly stated.	2
Assessment and Measurement	31 the types of assessments in the course measure the stated learning objectives or competencies, and are consistent with course activities and resources. Alignment	3
	32 specific and descriptive criteria are provided for the evaluation of students' work and assist the instructor in determining the level of achievement of learning objectives and competencies.	3
	33 assessment strategies provide students with opportunities to self-reflect on their progress towards meeting course requirements and fulfilling learning objectives or competencies.	3
	34 multiple methods of assessment strategies are selected based on the specified learning objectives or competencies and student need.	3
	35 expectations for successfully completing the course, earning course credit and overall grade calculations are clearly defined for the student and the teacher.	3
Instructional Materials	43 the instructional materials contribute to the achievement of the stated course and module/unit level learning objectives or competencies. Alignment	3
	42 instructional materials are integrated within the context of each lesson and their intended use is clear.	3
	43 the course content is appropriate to the reading level of the intended students.	3
	44 the instructional materials have sufficient breadth, depth, and currency.	2
	45 all instructional materials used in the course are appropriately cited.	1
	46 the course content is culturally diverse and bias free.	1
	47 the course is free of adult content and avoids unnecessary advertisements.	1
Course Activities and Learner Interaction	51 the learning activities promote the achievement of the stated learning objectives or competencies. Alignment	3
	52 learning activities provide opportunities for interaction that support active learning.	3
	53 clear standards for instructor responsiveness and availability are communicated to the learner.	3
	54 the requirements for learner interaction are clearly articulated.	2
Course Technology	63 course tools support the learning objectives or competencies. Alignment	3
	62 course tools facilitate student engagement and promote active learning.	3
	63 technologies required in the course are readily obtainable.	3
	64 course links and technologies are current.	2
	65 the course takes advantage of technologies and tools that protect student privacy and maintains confidentiality of student information.	2
Learner Support	71 course instructions outline and direct student access to available institutional accessibility support services and complies with special education policies and procedures.	3
	72 course instructions outline and direct student access to institutional technical support services.	3
	73 course instructions outline and direct student access to institutional academic support services.	2
Accessibility and Usability**	81 navigation throughout the course is logical, consistent, efficient, and intuitive.	3
	82 information is provided about the accessibility of all technologies required in the course.	3
	83 the course provides alternative formats of course materials that meet the needs of diverse learners in order to accommodate alternative means of access.	3
	84 the course design facilitates readability.	2
	85 course materials facilitate ease of use.	2

** Meeting QM's accessibility Standards does not guarantee or imply that specific country/ethnic/state/local accessibility regulations are met. Please consult with an accessibility specialist to ensure that all required accessibility regulations are met.

Questions?



Thank you for Attending Today's Session

HANDOUTS AVAILABLE AT

[HTTPS://TINYURL.COM/YCKMKRSM](https://tinyurl.com/yckmkrsm)

QUALITY COURSE PLAN = STUDENT LEARNING

PAULA JONES, ED.D

PAULA.JONES@EKU.EDU

Recruiting and Retaining Business Education Teachers

Dr. Barbara Hagler
bhagler@siu.edu



Business Education Teacher

- ▶ Best job possible!



Problems

- ▶ Students are wanting business education classes, but business education teachers are retiring and leaving the profession; schools are not always able to find qualified teachers.
 - 34 states reported shortages of CTE educators (U.S. Department of Education's 2016–2017)
 - 17% of new teachers leave profession in five years or less
- ▶ A second problem is that business education teacher preparation programs are being eliminated; resulting in less students going into business education.
 - Teacher education enrollment in general dropped from 691,000 to 451,000 between 2009 and 2014 (Learning Policy Institute)

Questions

- ▶ Why is it hard to recruit students into business education preparation programs?
 - ▶ Why is it hard to retain business education teachers once they start teaching?
- 

Other Countries

- ▶ Underwrite postsecondary education
 - ▶ Subsidize preparation for teaching credentials
 - ▶ Provide financial and career incentives for recent graduates or experienced professionals to choose teaching over a higher-paying position
- 

Reasons for Leaving

- ▶ Low pay; tenure changes/removal
 - ▶ Poor working conditions
 - ▶ Disruptive students
 - ▶ Low recognition
 - ▶ Lack of administrative support
 - ▶ Lack of parental involvement
 - ▶ Lack of professional prestige
 - ▶ Personal reasons
 - ▶ High-stakes testing affecting teacher evaluation
- 

Why Teachers Leave (Solving the Teacher Shortage)

- ▶ Personal life reasons 37%
 - ▶ Pursue different position 28%
 - ▶ Dissatisfied with school assessment/accountability policies 25%
 - ▶ Dissatisfied with administration 21%
 - ▶ Dissatisfied with teaching as a career 21%
 - ▶ Too many classroom intrusions 18%
 - ▶ Student discipline problems 17%
 - ▶ Dissatisfied with support for student assessment 17%
- 

- ▶ Lack of autonomy 14%
 - ▶ Want or need higher salary 13%
 - ▶ Lack of influence over school policies 13%
 - ▶ Enrolled in courses to improve career opportunities 13%
 - ▶ Dissatisfied with job assignment 12%
 - ▶ Moved or geography issues 11%
 - ▶ Dissatisfied with the large number of students 10%
- 

- ▶ “Evidence suggests that the more qualified teachers and those who scored higher on college admission exams are more likely to leave teaching” (Borman & Dowling, 2006; Guarino, Santibanez, & Daley, 2006).
- 

What Would Bring Them Back (Solving the Teacher Shortage)

- ▶ Availability of full-time teaching positions 69%
 - ▶ Ability to maintain teaching retirement benefits 68%
 - ▶ Increase in salary 67%
 - ▶ Smaller class sizes or smaller student load 61%
 - ▶ Easier and less costly renewal of certification 41%
 - ▶ State certification reciprocity 41%
 - ▶ Availability of part-time teaching positions 41%
 - ▶ Availability of child care options 30%
- 

- ▶ Forgiveness of student loans 25%
 - ▶ Housing incentives 23%
- 

Possible Solutions

- ▶ Increase salaries as teacher salaries in United States generally lower than those offered to other college graduates. Teachers in low-poverty schools earning 35% more than those in high-poverty schools.
 - Statewide salary minimums
 - Salary incentives for accomplishments such as National Board Certification
 - Salary incentives for taking on additional responsibilities
 - ▶ Offer housing incentives
 - Rent
 - Relocation
 - Down payment assistance
 - Subsidized teacher housing
- 

- ▶ Provide comprehensive preparation (those who do not are two to three times more likely to leave profession)
 - Observations
 - Student teaching
 - Methods courses
 - ▶ Provide service scholarships and loan forgiveness programs
 - ▶ Offer teacher residencies so apprentice can earn income while completing credential. Work with expert teacher.
 - ▶ Offer high school career pathways and Grow Your Own programs.
- 

- ▶ Offer state reciprocity for licensure and benefits plans.
 - ▶ Provide mentoring and/or coaching.
 - ▶ Principal preparation programs to prepare principals to work to include teachers in decision-making.
 - ▶ Provide resources and time necessary for collaboration of teachers.
 - ▶ Provide strong on-boarding—a few days before everyone is there; regular meetings with principal; regular meetings with new teachers.
- 

- ▶ Law that would allow retired teachers to earn \$18,000 a year without losing retirement benefits.
 - ▶ Raise state sales tax to fund teacher pay increases.
 - ▶ Raise entry-level teacher salaries and expand student loan repayment and scholarships.
 - ▶ Count years of industry work as years of teaching.
 - ▶ License between full and emergency credential.
- 

- ▶ Service scholarships for entering teachers in high-need fields and locations
 - ▶ Recruitment incentives for expert, experienced teachers to teach in high-need schools
 - ▶ Improved preparation for teaching high-need students and for programs in high-need areas
 - ▶ Mentoring for all beginning teachers
 - ▶ High-quality, nationally available teacher performance assessment to guide training, improve quality, and facilitate interstate mobility
- 

Suggestions (Darling–Hammond & Ducommun)

- ▶ High-quality graduate-level teacher education, at government expense, including a year of practice teaching in clinical school connected to the university.
 - ▶ Mentoring for all beginners in first year from expert teacher.
 - ▶ Reduced teaching load for first year.
 - ▶ Shared planning for first year.
 - ▶ Equitable salaries competitive with other professions.
 - ▶ Ongoing professional learning embedded in 10 or more hours a week of planning and professional development time.
- 

Perkins

- ▶ Provides more than \$1 billion a year to support high-quality CTE programs.
 - ▶ Provide financial incentives for those with industry or educational backgrounds to become certified CTE teachers.
 - ▶ Incentivize CTE teachers to earn industry- or sector-specific certifications and credentials.
 - ▶ Improve the pipeline into CTE by underwriting preparation for individuals from industry and academic backgrounds.
- 

High School Career and Technical Education Teacher Pathway Initiative

- ▶ Office of Career, Technical, and Adult Education in the U.S. Department of Education provided \$3.6 million grant opportunity , funded by Perkins; five recipients for three-year project.
 - ▶ [The School Board of Broward County](#)
 - ▶ [Southeast Kansas Education Service Center](#)
 - ▶ [New Jersey Department of Education](#)
 - ▶ [Portland Community College](#)
 - ▶ [Tennessee Department of Education](#)
- 

Employer Involvement (New Schools for Youth)

- ▶ Full-time or part-time teaching
 - ▶ Competition judging
 - ▶ Mentoring and advising students
 - ▶ Participating in a career day event
 - ▶ Guest speaking
 - ▶ Offering internships and apprenticeships
- 

Recommendations

- ▶ States should consider alternative pathways that have been proven to successfully prepare business education teachers
 - ▶ Teachers should be paid enough to make teaching as attractive as other careers with equal preparation
 - Financial incentives
 - Loan forgiveness
 - Salary steps for education/professional development
 - ▶ Teachers should be provided support within the school and by the profession
- 

- ▶ Business teachers need to be proactive in recommending strong students consider teaching as a career
 - Consider providing such students a chance to teach for a day...
 - ▶ Work with postsecondary institutions for dual credit courses, adjunct faculty, etc.
 - ▶ Work with employers for career experts to help with curriculum, etc.
 - ▶ Increase activities of student organizations—get students motivated about business education
- 

- ▶ Use funds from legislation such as Perkins and Every Student Succeeds Act to provide resources.
 - ▶ Lower costs associated with becoming a teacher.
 - ▶ Provide mentoring and collaboration opportunities for new teachers.
- 

Final Recommendation

- ▶ Make teaching business education appear to be as exciting and wonderful as it is!



References

- ▶ Aguilar, E. (2016, August 11). *School leaders: 6 strategies for retaining new teachers*. Retrieved from <https://www.edutopia.org/blog/school-leaders-six-strategies-retaining-new-teachers-elena-aguilar>
- ▶ Aragon, S. (2016, May). *Teacher shortages: What we know*. Retrieved from <https://www.ecs.org/wp-content/uploads/Teacher-Shortages-What-We-Know.pdf>
- ▶ Aragon, S., & Wixom, M. A. (2016, June 8). *Recruiting teachers to rural areas*. Retrieved from <https://www.ecs.org/wp-content/uploads/Rural-SPED-Teacher-Shortages-June-2016.pdf>
- ▶ Cardichon, J. (2017, May 23). *Perkins reauthorization: An opportunity to address career and technical education teacher shortages*. Retrieved from <https://learningpolicyinstitute.org/blog/perkins-reauthorization-opportunity-address-career-technical-education-teacher-shortages>

- ▶ Conneely, N., & Uy, E. (2009, August). *Teacher shortage undermines CTE*. Retrieved from <https://careertech.org/sites/default/files/TeacherShortageUnderminesCTE-August2009.pdf>
- ▶ Darling-Hammond, L., & Ducommum, C. E. (2007, January). *Recruiting and retaining teachers: What matters most and what can government do?* Retrieved from <https://www.help.senate.gov/imo/media/doc/Darling-Hammond.pdf>
- ▶ Gaytan, J. (2008). Teacher recruitment and retention: An essential step in the development of a system of quality teaching. *Career and Technical Education Research*, 33(2), 117–132.
- ▶ Guha, R., Hyler, M. E., & Darling-Hammond, L. (2017, October). The teacher residency: A practical path to recruitment and retention. *Education Digest*, 83(2), 38–45.

- ▶ McCann, C., Zuflacht, S., & Gilbert, T. (2016, November 7). *The decade-plus teaching career: How to retain effective teachers through teacher leadership*. Retrieved from http://teachplus.org/sites/default/files/publication/pdf/2015_16_annual_report.pdf
- ▶ New Schools for Youth. (2016, December). *The state of career technical education: Increasing access to industry experts in high schools*. Retrieved from https://cte.careertech.org/sites/default/files/files/resources/State_of_CTE_Industry_Experts_2016_0.pdf
- ▶ Podolsky, A., Kini, T., Bishop, J., Darling-Hammond, L. (2016, September 15). *Solving the teacher shortage: How to attract and retain excellent educators*. Retrieved from <https://learningpolicyinstitute.org/product/solving-teacher-shortage>
- ▶ Robles, M. (2009, Winter). An analysis of business education recruitment strategies over the past 25 years: Then and now. *The Delta Pi Epsilon Journal*, 51(1), 1-14.
- ▶ Strauss, V. (2017, August 28). Teacher shortages affecting every state as 2017-18 school year begins. *The Washington Post*. Retrieved from https://www.washingtonpost.com/news/answer-sheet/wp/2017/08/28/teacher-shortages-affecting-every-state-as-2017-18-school-year-begins/?utm_term=.0e614df68b8e
- ▶ Wilkin, T., & Nwoke, G. I. (2011, March). Career and technical education teacher shortage: A successful model for recruitment and retention. *Journal of STEM Teacher Education*, 48(1), 22-35.

Student Networking in College: Using a Social Capital Framework to Understand How and Why Students Connect

Thomas Mays
maysta@miamioh.edu



MIAMI UNIVERSITY

From my Dissertation

A Multiple Case Study of Social Capital
Development at a Public Midwestern
University

What is Social Capital?

“Social capital is the goodwill available to individuals or groups. Its source lies in the structure and content of the actor’s social relations” (Adler & Kwon, 2002, p.23).



What is Social Capital?

- Social capital includes socialization, volunteering, trust, and community activity. The benefits include more efficient problem solving, greater information sharing, and access to additional resources (Putnam, 2000).
- Group and individual measures

Purpose

Improve understanding of the quality of the networks students developed at Miami University

Additional focus on Business and Leadership majors

Research Questions

- Why do students network?
- How do students network?
- How can the quality of these networks and relationships be described?



Methods

- Basic Qualitative Design (Merriam & Tisdell, 2016)
- Multiple Case Analysis (Stake, 2006)
- Cases defined by campus
- Data collection: Interviews, observations, document analysis



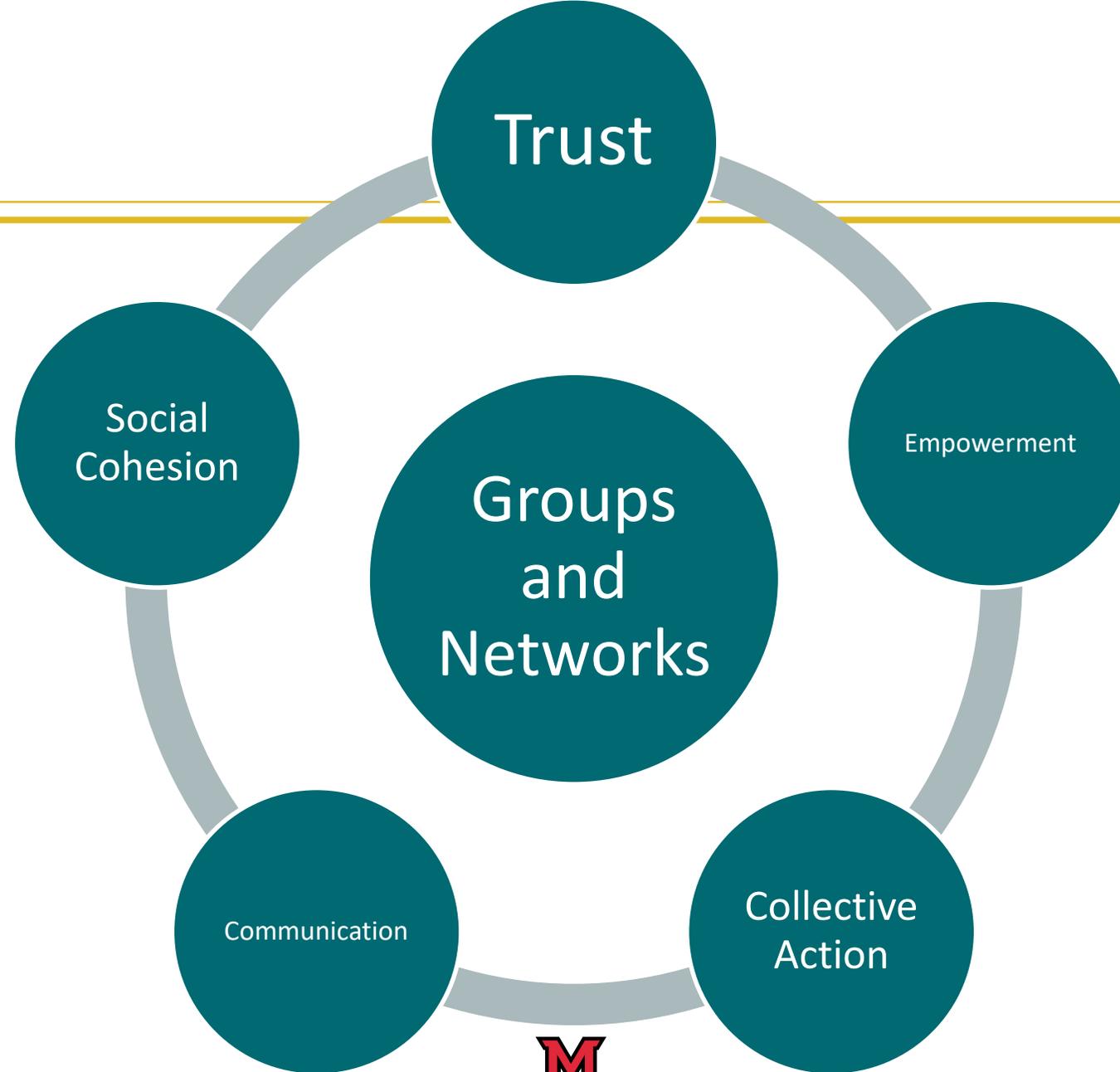
Theoretical Framework

The six dimension framework developed by Grootaert et al. (2004) informed the interview questions as well as guided data analysis and reporting.

Theoretical Framework

1. Groups and Networks
2. Trust and Solidarity
3. Collective Action and Cooperation
4. Communication and Information
5. Social Cohesion and Inclusion
6. Empowerment and Political Action



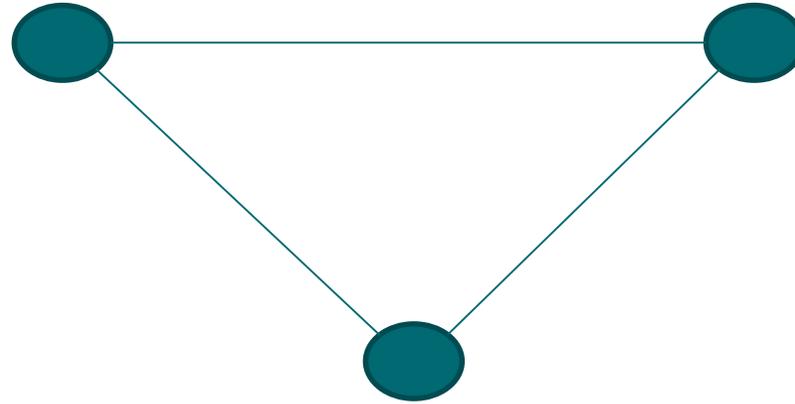


The Cases: Miami University's three campuses

Oxford



n=8



Hamilton



n=12

Middletown



n=8

Why do students network in college?

Of those who expressed desire to network:

- Make friends and socialize
- Develop a professional network with peers and faculty

Why do students network in college?

Business and leadership majors:

- Communicated the desire to actively network with the intention of developing a professional network for future use.
- *Many students already know it's important.*

Why do students network in college?

“It really helps you discover who you are and make contacts and friendships that hopefully will last for a while.” - Robert

“Number one, it’s not just about learning necessarily. It is about, and it’s funny that this is what it’s about, it’s about networks. It’s about getting in there. Getting to know your instructors.” - Jenny



Why don't students network in college?

Jenny, a regional campus student, was unable to take advantage of campus clubs and groups since she was a night student.



Why don't students network in college?

Those who expressed no desire to network:

- In school to learn, not make friends
- Taking online courses to keep from engaging with others
- This perspective was not shared by participants enrolled on the main (residential) campus



Why don't students network in college?

One participant, Norman, transferred from a regional campus to the main campus.

He found it difficult to integrate with the residential students as a commuter.

Why don't students network in college?

“I think that for this campus (Hamilton) mostly these people just go to class, do their work, leave, and they don't care.” - Jack

“No way.” - Momba

Why don't students network in college?

- Opportunities not setup for commuter students on a work schedule and with families
- Don't want to, and the culture doesn't necessarily support it

How do students network?

Main campus: Club and group memberships are considered an important part of the college experience; the culture reinforces engagement.

Regional campuses: Several club and non-competitive sports opportunities, but attitudes and culture are different.



How do students network?

Example:

- Main campus business club competitive.
- Business club exists on only one of the two regional campuses.

How do students network?

As reported by the participants, the **classroom** was the best place to meet people and expand their networks.

For those with demanding off campus responsibilities, this was the only opportunity to do so.



How do students network?

Denise reported that teachers were integral in developing the social environment in the classroom, and interaction was easier with smaller class sizes.

How can the depth and quality of networks be described?

Evidence of strong relationships and networks found in all cases.



How can the depth and quality of networks be described?

Trust and Solidarity

Certain experiences including athletic team membership and club membership intensified trust within groups, but not across campus.



How can the depth and quality of networks be described?

Information and Communication

Students who connected with faculty members were found to have greater access to information, resources, and opportunities.



How can the depth and quality of networks be described?

Social Cohesion and Inclusion

Members of athletic teams, campus clubs, or similarly closely knit groups.

How can the depth and quality of networks be described?

Social capital developed most in small, close-knit groups related to student clubs, athletic teams, and classroom experiences. For classroom experiences, the teacher was a key factor in facilitating network development.



Implications and Recommendations

- Administrators and teachers need to better address nonresidential student issues
- Faculty should be more proactive on nonresidential campuses and provide networking opportunities among students and with themselves
- Develop programs that communicate the importance of networking and developing social capital
- Online learning: Focus on creating engaging online learning opportunities



Future Research

- Study the ROI of network building in college, specifically for non-residential commuters.

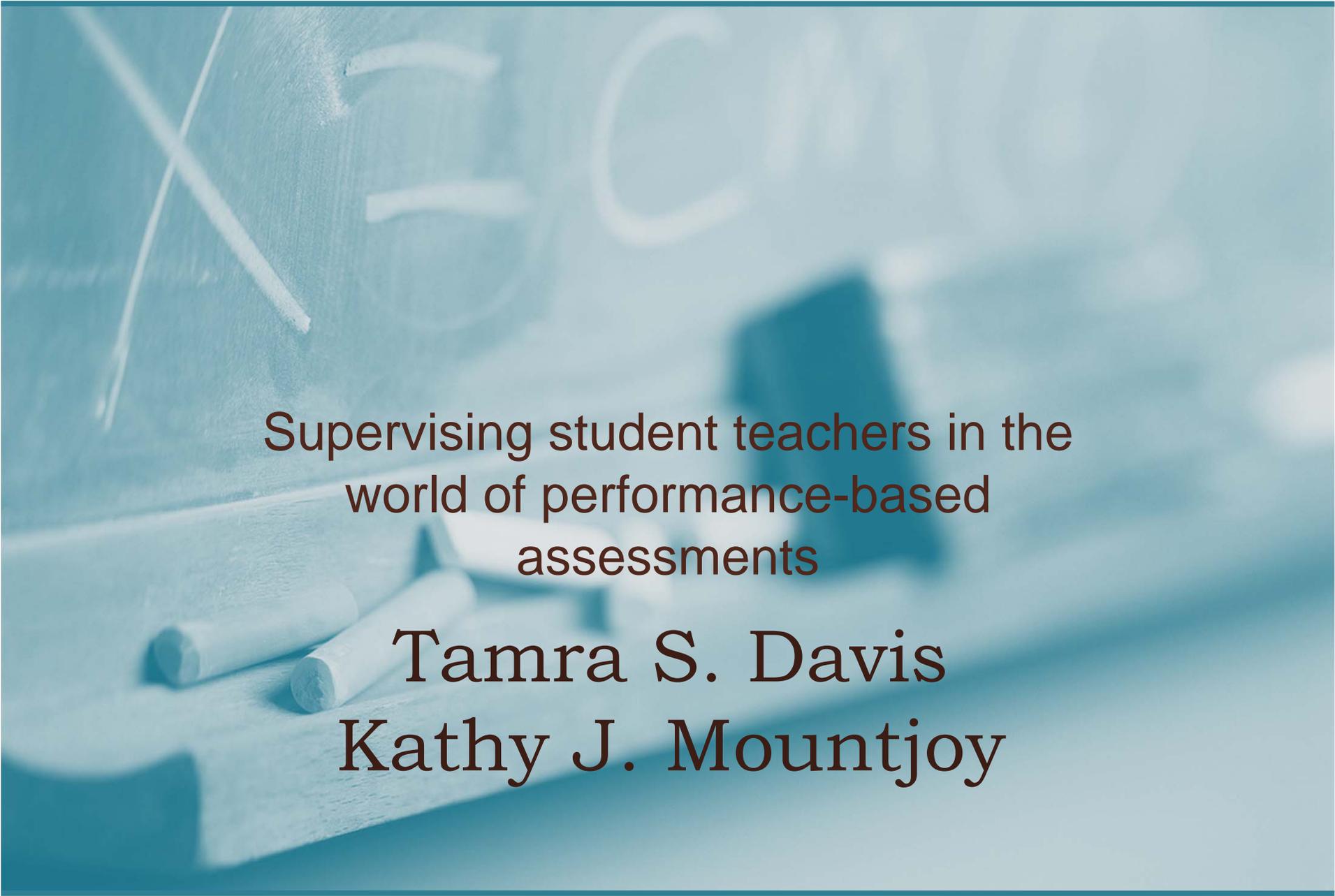
Questions



MIAMI UNIVERSITY

References

- Adler, P. & Kwon, S. (2002). Social capital: Prospects for a new concept. *The Academy of Management Review*, 27(1), 17-40.
- Burt, R. (1995). *Structural holes: The social structure of competition*. Cambridge, MA: Harvard University Press.
- Grootaert, C., Narayan, D., Jones, V. N., & Woolcock, M. (2004). *Measuring social capital: An integrated questionnaire (World Bank Working Paper no. 18)*. Washington DC: The World Bank.
- Merriam, S., & Tisdell, E. (2016). *Qualitative research: a guide to design and implementation*. San Francisco, CA: Jossey-Bass.
- Mays, T. (2016). Social capital in online courses. *Mid-Western Educational Researcher*, 28(2), 162-186.
- Putnam, R. (1995). Bowling alone: America's declining social capital. *Journal of Democracy* (6),65-78.
- Stake, R. (2006). *Multiple Case Study Analysis*. New York: Guilford Press.



Supervising student teachers in the
world of performance-based
assessments

Tamra S. Davis
Kathy J. Mountjoy

Introductions

- Tamra Davis, Associate Professor of Business Education
- tdavis2@ilstu.edu
- 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

Continued –

- 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

Continued –

- 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 are that Student Teachers enter the experience at the Basic Level

Instruction

- 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

Continued –

- 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

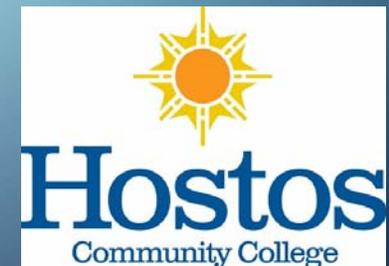
References

- Edwards, K., & Dendler, D. (2007). Mentoring Student Teachers in the Music Classroom. *Music Educators Journal*, 93(5), 44.
- Fletcher Jr., E. C. (2012). Business Education University Supervisors' Challenges in Fulfilling their Supervisory Roles and Responsibilities. *Delta Pi Epsilon Journal*, 54(2), 1-15
- Isik-Ercan, Z., Hyun-Young, K., & Rodgers, A. (2017). Carving a Space for Clinical Practice Supervisors: Perspectives From Colored Lenses. *Professional Educator*, 42(1), 43-57. .
- Johnson, I. L., & Napper-Owen, G. (2011). The Importance of Role Perceptions in the Student Teaching Triad. *Physical Educator*, 68(1), 44-56.
- Hunt, K., Mitchell, M., Maina, M., & Griffin, L. (2015). A Comparison of Selected Supervisory Skills of Content Specialist and Non-Content Specialist University Supervisors. *Physical Educator*, 72(15)-235.
- Smalley, S. W., Retallick, M. S., & Paulsen, T. H. (2015). Cooperating Teachers' Perspectives of Student Teaching Skills and Activities. *Journal Of Agricultural Education*, 56(4), 123-137.

***SYMPTOMATIC LEADERSHIP IN BUSINESS INSTRUCTION:
HOW TO FINALLY TEACH DIVERSITY AND INCLUSION FOR LASTING CHANGE***

**BUSINESS EDUCATION RESEARCH CONFERENCE
at
NATIONAL BUSINESS EDUCATION ASSOCIATION
Annual Convention 2018
Baltimore, MD**

Prof. Linda L. Ridley
CUNY Hostos Community College
Bronx, New York
lr Ridley@hostos.cuny.edu



March 29, 2018

DISCUSSION

- DIVERSITY FOCUS IN BUSINESS
- STATE OF BUSINESS TEACHING TODAY
- STATEMENT OF THE PROBLEM
- PROBLEM SOLUTION

DIVERSITY IN THE BUSINESS WORLD HAS STRUGGLED FOR SEVERAL DECADES

“Anti-black hiring discrimination is as
prevalent today as it was in 1989”
VOX 9/18/17

Study conducted by Northwestern,
Harvard, and the Institute for Social
Research in Norway – data from
1989-2015



NORTHWESTERN
UNIVERSITY



INSTITUTT FOR SAMFUNNS
FORSKNING



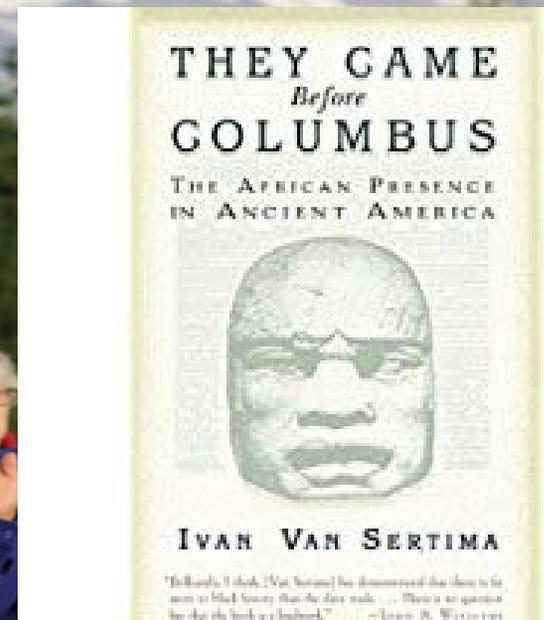
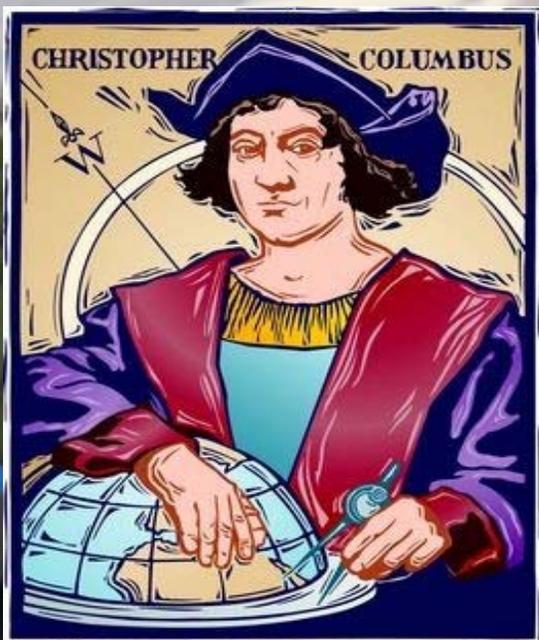
A NEW APPROACH

Eliminating symbolic thinking

Introducing symptomatic thought

AMERICAN NARRATIVE

Need to change assumptions

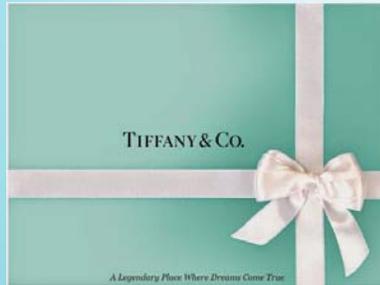


U.S. School Enrollment Hits Majority-Minority Milestone



**Lesli Maxwell,
EDUCATION WEEK 8/19/14**

RECENT RACIAL DISCRIMINATION LAWSUITS



MANAGEMENT THEORY

DECODED

Humans aren't the easiest assets to manage.
Unlike machines they can have a whole list of inefficient characteristics.
So what's the most effective way to deal with these thinking, feeling, resources?

These are six of
the most
popular theories.



#1 - Scientific Theory by Frederick W. Taylor

Definition: Simplify tasks, divide work equally, and use monetary incentives.¹

Translation: Humans are lab rats who will preform for cheese.



#2 - Administrative Theory by Henri Fayol

Definition: Upper management commands and controls.²

Translation: Improve upper management and employees will follow.



#3 - Bureaucratic Theory by Max Weber

Definition: A hierarchical structure adhering to strict rules.³

Translation: Employees are the cast of Shawshank Redemption.



#4 - Human Relations Theory by Elton Mayo

Definition: The Promotion of social interactions within an organization.⁴

Translation: Anger introverted employees by forming groups for every task.



#5 - Systems Theory by Ludwig Von Bertalanffy

Definition: System-wide coordination between every department.⁵

Translation: Departments who play together, stay together.



#6 - X & Y Theory by Douglas McGregor

Definition: The lazy (X) are controlled and the motivated (Y) are rewarded.⁶

Translation: A pseudo-scientific justification for cronyism.



¹ saylor.org/site/wp-content/uploads/2013/02/BUS208-2.1-Historical-and-ContemporaryTheories-of-Management-FINAL.pdf

² boundless.com/management/textbooks/boundless-management-textbook/organizational-theory-3/classical-perspective-29/administrative-management-fayol-s-principles

³ healthknowledge.org.uk/public-health-textbook/organization-management/5c-management-change/basic-management-models

⁴ education-portal.com/academy/lesson/contingency-approach-of-management-definition-example-quiz.html#lesson

⁵ healthknowledge.org.uk/public-health-textbook/organization-management/5c-management-change/basic-management-models

⁶ education-portal.com/academy/lesson/mary-parker-follett-people-oriented-group-network-management.html#lesson

Tweet This

business.com

© Business.com Media, Inc. All Rights Reserved

Questions? 888.441.4466

BUSINESS SCHOOLS QUESTIONED THEIR METHODS FOLLOWING THE FINANCIAL CRISIS

HBR

*Are Business Schools to Blame?
Joel Poldolny 3/30/09
Harvard Business Review*



*Business Schools Mull Over Blame
In Financial Crisis
NPR Weekend Edition 5/17/09*



**Financial crisis forced business schools
to change curriculum**

FT

FINANCIAL
TIMES

Adam Palin
Financial Times 6/23/13

DO BUSINESS FACULTY MYTHOLOGIZE CONCEPTS WHEN TEACHING BUSINESS?





SYMPTOMATIC THOUGHT PROCESS[®]

By Edgar J. Ridley

*Delivered at Conference on
Industrial and Trade Policies for the '90s: Prospects and
Implications for Developed and Developing Countries*

September 1990



OFFICIAL WEBSITE

MALAYSIA PRODUCTIVITY CORPORATION

TRANSFORMATION.INNOVATION.PARTNERSHIP



Management Training in the *Symptomatic Thought Process*®
Kuala Lumpur / Kuching / Subang / Penang

EDGAR RIDLEY'S FIVE-STEP PLAN TO BEGIN THINKING SYMPTOMATICALLY

1. Admit to the presence of mythology and superstition in your thinking practices.

Religious beliefs

Racial bias

Magical thinking

2. Examine every belief as you go through your day.
3. See things as they really are – do not attach new meaning (symbols) to anything that you see.
4. Step 3 will allow you to STOP thinking symbolically.
5. Your thinking will be transformed, allowing for decisions, judgment, and thought processes to be unencumbered.

THE GOLDEN APPLE

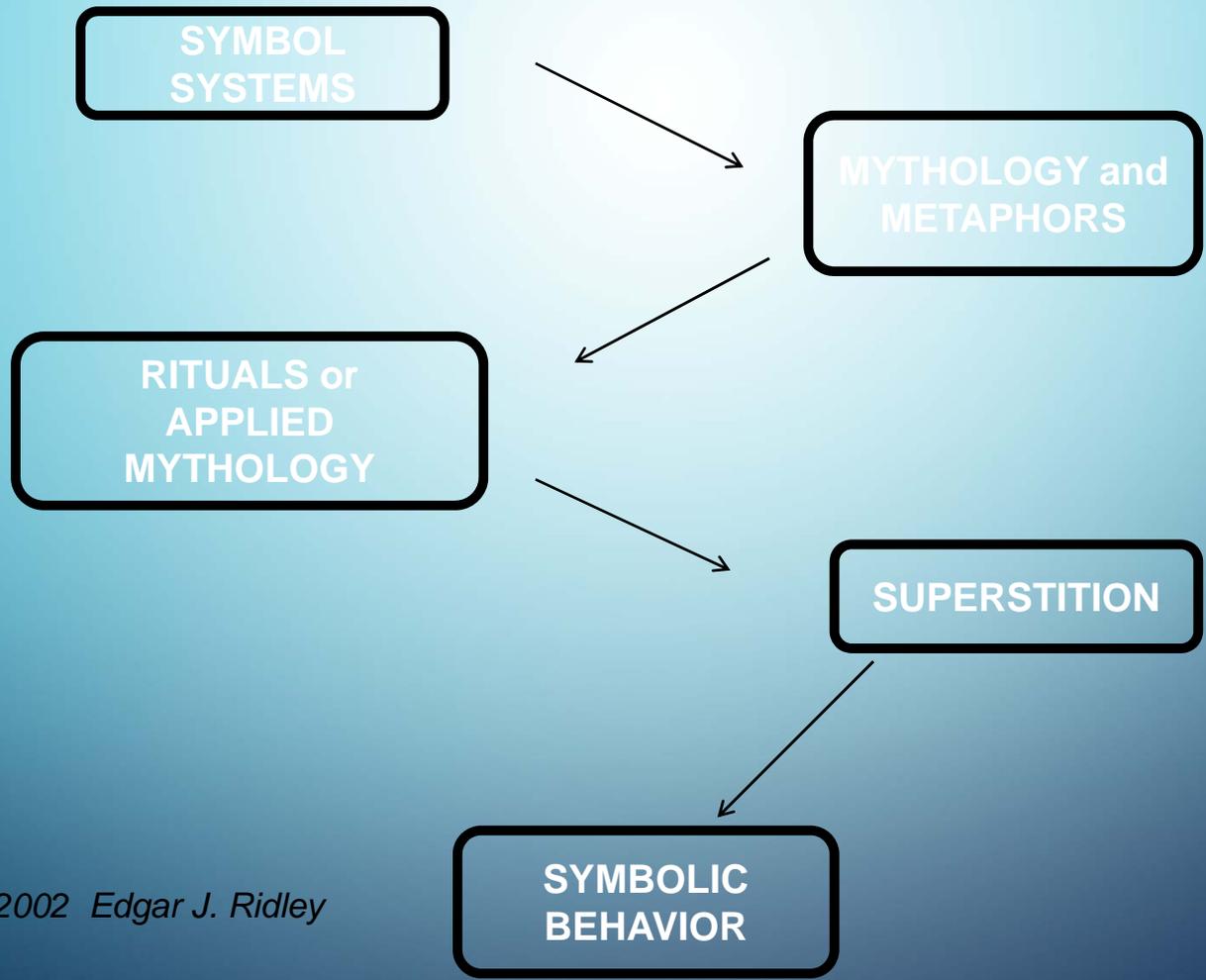
Changing the Structure of Civilization



EDGAR J. RIDLEY

“Symptomatic thinking, which is innate to the neurological processes of the human brain, allows individuals to see things as they really are, to implement policy and evaluate individuals free of superstition, mythology, and negative thinking.”

Edgar J. Ridley, *The Golden Apple: Changing the Structure of Civilization – Volume 1*, Trenton, NJ: Africa World Press, 2008



"By far the finest account of the deep interplay of the slave trade . . . and the development of the US economy." —STEPHEN L. CARTER

THE HALF HAS NEVER BEEN TOLD

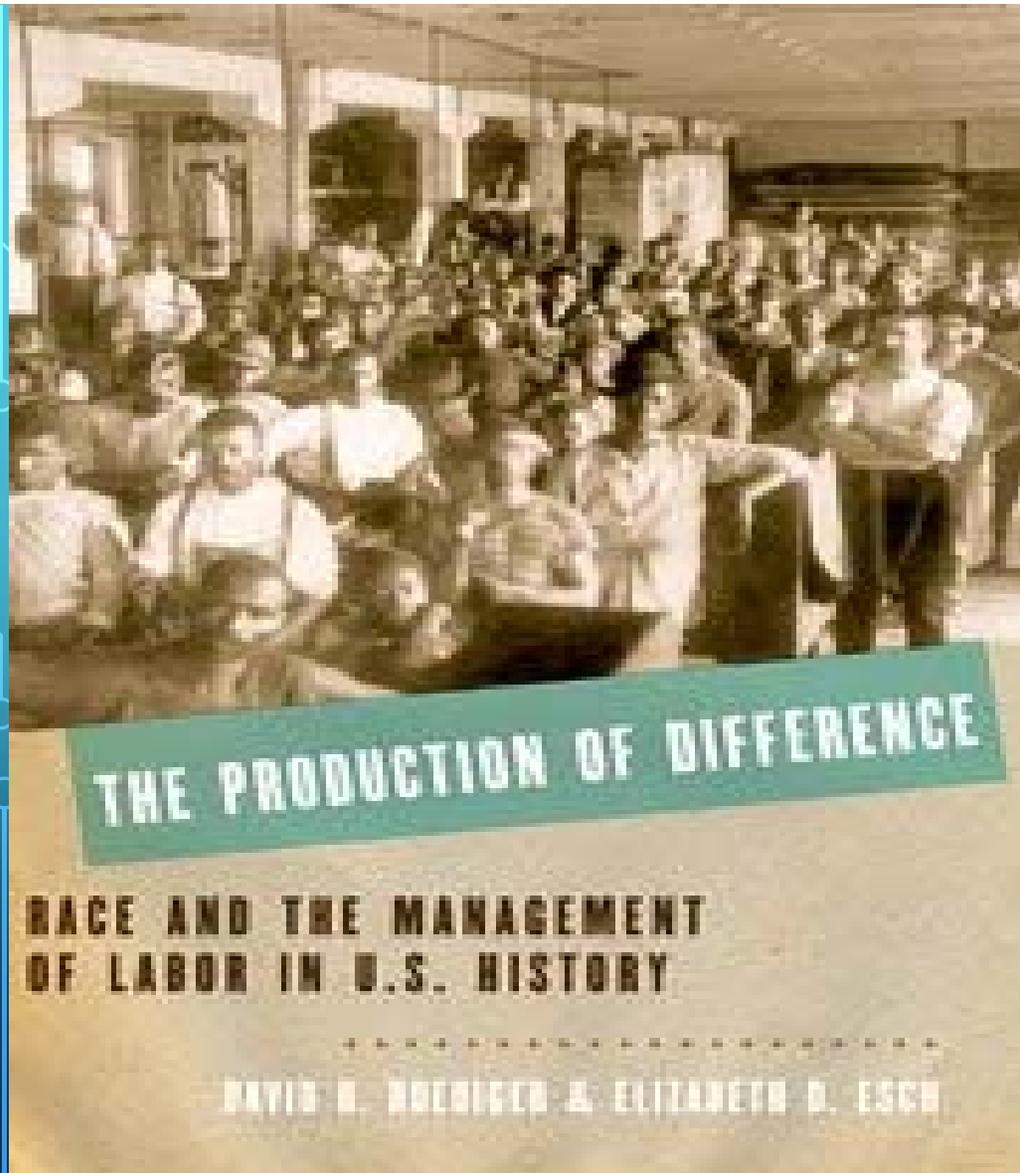
—
SLAVERY AND THE MAKING OF
AMERICAN CAPITALISM

EDWARD E. BAPTIST

EFFICIENCY....PRODUCTIVITY...WHERE DO THESE TERMS ORIGINATE?

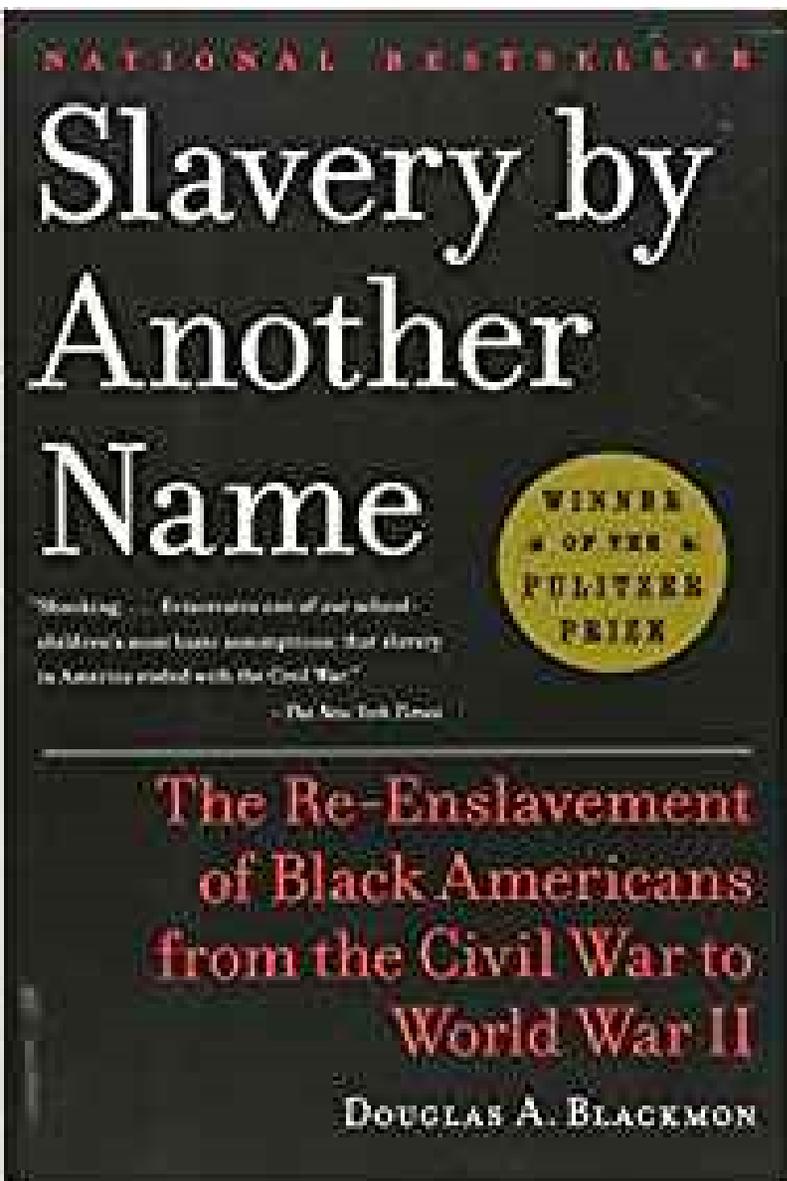
"By 1820, whites had already transported 200,000+ enslaved people to the South's new frontiers in the years since 1790. This forced migration led to continuous increases in PRODUCTIVITY per person – what economists call 'EFFICIENCY'. Entrepreneurs measured work, continuously surveilled labor, and calibrated time and torture. Slaves invented increasing efficiencies to avoid the whip. The ability of enslaved people... to produce MORE cotton of a higher quality for LESS drove most other producing regions out of the world market."
[emphasis mine]

Edward Baptist, *The Half Has Never Been Told: Slavery and the Making of American Capitalism*, New York: Basic Books, 2014.



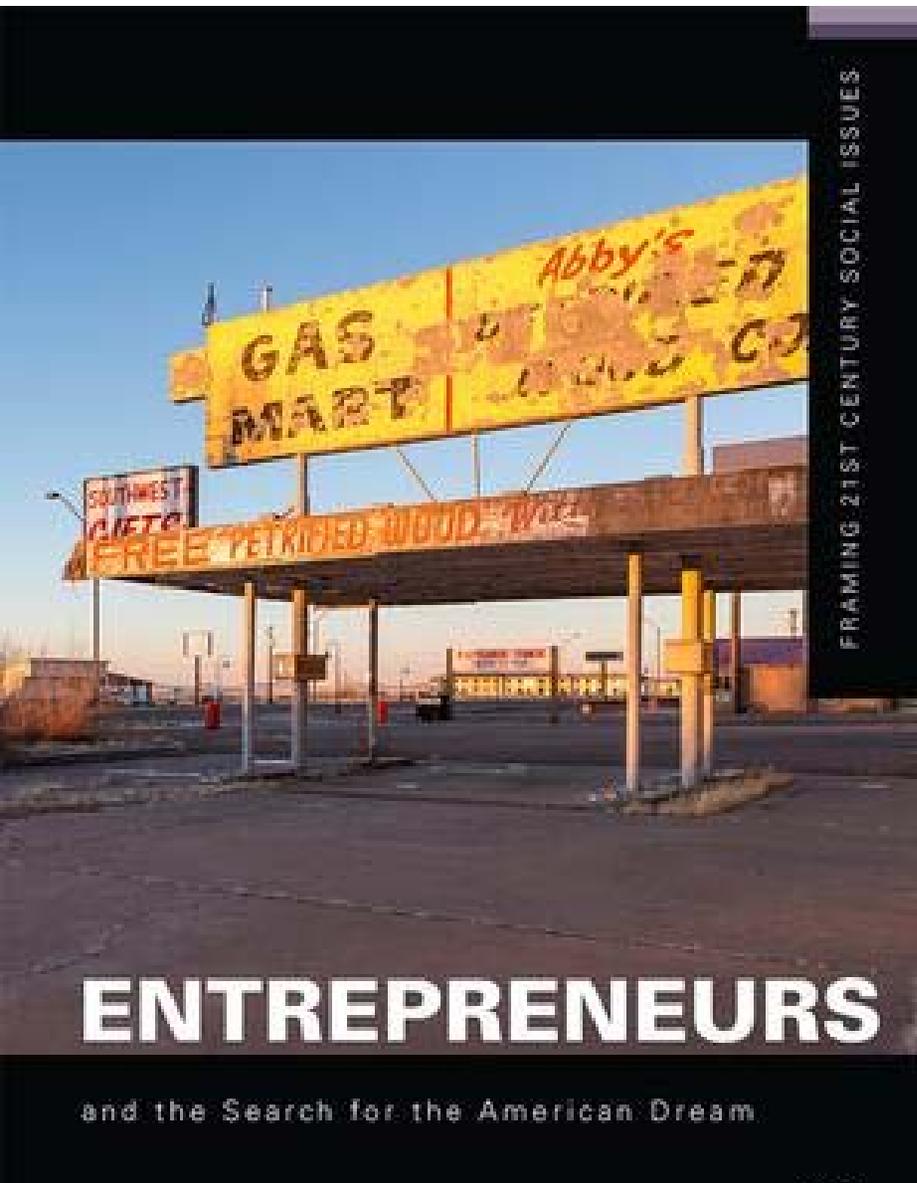
"If only the respect for empirical data that energized investigations of the motion and skill of workers by managers, the acknowledgement of the importance of race in management literature, and a broad desire not to defer to the unsystematic knowledge of foremen had been at play, close investigation of race at work ought to have occurred. Scientific management seldom extended its empiricism to the study of race and work, and its feeble conclusions when it did so could not be heard over the barked orders and racial slights delivered by foremen."

David Roediger and Elizabeth Esch, ***The Production of Difference: Race and the Management of Labor in U.S. History***, New York: Oxford University Press, 2012.



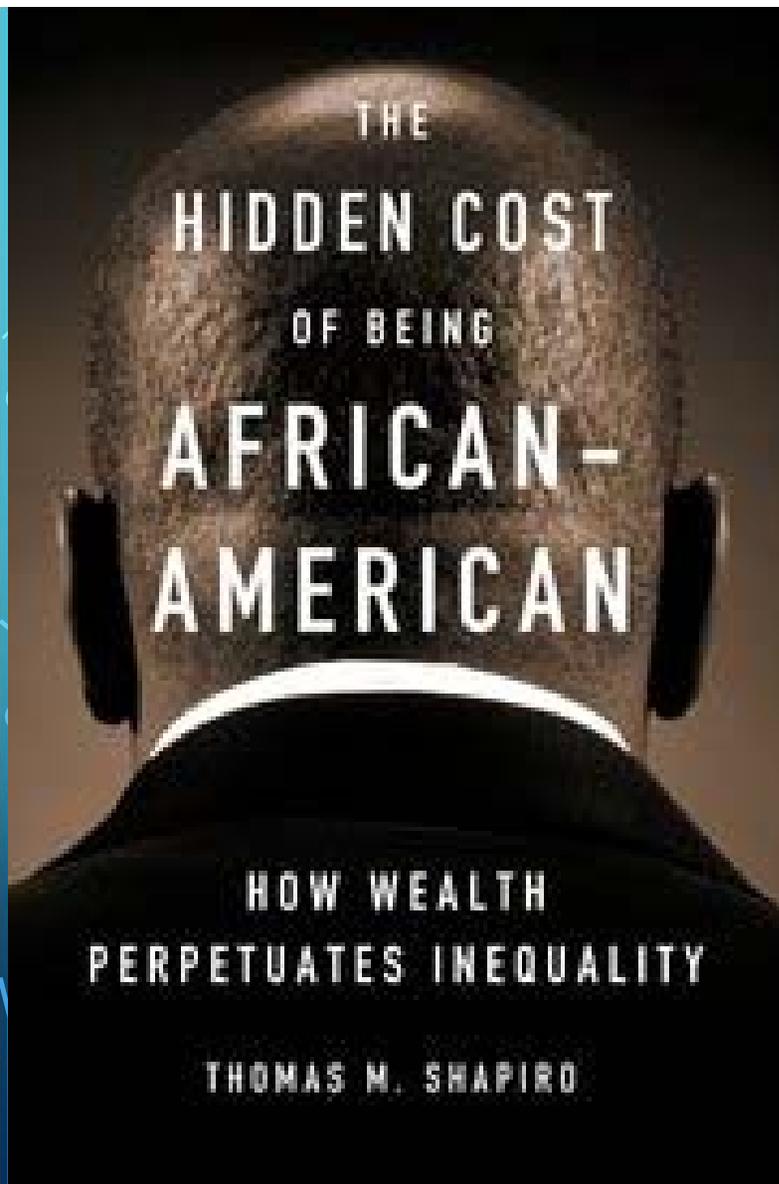
“What would be revealed if American corporations were examined throughout the same sharp lens of historical confrontation as the one trained on German corporations that relied on Jewish slave labor during World War II and the Swiss banks that robbed victims of the Holocaust of their fortunes? A form of American slavery persisted into the twentieth century, embraced by the U.S. economic system and abided at all levels of government. Industrialists, led by U.S. Steel, obtained leases on African-American men to work in their mines as forced laborers.”

Douglas Blackmon, *Slavery by Another Name: The Re-Enslavement of Black Americans from the Civil War to World War II*, New York: Anchor Books, 2008.



“Social stratification, which is defined as the unequal positioning of groups within the larger economy and society, has an effect on entrepreneurial outcomes. Imbalances at the starting line of business ownership often persist at the finish line, leading to varying rates of success. It is essential to understand and identify the factors that help explain why some groups succeed and others fail.”

Zulema Valdez, *Entrepreneurs and the Search for the American Dream*, New York: Routledge, 2016



“The real story of the meaning of race in modern America must include a serious consideration of how one generation passes advantage and disadvantage to the next - how individuals’ starting points are determined. Our nation continues to reproduce racial inequality, racial hierarchy and social injustice that is very real and formidable for those who experience it.”

Thomas Shapiro *The Hidden Cost of Being African-American: How Wealth Perpetuates Inequality*, New York: Oxford University Press, 2004)

WHEN AFFIRM- ATIVE ACTION WAS WHITE

**An Untold History of Racial Inequality
in Twentieth-Century America**

"A fresh, highly readable, first-rate history." —Sanford D. Horowitz, San Francisco Chronicle

IRA KATZNELSON

There was no greater instrument for widening an already huge racial gap in postwar America than the GI Bill. As southern black veterans attempted to gain from these new benefits, they encountered many well-established and some new restrictions. This combination of entrenched racism and willful exclusion either refused them entry or shunted them into second-class standing and conditions.

Ira Katznelson, **When Affirmative Action Was White: An Untold History of Racial Inequality in Twentieth-Century America**, New York: W.W. Norton & Co., 2005.

Antiracist Teaching

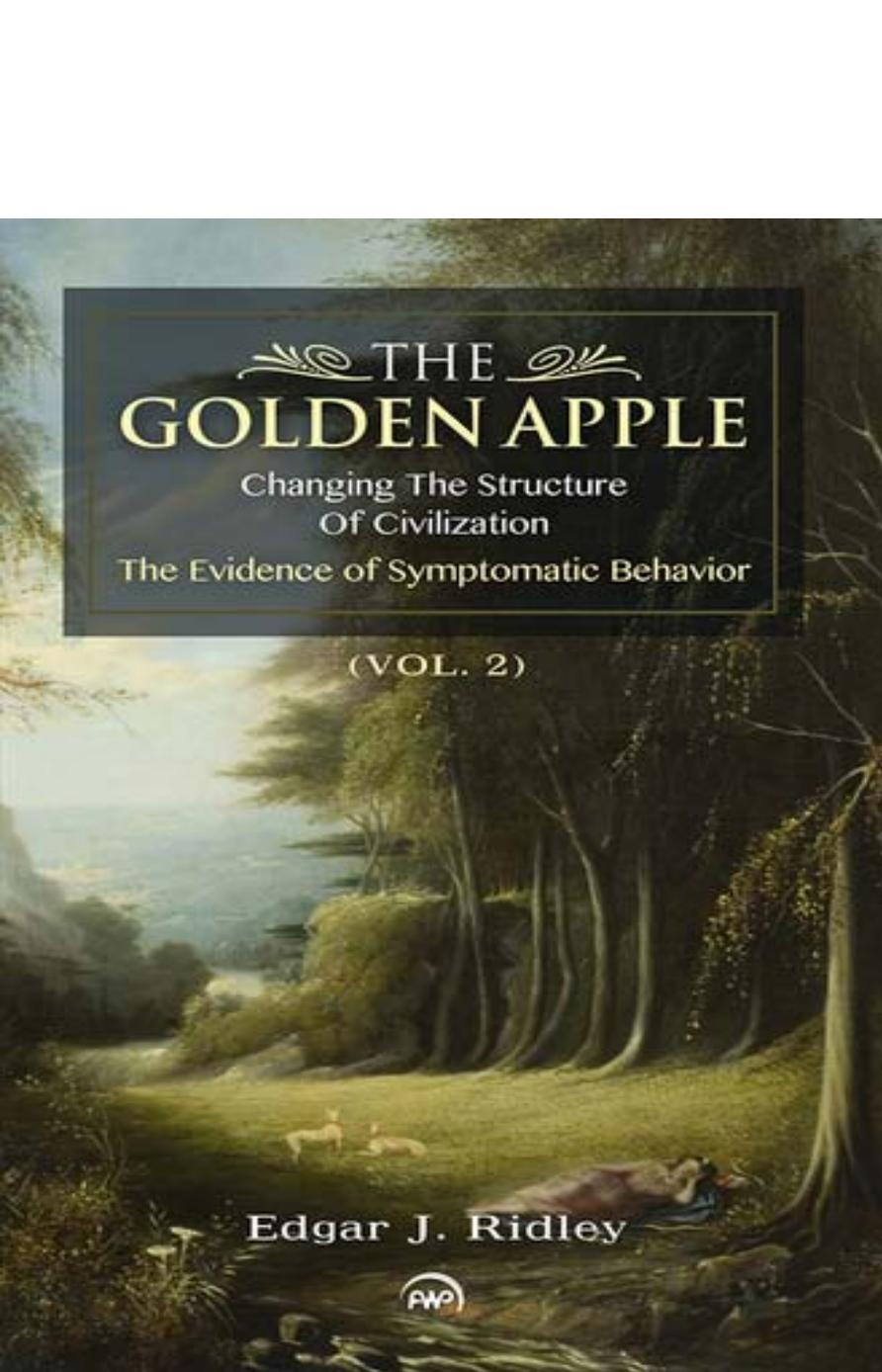


Robert P. Amico

[There is a need] for an effective pedagogical approach to enable faculty to teach white privilege, especially at predominantly white institutions.

We are asking students to change part of their worldview and reject what all their friends, family, and teachers have taught them and endorse. This change will result in emotional and cognitive dissonance and hence will be resisted.

Robert P. Amico, *Antiracist Teaching*,
New York: Routledge, 2015



THE
GOLDEN APPLE

Changing The Structure
Of Civilization

The Evidence of Symptomatic Behavior

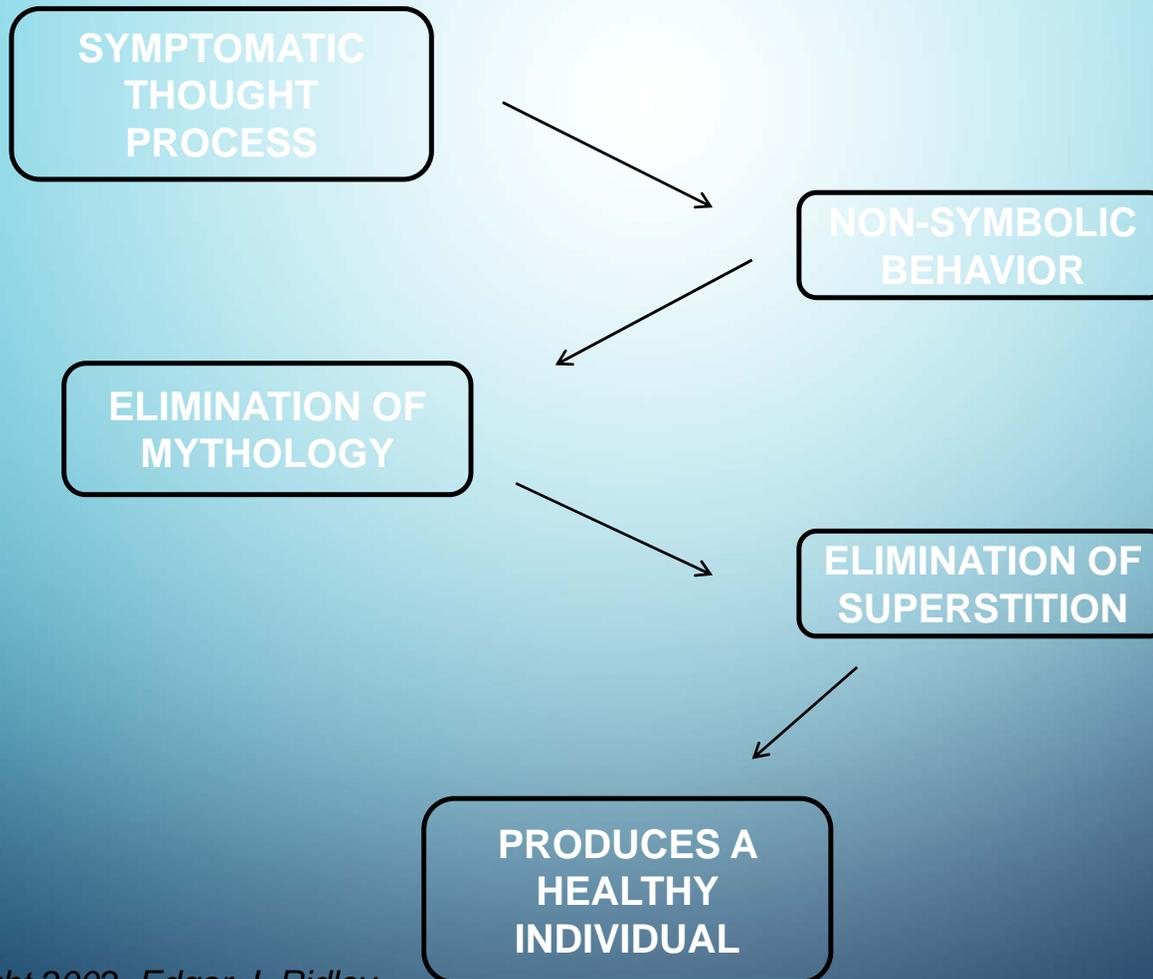
(VOL. 2)

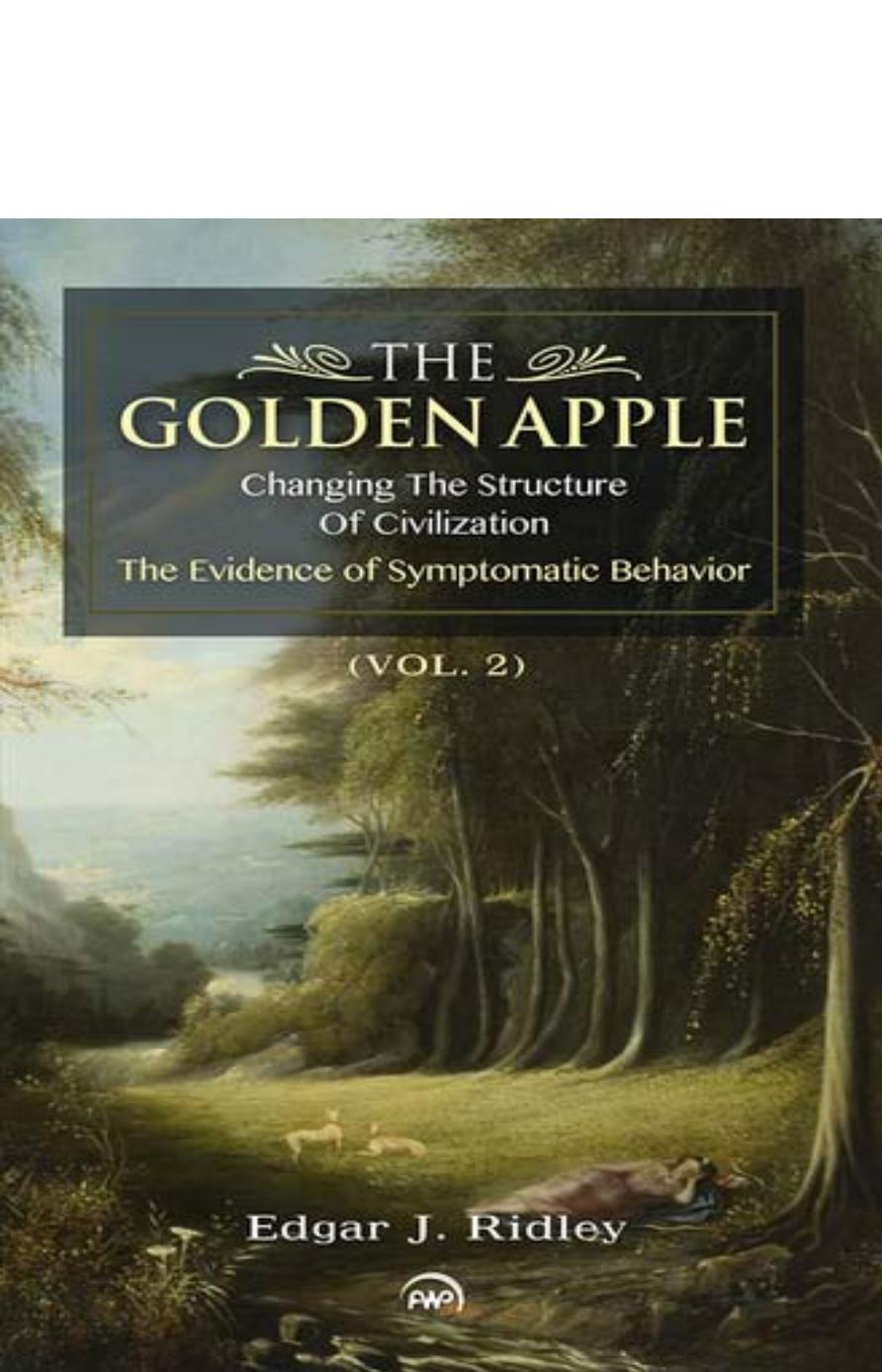
Edgar J. Ridley



“Man has been colonized by his symbols. Symbolic behavior produces all of the conflicts in the world today via superstition, resulting in racism, religious conflict, greed, and mental illness...[Yet,] today’s populations do not have a real understanding of the function of symptoms and symbols..... Symbols and the symbolic cause confusion. To solve today’s problems and global conflicts, we must behave symptomatically, eliminating symbolic thought and behavior.”

Edgar J. Ridley, *The Golden Apple: Changing the Structure of Civilization, Volume 2 – Evidence of Symptomatic Behavior*, Trenton ,NJ: Africa World Press, 2017





THE
GOLDEN APPLE

Changing The Structure
Of Civilization

The Evidence of Symptomatic Behavior

(VOL. 2)

Edgar J. Ridley

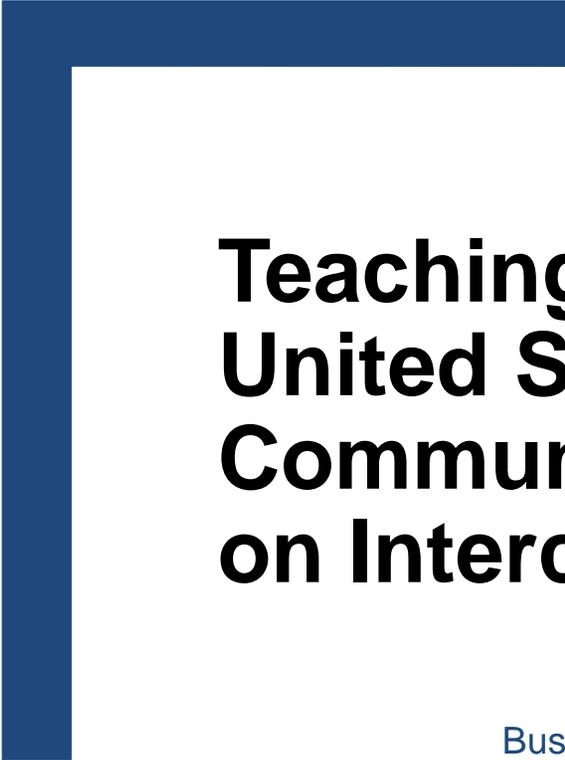


“Magical thinking has permeated the national consciousness, influencing behaviors that defy rational interpretation. The transition from a symbolic behavior pattern to a symptomatic behavior pattern is the only way out of our permanent quagmire. Indeed, the future will be built by a symptomatic-behaving population.”

Edgar J. Ridley, *The Golden Apple: Changing the Structure of Civilization, Volume 2 – Evidence of Symptomatic Behavior*, Trenton, NJ: Africa World Press, 2017

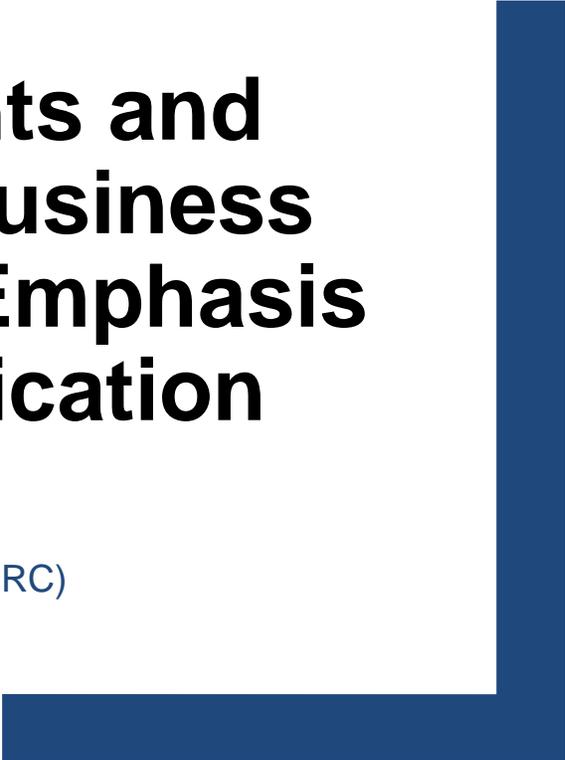


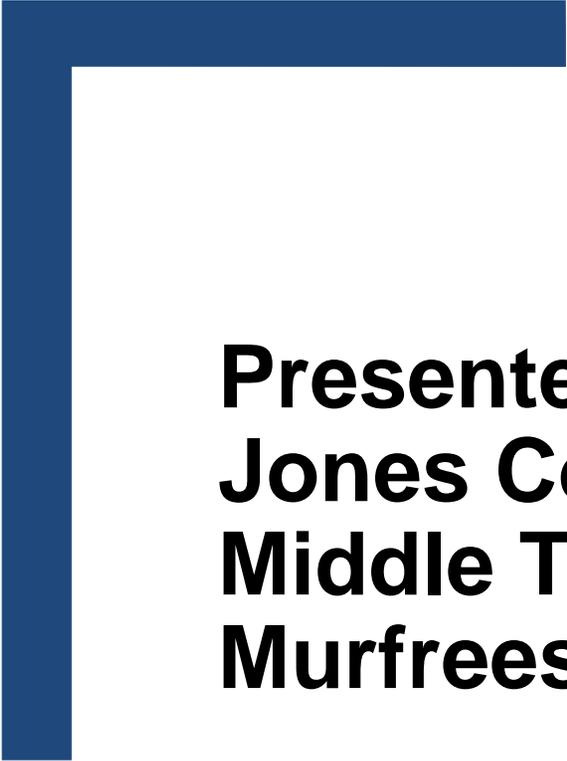
QUESTIONS?



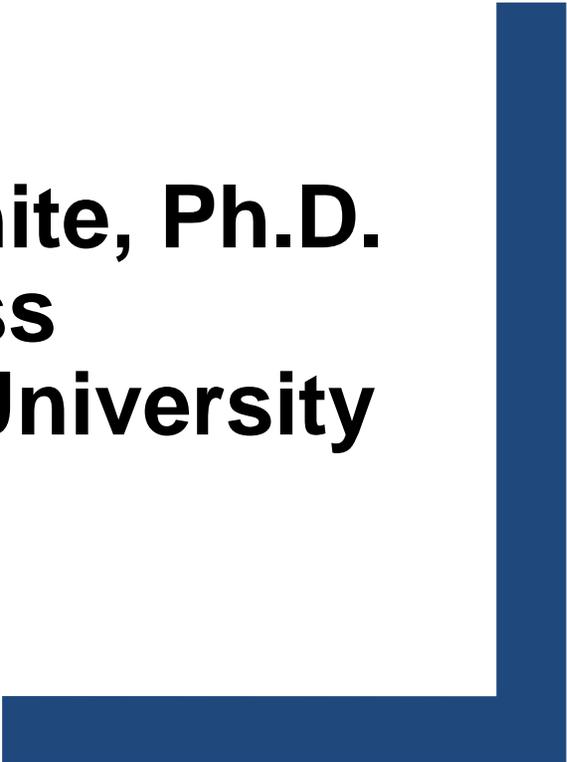
Teaching Chinese Students and United States Students Business Communication with an Emphasis on Intercultural Communication

National Business Education Association
Business Education Research Conference (BERC)
Baltimore, Maryland
March 29, 2018





**Presenter: Raholanda White, Ph.D.
Jones College of Business
Middle Tennessee State University
Murfreesboro, TN 37132**



Purpose of Study

The purpose of the study is to see how Chinese students and United States students differ in terms of intercultural communication. How they communicate in similar and different ways when it comes to cross cultural communication.



Methods and Procedures

- The researcher used three inventory assessments to collect data from students in the United States and China.

Assessment Number 1

ASSESSING THE IMPORTANCE OF YOUR SOCIAL AND PERSONAL IDENTITIES

Instructions: The items below describe how people think about themselves and communicate in different situations. Let your first preference be your guide and circle the number in the scale that best reflects your own self value. The following scale is used for each item:

- 1=SD=Strongly Disagree
- 2=MD=Moderately Disagree
- 3=MA=Moderately Agree
- 4=SA=Strongly Agree

		SA	MA	MD	SD
1.	My group memberships (e.g., ethnic or gender) are important when I communicate with others.	4	3	2	1
2.	My personality usually comes across loud and clear when I communicate.	4	3	2	1
3.	I am aware of my own ethnic background or social roles when I communicate.	4	3	2	1
4.	My personality has a stronger influence on my everyday interaction than any social roles.	4	3	2	1
5.	I am aware of ethnic or gender role differences when I communicate.	4	3	2	1
6.	I tend to focus on the unique characteristics of the individual when I communicate.	4	3	2	1
7.	Some aspects of my ethnic or social roles always shape my communication.	4	3	2	1
8.	I believe my personal identity is much more important than any of my social membership categories.	4	3	2	1
9.	If people want to know me, they should pay more attention to my professional or student role identity.	4	3	2	1
10.	My unique self is more important to me than my ethnic or cultural role self.	4	3	2	1

Scoring: Add up the scores on all the odd numbered items and you will find your social identity score. Social Identity score: _____. Add up the scores on all the even numbered items and you will find your personal identity score. Personal identity score: _____.

Interpretation: Scores on each identity dimension can range from 5 to 20; the higher the score, the more social and/or personal you are. If all the scores are similar on both identity dimensions, you emphasize the importance of both social and personal identities in your everyday communication process.

Reflection Probe: In the first encounter with a stranger, do you usually try to understand the social role identity or personal identity of the stranger? Why? Do you primarily share your social role identity or personal role identity information with a stranger? What factors (e.g., work situations, classroom situations, or attraction)? Usually prompt exchange either more social role data or more personal identity data in your communication process?

Ting-Toomey, S., & Chung, L. C. (2012). *Understanding Intercultural Communication* (2nd ed.). New York, Oxford: University Press, Inc. With permission from the authors, Dr. Stella Ting-Toomey and Dr. Leeva Chung, for educational classroom use only.

Assessment Number 2

ASSESSING THE IMPORTANCE OF YOUR SOCIAL AND PERSONAL IDENTITIES

Instructions: Recall how you generally feel and act in various situations. Let your first preference be your guide and circle the number in the scale that best reflects your overall impression of yourself. The following scale is used for each item:

- 1=NOI=Strongly Disagree-IT'S NOT ME!
- 2=nc=Moderately Disagree-It's kind of not me
- 3=yes=Moderately Agree-It's kind of like me
- 4=YESI=Strongly Agree-IT'S ME!

	SA	MA	MD	SD
1. Time is not necessarily under our control.	4	3	2	1
2. It's very important for me to stick to a schedule.	1	3	2	1
3. I'm very relaxed about time.	4	3	2	1
4. Meeting deadlines is very important to me.	4	3	2	1
5. Unexpected things happen all the time—just flow with it.	4	3	2	1
6. I get irritated when people are not on time.	4	3	2	1
7. It's OK to be late when you're having a wonderful conversation with someone.	4	3	2	1
8. I like to be very punctual for all my appointments.	4	3	2	1
9. I'm more concerned with the relationship in front of me than clock time.	4	3	2	1
10. I keep an appointment book with me all the time.	4	3	2	1

Scoring: Add up the scores on all the odd-numbered items and you will find your monochronic-time preference score. Monochronic-time preference score: _____. Add up the scores on all the even-numbered items and you will find your polychronic time preference score. Polychronic-time preference score: _____.

Interpretation: Scores on each identity dimension can range from 5 to 20; the higher the score, the more monochronic and/or polychronic time tendencies you have. If the scores are similar on both time dimensions, you are a bichronemic-time communicator.

Reflection Probes: Take a moment to think of the following questions: Do you like your monochronic and/or polychronic time tendencies? Why or why not? Where do you learn your sense of time or clock rhythms? How do you think you can deal effectively with people who have a very different time preference from you?

Ting-Toomey, S., & Chung, L. C. (2012). *Understanding Intercultural Communication* (2nd ed.). New York, Oxford University Press, Inc. With permission from the authors, Dr. Stella Ting-Toomey and Dr. Leeva Chung, for educational classroom use only.

Assessment Number 3

PROBING YOUR ETHNOCENTRIC TENDENCIES

Instructions: The following items describe how people generally think about themselves and their cultural groups. Let your first preference be your guide and circle the number in the scale that best reflects your overall agreement with the statement. The following scale is used for each item:

- 1=NO! = Strongly Disagree-IT'S NOT ME!
- 2=no = Moderately Disagree-It's kind of not me
- 3=yes = Moderately Agree-it's kind of like me
- 4=YES! = Strongly Agree-IT'S ME!

Generally speaking...	SA	MA	MD	SD
1. I believe my culture offers the best lifestyles compared with other cultures.	4	3	2	1
2. I like routines and a stable environment.	4	3	2	1
3. My culture is very advanced in comparison with other cultures.	4	3	2	1
4. I don't like ambiguous or uncertain situations.	4	3	2	1
5. My culture provides the best opportunity for its members to achieve their goals.	4	3	2	1
6. I get very stressed in unfamiliar settings.	4	3	2	1
7. My cultural group has the most expressive language and vocabulary.	4	3	2	1
8. I don't like to approach strangers for anything.	4	3	2	1
9. My culture has a very rich history and traditions.	4	3	2	1
10. I get quite intimidated thinking of living in another country for more than a year.	4	3	2	1

Scoring: Add up the scores on all the odd-numbered items and you will find your ethnocentrism score. Ethnocentrism score: _____. Add up the scores on all the even-numbered items and you will find tolerance of ambiguity score. Tolerance of ambiguity score: _____.

Interpretation: Scores on each identity dimension can range from 5 to 20; the higher the score, the more ethnocentric and/or intolerant of ambiguity you are. If all the scores are similar on both attitude dimensions, you are high on cultural ethnocentrism and high on your fear of ambiguous situations.

Reflection Probes: Take a moment to compare your scores with a classmate's. Think of the following questions: Where did you learn your attitudes about your own culture and its value compared with other cultures? What fears do you have in approaching new or unfamiliar situations? Why? How do you think you can prepare yourself more effectively in dealing with new cultural situations and cultural strangers?

Ting-Toomey, S., & Chung, L. C. (2012). *Understanding Intercultural Communication* (2nd ed.). New York, Oxford University Press, Inc. With permission from the authors, Dr. Stella Ting-Toomey and Dr. Leeva Chung, for educational classroom use only.

Methods and Procedures

- **Research Question One:** Is there a statistically significant difference between the independent variables (United States students and Chinese students) and their effect on the six dependent variables? Six dependent variables: Personal Identify Score, Social Identify Score, Polychronic Time Frame, Monochronic Time Frame, Ethnocentrism Score, and Tolerance of Ambiguity Score.



Methods and Procedures

- **Research Question Two:** Which one of the dependent variables is affected by the independent variables?



Methods and Procedures

- **Research Question Three:** Which independent variable mean score is better (the United States students or the Chinese students on two dependent variables-Personal Identify Score (PIS) and Polychronic Time Frame (PTF)?



Findings and Results

- **Research Question 1:** The multivariate showed that there is a statistically significant difference between the United States students and Chinese students on the six dependent variables simultaneously.



Findings and Results

- **Research Question 2:** There is a statistically significant difference between the dependent variables Personal Identify Score (PIS) and Polychronic Time Frame (PTF) and the independent variables.

Findings and Results

- **Research Questions 3:** There is a statistically significant difference between the independent variables (United States students and Chinese students) mean scores on two dependent variables (Personal Identity Score (PIS) and Polychronic Time Frame (PTF)).

TABLE 1. GLM: SIS PIS MTF PTF ES TAS = Country (US vs China)							
Between-Subjects Factors							
	Value	Label	N				
Country	1	US	26				
	2	China	45				
Descriptive Statistics					Statistics		
	Country	Mean	Std. Deviation	N		F	P
OddC_SIS	US	14.5385	2.88764	26	US+ China	5.611	.000
	China	13.7556	1.79843	45	PIS	17.880	.000
	Total	14.0423	2.27054	71	PTF	7.410	.008
EvenC_PIS	US	15.7692	2.30318	26	US+ China	.098	.755
	China	13.3111	2.39148	45	Computed using alpha=.05		
	Total	14.2113	2.62904	71			
OddF_MTF	US	11.1538	2.96233	26			
	China	11.4667	2.34133	45			
	Total	11.3521	2.56959	71			
EvenF_PTF	US	16.1538	2.58754	26			
	China	14.6667	1.97714	45			
	Total	15.2113	2.31711	71			
OddE_ES	US	13.5769	2.28338	26			
	China	14.0222	2.07243	45			
	Total	13.8592	2.14673	71			
EvenE_TAS	US	13.0385	2.06844	26			
	China	12.8889	1.86136	45			
	Total	12.9437	1.92641	71			

Conclusions

Chinese students are less social than United States students are. This is because the Chinese culture is quite reserved and students are very quiet and very polite. The Chinese students have high respect for their teachers on all levels. Students would interact among themselves to a certain extent, but students were quite reserved. When it was time to reconvene the class after break, students would usually assemble on time or once I told them, it was time to continue with class.

Chinese students are not accustomed to interrupting their professors when they are lecturing. They are used to listening and asking questions after the professor finishes talking to the class. They believe it is rude to ask the professor questions while he or she is speaking to the class. This is how they have been taught. Students would come up to me after class and ask questions. It let me know that they did not feel comfortable asking questions during class.

Conclusions

The study also showed that most Chinese students felt that their unique self was not as important to them as their ethnic or cultural self was. These students take a lot of pride in their country and are overall very loyal to their culture.

The study also showed that the United State students had a higher mean score than the Chinese students did as far as Polychronic Time Frame was concerned.

Recommendations

The researcher recommends faculty disseminate as much information as possible about intercultural/ cross cultural communication to twenty-first century students. Since students from different cultures will interact with each other, they should learn as much as possible about communicating with other cultures.

The researcher also recommends that students in business education classes become involved in classroom activities that focus on intercultural/ cross cultural communication. Some of these activities may include researching other cultures, watching videos, and problem solving through case studies.

The researcher also recommends sharing pertinent information with students about studying abroad in the classroom or becoming involved in exchange programs. Visiting and studying in other countries is vital to today's students.

The researcher recommends faculty studying and or teaching in exchange programs in order to understand different cultures and ethnicities in the twenty-first century classroom. Also, become involved in international, national, state, and local organizations.



Recommendations

Additional recommendations include building a network with faculty from other colleges and universities in order to keep the communication and networking opportunities current. These individuals may be in or out of the United States.

Researching in other countries (as this study did) will certainly help faculty and students (when shared in the classroom) learn more about other cultures. If you are planning to visit universities in other countries, consider conducting research.

The Demise of Business Teacher Education in a Southeastern State

Presenter: Dr. Pamela Scott Bracey



MISSISSIPPI STATE
UNIVERSITY™

MSU College of Education
Dept. of Instructional Systems & Workforce Development

Purpose

- The purpose of this study was to investigate the unfortunate causes and effects of the demise of business and technology teacher education programs in a southeastern state in the United States of America.



MISSISSIPPI STATE
UNIVERSITY™

MSU College of Education
Dept. of Instructional Systems & Workforce Development

Current Secondary Business Courses in Mississippi

- Business Fundamentals
- Business Law
- Personal Finance
- Information and Communication Technology I & II
- Graphic Design I & II
- Entrepreneurship
- Business Finance
- Accounting Fundamentals
- Management Essentials
- International Business
- Marketing Essentials
- Sales and Distribution
- Web Design and Media Rich Content
- Intro to Information Technology
- Technology Foundations
- Management Fundamentals



Certification Routes Available in Mississippi

- Traditional Undergraduate Business Teacher Education
- Traditional Alternate Route Programs
- Graduate Degree Alternate Route Programs
- Career Technical Licensure Workshops
- Reciprocity from another state



MISSISSIPPI STATE
UNIVERSITY™

MSU College of Education
Dept. of Instructional Systems & Workforce Development

Traditional Business Ed Preparation Programs

	2014 - 15	2015 - 16	2016 - 17	2017 - 18
Public Institutions	3	2	1	0
Private Institutions	1	1	1	1
TOTAL	4	3	2	1



Endorsements from Traditional Business Ed Programs in Mississippi

- Middle School
 - Information & Communication Technology I
 - Information & Communication Technology II
 - Technology Foundations
- High School
 - Business Education
 - Economics
 - Computer Applications
- Career and Technology Centers
 - Accounting and Finance
 - Business Fundamentals
 - Management
 - Marketing
 - Career Pathways Experiences (Co-op)



Approved Alternate Route Business Ed Preparation Programs

	2014 - 15	2015 – 16	2016 – 17	2017 – 18
Non-Academic Endorsement Entities	1	1	1	1
Graduate Program Certification	2	2	2	1
Academic Endorsement Entities	4	4	3	1
TOTAL	7	7	6	3



Essential Questions

- Which educational route did the majority of current Mississippi business and technology teachers take to become certified?
- What factors initially influenced the chosen certification route of current business and technology teachers in Mississippi?
- What do faculty and administrators believe contributed to program closures?
- What business education-related data is provided by school- and state-related documents?



Methodology

- Descriptive Mixed-Methods approach over a 4-year period
- Population: Faculty members, administrators, current teachers and former business technology education students in the state of Mississippi
- Data Collection
 - Interviews with faculty members and administrators
 - Content analysis of state-mandated documents
 - Content analysis of institutional effectiveness reports
 - Teachers were emailed a survey powered by SurveyMonkey
 - Email addresses collected from state educational listservs



Population/Sample

- A total of 159 teachers were emailed to request participation
 - 86 teachers (54%) responded
- Four (4) administrators were interviewed
- Four (4) faculty members were interviewed
- Five (5) state-related documents were analyzed
- Ten (10) institution-related documents were analyzed
- Four (4) non-academic teacher training sessions were observed



FINDINGS



MISSISSIPPI STATE
UNIVERSITY™

MSU College of Education
Dept. of Instructional Systems & Workforce Development

Business Teacher Graduation Data from Public Institutions

	2014 - 15	2015 - 16	2016 - 17	2017 - 18
Public Institutions	5	4	3	4



MISSISSIPPI STATE
UNIVERSITY™

MSU College of Education
Dept. of Instructional Systems & Workforce Development

Business Teacher Enrollment Data from Public Institutions

	2014 - 15	2015 - 16	2016 - 17	2017 - 18
Public Institutions	17	10	19	20

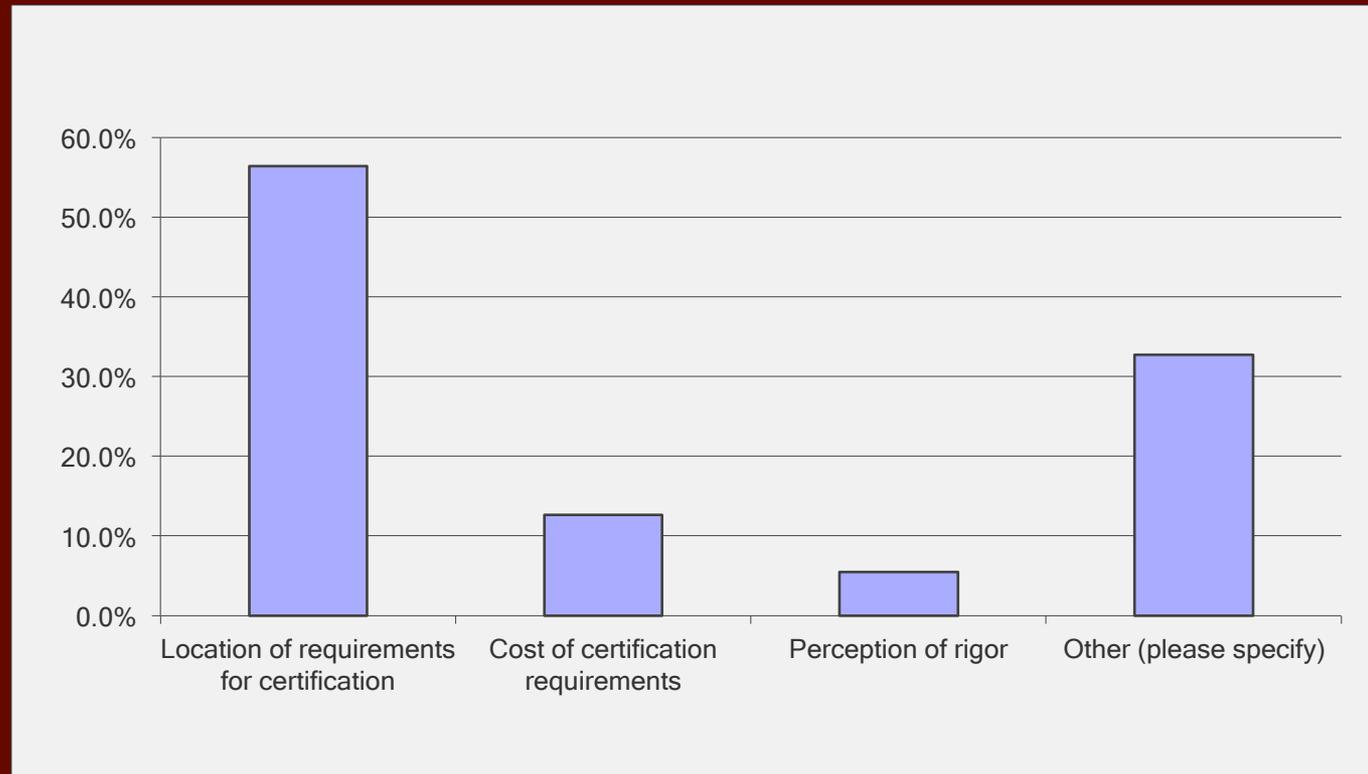


R1: Which educational route did the majority of current Mississippi business and technology teachers take to become certified?

Certification Method	% of Responses
Traditional Undergraduate Business Teacher Education Programs	43%
Alternate Route Programs	42%
Career-Technical Licensure Workshops	15%
TOTAL	100%



R2. What factors initially influenced the chosen certification route of current business and technology teachers in Mississippi?



Enrollment Observations from Last Standing State Institution

Program Growth after Moved 100% Online

- 9 students in Fall 2013
- 15 students Fall 2014
- 17 students Fall 2015
- 8 students Fall 2016
- 20 students Fall 2017

Crossing State Lines

- Students from other states were enrolled
- EdTPA issues



Examples of Recruitment Techniques from State Institutions

- **Conferences**
 - Vendor booths at state conferences
 - Door prizes marked with department logo
 - Presentations at local, state, regional, and national conferences
- **College Fairs**
 - Schools
 - School Districts
 - Churches
 - Civic Organizations
- **E-Mail Blasts**
 - Contact info collected from visits and inquiries
 - Program registration reminders and updates sent via MailChimp (an online email marketing solution)



Rigorous Program Requirements

- *Present an ACT score of 21 with all sub-scores 18 or higher...OR have passing scores on the Praxis CORE*
- Have at least a 2.75 GPA on required 44 general education courses
- Have an overall GPA of 2.5
- Make a C or better in English Composition and Mathematics
- Obtain a certified background check
- Submit two letters of recommendation from educators
- Verification of 40 hours of work experience with youth



Suggestions of Demise

- Recruitment is too strenuous on faculty
- Teacher Ed program requirements are much more rigorous than alternate route
- Teacher Ed programs are more expensive than alternate route
- Non-academic alternate route programs are now funded through state departments
- State departments no longer collaborate with College of Education faculty
- Business Education is no longer only a stand alone license, which devalues a traditional business teacher education program



Additional Findings

- Many routes that were once available to become certified to teach business and technology education courses in the secondary sector will no longer available after this year.
- Faculty and administrators have a hard time balancing recruitment responsibilities along with other research, teaching, and service roles.
- Administrators state that a variety of certification choices has contributed to enrollment decline in traditional business teacher education programs nationwide.



Findings (cont.)

- Stand alone certification processes were created because state departments want fast, less rigorous processes.
- Fast-track traditional education programs are recommended by administrators.
- Computer Science and STEM will soon replace Business Education courses in most districts, due to federal funding perks.



Conclusions

- Data suggests that location, cost, and accessibility of program requirements play a major factor in the selection of certification routes
- Universities will continue to close programs if graduation rates do not increase... even if ENROLLMENT increases.
- Hiring recruitment and marketing professionals would be great investments for business education programs.



Recommendations

- Since location is a major program selection factor, universities must develop innovative training options (ex: Online, Satellite campuses, etc.)
- An open line of communication must be kept between state boards of education and institutions or organizations responsible for training pre-service teachers to enhance collaboration.
- Current business teachers must accept the charge of inspiring and molding future teachers.
- Business teachers must get onboard with STEM and CS initiatives.



Final Words

- The unfortunate demise of business and technology teacher education programs has been caused by several different political-related factors, and will impact the future of business and technology education for years to come.
- Results of this study possess the ability to assist all business and technology teacher education programs and certification training entities. Additionally, findings may provide a foundation to assist academic stakeholders in making several other critical decisions related to the future of teacher education nationwide.



Contact Me



Dr. Pamela Scott Bracey

Assistant Professor

Instructional Systems & Workforce Development
MSU College of Education

Email: pks14@msstate.edu

Twitter: [@ProfessorBracey](https://twitter.com/ProfessorBracey)



MISSISSIPPI STATE
UNIVERSITY™

MSU College of Education
Dept. of Instructional Systems & Workforce Development

The Effects of Supplemental Learning on a Business Course

Dr. Christina Force

Assistant Professor of Business Education

cforce@bloomu.edu

Bloomsburg University of Pennsylvania

400 E. 2nd St. Bloomsburg, PA 17815

Wednesday, March 28, 2018

10:40 AM

Agenda

Part I

- Background
- Purpose of the Study/Objectives
- Research Questions
- Literature Review
- Methodology

Part II

- Findings
- Conclusions
- Limitations
- Future Recommendations
- References

Background

Introduction to Business BUSED101

- This course provides a study of business and its environment, organization, operation, and the interrelationships with government and society.
- Required course for all business majors.
- Elective course for all others that provides General Education credits in the Social Sciences
- Works in conjunction with the COB Professional Development program call “ZIPD”

Purpose of the Study

- This study seeks to understand the effects of supplemental learning for an undergraduate Introduction to Business Course. Two sections of Introduction to Business utilized a supplemental learning leader and three sections did not have access to a supplemental learning leader.

Research Questions

- What effect does a supplementary learning leader have on course grades?
- Do students who lack access to the supplemental learner receive lower course grades?

Literature Review
What is Supplemental
Learning Program?

- Courses are enhanced by Supplemental Learning (SL).
- SL courses include small group sessions led by Supplemental Learning Leaders (former students) who are selected because they passed the course with a high grade.
- Study sessions are regularly scheduled, casual sessions in which students compare notes, discuss assignments, and develop organizational tools and study skills.

Supplemental
Learning



Literature Review



- It is not tutoring
- It is more specific to the instruction of the course
- A model student who has already been successful for taking the course tries to lead the students to success
- Studies have shown students who participate in these sessions earn better grades in the course.



Literature Review-
Supplemental
Leader

- Teach their own way how they succeeded
- Coordinate groups
- Games & activities
- Interaction
- Some change their major to education

Literature Review-
Faculty View Point

- SL models good student behavior
 - Attend class, on time, greet instructor
- Organize study sessions
- Group experience
 - Become friends outside of class
 - Networking alters the class in a positive manner
- SL is “in the trenches”

Methodology

- Data was collected from all students in 5 sections of introductory business course.

Same instructor

2 sections had an SL and 3 sections did not

Participants

- A total of 229 students were in the 5 sections

Section	# of Students	Year
01	46	Fr, Soph, Jr, Sr
02 (SL)	46	Fr & Soph only
03 (SL)	46	Fr, Soph, Jr, Sr
04	46	Fr, Soph, Jr, Sr
10	48	Fr, Soph, Jr



Findings

- Average Course Grade was 7.5% higher in the sections with SL
- One of the SL sections was made up all freshmen with only two sophomores
- None of the students in the SL failed the course; 3.6% of students non SL students failed the course
- Students in the non-SL sections asked to participate in the program

Conclusions



- A SL can be beneficial to students
- Being an SL can also benefit the individual
- There can be an increase in course grades and the number of students that pass the course

Limitations

- Data examined was for only one semester
- The number of participants was not equal in the control and non-controlled groups
- The gender, year in school and major was not accounted for

Future Recommendations

- Conduct over a long period of time
- Track individual students' performance
- Conduct a study on the Student Leaders



- Bronstein, S. B. (2007). *Supplemental instruction: Supporting persistence in barrier courses*. University of Massachusetts Amherst.
- Cheng, D., & Walters, M. (2009). Peer-Assisted Learning in Mathematics: An Observational Study of Student Success. *Australasian Journal of Peer Learning*, 2(3), 23-39.
- Congos, D., & Mack, A. (2005). Supplemental Instruction's impact in two freshman chemistry classes: Research, modes of operation, and anecdotes. *Research and Teaching in Developmental Education*, 43-64.
- Dawson, P., van der Meer, J., Skalicky, J., & Cowley, K. (2014). On the effectiveness of supplemental instruction: A systematic review of supplemental instruction and peer-assisted study sessions literature between 2001 and 2010. *Review of Educational Research*, 84(4), 609-639.
- Fayowski, V., & MacMillan, P. D. (2008). An evaluation of the supplemental instruction programme in a first year calculus course. *International Journal of Mathematical Education in Science and Technology*, 39(7), 843-855.
- Longfellow, E., May, S., Burke, L., & Marks-Maran, D. (2008). 'They had a way of helping that actually helped': a case study of a peer-assisted learning scheme. *Teaching in Higher Education*, 13(1), 93-105.
- Rath, K. A., Peterfreund, A. R., Xenos, S. P., Bayliss, F., & Carnal, N. (2007). Supplemental instruction in introductory biology I: enhancing the performance and retention of underrepresented minority students. *CBE-Life Sciences Education*, 6(3), 203-216.
- Supplemental Learning. (n.d.). Retrieved August 29, 2017, from <http://valenciacollege.edu/supplemental-learning/>
- Supplemental Instruction. (2017). Retrieved August 29, 2017, from <https://www.fisk.edu/services-resources/academic-excellence-student-performance/supplemental-instruction>
- Supplemental Learning FAQs. (2017). Retrieved August 29, 2017, from <https://intranet.bloomu.edu/tutoring-supplemental-learning>

Undergraduate Business Students Perceptions of Teaching Presence in Online Business Courses

**Lacey Finley, Ph.D.
Park University**

Background

- Lacey Finley
 - Ph.D. – Curriculum & Instruction
 - Emphasis: Educational Computing, Design, and Online Learning
 - Master of Science in Business Education
 - Master of Business Administration
- 11 Years in Higher Education
- Teaching Focus:
 - Business Communication
 - Career Development
- Research Interests:
 - Passion for best practices in business education
 - Interested instructor-student interaction in the online learning environment
 - Assessment and curriculum best practices

Background

- Online Learning Growth in Higher Education
- Online Degree and Program Growth at Four-Year Institutions
- Four-Year Institutions and Online Learning Opportunities
- Online Course Technology
 - Learning Management Systems (LMS)
 - Blackboard
- Teaching Online
 - Interaction through Learning Management Systems

Background

- Growth of online education
- Business student population
 - Largest portion of online undergraduate enrollment (Clinefelter & Aslanian, 2014)
- No research found on specific instructor attributes/practices of Teaching Presence from the perspective of online undergraduate Business students
- Lack of understanding in regard to what Business students perceive as good teaching in the online learning environment
 - Particularly in the area of Teaching Presence and the Teaching Presence Components
 - Design and Organization
 - Discourse Facilitation
 - Direct Instruction

Purpose

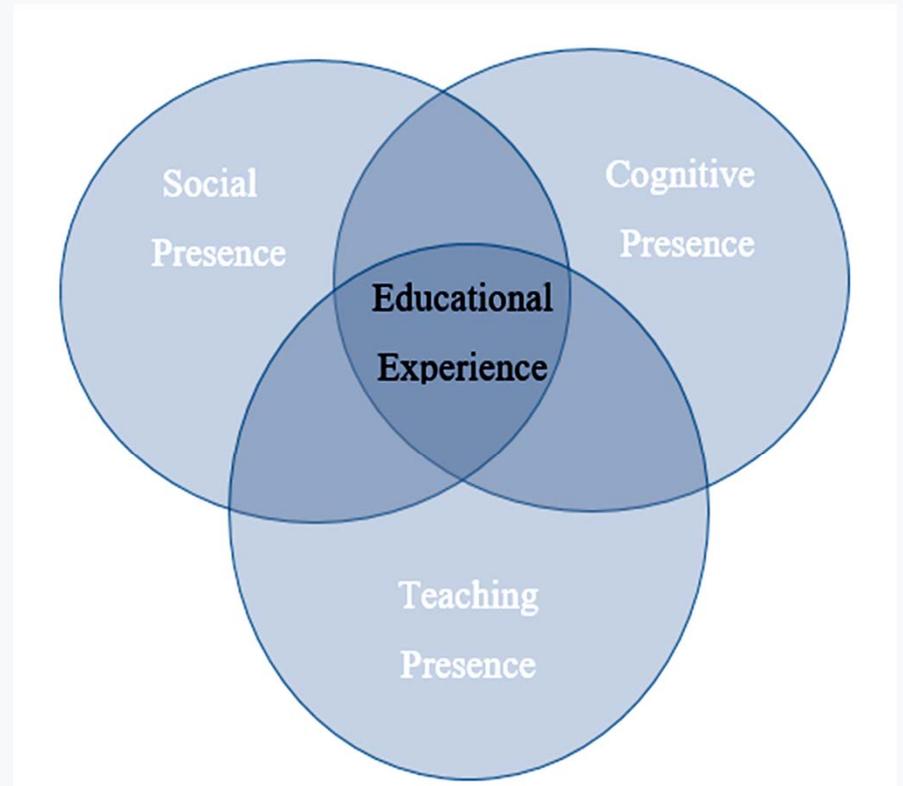
- Explore how undergraduate Business students perceive Teaching Presence in online Business courses
- Investigate what components of Teaching Presence undergraduate Business students find most valuable
- Understand how exemplary Teaching Presence is demonstrated

Theoretical Framework

Teaching Presence within the
Community of Inquiry Model

- Social Presence
- Cognitive Presence
- Teaching Presence

Intersect to develop the
educational experience



Adapted from Anderson, Rourke, Garrison, and Archer (2001)

Theoretical Framework

Teaching Presence:

- **Virtual “visibility” of the instructor as perceived by students**
(Baker, 2012; Arbaugh & Hwang, 2006)
- **“The design, facilitation and direction of cognitive and social processes for the purpose of realizing personally meaningful and educationally worthwhile learning outcomes”**
(Anderson et al., 2001, p. 5).

Teaching Presence Model

Design & Organization

Discourse Facilitation

Direct Instruction

Theoretical Framework

Teaching Presence Model

Design & Organization

- Setting curriculum
- Establishing time parameters
- Utilizing medium effectively
- Establishing netiquette
- Designing methods

Direct Instruction

- Present content/questions
- Focus the discussion on specific issues
- Confirm understanding
- Diagnose misconceptions
- Inject knowledge from diverse sources

Discourse Facilitation

- Identifying areas of agreement/disagreement
- Reinforce student contributions
- Setting climate for learning
- Drawing in participants, prompting discussion
- Assessing the efficacy of the process
- Seeking to reach consensus

(Adapted from Anderson et al., 2001)

Research Questions

1. How do undergraduate Business students perceive Teaching Presence in online courses?
2. What Teaching Presence components (design and organization, discourse facilitation and direct instruction) do undergraduate Business students find valuable in online courses?
3. How do exemplary undergraduate Business course faculty demonstrate Teaching Presence in online instruction?

Design

Case Study

- Capture student voices through in-depth interviews
- Provide a meaningful understanding of the nature and attributes of Teaching Presence through student-nominated faculty interviews, observations, and documentation

Data Collection

Data gathered from multiple sources:

- Semi-structured interviews
 - Interview protocols were used for student & faculty interviews
 - Based certain interview questions on the Teaching Presence Scale

Documents

- Course Content
- Course Materials
- Teaching Evaluations (Student Survey Responses)

Observation

- Discussion posts
- Announcements
- Recordings

Research Setting

University:

- Four-year university in the Midwest
 - 4284 full-time students
 - 1518 part-time students
- 58 percent females and 42 percent males
- 15 online degree options
- Fall 2014 - 2,344 students enrolled in at least one online course

Research Setting

Business Department:

- Faculty:
 - 25 Full-Time Faculty
 - 21 Adjunct Faculty
 - 32 Faculty members teach at least one online course each semester
- Bachelor of Science in Business Administration (BSBA)
 - The study focused on students pursuing a BSBA
 - Approximately 24% of the total student population was pursuing a BSBA degree
- Blackboard Learn - LMS

Research Setting

Business Department:

Total Enrollment	905
Freshman	175
Sophomore	160
Junior	260
Senior	310

- About 40% of students take at least one online course per semester:
 - 70 Freshman
 - 64 Sophomores
 - 105 Juniors
 - 125 Seniors

Participants

Business Students:

- Twenty Business students
 - Enrolled in at least one online Business course during the Fall 2015 semester
 - For-credit three-hour course
 - Pursuing a Bachelor of Science in Business Administration
 - Both male and female students
 - All academic levels – proportional sampling
 - 3 Freshman
 - 3 Sophomores
 - 6 Juniors
 - 8 Seniors

Participants

Business Faculty:

- Student Nomination of Exemplary Online Undergraduate Business Faculty
- Faculty most often nominated by students as demonstrating effective methods of Teaching Presence
- Researcher identified three most-named faculty
- Conducted in-depth interviews with student-nominated exemplary faculty
 - Faculty M (Instructor 1)
 - Faculty Y (Instructor 2)
 - Faculty G (Instructor 3)

Data Analysis

Coding:

- NVivo 10 Software
- Interviews coded by question within NVivo
 - Meticulously focused on the purpose of the study, paying special attention to tying all information back to the research questions
- Themes and categories were broken into “Nodes”
 - Matching comments were coded by Node
- Pattern Coding
- Documents and Observations were organized as “Memos” in NVivo

Data Analysis

Patterns and Themes:



Trustworthiness

- Dependability
- Credibility
- Transferability
- Confirmability

Results

Question 1:

How do undergraduate Business students perceive Teaching Presence in online courses?

101 Total Units
3 Themes
12 Categories

Question 2:

What Teaching Presence components do undergraduate Business students find valuable in online courses?

245 total units
3 Themes
16 Categories

Question 3:

How do exemplary undergraduate online Business course faculty demonstrate Teaching Presence in online instruction?

81 total units
3 Themes
12 Categories

- Teaching Presence components were used as the themes
 - (Design and Organization, Discourse Facilitation, and Direct Instruction)
- Teaching Presence Model component elements (sub-components) were used as categories

Conclusions

Q1: How do undergraduate Business students perceive Teaching Presence in online courses?

- Direct Instruction
 - Confirm Understanding
 - Students needed to know that their instructor was present and available
 - Instructor reassurance through interaction influenced student perceptions of Teaching Presence
 - Instructor-driven communication prompted Teaching Presence
 - Students valued specific assignment feedback

Conclusions

Q1: How do undergraduate Business students perceive Teaching Presence in online courses?

- Discourse Facilitation
 - Drawing in Participants, Prompting Discussion
 - Teaching Presence was apparent through instructor participation in course discussions
 - Extra support and guidance was provided by instructors in discussion forums
- Design and Organization
 - Designing Methods
 - Student perceptions of Teaching Presence were influenced by the level of detail and effectiveness of communication provided by online Business course instructors
 - Online video lectures personalized the instruction process and created presence

Conclusions

Q2: What Teaching Presence components do undergraduate Business students find valuable in online courses?

- Design and Organization
 - Designing Methods
 - Students needed specific learning activity requirement information
 - Video lectures were a valued aspect of "Design and Organization"
 - Clear expectations stated at the course outset were valued by students
- Design and Organization
 - Establishing Time Parameters
 - A full course schedule was desired on the first day of the course
 - Instructor reminders and announcements further established time parameters

Conclusions

Q2: What Teaching Presence components do undergraduate Business students find valuable in online courses?

- Discourse Facilitation
 - Setting Climate for Learning
 - Students valued facilitation through instructor encouragement and prompting of exploration
- Direct Instruction
 - Confirm Understanding
 - Students wanted a “lifeline” in the form of instructor reassurance
 - Feedback fostered student understanding

Conclusions

Q3: How do exemplary undergraduate online Business course faculty demonstrate Teaching Presence in online instruction?

- Design and Organization
 - Establishing Time Parameters
 - Exemplary instructors communicated time parameter information frequently and early
 - Utilizing the Medium Effectively
 - Teaching Presence can be demonstrated through effective use of the medium
- Direct Instruction
 - Confirming Understanding
 - Instructors that demonstrated a high level of Teaching Presence provided very specific feedback

Conclusions

Q3: How do exemplary undergraduate online Business course faculty demonstrate Teaching Presence in online instruction?

- Discourse Facilitation
 - Assessing the Efficacy of the Process
 - Presenting information in an effective manner assisted students with task management
 - Drawing in Participants, Prompting Discussion
 - Exemplary course instructors understood that some students needed specific directives in order to actively participate
 - Instructors that demonstrated a high level of teaching presence were thoughtful about discussion development in an effort to prompt engagement
 - Instructors that demonstrated a high level of Teaching Presence were deliberate about their own engagement in course discussions

Recommendations

Teaching Presence Model Online Business Course Guidelines:

Design and Organization

- Provide clear learning activity instructions and consistent arrangement
- Prepare integrated video lectures
- Include a clear, detailed course calendar on the first day of the course

Recommendations

Teaching Presence Model Online Business Course Guidelines:

Discourse Facilitation

- Actively facilitate online course discussions
- Provide students with well-crafted discussion questions
- Incorporate a supplementary discussion forum to address questions, provide guidance
- Include specific directives regarding how to participate in discussions

Recommendations

Teaching Presence Model Online Business Course Guidelines:

Direct Instruction

- Provide responsive, multifaceted approach to instructor-student interaction
- Actively prompt student-instructor interaction
- Identify and address student comprehension struggles
- Provide feedback that guides student understanding and enables students to move forward in a successful manner

Recommendations

Future Studies:

- Examine how online students in different academic disciplines perceive Teaching Presence
- Conduct a qualitative study at a different research location
- Design a study focusing on how technology can increase Teaching Presence
- Conduct a longitudinal study of student's perceptions of Teaching Presence from the beginning of their program to the end
- Examine how instructor attributes influence Teaching Presence

Limitations

- The researcher had taken and taught several online courses, including courses during the Fall 2015 semester. There may have been potential for researcher bias in the interpretation of findings.
- The researcher was a faculty member at the research location. Student and faculty participants may have been inclined to answer in an overly positive way, rather than speaking frankly during the interview process.

Delimitations

- This study examined faculty and students at a single Midwest university in a mid-size city. Research findings may have limited transferability to institutions in different settings.
- Student taking Business courses online during the Fall 2015 semester were selected to participate. The selected students did not represent the entire university population.
- The researcher constructed the interview protocol on the concept of Teaching Presence and its three components in order to learn more about their individual importance within the model and their application to the population of this study.

Questions



Lacey Finley, Ph.D.

- lfmley@park.edu
- laceyfinley@gmail.com
- [linkedin.com/in/laceyfinley](https://www.linkedin.com/in/laceyfinley)

References

- Allen, I. E., & Seaman, J. (2015). *Grade Level: Tracking Online Education in the United States, 2014, 2015*. Babson Park, MA: Babson Survey Research Group and The Sloan Consortium.
- Anderson, T., Rourke, L., Garrison, D. R., & Archer, W. (2001). Assessing Teaching Presence in a computer conferencing context. *Journal of Asynchronous Learning Networks*, 5(2), 1-17.
- Antonacci, D. M. (2011). The influence of direct instruction on asynchronous educational discussions. (Doctoral dissertation), Available from ProQuest Dissertations and Theses. (1024734441).
- Arbaugh, J.B. (2007). An empirical verification of the Community of Inquiry framework. *Sloan-C View*, 11(1), 2-12.
- Arbaugh, J., & Hwang, A. (2006). Does "Teaching Presence" exist in online MBA courses? *The Internet and Higher Education*, 9(1), 9-21.
- Arbaugh, J., Cleveland-Innes, M., Diaz, S., Garrison, D. R., Ice, P., Richardson, J., & Swan, K. (2008). Developing a community of inquiry instrument: Testing a measure of the community of inquiry framework using a multi-institutional sample. *The Internet and Higher Education*, 11(3-4), 133-136.
- Archibald, D. (2011). Fostering cognitive presence in higher education through the authentic design, delivery, and evaluation of an online learning resource: A mixed methods study. (Doctoral dissertation), Available from ProQuest Dissertations and Theses. (1364629260).
- Baker, C. (2008). Instructor immediacy and presence in the online learning environment: An investigation of relationships with student affective learning, cognition, and motivation. (Doctoral dissertation), Available from ProQuest Dissertations and Theses. (3376020).
- Bartruff, E. A. (2009). Community of Inquiry: A useful model for examining educational interactions in online graduate education courses at Christian colleges. (Order No. 3385685, George Fox University). ProQuest Dissertations and Theses, , 176-n/a. Retrieved from <http://search.proquest.com.er.lib.k-state.edu/docview/305153170?accountid=11789>.
- Blackboard Course Tools. (2013). Retrieved August 29, 2014, from https://help.blackboard.com/en-us/Learn/9.1_SP_12_and_SP_13/Instructor/060_Course_Tools
- Bouras, C. S. (2009). Instructor and learner presence effects on student perceptions of satisfaction and learning in the university online classroom. (Doctoral dissertation), Available from ProQuest Dissertations and Theses. (305135028).
- Calvin, J., & Freeburg, B. W. (2010). Exploring adult learners' perceptions of technology competence and retention in web-based courses. *The Quarterly Review of Distance Education*, 11(2), 63-72.
- Catron, S. D. (2012). An investigation of online educational quality in professional and continuing education using the Community of Inquiry framework. (Doctoral dissertation), Available from ProQuest Dissertations and Theses. (1023131849).

References

- Clinefelter, D. L. & Aslanian, C. B., (2014). *Online college students 2014: Comprehensive data on demands and preferences*. Louisville, KY: The Learning House, Inc.
- Creswell, J. (2013). *Qualitative inquiry and research design: Choosing among five approaches*. (3 ed.). Thousand Oaks: Sage Publications.
- Dahlstrom, E., Brooks, D., & Bichsel, J. (2014). *ECAR Study of Undergraduate Students and Information Technology, 2014*. Research report. Louisville, CO: ECAR, October 2014. Retrieved July 28, 2015, from <http://www.educause.edu/ecar>
- Dahlstrom, E., Brooks, D., & Bichsel, J. (2014). *The Current Ecosystem of Learning Management Systems in Higher Education: Student, Faculty, and IT Perspectives*. Retrieved January 13, 2015, from <https://net.educause.edu/ir/library/pdf/ers1414.pdf>
- Dana, N.F. & Yendol-Hoppey, D. (2009). *The reflective educator's guide to classroom research: Learning to teach and teaching to learn through practitioner inquiry*. Thousand Oaks, CA; Corwin Press.
- Denzin, N., & Lincoln, Y. (2011). *The Sage handbook of qualitative research*. (4 ed.). Thousand Oaks: Sage Publications.
- Editorial Projects in Education Research Center. (2011, September 1). *Issues A-Z: Technology in Education*. Education Week. Retrieved August 27, 2014 from <http://www.edweek.org/ew/issues/technology-in-education/>
- Eisenhardt, K. M. (1989). Building Theories from Case Study Research. *Academy of Management Review*, 14(4), 532-550. doi:10.5465/AMR.1989.4308385
- Feeler, W. (2012). *Being there: A grounded-theory study of student perceptions of instructor presence in online classes*. ((Doctoral dissertation), Available from ProQuest Dissertations and Theses. (1266830430).
- Flyvbjerg, B. (2006). Five misunderstandings about case-study research. *Qualitative inquiry*, 12(2), 219-245.
- Garrison, D. R. (2007). Online Community of Inquiry review: social, cognitive, and Teaching Presence issues. *Journal of Asynchronous Learning Networks*, 11(1),
- Garrison, D. R., Anderson, T., & Archer, W. (2000). Critical inquiry in a text-based environment: Computer conferencing in higher education. *The Internet and Higher Education*, 2(2-3), 87-105.
- Garrison, R., & Cleveland-Innes, M. (2005). Facilitating cognitive presence in online learning: Interaction is not enough. *The American Journal of Distance Education*, 19(3)
- Garrison, D. R., Cleveland-Innes, M., & Fung, T. (2010). Exploring causal relationships among teaching, cognitive and social presence: Student perceptions of the Community of Inquiry framework. *Internet and Higher Education*, 13(1), 31-36.
- Gay, L. R., Mills, G., & Airasian, P. (2009). *Educational Research* (9 ed.). Upper Saddle River: Pearson.
- Guba, E. G. (1981). Criteria for assessing the trustworthiness of naturalistic inquiries. *ECTJ*, 29(2), 75-91.

References

- Hall, J. P. (2013). Is my instructor there for me? A study of reflective practice and student perceptions of online Teaching Presence. (Doctoral dissertation), Available from ProQuest Dissertations and Theses. (1435628316).
- Hayden, R. D. (2012). Re-conceptualizing presence: Examining the work of teaching online. (Doctoral dissertation), Available from ProQuest Dissertations and Theses. (1039317044).
- Instructional Technology Council. (2014, April). *Distance Education Survey Results - Trends in eLearning: Tracking the Impact of eLearning at Community Colleges*. Retrieved August 27, 2014, from Instructional Technology Council: <http://www.itcnetwork.org/attachments/article/66/AnnualSurvey2013PublishedApril2014.pdf>
- Jinks, S. E. An examination of Teaching Presence and the sense of community on perceived student learning. (Doctoral dissertation), Available from ProQuest Dissertations and Theses. (822504844; ED512948).
- Johnson, L., Adams Becker, S., Estrada, V., and Freeman, A. (2015). NMC Horizon Report: 2015 Higher Education Edition. Austin, Texas: The New Media Consortium. Retrieved July 28, 2015 from <https://net.educause.edu/ir/library/pdf/HR2015.pdf>
- Johnson, L., Adams Becker, S., Cummins, M., Estrada, V., Freeman, A., and Hall, C. (2016). NMC Horizon Report: 2016 Higher Education Edition. Austin, Texas: The New Media Consortium. Retrieved March 22, 2016 from <https://library.educause.edu/~media/files/library/2016/2/hr2016.pdf>
- Kyburz-Graber, R. (2004). Does case-study methodology lack rigor? The need for quality criteria for sound case-study research, as illustrated by a recent case in secondary and higher education. *Environmental Education Research*, 10(1), 53-65
- Laves, E. (2010). The impact of Teaching Presence in intensive online courses on perceived learning and sense of community: A mixed methods study. (Doctoral dissertation), Available from ProQuest Dissertations and Theses. (3398322).
- Lazarevic, B. K. (2011). Examining the role of the introductory video in the development of Teaching Presence in online instruction. (Doctoral dissertation), Available from ProQuest Dissertations and Theses. (863490403).
- Lobry de Bruyn, L. (2004). Monitoring online communication. *Distance Education*, 25(1), 67-81.
- Lonn, S., & Teasley, S. (2009). Saving time or innovating practice: Investigating perceptions and uses of Learning Management Systems. *Computers & Education*, 686-694. Retrieved August 28, 2014, from <http://www.sciencedirect.com.er.lib.k-state.edu/science/article/pii/S0360131509001006#>
- LMS Data – The First Year Update. (2014). Retrieved January 13, 2015, from <http://edutechnica.com/2014/09/23/lms-data-the-first-year-update/>

References

- Merriam, S. B. (1998). *Qualitative research and case study applications in education*. San Francisco: Jossey-Bass.
- Merriam, S. (2009). *Qualitative research: A guide to design and implementation*. (2 ed.). San Francisco: Jossey-Bass.
- Miles, M., & Huberman, A. (2013). *Qualitative data analysis: An expanded sourcebook* (3rd ed.). Thousand Oaks: Sage Publications.
- Pappas, C. (2013). *Learning Management Systems Comparison Checklist of Features - eLearning Industry*. Retrieved January 13, 2015.
- Poston, J. F. (2014). *Has the teacher left the classroom? an examination of Teaching Presence in online and hybrid learning environments* (Order No. 3622757). Available from ProQuest Dissertations & Theses Full Text. (1548980279). Retrieved from <http://search.proquest.com.er.lib.k-state.edu/docview/1548980279?accountid=11789>
- QSR International. (2014). NVivo. Retrieved from http://www.qsrinternational.com/products_nvivo.aspx
- Richards, L., & Morse, J. (2007). *Users guide to qualitative methods*. Thousand Oaks: Sage Publications.
- Rubin, B., Fernandes, R., & Avgerinou, M. (2013). The effects of technology on the Community of Inquiry and satisfaction with online courses. *The Internet and Higher Education*, 48-57. Retrieved January 14, 2015, from <http://www.sciencedirect.com.er.lib.k-state.edu/science/article/pii/S1096751612000632>
- Ruhlandt, R. R. (2010). *Differences in retention, social presence, cognitive presence, and Teaching Presence in fully online and blended courses*. ((Doctoral dissertation), Available from ProQuest Dissertations and Theses. (849288655).
- Shea, P., Pickett, A., & Pelz, W. (2003). A follow-up investigation of “teaching presence” in the SUNY Learning Network. *Journal of Asynchronous Learning Networks*, 7(2), 61–80
- Shea, P., Li, C., Swan, K., & Pickett, A. (2005). Developing learning community in online asynchronous college courses: The role of Teaching Presence. *Sloan-C*, 9(4), 59-82. Retrieved from <http://sloanconsortium.org/jaln/v9n4/developing-learning-community-online-synchronous-college-courses-role-teaching-presence>
- Shea, P., Li, C. S., & Pickett, A. (2006). A study of Teaching Presence and student sense of learning community in fully online and web-enhanced college courses. *The Internet and Higher Education*, 9(3),175-190.
- Shea, P., & Bidjerano, T. (2008). Community of Inquiry as a theoretical framework to foster “epistemic engagement” and “cognitive presence” in online education. *Computers & Education*, 52(3), 543-553. Retrieved January 20, 2015, from <http://www.sciencedirect.com.er.lib.k-state.edu/science/article/pii/S0360131508001590>
- Spiro, D. (2011). *Examining instructor and student perspectives of online interaction through the Community of Inquiry model*. (Doctoral dissertation), Available from ProQuest Dissertations and Theses. (3492391).
- Stake, R. (1995). *The art of case study research*. Thousand Oaks : Sage.
- Stake, R. (2005). *Multiple case study analysis*. New York: Guilford Press.

References

- Štefko, R., Fedorko, R., & Bačík, R. (2015). The Role of E-marketing Tools in Constructing the Image of a Higher Education Institution. *Procedia - Social and Behavioral Sciences*, 431-438. Retrieved August 4, 2015.
- Stein, D., Wanstreet, C., Calvin, J., Overtoom, C., & Wheaton, J. (2005). Bridging the transactional distance gap in online learning environments. *American Journal of Distance Education*, 19(2), 105–118.
- Swan, K., Garrison, D. R. & Richardson, J. C. (2009). A constructivist approach to online learning: the Community of Inquiry framework. In Payne, C. R. (Ed.) *Information Technology and Constructivism in Higher Education: Progressive Learning Frameworks*. Hershey, PA: IGI Global, 43-57.
- Tabar-Gaul, L. (2008). A descriptive study of online interactions and learning effectiveness: Perspectives of online faculty and students. (Doctoral dissertation), Available from ProQuest Dissertations and Theses. (304834517).
- Thomas, G. (2011). A typology for the case study in social science following a review of definition, discourse, and structure. *Qualitative Inquiry*, 17(6), 511-521.
- Thomas, G. (2010). Doing case study: Abduction not induction, phronesis not theory. *Qualitative Inquiry*, 16(7), 575-582.
- U.S. Department of Education, National Center for Education Statistics, Higher Education: Gaps in Access and Persistence Study, August 2012, Retrieved August 4, 2015.
- U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2013, Enrollment component. Retrieved August 27, 2014.
- West, R., Waddoups, G., & Graham, C. (2007). Understanding the experiences of instructors as they adopt a course management system. *Educational Technology Research & Development*, 55(1), 1-26.
- Wragg, E. C. (1999). *An introduction to classroom observation*. (2 ed.). New York: Routledge.
- Yin, R. (2011). *Qualitative research from start to finish*. The Guildford Press.
- Yin, R. (2012). *Applications of case study research* (3rd ed.). Thousand Oaks, Calif.: SAGE.