2016 Business Education Research Conference

Las Vegas, NEVADA
March 22-26, 2016
The Role of Feedback and Mentoring in the Research Process (8 to 9:20 a.m., Wednesday, 3/23/2016)

Marcia Anderson
Southern Illinois University
Carbondale, IL

Beryl McEwen
North Carolina A&T State University
Greensboro, NC
The Role of Feedback and Mentoring in the Research Process

Marcia A. Anderson, Southern Illinois University Carbondale
Beryl C. McEwen, North Carolina A&T State University

Business Education Research Conference
Las Vegas, Nevada
March 23, 2015
Agenda

- Background
- Assuring Quality Research
- Research Mentoring Responsibilities
- A Basic Working Model for Thinking about the Research Review Process
- Get Involved/Stay Involved
- Challenges for Reviewers and Researchers
- Unique Challenges for Discussants
- Win, Win, Win
- Perspectives of Business Education Research Journal Editors
  - What would our editors do?
Pressure to publish often leads to:
- Impact factor mania
- Flaws in research design
- Bad math
- False findings
Assuring Quality Research

- Responsibility rests with the profession
  - Provide useful feedback on research presentations
  - Provide instructional feedback on manuscripts reviewed
  - Take great care to consistently provide meaningful feedback to both new and veteran researchers
  - Design feedback to be supportive, not destructive
Research Mentoring Responsibilities

Players and their roles:

1. The Author(s)
   - Good or quick research?
   - One good paper or several mediocre ones?
   - A well-written manuscript or a quick publication?
   - Open to feedback or resistant to critique?

2. The Reviewers
   - Harsh or helpful?
   - Are comments valid or simply a matter of reviewer preference?
   - Bad manuscript/research vs. bad researcher?
   - Reject with or without cause?

3. The Editor
   - Censor or not censor reviewers’ comments?
   - Accept or reject the reviewers’ recommendations?
A Basic Working Model for The Research Review Process

**Researcher**
- Strong or shoddy research?
- Good paper or quick pub?

**Reviewer**
- Weakness or potential?
- Best paper or good researcher?
- Worthless or needs improvement?

**Strong, confident researcher**

**Editor**
- Protect my journal or build my discipline?
- Guide researchers or communicate decisions?
Get involved/Stay involved

- Stay active as a researcher and author.
  - Develop a research plan.
  - Develop a writing management plan.
  - Use review and editor comments to improve and propel your research.

- Say yes to serving as a reviewer if
  - The paper/journal matches your expertise
  - You have the time
  - There is no conflict of interest
  - You are willing to make tough decisions and communicate them courteously and without prejudice

- Say yes to being an editor if you have the time to do so and the confidence to lead fairly and responsibly.
Challenges for Reviewers and Researchers

- This is not a true mentoring relationship—double-blind process.
- Limited space is available in good journals.
- Time and stress cause distractions.
- Power imbalance—reviewers may accept or reject any manuscript.
- Double-blind—really?
Unique Challenges for Discussants

- Discuss all aspects of the research process with limited attention to findings.
- Balance praise and critical comments.
- Note the extent to which the research advances the field.
- Address the research limitations, especially if the presenter doesn't address them.
- Guide involvement of session participants to focus on the research process.
- Firmly take control if the conversation is becoming demeaning to the presenter.
Win, Win, Win

Benefits to Researchers, Reviewers and Editors

1. Editors and reviewers help to educate the researchers of the future.
2. Editors help to advance their own productivity and professional growth while strengthening the profession.
3. Editors have an opportunity to mentor not only the researchers, but also the reviewers.
4. Reviewers have the opportunity to participate in quality control, which is critical to the integrity of our discipline.
5. Editors are the ultimate gate-keepers, whose decisions determine the quality of the research that support the discipline for years to come.
6. Researchers and authors are the beneficiaries of constructive comments that help them to improve the quality of future research.
7. Positive reviewing provides an enriching experience for all, and when done well, develops not only improve the paper, but also the authors and reviewers.

(Jasper, Vaismoradi, Bondas, and Turunen (2013))
Perspectives of Business Education
Research Journal Editors

- **Tamra Davis** (International Journal for Business Education)
  Illinois State University

- **Barbara Hagler** (Journal for Research in Business Education)
  Southern Illinois University, Carbondale

- **Stephen Lewis** (Journal for Research in Business Education)
  Middle Tennessee State University

- **Elisha Wohleb** (Business Teacher Education Journal)
  Auburn University
What Would Our Editors Do?
THE ROLE OF FEEDBACK AND MENTORING IN THE RESEARCH PROCESS

Marcia A. Anderson
Southern Illinois University Carbondale

and

Beryl C. McEwen
North Carolina A&T State University

With Business Education Journal Editors:

Tamra Davis
(The International Journal for Business Education)
Illinois State University

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IMPACT OF REVIEWERS’ AND EDITORS’ COMMENTS

Journal editors will provide their perspectives on the following vignettes (Reviewers’ Comments)--all errors are deliberately included:

No. 1 (Hagler)

An editor reviewed a paper, and decided not to send it to reviewers. Instead, s/he returns it to the author with this question written boldly on the last page: “So what?” (Presenters)

- What impact might that comment have on the author?
- As an editor, what would you have done?

No. 2 (Davis)

This manuscript explores the in vivo models for leukemogenesis. It has many good features including comprehensive tabulation of the models currently published in the literature. It also deals with the use of ES cell mediated development for leukemia models effectively before moving on to the equally important and valuable retroviral mediated gene transfer models that have been used to great effect in defining transforming properties of, for example, chromosome translocation products.

The review has a scholarly nature, especially in the final two thirds. The abstract and introduction are more disappointing. The abstract needs to be completely rewritten with careful attention to detail. The sentence beginning "furthermore" is unfathomable. What does "the compartment" mean? The first phase of the introduction also disappoints. The authors need to think about what they are trying to say in these initial phases and set out the aims of the review more clearly.

Sentences like the one beginning 8 lines up on page 7 need more thought. Similarly the 1st sentence of the 2nd paragraph on page 10. The use of transgenic as a noun needs to be considered as do words like inactuate. Equally sentences like that on page 15 line 3 need thought as to construction and precision. In this case control comparators need to be mentioned. The authors need to think more too about the target audience as non hematologists. Clear but concise explanation of detail in key areas would help, like the use of the word compartment, see above.
As stated previously the authors draw the right conclusions on where this field is at presently but there is work to do on the manuscript. (https://www.google.com/?gws_rd=ssl#q=%22words+like+inactuate.%22)

- What impact might this review have on the author?
- As an editor, what would you have done before passing this review on to the author?

**No. 3 (Lewis)**

This paper is the very expression of what happens when one tries to chop up one piece of work into as many publications as possible.” (http://www.iflscience.com/editors-blog/my-peer-reviewer-said-what)

- What impact might that comment have on the author?
- As an editor, what would you have done, if anything, before sending it to the author?

**No. 4 (Wohleb)**

It is not clear what clustering rules were used in developing the four plans. Even though, the second column in Table 2 is entitled Clustering Rules, they indeed are not. They are actually the effect of some unknown rules. The authors should clearly state the "what" and "why" of these rules in setting up the plans for the purpose of completeness, even though that is not the focus of this paper. (https://www.google.com/?gws_rd=ssl#q=%22Clustering+Rules%22)

- What impact might this comment have on the author?
- As an editor, what would you have done, if anything, before passing this review on to the author?

Analysis of Student Perceptions of the Psychosocial Learning Environment in Online and Face-to-Face Career and Technical Education Courses [ARBE Doctoral Dissertation Award] (9:25 to 10:25 a.m., Wednesday, 3/23/2016)

Diane L. Carver
Bethel School District
Spanaway, WA
STUDENT PERCEPTIONS ONLINE AND FACE-TO-FACE IN CAREER AND TECHNICAL EDUCATION

Diane L. Carver  Ph.D. graduate, Old Dominion University
My professional background

- Travel business for 12 years
- Business education teacher
- Business, marketing, IT program supervisor for WA State
- Director of Career and College Readiness for Bethel School District
Why this dissertation topic?

- Personal interest in online education
- Need in WA for more options for students
- Lack of student success in online programs in Bethel
Why does it matter to the field?

- Popularity of online courses
- Increased interest in CTE online
- Discussion of effectiveness of online high school courses

Key Literature:
- International Association for K-12 Online Learning
- Bill & Melinda Gates Foundation (how student perceptions relate to student success)
Online learning is becoming more common in K-12 Education (Hart, 2012).

CTE is credited with helping students engage in school (Asunda, 2011).

Student perceptions are predictive of student success (Bill & Melinda Gates Foundation, 2012a; 2012b).

Psychosocial environment includes psychological and social factors impacting satisfaction in school.

There is a continued interest for school districts to include online learning opportunities.
The purpose of this study was to analyze student perceptions of the psychosocial learning environment in online and face-to-face high school career and technical education (CTE) courses.
Research Questions

- How do students perceive the psychosocial environment in face-to-face CTE courses?
- How do students perceive the psychosocial environment in online CTE courses?
- How do student perceptions of the psychosocial learning environment in career and technical education differ for students in online courses compared with students in face-to-face courses?
## Psychosocial Scales

<table>
<thead>
<tr>
<th>Scale</th>
<th>No. of Items</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor support</td>
<td>8</td>
<td>Level of support received from the instructor</td>
</tr>
<tr>
<td>Student interaction and collaboration</td>
<td>6</td>
<td>Level of interactions with other students</td>
</tr>
<tr>
<td>Personal relevance</td>
<td>7</td>
<td>Relevance of the material taught in the courses</td>
</tr>
<tr>
<td>Authentic learning</td>
<td>5</td>
<td>Reality of content covered in the class</td>
</tr>
<tr>
<td>Active learning</td>
<td>3</td>
<td>How actively students manage their own learning</td>
</tr>
<tr>
<td>Student autonomy</td>
<td>5</td>
<td>Level of control students take of their own learning</td>
</tr>
<tr>
<td>Enjoyment</td>
<td>8</td>
<td>How satisfied students are in the class</td>
</tr>
</tbody>
</table>
Design of the Study

- A Washington State school district collected survey data from their own students and the resulting data were used in this study.

- The instrument used was the Distance Education Learning Environments Survey (DELES), a validated survey designed for post-secondary online students, which was modified for use with high school students.

- The survey contained 42 Likert items in seven scales.

- The scales in the original DELES were validated using Cronbach's alpha coefficient.

- Descriptive and demographic data were also collected from the survey respondents.
The survey participants were high school students in grades 9 through 12 enrolled in either an online or face-to-face CTE course.

There were a total of 745 students surveyed \((N = 745)\); 586 responses.

Two responses were not used because of conflicting data; \(n = 584\) (543 face-to-face; 41 online)
Data Analysis

- Descriptive statistics were used to identify means and standard deviations for each scale area from online and face-to-face CTE student responses for Research Questions 1 and 2.

- Mann-Whitney $U$ Test was used to compare the scale scores between online and face-to-face and answer Research Question 3.
Results and Conclusions: RQ₁
For Face-to-Face Students:

- Instructor support rated high
- Collaboration and interaction rated moderate
- Personal relevance rated moderate
- Authentic learning rated moderate
- Active learning rated moderate to high
- Autonomy rated moderate to high
- Enjoyment rated moderate
Results and Conclusions: RQ$_2$
Results and Conclusions: RQ2 (continued)

For Online Students:
- Instructor support rated high
- Collaboration and interaction rated low
- Personal relevance rated moderate
- Authentic learning rated moderate
- Active learning rated high
- Autonomy rated high
- Enjoyment rated moderate to low
## Results and Conclusions: RQ₃

<table>
<thead>
<tr>
<th></th>
<th>Instructor Support</th>
<th>Student Interaction &amp; Collaboration</th>
<th>Personal Relevance</th>
<th>Authentic Learning</th>
<th>Active Learning</th>
<th>Autonomy</th>
<th>Enjoyment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Face-to-Face</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Mean</strong></td>
<td>33.26</td>
<td>21.71</td>
<td>24.56</td>
<td>17.81</td>
<td>11.30</td>
<td>19.99</td>
<td>28.55</td>
</tr>
<tr>
<td><strong>N</strong></td>
<td>543</td>
<td>543</td>
<td>543</td>
<td>543</td>
<td>543</td>
<td>543</td>
<td>543</td>
</tr>
<tr>
<td><strong>Minimum</strong></td>
<td>8</td>
<td>6</td>
<td>7</td>
<td>5</td>
<td>3</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td><strong>Maximum</strong></td>
<td>40</td>
<td>30</td>
<td>35</td>
<td>25</td>
<td>15</td>
<td>25</td>
<td>40</td>
</tr>
<tr>
<td><strong>Skewness</strong></td>
<td>-0.944</td>
<td>-.542</td>
<td>-.280</td>
<td>-.087</td>
<td>-.482</td>
<td>-.596</td>
<td>-.441</td>
</tr>
<tr>
<td><strong>Kurtosis</strong></td>
<td>.832</td>
<td>.131</td>
<td>-.045</td>
<td>-.070</td>
<td>.692</td>
<td>.123</td>
<td>-.170</td>
</tr>
<tr>
<td><strong>Std. Deviation</strong></td>
<td>5.569</td>
<td>5.115</td>
<td>5.622</td>
<td>3.956</td>
<td>2.125</td>
<td>3.474</td>
<td>7.365</td>
</tr>
<tr>
<td><strong>Online</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Mean</strong></td>
<td>32.71</td>
<td>14.29</td>
<td>24.20</td>
<td>17.39</td>
<td>12.46</td>
<td>21.78</td>
<td>24.10</td>
</tr>
<tr>
<td><strong>N</strong></td>
<td>41</td>
<td>41</td>
<td>41</td>
<td>41</td>
<td>41</td>
<td>41</td>
<td>41</td>
</tr>
<tr>
<td><strong>Minimum</strong></td>
<td>14</td>
<td>6</td>
<td>7</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td><strong>Maximum</strong></td>
<td>40</td>
<td>27</td>
<td>35</td>
<td>25</td>
<td>15</td>
<td>25</td>
<td>40</td>
</tr>
<tr>
<td><strong>Skewness</strong></td>
<td>-1.174</td>
<td>.291</td>
<td>-.752</td>
<td>-.534</td>
<td>-1.241</td>
<td>-1.996</td>
<td>-.447</td>
</tr>
<tr>
<td><strong>Kurtosis</strong></td>
<td>1.222</td>
<td>-1.388</td>
<td>.300</td>
<td>.619</td>
<td>2.676</td>
<td>5.222</td>
<td>-.578</td>
</tr>
</tbody>
</table>
Results and Conclusions: RQ3

The graph compares various dimensions of teaching and learning environments, categorized as Face-to-Face and Online. The dimensions include:

- Instructor Support
- Student Interaction & Collaboration
- Personal Relevance
- Authentic Learning
- Active Learning
- Autonomy
- Enjoyment

The bars indicate the level of each dimension in both Face-to-Face and Online settings, with higher bars representing higher ratings.
Thank you!

Questions?
Business and Marketing Teacher
Education Students Express
Personal, Social, and Professional Development Participating in Service Learning Projects (9:25 to 10:25 a.m., Wednesday, 3/23/2016)

Elaine Adams
The University of Georgia
Athens, GA
Business and Marketing Teacher Education Students Express Personal, Social, and Professional Development Participating in Service Learning Projects

Elaine Adams, Ph.D.
The University of Georgia

Business Education Research Conference 2016
What is *Service Learning*??
Service Learning

Academic Service Learning (ACL)

“the application of academic skills and knowledge to address a community need, issue, or problem and to enhance student learning” (University of Georgia, n.d.)
Research Objectives

The purpose of this qualitative research study was to investigate and document experiences and opportunities of university students participating in a curriculum applied service project. Three objectives guided the study:

(a) describe personal opportunities and experiences of students participating in a service learning project;

(b) describe social experiences and opportunities of students participating in a service learning project;

(c) describe professional experiences and opportunities of students participating in a service learning project.
ACL should be...

- Enhancement of what is taught by extending student learning beyond the classroom and into the community
- Integration of community learning experiences into curriculum
- Guided collaboration among student, school, and community
- Structured time for reflection and evaluation of experiences
- Recognition of successes
ACL Integration Into Curriculum

- Course credit is about learning
- Course rigor is not compromised
- Specific learning goals are developed
- Criteria is established for community-learning placements
- Educationally-sound assignments and projects are prepared
ACL Integration Into Curriculum

- Genuine, active, and sustained commitment is a necessity
- Supervision, monitoring, support, recognition, and evaluation is conducted throughout process
- Structured opportunities are provided for critical reflection
ACL Integration Into Curriculum

- Classroom learning compliments community learning and vice versa
- Time commitment for ACL is flexible and appropriate
- Teacher acts as facilitator
- ACL orientation of course is maximized
- Uncertainty, variation, and some frustration should be expected
Benefits of ACL

Educational Benefits:

1. Provides for quality education
2. Increases application and retention of educational information
3. Adds to relevancy educational experiences
4. Encourages connection between educational and real-world experiences
5. Enhances opportunities to personalize education
6. Empowers students as learners
7. Invites students to become active members of their own communities
Benefits of ACL

Social & Economic Benefits:

1. Teaches positive values, leadership, citizenship, and personal student responsibility
2. Provides for academic applications of skills that will enhance organizational operation and viability
3. Contributes service to people in need, non-profit agencies, private sector companies, and non-governmental and governmental agencies
4. Teaches job skills and prepares student for their careers after high school and/or college
ACL Project Guidelines

Business Communications
- Communications Package
  - Letterhead with LOGO
  - Routine Letters (2)
  - Persuasive Letters (2)
  - Bad News Letter
  - Brochure: 2- or 3-fold
  - Website Homepage
  - Business Card
  - Facebook
  - Twitter

Business & Marketing Foundations
- Promotional Plan
  - Target Market Analysis
  - S.W.O.T. Analysis
  - Magazine Advertisement
  - Newspaper Advertisement
  - Billboard Advertisement
  - Transit Advertisement
  - Flyer or Poster
  - Brochure
  - Publicity Event
Research Objective #1

- Describe personal opportunities and experiences of students:
  - Confirmed personal growth and development
  - Expressed feelings of personal worth and confidence
  - Exhibited evidence of responsibility
  - Acknowledged consequences of their actions
Research Objective #2

- Describe social experiences and opportunities of students:
  - Confirmed social growth and development
  - Conveyed ethical and moral development
  - Expressed concern for welfare of others
  - Described concern for those outside their social realm
  - Exhibited an appreciation for people with diverse backgrounds
Research Objective #3

- Describe professional experiences and opportunities of students:
  - Confirmed professional growth and development
  - Demonstrated improved subject knowledge and skills
  - Applied knowledge and skills to the real-world
  - Conveyed knowledge and understanding about social and professional realities
Student Comments

- Fantastic experience – taught me to organize and deliver a valuable program to a service organization.
- Loved it, the most fun I ever had learning.
- Lots of work but now as I reflect well worth the time and effort.
- Was not interested in the beginning but am now happy I had the opportunity to participate.
Open Door Community House
Brandon’s Dream

BRANDON’S DREAM
STUDENT MADE DRUG PREVENTION CAMPAIGN

CAMPAIGN #1
CAMPAIGN #2

Guerilla Tactic

Live Above Your Man

Facebook Page
Stickers/Buttons

Brochure
Poster
Instagram Page

Give me ONE good REASON.
Hope 5K

background

Objectives

s.w.o.t.
Lifespan Montessori School

History
- Originally known as Lifespan Center and operated from a facility on the UGA campus.
- Renamed on the YWCO campus by Emma and Albert Lang in 2009.

Mission
To provide a loving environment where every child can feel comfortable, safe, and open to explore new horizons.

About
- Serves families with children ages six weeks to five years old.
- Located by the Ennis Early Learning Development Center.
- Operates year-round, Monday-Friday from 7:30 am to 6:00 pm.

Organic Bake Sale
October 12, 2018
Location: YWCO Parking Lot

Lifespan Montessori Presents
5K & Family Run
Saturday October 13th
Location: YWCO Campus

What is Montessori?
- Designed to help the child build a foundation for a lifetime of creative learning.
- Encourages choice of different ages to work together without excessive competition.
- Young children learn from the older children; the older children gain confidence from helping the younger ones.

Programs Offered
- Infant/Toddler (ages 6 weeks to 18 months)
- Toddler (ages 18 months to 3 years)
- Primary (ages 3 to 6 years)

Lifespan Montessori School
CTE Connections

- Academic Education
- Work-based Learning
- Service Learning – CTSOs!!
- Student-Centered Learning

What are your ideas?
ACL Internet Resources

- University of Georgia Service Learning
  http://www.servicelearning.uga.edu/

- Impact Online: Matching Volunteers with Projects
  http://www.impactonline.org/

- National Service Learning Clearinghouse
  http://servicelearning.org/
Impact of Online Discussions on Web-Based Assessments (10:30 to 11:30 a.m., Wednesday, 3/23/2016)

Christina Force
Bloomsburg University of Pennsylvania
Bloomsburg, PA

Lawrence Kilgus
Bloomsburg University of Pennsylvania
Bloomsburg, PA

Loreen M. Powell
Bloomsburg University of Pennsylvania
Bloomsburg, PA
Impact of Online Discussions on Web-Based Assessments

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Assistant Professor of BE & ITM

Dr. Loreen M. Powell
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Bloomsburg University of Pennsylvania
400 E. 2nd St. Bloomsburg, PA 17815

Wednesday, March 23, 2016
10:30 AM
Agenda

• Introduction
• Background
• Purpose of the Study
• Research Questions
• Methodology
• Procedures
• Results
• Conclusions
• References
Introduction

• Many instructors who teach face-to-face courses are also including online components such as discussion boards
• Blended courses that include face-to-face meetings and online components may prove more successful than traditional or online courses
• Online discussions
  • Active learning and more time for thought
  • Increased participation
  • Utilize higher level cognitive thinking
  • Discussion more in depth
Background

Online Learning
- Purpose of online learning is to disseminate information to learners in a virtual format over distance
  - Ease of access
  - Flexibility
  - Cost Savings
  - Collaboration
Web Based Assessment

- Tools allowing students to take assessments online
- Textbook publishers provide web-based assessments
  - Aplia, Connect Economics, MyEconLab, and MyAccounting
- Assessments may be through a course management tool such as Moodle or Blackboard
- Web 2.0 tools such as blubbr, classmarker, kahoot and jeopardy labs
Business Communication Courses

- Vary in course title and content matter focus by university
- Some universities focus on written communications, others focus on oral communications or presentations
- Business writing is the topic that receives the most coverage among Business Communications courses
- Business students have difficulty with grammar
Purpose of the Study

- To investigate the effects of online discussions with regards to student achievement of web based assessment in a Business Communication course. This work compares the results of Grammar Synthesis Assignments between students who complete online discussions (treatment group) versus those who did not (control group).
Research Questions

- When students are required to complete discussions (treatment group), will they perform significantly higher on any GSA than those students who did not complete online discussions?
- Will there be a significant difference found in the GSA scores between the males who completed discussions and males who did not complete discussions?
- Will there be a significant difference found in the GSA scores between the females who completed discussions and females who did not complete discussions?
- Will there be a significant difference found in the GSA scores between the students within a specific college major who completed discussions and those who did not complete discussions?
Methodology

• Data was collected from three undergraduate course sections of Business Communication & Report Writing
  • Two sections serving as a treatment group and one as a control group.

• Course is required for all College of Business majors at a medium size State University in Pennsylvania.

• Course focuses on business writing, grammar, and verbal, and non-verbal communication skills

• Course prerequisite is successful completion of English Composition and 45 credits
### Table 1: Gender Demographics of the Business Communication Data Set

<table>
<thead>
<tr>
<th>Gender</th>
<th>Treatment</th>
<th>Control</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>14</td>
<td>17</td>
<td>31</td>
</tr>
<tr>
<td>Female</td>
<td>10</td>
<td>8</td>
<td>18</td>
</tr>
</tbody>
</table>
Table 2: Year of Study Demographics for the Business Communication Data Set

<table>
<thead>
<tr>
<th>Year of Study</th>
<th>Treatment</th>
<th>Control</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Sophomore</td>
<td>3</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Junior</td>
<td>19</td>
<td>18</td>
<td>37</td>
</tr>
<tr>
<td>Senior</td>
<td>3</td>
<td>3</td>
<td>6</td>
</tr>
</tbody>
</table>
Table 3: University Major Demographics for the Business Communication Data Set

<table>
<thead>
<tr>
<th>Major</th>
<th>Treatment</th>
<th>Control</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Administration – Accounting</td>
<td>5</td>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td>Business Administration - Finance</td>
<td>2</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Business Administration – Information &amp; Technology Mgmt.</td>
<td>1</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Business Administration – Management (Mgmt.)</td>
<td>11</td>
<td>6</td>
<td>17</td>
</tr>
</tbody>
</table>
Procedures

- All three sections of students performed four online Grammar Synthesis Assignments (GSAs) that were part of the course’s online textbook Business Communications: Process and Product 8th edition (Guffey & Loewry, 2010).
  - Component of the Aplia online learning management system which accompanies the textbook.
  - Course requirement for students.
  - Of the three course sections, students in two sections completed an online discussion for each of the four GSAs. These two sections comprised of the treatment group.
  - One of the three sections was the control group, in which students did not participate online discussions.
- Each of the four GSAs presented problems to students that dealt with grammar, spelling, capitalization, and sentence structure.
- Prior to the completion of the four GSAs, students in all three sections completed basic grammar assignments in Aplia, which focused on specific grammar and writing skills.
- The four GSAs each contained a balanced variety of grammar and writing skills. One of the four GSAs were completed each week, over a four-week period.
Procedures

• During the week each assignment was completed, students were required to post to a discussion board sharing one important tip they learned from completing the GSAs with other classmates.

• Students were required to respond to at least one of their classmate’s posts, indicating how the suggestion helped him or her. Each discussion post was worth 2.5 points.

• Students posted to the discussion using the university’s course management system, Desire to Learn (D2L).
  • Discussion boards are tools within D2L and the course management system also has the ability to collect assignments, post announcements, hold chats, conduct group work, and have virtual class meetings.
  • D2L is commonly used throughout the university as a teaching and learning tool, which is familiar to both students and faculty.
Types of Responses

• Majority of student postings appeared to be simple and straightforward.
• Some students provided an example of the suggestion being made while others simply stated the suggestion.
• None of the posts made appeared to be in-depth or of any significant detail.
• Many did appear to be useful while some did not.
Results

• An independent sample t-test was used for testing the research questions.
• The results from the t-tests were not found to be statistically significant ($p= .94$) for GSA$_1$, ($p= .46$) GSA$_2$, ($p= .68$) GSA$_3$, and ($p= .67$) GSA$_4$.
• These results suggest that students who completed online discussions did not significantly score higher on their GSA. Specifically, the results suggest that when students are required to complete discussions (treatment group), they do not perform significantly higher on any GSA than those students who did not complete online discussions.
• However, it is still important to note that students in the treatment group do score higher on the assessment; just not significantly higher.
Results

• The data set was further analyzed using the descriptive statistical gender data

• No significant difference found among the males for the GSA scores. These results suggest that males who completed discussions do not have an overall effect on the male student’s GSA scores.

• There was a significant difference found among females scores for GSA 2 at the p<.05 level.

• There was also significant difference found among females for GSA 1 and GSA 4 at the p<.10 level.

• The results indicated that there is a significant difference found among the females who completed online discussions and their GSA 1, 2, and 4 score.

• Since not all GSAs were significant for females, we can only conclude that female students who complete discussions may score higher on their GSA.
Results

- Additional analysis was conducted using the college major data. Data was very small for accounting, business education, finance, and liberal arts majors, statistical analysis was only conducted on the management and marketing majors.

- The select case method was used to only select management majors. A t-test was conducted to compare the mean scores of management students in the treatment and control group and their GSA scores.

- There was a significant difference found among management students who utilized online discussions and their scores for only GSA 4 at the p<.05 level.

- Management students who completed online discussions score higher in GSA 4.

- There was also significant difference found among management students for GSA 1, GSA 2, and GSA 4 at the p<.10 level.

- Since not all GSA scores were significant, we can only conclude that management majors who complete discussions may score higher on their GSA.
Results

• The select case method was also used to only select marketing majors. A t-test was conducted to compare the mean scores of marketing students in the treatment and control group and their GSA scores.

• There was also significant difference found among marketing students who utilized online discussions and their scores for only GSA 4 at the p<.05 level.

• Marketing students who completed online discussions scored higher in GSA 4.

• There was also significant difference found among marketing majors for GSA 1 at the p<.10 level.

• Not all GSA scores were significant, we can only conclude that marketing majors who complete discussions may score higher on their GSA score.
• According to the literature, student participation in online discussions is greater when instructors pose questions that promote higher-level thinking (Hall, 2015).
  • This includes instructors acting as moderators and the use of preceptors; this action by the instructor was not present during the discussions.

• Additionally, literature has indicated that students perform better as a result of high-level participation in discussion boards and those more actively engaged in the discussion perform better (Xia, Fielder & Siragusa, 2013). The discussions completed in the course treatment group were not in-depth and did not require a high level of detail.
  • To address these limitations, future research should be conducted to determine if an increase in frequency of discussion boards, their quality, and the time frame impact assessments.
Limitations

• The mixed results may have resulted from limitations in the procedure.
• The number of points assigned for participation in the discussion were not significant, only 2.5 per week.
  • Lack of motivation for students to participate.
  • While most students did participate in each discussion within the treatment group, some did not.
• This process occurred during the second half of the semester and students may have had stronger focus on final projects, presentations, and exams.
• Points were awarded for participation and no rubric or outcome guidelines were provided. Students simply shared what they learned with no clear expectation for what to post.
• The number of posts each students read varied with each discussion in both sections.
  • Some students read most of the posts while others only read one. Students did not gain any benefits from the postings they did not read. These reasons may have impacted the student’s lack of participation and less detailed responses.
References


References


Student Feedback for Online Course Design Based on Quality Matters Feedback (10:30 to 11:30 a.m., Wednesday, 3/23/2016)

Tena B. Crews
University of South Carolina
Columbia, SC

Kelly Wilkinson
Indiana State University
Terre Haute, IN
STUDENT FEEDBACK FOR ONLINE COURSE DESIGN BASED ON QUALITY MATTERS STANDARDS

Tena B. Crews, Professor
Director of Online Learning
College of Hospitality, Retail, and Sport Management
University of South Carolina

Kelly Wilkinson, Professor
Chair of MISBE
Scott College of Business
Indiana State University
Do students perceive the large online course has an overall quality design based on QM Higher Education rubric standards?

- Each Standard: Exceeds, Met, Did Not Meet

- If students perceive a QM Higher Education rubric standard to not be met, what can be done to improve online course design?
Contents:

- 8 general standards with 43 specific standards
- Each standard assigned a point value
- QM team composition
  - One team leader, one team expert, one peer reviewer
- 21 essential standards must be met
- Rubric’s focus: Quality Design
- Serving as QM-CPR & MR learning experience
Pool of participants = 200 (127-131)
127 participants responded to all standards
63.5% response rate
General Demographics
43.51% male and 56.49% female
Grades
40.46% = A
38.17% = B or B+
18.32% = C or C+
1.53% = D or D+
1.53% = F
### Table 1: Percentage of Participants’ Ratings

<table>
<thead>
<tr>
<th>Section</th>
<th>Did Not Meet</th>
<th>Met</th>
<th>Exceeds</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Course Overview/Introduction</td>
<td>2.47%</td>
<td>43.11%</td>
<td>54.42%</td>
</tr>
<tr>
<td>2. Learning Objectives</td>
<td>2.45%</td>
<td>46.71%</td>
<td>50.84%</td>
</tr>
<tr>
<td>3. Assessment &amp; Measurement</td>
<td>0.96%</td>
<td>45.70%</td>
<td>53.35%</td>
</tr>
<tr>
<td>4. Instructional Materials</td>
<td>2.40%</td>
<td>45.76%</td>
<td>51.83%</td>
</tr>
<tr>
<td>5. Course Activities &amp; Learner Interaction</td>
<td>0.95%</td>
<td>46.97%</td>
<td>53.03%</td>
</tr>
<tr>
<td>6. Course Technology</td>
<td>2.28%</td>
<td>49.85%</td>
<td>47.87%</td>
</tr>
<tr>
<td>7. Learner Support</td>
<td>0.76%</td>
<td>51.15%</td>
<td>48.09%</td>
</tr>
<tr>
<td>8. Accessibility &amp; Usability</td>
<td>3.40%</td>
<td>52.31%</td>
<td>44.29%</td>
</tr>
<tr>
<td>Standard</td>
<td>Did Not Meet</td>
<td>Met</td>
<td>Exceeds</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>--------------</td>
<td>---------</td>
<td>---------</td>
</tr>
<tr>
<td>1.1 Instructions make clear how to get started and where to find various course components.</td>
<td>0.76%</td>
<td>38.17%</td>
<td>61.07%</td>
</tr>
<tr>
<td>1.2 Learners are introduced to the purpose and structure of the course.</td>
<td>0.76%</td>
<td>43.51%</td>
<td>54.20%</td>
</tr>
<tr>
<td>2.1 The course learning objectives describe outcomes that are measurable.</td>
<td>1.53%</td>
<td>42.75%</td>
<td>54.96%</td>
</tr>
<tr>
<td>2.2 The module learning objectives describe outcomes that are measurable and consistent with the course-level objectives.</td>
<td>1.53%</td>
<td>46.56%</td>
<td>51.15%</td>
</tr>
<tr>
<td>2.3 All learning objectives are stated clearly and written from the learner’s perspective.</td>
<td>3.05%</td>
<td>44.27%</td>
<td>51.91%</td>
</tr>
<tr>
<td>2.4 The relationship between learning objectives and course activities is clearly stated.</td>
<td>2.29%</td>
<td>51.15%</td>
<td>45.80%</td>
</tr>
<tr>
<td>2.5 The learning objectives are suited to the level of the course.</td>
<td>3.82%</td>
<td>48.09%</td>
<td>45.80%</td>
</tr>
<tr>
<td>Standard</td>
<td>Did Not Meet</td>
<td>Met</td>
<td>Exceeds</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>--------------</td>
<td>-------</td>
<td>---------</td>
</tr>
<tr>
<td>3.1 The assessments measure the stated learning objectives.</td>
<td>2.29%</td>
<td>48.09%</td>
<td>49.62%</td>
</tr>
<tr>
<td>3.2 The course grading policy is stated clearly.</td>
<td>0.00%</td>
<td>41.22%</td>
<td>58.02%</td>
</tr>
<tr>
<td>3.3 Specific and descriptive criteria are provided for the evaluation of learners’ work and are tied to the course grading policy.</td>
<td>1.53%</td>
<td>49.62%</td>
<td>48.85%</td>
</tr>
<tr>
<td>4.1 The instructional materials contribute to the achievement of the stated course and module learning objectives.</td>
<td>0.76%</td>
<td>45.80%</td>
<td>53.44%</td>
</tr>
<tr>
<td>4.2 Both the purpose of instructional materials and how the materials are to be used for learning activities are clearly explained.</td>
<td>3.82%</td>
<td>43.51%</td>
<td>52.67%</td>
</tr>
<tr>
<td>5.1 The learning activities promote the achievement of the stated learning objectives.</td>
<td>0.00%</td>
<td>45.80%</td>
<td>54.20%</td>
</tr>
<tr>
<td>5.2 Learning activities provide opportunities for interaction that support active learning.</td>
<td>1.53%</td>
<td>48.09%</td>
<td>50.38%</td>
</tr>
<tr>
<td>5.3 The instructor’s plan for classroom response time and feedback on assignments is clearly stated.</td>
<td>0.76%</td>
<td>48.09%</td>
<td>51.15%</td>
</tr>
<tr>
<td>ESSENTIAL STANDARDS</td>
<td>Did Not Meet</td>
<td>Met</td>
<td>Exceeds</td>
</tr>
<tr>
<td>---------------------</td>
<td>-------------</td>
<td>-------</td>
<td>---------</td>
</tr>
<tr>
<td>6.1 The tools used in the course support the learning objectives.</td>
<td>0.00%</td>
<td>47.33%</td>
<td>52.67%</td>
</tr>
<tr>
<td>6.2 Course tools promote learner engagement and active learning.</td>
<td>0.00%</td>
<td>48.85%</td>
<td>51.15%</td>
</tr>
<tr>
<td>7.1 The course instructions articulate or link to a clear description of the technical support offered and how to obtain it.</td>
<td>0.76%</td>
<td>51.91%</td>
<td>47.33%</td>
</tr>
<tr>
<td>7.2 Course instructions articulate or link to the institution’s accessibility policies and services.</td>
<td>0.76%</td>
<td>50.38%</td>
<td>48.85%</td>
</tr>
<tr>
<td>8.1 Course navigation facilitates ease of use.</td>
<td>5.34%</td>
<td>50.38%</td>
<td>44.27%</td>
</tr>
<tr>
<td>8.2 Information is provided about the accessibility of all technologies required in the course.</td>
<td>1.53%</td>
<td>56.49%</td>
<td>41.22%</td>
</tr>
</tbody>
</table>
STUDENT COMMENTS: WEAKNESS

- Learning Objectives
  - Class too Hard
  - Volume of work
- Assessment and Measurement
  - Quizzes-Assessment
  - Automatic Grading Glitches
  - Limit of One Submission for Final Exam
- Instructional Material
  - No Lecture
  - Course Activities and Learner Interaction
    - Interaction with Other Students
- Accessibility
  - My IT Lab and the Mac
  - Repetitive Structure
STUDENT COMMENTS: STRENGTHS

- Assessment and Measurement
  - Immediate Feedback on Assignments
  - Ability for Multiple Submission
- Instructional Material
  - Training Videos
  - Simulations
  - Interactive Assignments
- Course Activities and Learner Interaction
  - Discussion Board for Help
  - Good Interaction with Professor
- Other
  - Ability to Work at Own Pace
  - No F2F Class Meetings
  - Freedom
Questions?
Using ePortfolios to Encourage Reflection and Competence Development—Results and Implications from an Accompanying Study and Alumni Study (10:30 to 11:30 a.m., Wednesday, 3/23/2016)

Michaela Stock
University of Graz
Graz, Austria

Gernot Dreisiebner
University of Graz
Graz, Austria
Using ePortfolios to encourage reflection and competence development

Results and implications from an accompanying study and an alumni study

Michaela Stock
Gernot Dreisiebner
Department of Business Education and Development
University of Graz

2016 Business Education Research Conference, Las Vegas, NV
Using ePortfolios to encourage reflection and competence development
An overview

• Introduction
  – Business Education and Development at the University of Graz
  – The Concept of „Handlungskompetenz“
  – Reflection and Self-reflection
  – Utilizing ePortfolios (ePFs) as an instrument to encourage (self-)reflection

• Accompanying study of the ePF-implementation process (research design, selected results)

• Alumni study among graduates (research design, selected results)

• Limitations & Conclusio
Business Education and Development at the University of Graz (Austria)

- Founded in 1585
- ~30,000 students
- Full university (6 faculties, 76 institutes)

Department of Business Education and Development
Master’s Program Business Education and Development

- Program duration: minimum 5 semesters
- 220 students, 50 graduates (2014/15)
- Polyvalence: business administration & teacher education combined
Concept of “Handlungskompetenz”

Competences are

- learnable
- cognitive skills
- to solve specific problems,
as well as the
- motivational, volitional and social readiness
- to conduct the problem solving
- in variable situations
- successfully and responsibly.

Definition according to Weinert (1999).

Graphic adapted from Peterssen (2009, p. 14).
Reflection as basis for pedagogical professionalism

Dimensions of Professionalism in Business Education

- Differentiated and integrated knowledge and skills in pedagogical relevant action areas
- (Self-) critical experimental attitude and readiness to reflect
- Pedagogical ethos and “balancing identity”

Graphic adapted from Brand & Tramm (2002, p. 272); Tramm & Schulz (2007, p. 9).

UNIVERSITY OF GRAZ
Curricular integration of the ePF
Master’s Program Business Education & Development

Bachelor of Science

1. Foundations of Business Education and Development
2. Didactics and Teaching Methodology
3. Business Pedagogic
4. Teaching Practice with Accompanying Seminars
5. Business Education and Development as Holistic Discipline

Free Electives and Specialization in Business Education and Development
General Business Administration
Specialized Fields of Business Administration
Learn- and Research Environment Business Education and Development

Master Thesis and Final Master Examination

Master of Science
ePortfolios as **one** instrument for reflection

- Learning diaries
- Reflection reports
- Reflection conversations (single/group conversations)
- Portfolio-work
- ...
Types of ePortfolios

- Reflection portfolio
  - Assessment portfolio
  - Learning portfolio
- Development portfolio
  - Competence development portfolio
- Presentation portfolio

Electronic Portfolios (ePortfolios, ePFS)

**Reflection** upon one’s own competences

Collection within **ePF**, guided ePF-sessions in the following semesters of the Master’s Program:

1 → 3 → 5

Assistance by coach
Characteristics of the ePF-implementation
within the Master’s Program BED at the University of Graz

- Close integration into curriculum (ePF-work mandatory for all students)
- Clear communication of aims and benefits
- Captures students’ self-perception of their own competences
- Anonymous
  - Portfolio only partly visible to coach
  - Accompanying study completely anonymous

- Not used as instrument for formal assessment (no grades)
- Not used as instrument to assess students’ competences
- No insight into the content of the portfolio

Accompanying study:
anonymous questionnaires regarding the student’s competence development

Building on the factors for successful portfolio work according to Breault (2004).
Research Questions

• What is the impact of the ePF regarding students’ reflection, self-reflection and competence development?

• Is the instrument of ePF accepted and sustainably used by the students and graduates?

The research design comprises **two different studies**:

- Accompanying study (targeting present students)
- Alumni study (targeting graduates)
Accompanying Study: Research design

Adapted from Stock and Winkelbauer (2012, p. 52).
Sample
(Starting with winter term 2011/12)

<table>
<thead>
<tr>
<th>Students</th>
<th>Absolute</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>male</td>
<td>106</td>
<td>25.4%</td>
</tr>
<tr>
<td>female</td>
<td>312</td>
<td>74.6%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Study Program</th>
<th>Absolute</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diploma Program</td>
<td>100</td>
<td>23.9%</td>
</tr>
<tr>
<td>Master‘s Program</td>
<td>317</td>
<td>75.8%</td>
</tr>
<tr>
<td>N/A</td>
<td>1</td>
<td>0.3%</td>
</tr>
</tbody>
</table>

Data version: March 2016.
Sample
Distribution among survey time points

1245 questionnaires from 418 students

Data version: March 2016.
All data in absolute numbers (students).
Increased frequency of reflection between Q1.1 and Q1.2

Impact of the following ePF-sessions lower, but generally higher frequency of reflection at survey point 2 and survey point 3.

* Question: “How often do you reflect upon your competences?”
Self-perception of competences
Estimation of the students regarding their most distinctive competences

Before ePF-sessions:
High perception of self-competences, low perception of other competence dimensions.

During the first ePF-session: Increase in the perception of social competences.

After the second ePF-session: Increase of the self-perceived professional and methodological competences.

* Question: “Name your most distinctive competences!”
Assignment to competence dimensions during questionnaire input.
Triggering events for reflection

* Question: “What are triggering events for your reflection?” (multiple choice)
Accompanying study
Limitations regarding methodology and findings

• No competence assessment, but only competence assignment
  – Self-perceptions are subjective
  – Coach supports reflection process

• Assignment of competences to categories is not always unambiguous

• Effects of the ePF-work and the coaching are mixed within the accompanying-study

• Sustainability of the ePF-work is a pressing issue

Alumni study
Research question (among others): Is the instrument of ePF accepted and sustainably used by the students and graduates?

- **Online survey** conducted in November 2015
- Comprises (inter alia) items regarding reflection and ePF-work
- Enables **comparisons** between students who did and did not develop and ePF:
  - Graduation between 2011-2015 (ePF): N = 120 students, return rate 71.4 %
  - Graduation before 2011 (no ePF): N = 329 students, return rate between 60.7 % (2006–2010) and 46.7 % (1983–1990)
Addressing the Sustainability
Alumni Study: Comparison between graduates who did and did not experience the ePF-implementation

[1] I often reflect upon my personal strengths and weaknesses.
[2] I can communicate my strengths and weaknesses in oral and written form.

[1] How do you value self-reflective learning for your professional activities?

Sample: students born after or in 1980; ePF: n=78; no ePF: n=93.

UNIVERSITY OF GRAZ
Addressing the Sustainability Alumni Study: Usage of the ePF after graduation

[1] I have continued working on my ePF since the last feedback from my ePF-coach.
[2] I have converted my ePF into a presentation portfolio.
[3] I have utilized my ePF or presentation portfolio for a job application.
[4] I have utilized my ePF for reflection or accompaniment of my professional activities.

Sample: all graduates who developed an ePF; n= 94.
Conclusions

• ePF-work enables students to envision their potential within their competence profile

• Important factors for successful ePF-work:
  – Clear communication of aims
  – Close integration into the curriculum
  – Assistance provided by a coach
  – Continuing evaluation of the implementation process

• Sustainability:
  – Almost one third of the graduates use the ePF for job applications
  – Graduates rarely use the provided electronic platform after their graduation.

• Unresolved issue: Sustainability among BE-teachers
References


Using ePortfolios to encourage reflection and competence development

Results and implications from an accompanying study and an alumni study

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Maryville, MO

Ruthann Williams
University of Central Missouri
Warrensburg, MO
Business Teacher Education in Missouri:  
Show Me Collaboration

Innovative Instructional Practices  
2016 Business Education Research Conference

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To access presentation - https://tinyurl.com/ShowMeMissouriCollaboration
The closing of business teacher education programs at universities and colleges across the nation in the last decade have led to a minimum number of institutions offering business teacher education programs. Universities in Missouri were not exempt from this. In order to efficiently offer three business education courses needed for certification, four state universities have created a Business Education Consortium. This consortium pools faculty resources and offers high-quality, distance education courses to business education majors at all of the partner universities. The consortium allows students at the universities to enroll in and pay tuition at their home university, no matter where the instructor of the course is located. This collaborative program not only increases efficiency in operating each of the business teacher education programs, but also gives students regular access to courses they need to complete their certification and business teacher education program.
The purpose of our presentation is to share with you an innovative and collaborative model of delivering online business education specific courses among four state universities that have seen a decrease in the number of business education majors. We want to share the “pains and gains” of this model, so if you choose to launch a similar model in your state or region, you have a framework on which to build.
Missouri has business teacher education programs in 14 private and public universities and colleges. Five of these state institutions, which equals 42 percent of Missouri’s public universities, have business teacher education programs. Seven public institutions no longer have certification programs (2 in recent years have closed). Nine private colleges or universities, or 38 percent of Missouri’s private institutions, have business teacher education programs.
McEwen and King (2011), Hall and Snyder (2013), and McEwen (2002) discussed business methods courses, both online and in traditional delivery models.

Decenso, D’Amour, Kearney & Sheps (2008) discussed benefits and challenges of collaborative programs in Canada and the US. Benefits included program quality, curriculum enhancement, and resource maximization. Challenges that face universities involved in collaborative initiatives are differences in institutional values, rivalry among universities, communication complications, added work for faculty and staff, and accreditation concerns. We call these the “gains and pains” of collaboration and have experienced some of the very same benefits and challenges these authors discussed.

McEwen recommends the preservation of a business content-specific Business Methods course over a “generic secondary education methods course” at universities that have declining enrollments in business education. We wanted the same specific business methods course and found that a collaborative offering preserved such an offering, although it be online. McEwen and King surveyed students in an online business methods course; their study revealed both opportunities and challenges. A study by Hall and Snyder of business methods syllabi discovered online and hybrid business methods courses, which are the models in the collaborative Missouri model.

The primary vision of the Missouri Alliance for Collaborative Education (MACE) initiative is to provide a medium through which institutions in the state of Missouri can collaborate and offer a full range of course offerings in programs that are facing enrollment/resource challenges. This was an outgrowth of Governor Jay Nixon’s proposal in 2010 for "Statewide Programs Using Cooperative Themes.” Redmond discusses the purpose of MACE in a 2012 article in Teacher-Scholar: The Journal of the State Comprehensive University.
The purpose of MACE is to
• Utilize opportunities presented by new technologies
• Expand breadth of offerings
• Satisfy stakeholder demands of
  • Decreasing costs
  • Increasing flexibility
  • Allowing timely program completion

The MACE initiative is open and voluntary, and universities not a part of MACE are encouraged to ask about joining. Participating universities can exit when they wish from collaborative initiatives, and MACE does not make curricular and scheduling decisions but leaves those decisions to participating universities with the academic programs. Not only are required courses collaboratively offered to the advantage of students in the programs, but electives can now be available to students that may not have been available before. One might perceive that collaborative course offerings can lead to the reduction of faculty. Instead, faculty may be freed up at their home university to teach other courses or be asked to teach electives or new courses, which keeps faculty academically updated and fresh.
The collaboration of business education in Missouri began in Fall 2010, when UCM unofficially began collaborating with SEMO in teaching an online business methods course to SEMO students. In 2012-2013, business teacher educators from five of the state universities met to discuss collaborative efforts. One university eventually chose not to participate as they could not commit to provide faculty resources in given semesters. A memorandum of understanding was signed by designated individuals at MSSU, NWMSU, SEMO, and UCM and the Business Education Consortium was sanctioned by MACE in August 2013. A schedule of which of the three courses would be offered in what semester and taught by what university was set up. The three courses are:

- Methods of Teaching Business Education/Marketing Education
- Implementing Business Education /Marketing Education Programs (organization/administration)
- Coordination of Cooperative Education

There are state standards established for each course. Faculty met via video-conferencing and email to coordinate syllabi, activities, assessments, and textbook/resources used in the courses. Collaborative planning, yet presence of academic freedom among instructors, exists. Three different learning management systems among the four universities are used, giving enrolled students experiences in varied learning environments. The LMSs are currently Blackboard, Moodle, and eCompanion.
Collaboration from varied offices and their services at each of the four universities was critical, such as Admissions, Registrar’s, Accounting, and Distance Education. In addition, business teacher educators at each university communicated with each other to ensure “their” students were placed in the LMS at the host university. It was also important to begin and continue communication with one’s own university students so the students knew who their instructor was at that host university, how to reach the instructor, and know when the semester started at the host university.
The gains experienced by the students include they enroll in the native university course, earn native university credit, and pay native university tuition each semester they are enrolled in a course. These processes are familiar to them and seamless. But gains are not experienced without some pains. As mentioned earlier, when a course is taught be one of the other three universities, a new LMS will be used. There can be some “lag” time involved in being placed in the host university’s LMS. The beginning and ending dates of each semester can differ; one follows the calendar of the host university. Students will also have an additional advisor or instructor—which can be a gain, but let’s admit, can be a “pain,” in communicating with another university professor—especially late in one’s program, and acclimating to a “new” professor, one does not know as well as the primary business educator at the native university. More importantly, a thorough explanation of the purpose and positive opportunities the consortium offered to Missouri’s business education students was needed, so students, too, would “buy in” to the consortium, yet still feel a commitment to their native university’s business education program.
From the faculty perspective, there have been both gains and pains. We have benefited from collaboration with statewide peers on curriculum development and course content. We now have a sustainable business education program in times of declining enrollments in business teacher education programs. Finally, we have new found flexibility in our native university department offerings. The challenges or pains primarily deal with communication. There is a great deal of additional communication with native and collaborative students prior to the class beginning, during, and even after the class ends. This includes informing students of the host university’s LMS, semester beginning dates, ordering of class materials, and getting students enrolled. These efforts can contribute to the potential for uncompensated time invested by the host university faculty and varied administrative office staff—all without tuition compensation to the host university. A concern among the participating university’s administration is the equity of enrollment of native students and non-native students. For example, if an instructor’s teaching load calculation or salary is pro-rated based on number of enrolled students, the total number of students enrolled or served must be considered, not just native students. This “buy in” by all entities of a university is a core principle of MACE and protects faculty from uncompensated workload. The coordination and administrative oversight, plus the many communication efforts to ensure students are enrolled and involved in the course, are numerous and often complicated.
<table>
<thead>
<tr>
<th>Semester</th>
<th>Implementing/Administration Offered each semester</th>
<th>Methods Offered each semester</th>
<th>Coordination of Co-Op Ed Offered Spring/Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall13</td>
<td>SEMO-14</td>
<td>UCM-15</td>
<td>Not offered</td>
</tr>
<tr>
<td>Spr14</td>
<td>MSSU-16</td>
<td>NWMSU-17</td>
<td>NWMSU – 10</td>
</tr>
<tr>
<td>Sum14</td>
<td>UCM-21</td>
<td>UCM-14</td>
<td>Not offered</td>
</tr>
<tr>
<td>Fall14</td>
<td>SEMO-13</td>
<td>UCM-14</td>
<td>Not offered</td>
</tr>
<tr>
<td>Spr15</td>
<td>MSSU-14</td>
<td>NWMSU-20</td>
<td>NWMSU-26</td>
</tr>
<tr>
<td>Sum15</td>
<td>UCM-4</td>
<td>Not offered</td>
<td>UCM-4</td>
</tr>
<tr>
<td>Fa15</td>
<td>SEMO-12</td>
<td>UCM-9</td>
<td>Not offered</td>
</tr>
<tr>
<td>Spr16</td>
<td>MSSU-10</td>
<td>NWMSU-8</td>
<td>NWMSU-14</td>
</tr>
<tr>
<td>Sum16</td>
<td>UCM</td>
<td>UMC</td>
<td>NWMSU</td>
</tr>
</tbody>
</table>

The past and present enrollments in the three courses, the semester, and the host university is noted in this table. Both NWMSU and UCM’s Methods classes are approved as NBEA online Business Education Methods courses. Therefore, it is common to have a few students from across the country enroll in the Methods course each semester. These students usually “shop around” among the four universities to see at which university they can enroll at the lowest tuition per credit hour. Some of the universities offer online graduate courses at the same tuition rate as in-state graduate students. These institutions may have “native” students that really are not native students, but students who just simply are smart shoppers and who take advantage of a less expensive tuition rate only to transfer credits later to their own native institution or state department.
Where do we go from here?

• Two of the original four consortium universities will exit in 2017-2018 due to closing the business education program
• More than two universities are needed in a consortium to effectively use faculty resources
• Private universities/colleges have not yet inquired about participating
• Seek additional consortium members
Are you interested in forming a similar model of collaboratively offering business education courses? Redmond (2012) offers these guidelines:

- What universities are going to participate and at what level?
- “Who” is going to teach “which” courses?
- Accreditation issues
- Compensation issues
- Access issues (LMS, online)
- Academic calendar issues
- Course content (and syllabus) consistency
References


These were references used in our paper and presentation.
MSSU - Beverly Block
NWMSU – Nancy Zeliff
SEMO – Simin Cwicik, Robin Smith
UCM – Ruthann Williams

Thank you from the “Show-Me” State!
Creating an Instructional Framework to Prepare Teacher Education Candidates for Success on a Performance-Based Assessment [ARBE Business Education Research Award—Empirical Research] (1:30 p.m. to 2:30 a.m., Wednesday, 3/23/2016)

Tamra S. Davis
Illinois State University
Normal, IL

Kathy J. Mountjoy
Illinois State University
Normal, IL
CREATING AN INSTRUCTIONAL FRAMEWORK TO PREPARE TEACHER EDUCATION CANDIDATES FOR SUCCESS ON A PERFORMANCE-BASED ASSESSMENT

Tamra S. Davis and Kathy J. Mountjoy
EDTPA DEFINED

• A performance-based, subject-specific assessment and support system used by more than 600 teacher preparation programs in some 40 states
  • (American Association of Colleges for Teacher Education, 2015, p. 1)

• Requires teacher candidates to plan, assess, instruct, reflect, and utilize academic language

• Candidates prepare a portfolio

• Required by the State of Illinois for graduation
INTRODUCTION

- Spring 2011
  - University began pilot testing edTPA
  - BE did not participate in the early stages of pilot testing
- Fall 2013
  - BE joined the pilot testing
- Fall 2014
  - 3 semesters of piloting testing completed
- Fall 2015
  - 5 semesters of pilot testing
TWO GROUPS

- Pilot test group 1
- Pilot test group 2
HYPOTHESIS

Will specific teacher candidate preparation and support and greater instructor knowledge of the edTPA result in higher candidate scores on the assessment?
REVIEW OF LITERATURE

• NCATE (2010) called for a fundamental redesign in preparation programs with the purpose of combining practice, content, theory, and pedagogy

• Portfolio-based assessment is a common tool to move teacher preparation programs from a behaviorist type assessment to a constructive approach to assessment.
  • National certification is one example

• Dewey (1938) stated that we learn not from experience, but from reflecting upon experience
INSTRUCTIONAL STRATEGIES

• Prior to Fall 2013
  • BE faculty had little knowledge of the edTPA tool

• Fall 2013
  • Faculty attended multiple workshops to learn about the tool
  • Teacher candidates received instruction in submission procedures only

• Spring 2014
  • Teacher candidates received instruction in submission procedures only
CONCEPTUAL FRAMEWORK

• Kolb’s model of experiential learning
  • Learning is a continuous process grounded in experience.
  • Conclusions to new ideas
  • Experience and new conclusions
  • Repeat
    • Learning takes place
METHODOLOGY

• Comparative, ex post facto using deductive data analysis, to determine the effects of differing instructional frameworks on candidate performance

• Examination of the effects after the event has occurred

• Researchers acknowledge that it is not possible to establish a causal relationship in this study
TIMELINE

• Pilot Study Group 1
  • Fall 2013 – Fall 2014 (3 semesters)

• Pilot Study Group 2
  • Spring 2015

• Determined by the type of instructional supports provided to the candidates
PILOT STUDY GROUP 1

• Candidates received minimal preparation for edTPA
• Faculty had little to no knowledge about the assessment
PILOT STUDY GROUP 2

- Candidates received targeted preparation for edTPA in the semester prior to student teaching
- Faculty had attended numerous sessions about edTPA
- One faculty member co-taught with the edTPA Coordinator to learn more about the language of the assessment
PILOT STUDY GROUP 1 DETAILS

• 7 candidates
• One would have “passed”
• edTPA portfolio completion was required to graduate from the program
• BE majors scored the lowest overall average of all teacher education programs at the university
• Average score 31.57 out of a possible 75
  • 35 or higher is considered a passing score
GROUP 1 FALL 2013

• 2 candidates
• Neither the faculty nor the students completed any preparation for edTPA
• Candidates and faculty attended a “How to submit” workshop
GROUP 1 SPRING 2014

• 4 candidates

• Students attended two 2-hour workshops

• Required part of student teaching grade

• Faculty attended the workshops with the students

• Faculty attended large- and small-group workshops

• Faculty reviewed materials from edTPA

• Faculty worked one-on-one with the edTPA Coordinator at the University
GROUP 1 FALL 2014

- 1 candidate
- Student attended four workshops (1 to 2 hours in length)
- Required part of student teaching grade
- Faculty continued to attend workshops and work with the edTPA coordinator
PILOT STUDY GROUP 2 DETAILS

- 8 candidates
- All candidates would have “passed”
- Scores ranged from 43 – 73 on a 75 point scale
- Average score 48.5
  - 35 or higher is considered a passing score
- BE average was the 2nd highest at the University
GROUP 2 FALL 2014

• Students completed
  • A semester-long methods class where edTPA targeted assignments were provided
  • A mini-edTPA assignment using the student resources from SCALE
  • edTPA overview workshop
  • Review of the Understanding Rubric Level Progressions

• Two COE classes added edTPA instructional supports for all candidates at the university
• Faculty had an in-depth understanding of edTPA logistics and performance expectations
• Faculty had developed the ability to analyze candidates’ work accurately as determined by the edTPA Coordinator
GROUP 2 SPRING 2015

- edTPA completion equaled 35% of the student teaching grade
- Student teachers attended 4 workshops
  - Peer review and faculty review of drafts
  - edTPA coordinator onsite to respond to questions
- Feedback was provided throughout the process when requested by the student teachers
PARTICIPANT DEMOGRAPHICS
15 TOTAL PARTICIPANTS

- Pilot Group 1
  - 2 females, 5 males
  - 6 traditional age students
  - 1 second bachelor’s student
  - Average GPA 3.33/4.0

- Pilot Group 2
  - 1 female, 7 males
  - 4 traditional age students
  - 1 active duty National Guard 3 second bachelor’s students (2 with an MBA)
  - Average GPA 3.66/4.0
EDTPA SCORES
## PILOT GROUP 1

<table>
<thead>
<tr>
<th>Pilot Group 1</th>
<th>Semester</th>
<th>Task 1 Average (Rubrics 1-5)</th>
<th>Task 2 Average (Rubrics 6-10)</th>
<th>Task 3 Average (Rubrics 11-15)</th>
<th>Composite Score (75 points possible)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student1</td>
<td>F13</td>
<td>1.8</td>
<td>2.2</td>
<td>1.6</td>
<td>28</td>
</tr>
<tr>
<td>Student2</td>
<td>F13</td>
<td>3.2</td>
<td>3.4</td>
<td>2.6</td>
<td>46*</td>
</tr>
<tr>
<td>Student3</td>
<td>S14</td>
<td>1.8</td>
<td>2.6</td>
<td>2.2</td>
<td>33</td>
</tr>
<tr>
<td>Student4</td>
<td>S14</td>
<td>2.4</td>
<td>2.8</td>
<td>1</td>
<td>31</td>
</tr>
<tr>
<td>Student5</td>
<td>S14</td>
<td>2.2</td>
<td>2</td>
<td>1.2</td>
<td>27</td>
</tr>
<tr>
<td>Student6</td>
<td>S14</td>
<td>2</td>
<td>1.6</td>
<td>1</td>
<td>23</td>
</tr>
<tr>
<td>Student7</td>
<td>F14</td>
<td>1.8</td>
<td>2.8</td>
<td>2</td>
<td>33</td>
</tr>
<tr>
<td>Averages</td>
<td></td>
<td>2.17</td>
<td>2.49</td>
<td>1.66</td>
<td>31.57</td>
</tr>
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</table>

NBEA MARCH 23, 2016  25  3/23/16
## PILOT GROUP 2

<table>
<thead>
<tr>
<th>Pilot Group 2</th>
<th>Semester</th>
<th>Task 1 Average (Rubrics 1-5)</th>
<th>Task 2 Average (Rubrics 6-10)</th>
<th>Task 3 Average (Rubrics 11-15)</th>
<th>Composite Score (75 points possible)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student1</td>
<td>$15</td>
<td>3.4</td>
<td>3</td>
<td>3.4</td>
<td>48</td>
</tr>
<tr>
<td>Student2</td>
<td>$15</td>
<td>3.2</td>
<td>2.8</td>
<td>2.4</td>
<td>43</td>
</tr>
<tr>
<td>Student3</td>
<td>$15</td>
<td>3.4</td>
<td>3</td>
<td>3.2</td>
<td>48</td>
</tr>
<tr>
<td>Student4</td>
<td>$15</td>
<td>3.2</td>
<td>2.8</td>
<td>2.6</td>
<td>43</td>
</tr>
<tr>
<td>Student5</td>
<td>$15</td>
<td>3</td>
<td>3</td>
<td>2.8</td>
<td>44</td>
</tr>
<tr>
<td>Student6</td>
<td>$15</td>
<td>5</td>
<td>5</td>
<td>4.6</td>
<td>73</td>
</tr>
<tr>
<td>Student7</td>
<td>$15</td>
<td>3.2</td>
<td>3</td>
<td>2.8</td>
<td>45</td>
</tr>
<tr>
<td>Student8</td>
<td>$15</td>
<td>3.2</td>
<td>3.2</td>
<td>2.2</td>
<td>44</td>
</tr>
<tr>
<td>Averages</td>
<td></td>
<td>3.45</td>
<td>3.23</td>
<td>3</td>
<td>48.5</td>
</tr>
</tbody>
</table>
LIMITATIONS

• Slightly different demographics
  • Mitigated by the consistency of the program
  • Both groups took the same classes taught by the same faculty members
• Requirement as part of the grade during student teaching
• Depth of faculty knowledge changed during the 2 years
GENERALIZABILITY

• Generalizing to a population vs. generalizing to a theory
• Results cannot be generalized to a population
• Researchers believe that the results can be generalized to the theory that increased teacher candidate preparation and support and greater instructor knowledge results in higher candidate portfolio scores
SUMMARY

• edTPA candidate success can be impacted by three factors
  • Instructor knowledge
  • Candidate preparation
  • Candidate supports
RECOMMENDATIONS

• Practice giving feedback on a variety of content areas and skill levels or train to be official scores
• Incorporate the language of edTPA into the classroom
• Scaffold practice over multiple semesters
FUTURE RESEARCH

• Fall 2015 and Spring 2016
  • First group with consequential results
  • 8 candidates
  • Received instruction beginning in the junior year
• Compare the results of the Consequential Group 1 to the previous Pilot Groups 1 and 2
ADDITIONAL FUTURE RESEARCH

• Longitudinal Study following Pilot Group 2 and Consequential Group 1 through Years 1 – 3 of professional teaching (potentially the dissertation topic for the edTPA Coordinator)

• Qualitative Analysis of the work submitted in the first semester of exposure to edTPA, second semester of exposure, and work submitted to Pearson for scoring of Consequential Group 1
Tamra Davis
Kathy Mountjoy
http://business.illinoisstate.edu/bte
Workplace-Readiness Skills Necessary for Student Success in the Workforce as Perceived by Alabama Secondary Cooperative Education Teacher Coordinators (1:30 p.m. to 2:30 a.m., Wednesday, 3/23/2016)

Alex K. Hale
Talladega City Career Tech Center
Talladega, AL

Leane Skinner
Auburn University
Auburn, AL

Elisha Wohleb
Auburn University
Auburn, AL
Workplace-Readiness Skills Necessary for Student Success in the Workforce as Perceived by Secondary Cooperative Education Teacher-Coordinators

Dr. Alex Hale, Dr. Leane Skinner, and Dr. Elisha Wohleb
The purpose of this study was to provide data to be used by administrators and teachers to improve the transition for students from high school to the workforce. It may be valuable to educators because the findings will help identify specific workplace-readiness skills for implementation into the Career Tech Course of Study. The research is significant because it will reveal workplace readiness skills that are identified as important for a smooth transition from high school to the workforce as perceived by Secondary Cooperative Education Teacher-Coordinators.
1. To what extent do Secondary Cooperative Education Teacher-Coordinators perceive specific workplace-readiness skills are important for student success in the workplace?

2. Are significant differences found among areas of teaching certificate, location of school, and specific workplace-readiness skill categories?
METHODS

• Survey Research

• Secondary Cooperative Education Teacher Coordinators were chosen because of their working relationship with employers
Goals 2000: Educate America Act – Attempt to improve industry and educational relationships to produce strong work skills.
  
  - Established skill standards and certification
  - Cooperation would build and enhance relationships among:
    - Businesses
    - Workers
    - Educators

Similarly, the 1994 School-to-Work Opportunities Act
  
  - Included school-based learning
  - Work-based learning
  - Connecting activities

Pearlman, 1997
BACKGROUND / REVIEW OF LITERATURE

• Learning
  o In the past was confined to a classroom
  o New way of learning is a result of becoming involved with procedures to learn a skill
  o It is an active process

• Work, itself, is the most important ingredient for real learning

• Many students choose college, most choose to enter the workforce.

Boyett & Boyett, 1995; Gilli, 1980
• Businesses are constantly looking for the most effective avenues to be prosperous.

• Employee needs can be overlooked and other resources become areas of focus:
  o Technology
  o Innovation
  o Time management

• The challenge for educators is to provide all students with skills that only a few were expected to achieve in the past.

Gubman, 1998; Olsen, 1997
Knowledgeable employees are an increasingly valuable asset in all company positions.

Google’s hiring decisions are highly based on an applicants ability to put new knowledge to use, according to senior vice president Laszlo Bock.

While grades are important others are more telling of how valuable an employee will be such as:

- Leadership
- Collaboration
- Lifelong learning

Olsen, 1997; Friedman, 2014
BACKGROUND / REVIEW OF LITERATURE

Work

• To meet the demands of new jobs employees must be able to:
  o Communicate
  o Work as part of a team
  o Evaluate their own work

School

• Should stress the importance of work ethic skills including:
  o Attendance
  o Respect towards others
  o Using conflict resolution tactics
  o Completing homework
  o Producing quality work

Olsen, 1997
• The National Center on the Educational Quality of the Workforce – employers experience difficulty relaying skills they need from new entrants into the workforce

• Schools - dream of work-relevant reform and input from employers to determine needs of entry level workers.

• Students – face drawn-out uncertainties workers of the past may not have experienced when trying to obtain permanent employment upon graduation

Zemsky, 1997
Data Analysis and Findings
1. To what extent do Secondary Cooperative Education Teacher-Coordinators perceive specific workplace-readiness skills are important for student success in the workplace?
• Scale choices:
  o (5) = Very Important
  o (4) = Important
  o (3) = Neither Important or Unimportant
  o (2) = Of Little Importance
  o (1) = Unimportant

• Means from 4.08 – 4.92 indicate skills were important

<table>
<thead>
<tr>
<th>Category</th>
<th>M</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respectful to others</td>
<td>4.92</td>
<td>.272</td>
</tr>
<tr>
<td>Listens to instructions</td>
<td>4.90</td>
<td>.296</td>
</tr>
<tr>
<td>Is on time for work</td>
<td>4.89</td>
<td>.317</td>
</tr>
</tbody>
</table>
**Summary of Measurement Scales and Reliabilities for Specific Workplace-Readiness Skill Categories**

<table>
<thead>
<tr>
<th>Scale</th>
<th># of Items</th>
<th>Mean</th>
<th>SD</th>
<th>Reliability Estimates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time</td>
<td>2</td>
<td>4.83</td>
<td>.34</td>
<td>.778</td>
</tr>
<tr>
<td>(e.g. Is on time for work)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Positions</td>
<td>3</td>
<td>4.75</td>
<td>.33</td>
<td>.631</td>
</tr>
<tr>
<td>(e.g. Consistent in behavior)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Traits</td>
<td>4</td>
<td>4.66</td>
<td>.36</td>
<td>.632</td>
</tr>
<tr>
<td>(e.g. Self-monitors behavior)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Skills</td>
<td>8</td>
<td>4.61</td>
<td>.30</td>
<td>.780</td>
</tr>
<tr>
<td>(e.g. Respectful to others)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pursuit of Knowledge</td>
<td>5</td>
<td>4.33</td>
<td>.55</td>
<td>.845</td>
</tr>
<tr>
<td>(e.g. Open to creative practices)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
WITHIN-SUBJECTS ANOVA

Effect Size
- A large effect size was found between categories of skills
- $F(2.058, 127.617) = 4.454$
- $p < .001$
- $n^2 = .367$

Bonferroni Post Hoc Test
- Skills rated lower than Positions and lower than Time
- Traits rates lower than Time
- Pursuit of Knowledge lower than Skills, Positions, Traits, and Time
  (Sig. above .05 level)
2. Are significant differences found among areas of teaching certificate and specific workplace-readiness skill categories?
ANALYSIS

- Choices: (5) = Very Important  (1) = Unimportant

- One-way MANOVA
  - Area of Teaching Certificate
  - Location of School

- One-way MANOVA
**AREA OF TEACHING CERTIFICATE**

One-Way MANOVA – No significant differences among categories

- Hotelling’s Trace = .021, $F(5, 49) = .204, p = .959$, multivariate, $n^2 = .020$

<table>
<thead>
<tr>
<th>Scale</th>
<th>Business (n=43) Mean (SD)</th>
<th>Other (n=12) Mean (SD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skills (e.g. Respectful to others)</td>
<td>4.63 (.31)</td>
<td>4.58 (.27)</td>
</tr>
<tr>
<td>Positions (e.g. Consistent in behavior)</td>
<td>4.77 (.32)</td>
<td>4.67 (.35)</td>
</tr>
<tr>
<td>Traits (e.g. Self-monitors behavior)</td>
<td>4.67 (.35)</td>
<td>4.58 (.39)</td>
</tr>
<tr>
<td>Time (e.g. Is on time for work)</td>
<td>4.84 (.34)</td>
<td>4.79 (.33)</td>
</tr>
<tr>
<td>Pursuit of Knowledge (e.g. Open to creative practices)</td>
<td>4.35 (.62)</td>
<td>4.30 (.46)</td>
</tr>
</tbody>
</table>
**LOCATION**

*One-Way MANOVA – No significant differences among categories*
- Hotelling’s Trace = .101, $F(5, 49) = .986$, $p = .436$, multivariate, $n^2 = .091$

<table>
<thead>
<tr>
<th>Scale</th>
<th>Rural (n=33) Mean (SD)</th>
<th>Urban (n=22) Mean (SD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skills (e.g. Respectful to others)</td>
<td>4.65 (.28)</td>
<td>4.58 (.33)</td>
</tr>
<tr>
<td>Positions (e.g. Consistent in behavior)</td>
<td>4.78 (.31)</td>
<td>4.70 (.36)</td>
</tr>
<tr>
<td>Traits (e.g. Self-monitors behavior)</td>
<td>4.66 (.36)</td>
<td>4.64 (.36)</td>
</tr>
<tr>
<td>Time (e.g. Is on time for work)</td>
<td>4.83 (.35)</td>
<td>4.82 (.33)</td>
</tr>
<tr>
<td>Pursuit of Knowledge (e.g. Open to creative practices)</td>
<td>4.30 (.60)</td>
<td>4.39 (.58)</td>
</tr>
</tbody>
</table>
RESULTS RQ2

- Results from these analysis indicate perception levels of importance of workplace-readiness skill categories are not affected by area of teaching certificate or location of school.
Conclusions and Recommendations
CONCLUSIONS

1. Specific workplace-readiness skills are considered important
   - $M \geq 4.08$ on a 1-5 scale

2. Differences of importance among specific workplace-readiness skill categories were identified
   - Skills $<$ Positions, Time
   - Traits $<$ Time
   - Pursuit of Knowledge $<$ Skills, Positions, Traits, and Time

3. Demographics had little impact on perception of specific workplace-readiness skills
   - Area of teaching certificate
   - Location of school
1. Professional development opportunities
   o Focus on skills in need of improvement according to business leaders
     • Devote time and resources to overcome obstacles
2. Highlight employer support opportunities
   o Take a progressive approach to integrating skills
3. Support for new teachers at the college level
   o Elaborate on existing opportunities
4. Follow-up study to determine progress on Coordinators perception of students entering the workforce
5. Repeat study on other states
   o Universal set of workplace-readiness skills ideal for any student
References


Questions
In Today’s Global Economy, “When China Sneezes . . .” (1:30 p.m. to 2:30 a.m., Wednesday, 3/23/2016)

David W. Leapard
Eastern Michigan University
Ypsilanti, MI
In Today’s Global Economy, When China Sneezes...

Presented by
Dr. David W. Leapard
Professor
Eastern Michigan University
Ypsilanti, Michigan
August 2015

Steep fall in China Markets touched off global economic sell-off
China Stuns World Financial Markets By Devaluing its Currency
By 2052 World Population will increase
From 7 billion to 8-10 billion
Redefining the values which effectively guide the development of society

Developing a new economy, both in theory and practice, so that

- natural and social capital are correctly valued
- new financial markets deliver the goods and services mankind needs in and for a sustainable world
- sufficient jobs are created to allow a decent income for all

Creating appropriate governance institutions on a global, national and local level
Despite a still relatively low per capita income, the sheer size of the Chinese economy has made China a significant player in world production, consumption, trade and increasingly international finance and the environment.
Differences in Economic Policies of Japan and China and the Impact on their Respective Societies
China Compared to Japan

The countries also share similar religions and value systems, which have influenced each other. However, despite all of these similarities the recent history of these two countries has caused them to diverge into two very distinct modern civilizations...
A great factor in this divergence is the extreme differences in the evolution of each country’s economic policy.

Suren Padmalingam, April 2002
What is happening today between China and Japan can also be seen as the latest chapter in a centuries-old rivalry between the two pre-eminent powers in North-East Asia.

Economic Times
The New Cold War: China vs Japan

China and Japan’s war of the words reveals a larger struggle for regional influence akin to a mini Cold War.
information about the Chinese economy is sparse and somewhat unreliable.
A Norwegian Perspective

The world’s growth engine no. 1 is in shambles, and the world wonders how strong the repercussions are.

Norwegian Economy News
August 12, 2015
When China sneezes, the world catches a cold!

August 17, 2015
The Future of the U.S. Economy: 2050

1. The death of suburbs is highly exaggerated
2. The rise of luxury cities
3. Jobs get more virtual
4. The decline of mobility
5. Less to fear from China

Joel Kotkin
The Chinese currency has been much more stable than the currency in most countries.
Myths about NAFTA

1. NAFTA has not achieved its core goals of expanding trade and investment between Canada, The United States and Mexico.

Reality: Trade among the NAFTA nations has more than tripled. By 2008 the increase was 949 billion (US dollars).

2. NAFTA has resulted in job losses

Reality: Since NAFTA came into effect, the overall job growth has been strong in all three partner countries. Across North America, total employment has grown by almost 40 million jobs since 1993.

3. NAFTA hurts workers by eroding labor standards and lowering wages.

Reality: The NAFTA partners negotiated and implemented a parallel agreement on labor cooperation, the North American Agreement on Labor Cooperation (NAALC). The NAALC added a social dimension to NAFTA. Through the NAALC, the regional trading partners seek to improve working conditions and living standards, and to protect, enhance, and enforce basic workers’ rights.
4. NAFTA undermines national sovereignty and independence.

Reality: NAFTA is a trilateral agreement designed to facilitate trade and investment between Canada, the United States, and Mexico. It respects the unique cultural and legal framework of each of the three countries and allows them to maintain their sovereignty and independence.

5: NAFTA does nothing to help the environment.

Reality: The NAFTA partners negotiated a parallel agreement on environmental cooperation, the North American Agreement on Environmental Cooperation (NAAEC). The NAAEC commits the NAFTA partners to work cooperatively to better understand and improve the protection of their environment. The agreement also requires that each NAFTA partner effectively enforce its environmental laws.

6. NAFTA hurts the agricultural sector.

Reality: NAFTA has led to increasingly integrated agricultural and agri-food trade within the North American market. Since 1993, agricultural and agri-food trade and investment flows between the NAFTA partners has grown, with overall agricultural trade reaching about US$50 billion.
7. NAFTA negatively impacts the North American manufacturing base.

Reality: Since NAFTA came into effect, North American manufacturers have enjoyed better access to materials, technologies, capital, and talent available across the continent. Thousands of manufacturers have capitalized on this to improve efficiency and better refine technology, making them more competitive at home and around the world.

Source: NAFTANOW.org
The extraordinary population decline in the industrialized world and the explosive growth of population in China, India, other parts of Asia, and elsewhere in the developing world will continue to significantly alter the global distribution of economic and, of course, military power.

The Challenge of Global Capitalism
Gilpin and Gilpin
### World crude steel production

<table>
<thead>
<tr>
<th>Year</th>
<th>China (million tonnes)</th>
<th>Other (million tonnes)</th>
<th>Total (million tonnes)</th>
<th>Australian iron ore exports (million tonnes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td>823</td>
<td>821</td>
<td>1644</td>
<td>717</td>
</tr>
<tr>
<td>2013</td>
<td>822</td>
<td>827</td>
<td>1649</td>
<td>613</td>
</tr>
<tr>
<td>2012</td>
<td>731</td>
<td>828</td>
<td>1559</td>
<td>524</td>
</tr>
<tr>
<td>2011</td>
<td>702</td>
<td>835</td>
<td>1537</td>
<td>465</td>
</tr>
<tr>
<td>2010</td>
<td>639</td>
<td>794</td>
<td>1433</td>
<td>427</td>
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<td>2005</td>
<td>356</td>
<td>792</td>
<td>1148</td>
<td>239</td>
</tr>
<tr>
<td>2000</td>
<td>128</td>
<td>720</td>
<td>849</td>
<td>157</td>
</tr>
<tr>
<td>1995</td>
<td>95</td>
<td>658</td>
<td>753</td>
<td>130</td>
</tr>
</tbody>
</table>

Source: World Steel Association / Herald graphic
References


http://www.clubofrome.org/?p=2114


http://thediplomat.com/2014/01/the-new-cold-war-china-vs-japan/


http://norwegianeconomynews.blogspot.com/2015/08/comment-when-china-sneezes-world.html

https://www.nytimes.com/books/first/g/gilpin-capitalism.html


Contact

Dr. David W. Leapard

Email: davidleapard@yahoo.com

Cell or text: 419-902-2822
Crowdfunding: How Young Entrepreneurs are Making Money Using Social Media (1:30 p.m. to 2:30 a.m., Wednesday, 3/23/2016)

Margaret O’Connor
Bloomsburg University of Pennsylvania
Bloomsburg, PA
Crowdfunding: How Young Entrepreneurs are Making Money Using Social Media

MAGGIE O’CONNOR
BERC MARCH 23, 2016
Objectives

- Background
- Introduction
- Methodology
- Findings
- Discussion
- Teaching Strategies
- Questions
- Next Steps
Has anyone heard of social media marketing by students?
What is Crowdfunding

Crowdfunding gives individuals access to investors for their ideas using social media (Mollick, 2014). Students are now establishing new business ventures on social media sites or crowdfunding sites with ease. These sites provide people with good ideas to use their resources to create products and then target them to small niches of people who are passionate about specific things, such as their home state, hobbies, careers, etc.
Background

- Sites such as Kickstarter, Teespring, and Crowdrise pay for the purchase and distribution center, marketer targets the individuals and then sends the individual a royalty check for sales (Barnett, 2013).

- Results using crowdfunding through social media are relevant and factual (Saxton & Wang, 2014). Crowdsource funding websites Kickstarter and Indiegogo raised $138 million in 2011, $1.17 billion in 2013, and are projected to raise $4.35 billion in 2015.
From 2009 to 2011, crowdsourcing contractors have grown 100% annually, to 6.3 million in an effort to connect with others to seek rewards, or help those in need. There are different ways crowdsourcing works, and multiple ways to participate. You can raise capital for a business or cause, make small donations to help others through charities or individual appeals, or access creative communities, design or develop art and creativity, all using social media tools that support collaboration and communication.
Introduction

- Fall 2015
  - Marketing student in Business Communications and Report Writing
    - He didn’t come to class
    - Side business marketing on social media
    - Very progressive and insightful when he came to class
    - We decided to meet for him to show me what he was doing
I uncovered a whole new world, but he couldn’t pinpoint what it was for me.

Used terms such as crowdfunding, Teespring, etc.

He, his brother, and a group of males age 17-25 are doing social media marketing, making extensive amounts of money (up to $30,000 a week)

I have coined them the “Young Entrepreneurs doing Social Media Marketing”
Characteristics

- Male
- 17-25
- Started in high school or college
- Using internet to gain valuable information
- Not afraid to fail
- Very quantitative
- Struggle with going to classes versus making money
  - “I have to find another reason to go to class versus what I am learning”
- Need a niche and an idea
- Very secretive (don’t want to give trade secrets)
- Graduating and doing social media marketing versus working for someone else
- Estimate about 100,000 strong in the U.S.
Progression

- Start selling T-shirts and jewelry to different niches
- Look at ROI
- Build websites and sell them once tired of the venture
- Developing LLCs
- Companies are hiring them as consultants and giving $3,000/mo. retainers
- Businesses are hiring them to sell their products using social media as independent contractors
Objectives

- Understand more about the phenomenon of social media marketing by individuals.
- Gain perceptions of the “young entrepreneur”
- Develop preliminary thoughts on learning for BE.
Methodology

- Learn about phenomenon and develop an interview protocol
- Qualitative Research - Case study using student’s network
- Goal 5 interviews
- Snowball sample
- Sent out interview protocol
- Demographics and Descriptive data
Interview Protocol

See Word Document Attached
Key Findings

- Skill set is highly developed, I compare it to what I learned after obtaining an MBA and working in brand management for about 5 years
- Highly quantitative - understand ROI
- Developed a network - global
  - Use sites to obtain global designers
  - Sites to analyze markets
- Not afraid to fail - very different than working in a company
- Highly marketable
  - My student just landed a summer internship in Silicon Valley with Sharper Image
- Feel that college is extremely behind
  - Rethink why they are coming to class
  - Communication with instructors
<table>
<thead>
<tr>
<th></th>
<th>Interviewee 1</th>
<th>Interviewee 2</th>
<th>Interviewee 3</th>
<th>Interviewee 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Monthly</strong></td>
<td>8,000</td>
<td>100,000 +</td>
<td>100,000 +</td>
<td>100,000 - 200,000</td>
</tr>
<tr>
<td><strong>Annually (2015)</strong></td>
<td>96,000</td>
<td>500,000</td>
<td>900,000</td>
<td>500,000 +</td>
</tr>
</tbody>
</table>
# Mindset about Failure

<table>
<thead>
<tr>
<th>Views</th>
<th>Interviewee 1</th>
<th>Interviewee 2</th>
<th>Interviewee 3</th>
<th>Interviewee 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Failure is an essential step towards success. Every time you fail, you learn something valuable.</td>
<td>Failure is okay. I have failed with this stuff many times. But each success I have makes up for the previous 5-10 failures. The reason everyone doesn’t do what I do is because most people quit after their failures.</td>
<td>Failure is definitely something I consider a learning experience. Every time I have failed it has taken me closer to success. It definitely isn’t fun to fail, but if you think about it the right way you can learn it’s a positive thing even when it sucks. For example, a trick sales guys use is they calculate how much money they make every time someone doesn’t buy from them. Say 1 out of 10 people buy a $100 product. Essentially they make $10 each time they get a no. That’s how I view failure.</td>
<td>My ideas are constantly changing as I learn, grow and pivot with my businesses. I fear failure yet embrace it at the same time. Every failed venture in the past has helped me to grow and continue succeeding.</td>
<td></td>
</tr>
<tr>
<td>Percent</td>
<td>Interviewee 1</td>
<td>Interviewee 2</td>
<td>Interviewee 3</td>
<td>Interviewee 4</td>
</tr>
<tr>
<td>---------</td>
<td>---------------</td>
<td>---------------</td>
<td>---------------</td>
<td>---------------</td>
</tr>
<tr>
<td>Percent</td>
<td>50%</td>
<td>25%</td>
<td>My ventures rarely fail, but projects and initiatives inside the ventures fail every day. I usually only start a project I’m pretty sure will be successful. I believe only 1 of my ventures has completely failed. So less than 10%.</td>
<td>It is too hard to determine that percentage for my ventures since it would depend on the definition of failure in this instance. Over 80 percent of my products do fail however.</td>
</tr>
<tr>
<td>Why?</td>
<td>Interviewee 1</td>
<td>Interviewee 2</td>
<td>Interviewee 3</td>
<td>Interviewee 4</td>
</tr>
<tr>
<td>------</td>
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<td>---------------</td>
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</tr>
<tr>
<td></td>
<td>This will be around long term because it is the most advanced advertising platform the world has ever seen, and in the words of Mark Zuckerberg, “We are just getting started.”</td>
<td>I think that this is only the beginning. More people spend time on the internet each day, the marketing tools available to target certain consumers are absolutely phenomenal, and people in America have disposable income that they love to spend. Also, because of the tools we have we can target consumers based on their greatest passion. We show them something that represents or reflects their passion, we make it looks stylish, and we give them an offer that they cannot refuse. At this level of targeting it’s almost impossible for these people to turn down the offer.</td>
<td>Advertising/marketing has been around forever. The real question is the longevity of social media networks. However, as social creatures I believe online social networks will be around for a long time to come and as long as the networks are around people will find a way to advertising products, services and companies on those platforms.</td>
<td>As long as social media continues to be a pertinent part of people’s lives I believe that this trend will continue. However, the market will continue to saturate.</td>
</tr>
</tbody>
</table>
Conclusions

- New entrepreneur which we need to learn more about
- They don’t want to share what they are doing
- Business educators must recognize this as an opportunity to teach entrepreneurship at a different level
- Changes conversation on education and self-learning
Next Steps

- I am going to experiment and create a site targeting girls in IT
- Track results and go through process
- Develop more information on entrepreneurship and teaching topic
Questions?
References


- I want to thank Eric Fisher, my graduate assistant for participating in this research with me and helping me stay organized.
Mastering APA Style 6.0 (1:30 p.m. to 2:30 a.m., Wednesday, 3/23/2016)

Diana J. Green
Weber State University
Ogden, UT

Allyson D. Saunders
Weber State University
Ogden, UT
Mastering APA Style 6.0

Dr. Diana J. Green and Dr. Allyson D. Saunders
Weber State University
APA Agenda

Introduction
Learning Tools
  ◦ Manipulatives and Online Resources
  ◦ Review Questions
  ◦ Errors
  ◦ Citation Makers
Q&A
Abiding by APA’s standards as a writer will allow you to 

(1) provide readers with cues 

(2) allow readers to focus on your ideas 

(3) establish your credibility or ethos in the field 

(Purdue.edu, 2015, para. 7)
Manipulatives and Online Resources

Class Activity

Online Activity
http://www2.eit.ac.nz/library/ls_guides_apareferencingquiz.html

Online Resources
http://nauonline.edu/writingcenter/apa/
Review Questions
1. What is the appropriate format for the issue numbers when each issue of the journal begins on page 1?


2. What is the correct way to do the following reference?

a. Author, A. A., & Author, B. B. (year). Title of chapter or entry. In A. Editor, B. Editor, & C. Editor (Eds.), *Title of book* (pp. 0). Location: Publisher. doi:xxxxxxxx

b. Author, A. A., & Author, B. B. (year). Title of chapter or entry. In A. Editor, B. Editor, & C. Editor (Eds.), *Title of book*. Location: Publisher. doi:xxxxxxxx

c. Author, A. A., & Author, B. B. (year). Title of chapter or entry. In A. Editor, B. Editor, & C. Editor (Eds.), *Title of book* (no pp.). Location: Publisher. doi:xxxxxxxx
3. When the author and publisher are the same, what is the correct way to do a book reference?

a. Anderson, A. A., & Bell, B. B. (year). Title of chapter or entry. In A. Editor, B. Editor, & C. Editor (Eds.), *Title of book* (pp. xxx-xxx). Location: None.

b. Anderson, A. A., & Bell, B. B. (year). Title of chapter or entry. In A. Editor, B. Editor, & C. Editor (Eds.), *Title of book* (pp. xxx-xxx). Location: Author.

c. Anderson, A. A., & Bell, B. B. (year). Title of chapter or entry. In A. Editor, B. Editor, & C. Editor (Eds.), *Title of book* (pp. xxx-xxx).
Technical and Research Reports

4. Which items are italicized?
   a. Author
   b. Title of work
   c. Website
   d. Location
   e. None of the above
Symposium

5. T/F Proceedings of meetings and symposia can be published in book or periodical form. Therefore, use the same format as for a book or chapter.
Internet Message Boards, Electronic Mailing Lists, and Other Online Communities

6. What is the date for these types of references
   a. Today’s date
   b. Exact date of posting
   c. Retrieval date
   d. None of the above
Finding Errors

Citation Makers

Bibme.org

Microsoft Word
APA Summary

Learning Tools
• Manipulatives
• Review Questions
• Errors
• Citation Makers
Mastering APA Style 6.0
An Examination of the Relationships Between College Graduates Seeking Job-Related Information and Key Employment Search Actors (11:00 a.m. to 12:00 p.m., Thursday, 3/24/2016)

Marcel M. Robles
Eastern Kentucky University
Richmond, KY
An Examination of Why College Graduates Seek Employment Related Information from Social Network Actors

Marcel Robles, PhD
Colton Burgess, MBA Student
Eastern Kentucky University
College of Business & Technology
Introduction

• College graduates with more personal contacts achieve better results in a labor market (De Graaf & Flap, 1988).

• A college graduate's first job is normally the hardest to attain (Jackson, 2014).
AN EXAMINATION OF WHY COLLEGE GRADUATES SEEK EMPLOYMENT RELATED INFORMATION FROM SOCIAL NETWORK ACTORS OUTSIDE OF ACADEMIA

Recommendations
- Evaluate different online sources
- Utilize social media platforms
- Explore academic networks

References
- Sources: Journal Articles, Books, Reports
- Cite references in appropriate style

Diagrams
- Social network connections
- Information flow
- actor relationships
Who helped you find your current or most recent job?
Problem Statement

College graduates are seeking employment related information from social network actors outside of academia.
What Are You Telling Future Potential Employers?

Background Check
- Criminal records
- Credit history
- Driving record
- Employment
- Education
- Associates

Internet Screening
- Marital status/relationships
- Family size
- Religious affiliation
- Political views
- Hobbies
- Anything controversial (perhaps to someone else)

MVR

Education

Hire?
Developing Research Questions

• The strength of ties between college graduates and other actors

• Reciprocal information sharing

• Network clusters
Literature Review

• Definition of a social network and its characteristics

• Strength of Weak Ties Theory

• Structural Holes Theory
Defining Social Networks

- Sets of nodes (actors) and ties
- Ties: symmetrical or asymmetrical
- Dyads and reciprocity
- Connectivity
Strength of Weak Ties (SWT)

- Granovetter (1973)
- Homophily in triads
- Bridging ties are weak ties
- Weak ties yield new information
Structural Holes (SH)

- Burt (1992)
- Similar to SWT
- Network clusters
- Less connectivity
Methods and Procedures

- Electronic survey was generated on Qualtrics and distributed via social media
- Primary and secondary findings were used to draw conclusions
- Electronic Survey
  - Multiple Choice
  - 6-Point Likert Scale
RQ1: Identifying Key Employment Search Actors

- Friend - 37%
- Family Member - 14%
- Self* - 14%
- Recruiter - 11%
- *Self indicated respondents primarily relied on themselves for finding information
RQ1: Strength of Ties

- Somewhat Strong - 29%
- Very Strong - 26%
- Very Weak - 15%
- Somewhat Weak - 12%
- Strong - 12%
- Weak - 6%
RQ2: Reciprocal Information Sharing

- **Face-to-Face Conversations - 52%**
  - 50% --> Very Frequently*

- **Email Conversations - 27%**
  - 100% --> Occasionally* or less often

*Scale points - never, very rarely, rarely, occasionally, frequently, very frequently
RQ2: Reciprocal Information Sharing

• The person who helped me find employment and I exchange old and new information regarding job leads.

  ➢ 78% - Strongly Agree or Agree*

• The person who helped me find employment and I do not withhold any old or new information from one another regarding job leads.

  ➢ 74% - Strongly Agree or Agree*

*Scale points - strongly disagree, disagree, somewhat disagree, somewhat agree, agree, strongly agree
RQ3: Network Clusters

- Number of actors contacted before college graduates secured employment.
  - 1-5 --> 75%

- Number of actors contacted who knew of employment positions that interested college graduates.
  - 1-5 --> 88%
Conclusions

• College graduates rely on friendship ties.

• Ties between college graduates and key employment search actors are reciprocal.

• College graduates find employment information in network clusters.
Recommendations

• Colleges should utilize weekly alumni emails.

• Colleges should implement graduate software systems to share employment information.

• Colleges should fund training for co-op officers.
References


An Examination of Why College Graduates Seek Employment Related Information from Social Network Actors

Marcel Robles, PhD
Colton Burgess, MBA Student
Eastern Kentucky University
College of Business & Technology
A Mind is a Terrible Thing to Waste – Think Big! (SPECIAL INTEREST SESSION FOR SECONDARY TEACHERS, 2:30 p.m. to 3:30 p.m., Thursday, 3/24/2016)

Elizabeth Hodge
East Carolina University
Greenville, NC
Welcome to my website. I am an Professor and Program Coordinator in the College of Education at East Carolina University. I teach several undergraduate and graduate courses in the business and information technologies education program.

Research has shown that student achievement is directly tied to teacher effectiveness. As a lifelong learner, I have observed that the best teachers were those who cared the most about teaching. This passion is one of the single most important components of effective teaching as it leads to thorough preparation, continuous research, evaluation of teaching skills, and the pleasure of watching students learn.

My goal is to create an atmosphere where students will enjoy learning while being engaged with the material. To meet this goal, I believe an E-Learning environment must be technology rich and organized by interrelated learning themes and meaningful contexts, often in the form of a problem to be solved. By providing interactive, complimentary activities that enable individuals to address unique learning interests, my hope is to increase subject matter mastery through dynamic asynchronous and synchronous interactions.

My research interests are guided by my passion for teaching. My research interests center on Immersive Education, 3D Multi-User Virtual Environments, WebX tools, Mobile Technology, and Innovative Instructional Methods for creating learning communities within an online environment. In addition, it is essential to be a life-long learner. I continue to attend professional development training and increase my own aptitude through providing E-Learning workshops to my colleagues on a variety of educational technology and instructional strategies to provide quality distance education courses.
Reflective Practice and Applied Research for Secondary Teachers (SPECIAL INTEREST SESSION FOR SECONDARY TEACHERS, 9:00 a.m. to 10:00 a.m., Friday, 3/25/2016)

Cheryl Wiedmaier
Arkansas Department of Career Education
Little Rock, AR

Tracie Opolka
Hackett High School
Hackett, AR
Reflective Practice and Applied Research for Secondary Teachers

Business Education Research Conference--Las Vegas, 2016

Cheryl Wiedmaier, Associate Director for CTE
Arkansas Department of Career Education
Tracie Opolka, Secondary Business Teacher
Hackett High School
Session Overview

- What is applied research
- How do you use applied research in the classroom to explore new teaching strategies and curriculum changes
- Reflective practice
- Resources
What is Applied Research

“The purpose of applied research is to develop and test interventions that can be used directly to improve practice.”

(Gall, Gall, & Borg, 2010, p. 13)

- JARBI--Articles are written for classroom teachers.
- Response: Applying Research Findings in the Classroom (Article)
Choosing a New LMS

- Selection of Problem
  - Move to Google Classroom vs. Edmodo

- Review of Literature
  - Conceptual
    - Attend training and information session

- Form a Hypothesis
  - Focal point of research
    - students who use Google Classroom will benefit more because...

- Research Design
  - Exploratory

- Data Type
  - Observation

- Analysis of Data
  - Compare previous classes to new classes based on ease of use, questions asked and the overall interaction with the product.
Choosing a New Teaching Strategy

1. Selection of Problem
   a. Moving to the IT Academy Online Curriculum vs. Instruction using books and face to face instruction

2. Review of Literature
   a. Conceptual
      i. Attend training and information session

3. Form a Hypothesis
   a. Focal point of research
      i. students who take IT Academy will.......

4. Research Design
   a. Exploratory

5. Data Types
   a. Observation

6. Analysis of Data
   a. Compare previous classes to new classes, how well they retained the information, certifications
What is Reflective Practice

“In its simplest form, thinking about or reflecting on what you do. It is closely linked to the concept of learning from experience, in that you think about what you did, and what happened, and decide from that what you would do differently next time.”


● The Reflective Learning Process
Resources for the Classroom Teacher

- JARBI
- Business Education Forum
- Books
- SmartBriefs
- Infographics
Questions and Comments
Contact Information

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tracie.opolka@hackettschools.org
479-638-7003
Modeling the Standards for Online Student Performance (10:30 a.m. to 11:30 a.m., Friday, 3/25/2016)

Irina A. Weisblat
Ashford University
San Diego, CA

Conni Whitten
Ashford University
San Diego, CA
DO YOU WALK THE LINE?

Modeling the Standards for Online Student Performance

National Business Education Association
2016 Annual Convention
Las Vegas, NV  25 March 2016
▪ This presentation is simple
▪ Nothing over the top or out of the box
▪ It is about expectations and behaviors
▪ It is about setting the example
▪ It is about helping students achieve success

"As we begin school this year, Mr. Miles, I just want you to know that I’m an Abstract-Sequential learner and trust that you will conduct yourself accordingly!"

Little Red Hen
Ashford University is an Accredited Online University Offering Associate’s, Bachelor’s & Master’s Degrees

- Forbes School of Business at Ashford University provides the student with the necessary tools to be highly effective in today’s global business environment. The curriculum embraces the technical knowledge and critical thinking skills needed to communicate ideas in a rapidly changing collaborative environment are the core behaviors explored at Forbes School of Business.

"This collaboration is a natural extension of what Forbes has been doing for nearly 100 years: providing people with information and insights to enable them to develop their own talent and become true entrepreneurs."
- Steve Forbes

- Business Degree Scholarships
- Forbes Online Library
- Forbes Speaker Series
1. What are the instructors’ expectations of students’ performance in a short-term University online course?
2. What are the requirements of the faculty that are teaching these short-term University courses?
3. Is there a relationship between the faculty-student engagement and student performance and development?
4. What instructional methods do instructors use to make their students’ learning meaningful?
5. Are there any gaps between the expectations of students and the faculty requirements?
6. What kind of implications for practice the identified findings may have?
Research Design: Comparative Study

Instrument Design: Documentation study, assessment, and faculty forum (focus group)

Sample Size Studied: Documents (Course Guides, Syllabi, grading rubrics, assessment templates and students’ assignments) for 32 randomly selected courses taught within the Forbes School of Business undergraduate program.

Total Numbers: There were 30 participants in the Faculty Forum of September 15, 2015, including 27 respondents and 3 moderators out of 286 invited faculty members.

Participation rate: 10.4 % (30/286).
“The relationship between college students and their teachers has been shown repeatedly to have an impact on the quality of students’ experiences and learning” (Micari & Pazos, 2012).
Why student-faculty interactions are important.

- Positive effects of student-faculty interactions are seen in:
  - Educational aspirations
  - Student learning outcomes (SLO)
  - Post-graduation job satisfaction
  - Improvement of student cognitive skills
  - Students’ satisfaction with college experience

*** Faculty members are important socializing agents for college students ***

Kim & Sax (2011)
Why?

- Faculty *influence* students’ learning and development
- Faculty *encourage* students’ cognitive skills
- Faculty *foster* students’ creativity and innovation
- Faculty *inspire* students’ quest for further knowledge

Kim & Sax (2011); Ashford (2015)

- These intellectual abilities are among the most desired student educational outcomes.

- Ability to show these faculty “influences” are expected in each of the five IQR – peer review evaluation criteria.
FACULTY PRACTICES VS. STUDENT EXPECTATIONS

- Are our practices consistent with the students’ expectations?
  - Reflected in the after-the-course Survey
  - Reflected in the end-of-year Survey
  - Reflected in Retention
  - Reflected in Student Success

What you do has far greater impact than what you say.
- Stephen Covey

Miva (2013).
Student Expectations of Faculty vs. Institutional Expectations of Faculty

- Why is this important?
  - Perceptions of Quality
  - “Students as consumers” view
  - View of Institutions of Higher Education as Businesses
  - Progressively competitive market
  - Institutions compete for student retention
WHAT WE EXPECT

Students - Must

- Submit work timely
- Properly format all work
- Proper citations and references
- Develop substantive discussion responses
- Interact appropriately with classmates and the instructor
- Meet attendance requirements

Faculty - Must

- Post announcements weekly
- Post Meet your instructor
- Respond within 48 hours
- Respond to 6 students during each discussion
- Format and cite all responses and guidance to meet guidelines.
- Participate at a minimum of 3 days during the week
- Grade discussions by Thursday
- Grade papers by Sunday
WHAT DO WE VALUE IN FACULTY PERFORMANCE AT ASHFORD UNIVERSITY?

<table>
<thead>
<tr>
<th>Distinguished</th>
<th>Proficient</th>
<th>Developing</th>
<th>Introductory/BEGINNING</th>
<th>Not Observed</th>
</tr>
</thead>
</table>

Faculty Peer Review

- Fostering Critical Thinking
- Instructive Feedback to Students
- Communicate High Expectations
- Establishing Relationships
- Sharing Instructor Expertise
HOW DO WE WALK THE LINE?

- **Critical Thinking**
  - Challenge the student to elaborate on their thoughts and question their assumptions. Include thought-provoking dialog and resources to spur exploration.

- **Feedback**
  - Challenge and inspire students while providing specific suggestions to improve the quality of their work and thinking. Provide feedback in the proper forum.

- **High Expectations**
  - Demonstrate high expectations throughout the course. Hold students accountable for high quality performance. Promote active engagement in their own learning.

- **Relationship Building**
  - Use Announcements, Instructor Guidance, Ask Your Instructor, Ashford Café, emails, and discussion forums to enhance relationships, creating a community of learners.

- **Shared Expertise**
  - Effectively and consistently utilize expertise in subject matter by providing personal experiences, which connect course knowledge to real-world examples.
Elements of fostering critical thinking may be found within discussion responses, instructor feedback, and the Instructor Guidance section.

Wendy,

Thanks so much for joining this discussion. You described so nicely the ways that change can impact leadership at work, "It can create a fire within that can push me forward." In other words, change propels more change, right?

I, personally, also believe that leadership changes over time, as the new environment demands new approaches to achieving results and motivating people.

Based on the main ideas from the video, "Set the stage for innovation" that we watch this week, do you believe that you are pursuing your personal change by seeking a degree as well? Do you believe that you are preparing yourself for the future in a certain way?

Why and how could you "set the stage of innovation" in your own daily life?

Thanks for your additional thoughts.

Dr. ABC
Instructive feedback to students is primarily found in discussion responses and Gradebook feedback.

Wendy,

Fantastic job! Your paper about a Prominent Leader is well written. It provides a good explanation of leadership characteristics that the leader you admire demonstrates. You were also successful in showing the aspects of servant leadership that the leader exhibits. In terms of the content of your paper, most of the expectations were met. See my feedback inside the paper and the grading rubric for more details.

Good job in this class, thank you!

Dr. ABC
THE IMPORTANCE OF AESTHETICS & DESIGN

Design and aesthetics play a significant role in the perception and urgency of content. When substance and style are delivered in a balanced format, the receiver ascertains the expectation first hand and will likely use the example as a template for presentation development. Connecting to the online student requires a balance of behaviors and instructional practices.

(David, A. and Glore, P. 2010)
THE POWER OF ANNOUNCEMENTS

Reinforce Critical Thinking
Provide Group Feedback
Establish High Expectations
Develop Relationships
Share Expertise
Grading Feedback
Establishes the expectation

DRIVE BY GRADING

• **Everyone gets an A!!**
  • No Discussion Feedback
  • No Assignment Feedback
  • No Turnitin Review

• **Opportunity Lost**
  • Constructive Feedback
  • Set High Expectations
  • Establish a Relationship
  • Encourage Critical Thinking
FEEDBACK HAS ITS PLACE!

The Good, The Bad, The Indifferent!
These areas crucial to online teaching and learning were addressed:
(a) Pedagogical
(b) Managerial
(c) Social

*Faculty Performance Scores, Teaching Load, and Experience (Courses Taught) Comparison by Education*

<table>
<thead>
<tr>
<th>Participants</th>
<th>Load</th>
<th>Taught</th>
<th>CT</th>
<th>F</th>
<th>HE</th>
<th>ER</th>
<th>SE</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Average</td>
<td>1.62</td>
<td>58.78</td>
<td>2.75</td>
<td>2.34</td>
<td>2.69</td>
<td>2.81</td>
<td>2.75</td>
<td>2.67</td>
</tr>
<tr>
<td>Ph.D. Average:</td>
<td>1.61</td>
<td>53</td>
<td>2.50</td>
<td>2.17</td>
<td>2.56</td>
<td>2.78</td>
<td>2.67</td>
<td>2.53</td>
</tr>
<tr>
<td>Master's Average</td>
<td>1.64</td>
<td>66</td>
<td>3.07</td>
<td>2.57</td>
<td>2.86</td>
<td>2.86</td>
<td>2.86</td>
<td>2.84</td>
</tr>
</tbody>
</table>
The findings of the study may help online universities to:

- make informed decisions
- improve their business curriculum
- develop the skills and competencies that students need in order to enter the highly competitive job market
- motivate collaboration of faculty, administrators, and student advisors for the benefit of students’ success.

Outcomes

- Increased interest in online learning
- Explore innovative ways to engage students
- Instructor-Student engagement is required for success
Do you deliver a balance of learning that provides the student with the model necessary to meet the expectations and excel in their learning journey?

DO YOU WALK THE LINE?
QUESTIONS AND DISCUSSION

Contact Us:

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Dr. Conni Whitten
Conni.whitten@ashford.edu


REFERENCES

Measuring Presence: A Pathway for Analysis and Revision of an Online Business Applications Course (10:30 a.m. to 11:30 a.m., Friday, 3/25/2016)

Thomas A. Mays
Miami University
Middletown, OH
Measuring presence: A pathway for analysis and revision of an online business applications course

Tom Mays
maysta@miamioh.edu

MIAMI UNIVERSITY
Context

Regional campus students
- Commuters
- Nontraditional
- Increasing number of online courses
Purpose

Explore the use of the CoI survey in measuring and evaluating presence and student perceived learning in a revised online office applications course

Scholarship of Teaching and Learning (SoTL)
Problem: A class without presence

• Initial online course design included no student-student interaction. Focused only on software skill development.

• Research suggests that higher levels of presence in online courses correlates with academic success factors
  – (Akyol & Garrison, 2008; Baker, 2010; Boston et al., 2009; Dunlap & Lowenthal, 2014; Richardson & Swan, 2003; and Tu & McIссac, 2010)
Community of Inquiry

Members projecting their “...personal characteristics into the community, thereby presenting themselves to the other participants as ‘real people’” (p. 89).

“...to support and enhance social and cognitive presence for the purpose of realizing educational outcomes” (p. 90).

“...construct meaning through sustained communication” (p. 89).

Teaching Presence

Design and Organization
- Curriculum
- Activities

Facilitation
- Promoting Discourse
- Collaborative constructivism

Direct Instruction
- Expertise
- Resolving issues

Social Presence

Affective Expression
- Emotion
- Self Projection

Open Communication
- Trust
- Rules

Group Cohesion
- Collaboration
- Interaction

Cognitive Presence

- Trigger
- Exploration
- Integration
- Resolution

Solution

• Added several elements to increase student-student and student-teacher interaction as well as address decision making and critical thinking skills
• Supplement textbook assignments
• Add small projects that encourage creative thinking
  – Start a not-for-profit
  – Involve local businesses with “real” work
• Discussion forums
Research Questions

1. What is the relationship between teaching, social, and cognitive presences in the course?
2. What is the relationship between the forms of presence and student perceived learning?
3. Which CoI items can be improved, and what can be done to improve them?
Methods

• Measure teaching, social, and cognitive presence using CoI instrument
• Measure student perceived learning, number of online courses, and demographic data
• Test for correlation among forms of presence and perceived learning
Instrument

- 34 CoI items, five-point Lickert, SD to SA
- Internal consistency
  - teaching presence ($\alpha = .94, n = 13$)
  - social presence ($\alpha = .95, n = 9$)
  - cognitive presence ($\alpha = .97, n = 12$).
- Additional items collect data on respondent age, sex, number of college courses completed, number of online courses completed, and perceived learning.
**Sample**

- **n=17**
- Response rate 70.8%
- 9 females, 8 males

<table>
<thead>
<tr>
<th></th>
<th>Age</th>
<th>Total # of Courses</th>
<th># of online courses</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mean</strong></td>
<td>25.6</td>
<td>11.9</td>
<td>4.1</td>
</tr>
<tr>
<td><strong>Min</strong></td>
<td>18</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td><strong>Max</strong></td>
<td>36</td>
<td>15</td>
<td>9</td>
</tr>
<tr>
<td><strong>Stddev</strong></td>
<td>5.9</td>
<td>4.8</td>
<td>2.4</td>
</tr>
</tbody>
</table>
## Results – Col Scores

<table>
<thead>
<tr>
<th></th>
<th>Teaching</th>
<th>Social</th>
<th>Cognitive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mays</td>
<td>4.64</td>
<td>4.19</td>
<td>4.32</td>
</tr>
<tr>
<td>Swan et al. (2008)</td>
<td>4.34</td>
<td>4.18</td>
<td>4.31</td>
</tr>
<tr>
<td>Lambert &amp; Fisher (2013)</td>
<td>4.85</td>
<td>4.43</td>
<td>4.78</td>
</tr>
</tbody>
</table>

Lowest scored items:
Mays: 14, 15, 16
Lambert & Fisher: 14, 16, 20
Results – Score Details

Teaching
Design and Organization: 4.76
Facilitation: 4.58
Direct Instruction: 4.60

Social
Affective Expression: 3.90
Open Communication: 4.33
Group Cohesion: 4.33

Cognitive
Triggering: 4.18
Exploration: 4.27
Integration: 4.43
Resolution: 4.41
14. Getting to know other course participants gave me a sense of belonging in the course ($M=3.88$, $SD=.93$)

15. I was able to form distinct impressions of some course participants ($M=3.94$, $SD=1.03$)

16. Online or web-based communication is an excellent medium for social interaction ($M=3.88$, $SD=.99$)
# Results - Correlations

Bivariate correlations among teaching, social, cognitive, and perceived learning

<table>
<thead>
<tr>
<th></th>
<th>Teaching</th>
<th>Social</th>
<th>Cognitive</th>
<th>Perceived Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching</td>
<td>--</td>
<td>.640**</td>
<td>.851**</td>
<td>.627**</td>
</tr>
<tr>
<td>Social</td>
<td>--</td>
<td></td>
<td>.516*</td>
<td>.464</td>
</tr>
<tr>
<td>Cognitive</td>
<td></td>
<td></td>
<td></td>
<td>.704**</td>
</tr>
<tr>
<td>Perceived Learning</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Correlations marked with an asterisk (**) were significant at p < .01
Correlations marked with an asterisk (*) were significant at p < .05

SPSS, Spearman’s rank-order correlation
Discussion

• Palloff and Pratt (2009)
• Lehman and Conceição (2010)
• Pina and Mizell (2014)
Improvements

Tools, activities, assessments, and approaches – Richardson et al. (2012)

**Teaching**
- Course structure and navigability
- Consistency
- Mix of media/content

**Cognitive**
- Collaboration
- Problem-based learning
- Journaling and reflection
- Rich feedback

**Social**
- Discussion forums with mandatory interaction
- Group projects and activities
- Short instructional videos
- Chat and web conferencing
- Blog
- Wikis
- Student generated content
Discussion

Social

- Discussion forums with mandatory interaction
- Group projects and activities
- Short instructional videos
- Chat and web conferencing
- Blog
- Wikis
- Student generated content

Richardson et al. (2012)
Discussion

• Follow-up: More evidence
  – “What evidence would you give to someone who doubted your interpretation?”

• Follow-up: Clarification
  – “What’s a good example of what you are talking about?”

• Follow-up: Linking discussion themes
  – “How does your comment fit in with Neng’s earlier comment?

• Follow-up: Summary
  – “What remains unresolved or contentious about this topic?”

• But this can take a lot of work...

Palloff and Pratt (2005), p. 69-72
Discussion

• Give the student power to control the direction of the discussion (Schoenacher, 2009; Zydney, deNoyelles, & Seo, 2012)

• Student perception of the richness of online discussion forum, instructor interaction and detailed instructions (Balaji & Chakrabarti, 2010)

• Positive role of the rubric (Wang, 2015)

Richardson et al. (2012)
Discussion

Giesbers, Rienties, Templaar, and Gijselaers (2014) found that while using web-based video conferencing increased social presence, student learning did not improve.
Questions


References


<table>
<thead>
<tr>
<th>Item</th>
<th>M</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>The instructor clearly communicated important course topics.</td>
<td>4.65</td>
<td>0.49</td>
</tr>
<tr>
<td>The instructor clearly communicated important course goals.</td>
<td>4.71</td>
<td>0.47</td>
</tr>
<tr>
<td>The instructor provided clear instructions on how to participate in course learning activities.</td>
<td>4.82</td>
<td>0.39</td>
</tr>
<tr>
<td>The instructor clearly communicated important due dates/time frames for learning activities.</td>
<td>4.88</td>
<td>0.33</td>
</tr>
<tr>
<td>The instructor was helpful in identifying areas of agreement and disagreement on course topics that helped me to learn.</td>
<td>4.41</td>
<td>0.71</td>
</tr>
<tr>
<td>The instructor was helpful in guiding the class towards understanding course topics in a way that helped me clarify my thinking.</td>
<td>4.65</td>
<td>0.61</td>
</tr>
<tr>
<td>The instructor helped keep course participants engaged and participating in productive dialogue.</td>
<td>4.71</td>
<td>0.59</td>
</tr>
<tr>
<td>The instructor helped keep the course participants on task in a way that helped me to learn.</td>
<td>4.53</td>
<td>0.72</td>
</tr>
<tr>
<td>The instructor encouraged course participants to explore new concepts in this course.</td>
<td>4.59</td>
<td>0.62</td>
</tr>
<tr>
<td>Instructor actions reinforced the development of a sense of community among course participants.</td>
<td>4.41</td>
<td>0.71</td>
</tr>
<tr>
<td>The instructor helped to focus discussion on relevant issues in a way that helped me to learn.</td>
<td>4.53</td>
<td>0.72</td>
</tr>
<tr>
<td>The instructor provided feedback that helped me understand my strengths and weaknesses.</td>
<td>4.65</td>
<td>0.49</td>
</tr>
<tr>
<td>The instructor provided feedback in a timely fashion.</td>
<td>4.82</td>
<td>0.39</td>
</tr>
<tr>
<td>Getting to know other course participants gave me a sense of belonging in the course.</td>
<td>3.88</td>
<td>0.93</td>
</tr>
<tr>
<td>I was able to form distinct impressions of some course participants.</td>
<td>3.94</td>
<td>1.03</td>
</tr>
<tr>
<td>Online or web-based communication is an excellent medium for social interaction.</td>
<td>3.88</td>
<td>0.99</td>
</tr>
<tr>
<td>I felt comfortable conversing through the online medium.</td>
<td>4.24</td>
<td>1.03</td>
</tr>
<tr>
<td>I felt comfortable participating in the course discussions.</td>
<td>4.41</td>
<td>0.87</td>
</tr>
<tr>
<td>I felt comfortable interacting with other course participants.</td>
<td>4.35</td>
<td>1.00</td>
</tr>
<tr>
<td>I felt comfortable disagreeing with other course participants while still maintaining a sense of trust.</td>
<td>4.12</td>
<td>1.11</td>
</tr>
<tr>
<td>I felt that my point of view was acknowledged by other course participants.</td>
<td>4.53</td>
<td>0.72</td>
</tr>
<tr>
<td>Online discussions help me to develop a sense of collaboration.</td>
<td>4.35</td>
<td>0.86</td>
</tr>
<tr>
<td>Problems posed increased my interest in course issues.</td>
<td>4.18</td>
<td>0.88</td>
</tr>
<tr>
<td>Course activities piqued my curiosity.</td>
<td>4.06</td>
<td>0.75</td>
</tr>
<tr>
<td>I felt motivated to explore content related questions.</td>
<td>4.29</td>
<td>0.69</td>
</tr>
<tr>
<td>I utilized a variety of information sources to explore problems posed in this course.</td>
<td>4.24</td>
<td>0.83</td>
</tr>
<tr>
<td>Brainstorming and finding relevant information helped me resolve content related questions.</td>
<td>4.18</td>
<td>0.88</td>
</tr>
<tr>
<td>Online discussions were valuable in helping me appreciate different perspectives.</td>
<td>4.41</td>
<td>0.62</td>
</tr>
<tr>
<td>Combining new information helped me answer questions raised in course activities.</td>
<td>4.35</td>
<td>0.61</td>
</tr>
<tr>
<td>Learning activities helped me construct explanations/solutions.</td>
<td>4.53</td>
<td>0.62</td>
</tr>
<tr>
<td>Reflection on course content and discussions helped me understand fundamental concepts in this class.</td>
<td>4.41</td>
<td>0.71</td>
</tr>
<tr>
<td>I can describe ways to test and apply the knowledge created in this course.</td>
<td>4.29</td>
<td>0.77</td>
</tr>
<tr>
<td>I have developed solutions to course problems that can be applied in practice.</td>
<td>4.41</td>
<td>0.71</td>
</tr>
<tr>
<td>I can apply the knowledge created in this course to my work or other non-class related activities.</td>
<td>4.53</td>
<td>0.62</td>
</tr>
</tbody>
</table>
Teaching in Multiple Learning Environments: Providing Consistency and Innovation in Integrative Business Courses (10:30 a.m. to 11:30 a.m., Friday, 3/25/2016)

Nancy Ostroff
Fashion Institute of Technology
New York, NY
Teaching in Multiple Learning Environments:

Providing Consistency & Innovation in Integrative Business Courses

Nancy Ostroff, Associate Professor & Assistant Chair, Fashion Business Management Program
Nancy Ostroff
FIT- Asst Chair & Assoc Professor, Fashion Business Management Program, ALUMNA!
M.A. Business Education, New York University

Fashion Business Experience: Retail Buyer, Planner, Wholesale Merchandiser, Acct Exec in Childrenswear industry
Courses (Authored 2, co-wrote 1): Business of Licensing, Fashion Forecasting for Merchandisers, & Apparel Merchandising, Teach Computer Aided Product Development
Dept Curriculum committee chair for 8 years, Chair School of Business & Technology ACBSP Accred ‘Business Processes /Curriculum Committee

Teach 12 years OL & BL-
In Pilot Programs for:
• Blended Learning
• Voicethread
• Concourse Syllabus
• most recent: Participation in FIT transition to Blackboard LMS
<table>
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<tr>
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<td>343</td>
<td>377</td>
<td>399</td>
<td>446</td>
<td>509</td>
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<tr>
<td>Blended sections</td>
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<td>18</td>
<td>25</td>
<td>31</td>
<td>33</td>
<td>27</td>
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<tr>
<td>Web-enhanced sections</td>
<td>1378</td>
<td>1619</td>
<td>1961</td>
<td>2338</td>
<td>2450</td>
<td>2400</td>
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<tr>
<td>Totals</td>
<td>1726</td>
<td>2030</td>
<td>2431</td>
<td>2835</td>
<td>3005</td>
<td>3030</td>
</tr>
</tbody>
</table>

Courtesy of FIT’s Online Learning Office
Pre-existing notions that ONLINE courses are:

– easier for the students,
– easier / less work for the faculty
– lower quality in terms of learning outcomes and experience/ interaction

NOT TRUE!
What We’ve Learned at FIT About OL Learning

Student Population
• The bulk of students taking online courses are in degree programs at FIT...less than 10% are not.
• FBM at FIT has a full 1-year online Associate degree Program

• Grades: Fewer A’s are awarded
• A higher percentage of registered students withdraw from or fail online courses than classroom courses
Student Motivations

- 88% of students polled said the #1 reason for taking an online course was that it “fit into my schedule better.”
- 73.5% if students reported being satisfied or very satisfied with “quality of instruction and presentation.”
- 64.3% agreed or strongly agreed with the statement “the online course was more academically demanding than a typical on-campus class.”
- 5% of students reported that they had dropped an online course... The #1 reason for this was “the course was too much work.”
Background

Taught several courses in a variety of formats, but never any one course in all 3, to be able to adequately measure success & satisfaction until this semester.

Taught Fashion Forecasting - F2F & BL
Taught Apparel Merchandising - BL & OL
Taught Business of Licensing- OL
Developed & Teach 3 courses in 3 modalities: OL, F2F, & Blended

Business Courses: Students per section

| Workshop in Apparel Merchandising | 27 |
| Fashion Forecasting for Merchandisers | 19 |
| Business of Licensing | 27 |

<table>
<thead>
<tr>
<th>Modalities</th>
<th>Students per section</th>
</tr>
</thead>
<tbody>
<tr>
<td>Face-to-Face (F-2-F)</td>
<td>27</td>
</tr>
<tr>
<td>Fully Online</td>
<td>19</td>
</tr>
<tr>
<td>Blended/ Hybrid</td>
<td>27</td>
</tr>
</tbody>
</table>
Concept & Setting

- Participation in various technology pilots, as well as completing a SUNY certificate in Instructional design, inspired curiosity to assess learning outcomes and student satisfaction in 3 formats.

- Connection to F2F students exacerbated issues in student connection in Blended & OL.
Challenges of Teaching Across Multiple Learning Environments

• Keeping Learning Outcomes Consistent over Formats
• Maintaining Experiential Learning in the Online Version
• Striving to Increase Student Engagement & Satisfaction, particularly in the Online Environment
Challenges of an OL Course

• Student time management & commitment
• Student expectation that an online course is easier than F2F
• Connecting to students on a personal level
• Experiential learning- Particular concern in business: how do we bring industry to the OL environment!
Challenges in Blended Course

• Same as OL Course when not meeting F2F

AND

• Students think the OL week is a week off! -So Motivating students to participate during the OL time period (Alternating weeks, 3 hour classes meeting 1X weekly).
Methodology

• Teaching 1 course in all 3 formats Spring 2016 Semester
• Took Mid-semester student surveys to assess student satisfaction
• All 3 sections took exact same midterm to enable assessment of learning outcomes
Discussion Options
Teaching Techniques: In Which Would You Rather Participate?: Discussion by Traditional Textual Entries:

RE: Michael Kors
Hi Alyssa,

I totally agree. Michael Kors is not fulfilling their customer's wants as they should be. Adding a full range of active wear would definitely increase sales, awareness, and provide an overall consistency that they are currently missing when they only add one active wear item to their collection. I think this could add to their current position of providing product for someone with a "jet set" life style as these people work out and want to be comfortable too. Even with their diffusion line, Michael by Michael Kors, that is in Marshall's like you mentioned - this would allow that brand to grow as well. Your point about licensing is also important because you're probably right, they don't have the technology to produce these goods.

RE: Michael Kors
Hi Alyssa,

I couldn't agree more about Michael Kors not carrying enough active wear. I feel like many people that I know, purchase Michael Kors because of the brand name itself. Whether its their handbags or their accessories, a lot of people are loyal to the brand. In this case, if Michael Kors decides to expand on the active wear, I'm positive that it will only add to their sales. I also like that you mentioned Marshall's because people usually find good deals at a store like Marshall's on brands they love. So implementing this new active wear line would be a really profitable idea for the company.

RE: Michael Kors
Hi Alyssa,

Michael Kors has definitely expanding into everything. I think the active wear category is a wise choice to extend into for a brand because of how popular it is becoming. It was a very good idea to compare competitors and look at who's next to step in the active wear market. I think when doing sweat suits for women it would be smart to have the MK symbol on the zipper just to uphold the Micheal Kors image and identity.
Teaching Techniques: OR - Voicethread Discussion?!
Teaching Techniques

Bringing the Workplace to the Virtual Classroom: Video Interviews with Industry Leaders

Fashion Snoops Videos

September 4, 2014
Teaching Techniques: Pinterest
Teaching Techniques: Instagram
## Midterm Average Test Scores for Same Course- 3 formats

<table>
<thead>
<tr>
<th>Format</th>
<th>FM245-F2F</th>
<th>FM245 Blended</th>
<th>FM245 Online</th>
</tr>
</thead>
<tbody>
<tr>
<td>Score</td>
<td>87</td>
<td>75</td>
<td>91</td>
</tr>
</tbody>
</table>
Student Feedback

54/62 respondents have taken classes in more than 1 format

62 responses

Summary

In which course formats have you taken classes

<table>
<thead>
<tr>
<th>Format</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Face-to-Face</td>
<td>54</td>
<td>87.1%</td>
</tr>
<tr>
<td>Blended / Hybrid</td>
<td>27</td>
<td>43.5%</td>
</tr>
<tr>
<td>Online</td>
<td>33</td>
<td>53.2%</td>
</tr>
</tbody>
</table>
Student Preferences

Which course format do you prefer the Most

- Face-to-Face: 39 (62.9%)
- Blended / Hybrid: 18 (29%)
- Online: 5 (8.1%)

Which course format do you least prefer?

- Face-to-Face: 8 (12.9%)
- Blended / Hybrid: 11 (17.7%)
- Online: 43 (69.4%)
Student Voices

• “I enjoy a blended course format as it combines online and face-to-face which allows me to learn individually but also in a class atmosphere. “
• “I prefer face to face learning every week because I feel like I learn and retain information better.
• I enjoy having class every other week but I tend not to care about that course as much as my other ones. “
Thoughts & Observations

What I Learned:

• Never change the textbook at the start of a research project or when teaching in a new format!
• Sophomores have reacted differently to the Blended format than Juniors & Seniors, necessitating a change in my methods of facilitation in this format.
• OL sections need different exams
• More Frequent office visits (Blended) is actually a good thing.
My Plans for Teaching OL & BL in the Future:

• Research: Conduct end of semester surveys and assessment of learning outcomes & student satisfaction, review student evaluations for same course (Forecasting for Merchandisers) in 3 formats: F2F, Blended, and Online. Continue each semester.

• Continue to use new technologies to strive for same content experience & teacher/student connection in all formats
The Future of OL Learning

Sharing knowledge and collaborating on new techniques to improve online learning are imperative as courses offered in this format continue to increase in both numbers and scope!
Perceptions of a Professional Development Program for a College of Business (10:30 a.m. to 11:30 a.m., Friday, 3/25/2016)

Christina Force
Bloomsburg University of Pennsylvania
Bloomsburg, PA

Loreen M. Powell
Bloomsburg University of Pennsylvania
Bloomsburg, PA
Perceptions of a Professional Development Program for a College of Business

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BLOOMSBURG UNIVERSITY OF PENNSYLVANIA
400 E. 2ND ST. BLOOMSBURG, PA 17815

FRIDAY, MARCH 25, 2016
10:30 AM
<table>
<thead>
<tr>
<th>Agenda</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Part I</strong></td>
</tr>
<tr>
<td>• Background</td>
</tr>
<tr>
<td>• Purpose of the Study</td>
</tr>
<tr>
<td>• Research Questions</td>
</tr>
<tr>
<td>• Literature Review</td>
</tr>
<tr>
<td>• Methodology</td>
</tr>
</tbody>
</table>
Background

Zeigler Institute for Professional Development (ZIPD)
Substantial donation from BU alumni
Terry & JoAnn Zeigler

- Cofounder of a small business
- Recognized the need for college graduates to have an understanding of interconnected business education
What is ZIPD?

- Comprehensive educational experience to build the personal and professional skills necessary for career success through
  - Training and education
  - Business etiquette
  - Professional attire
  - Interviewing
  - Networking
  - Resume writing
Goals of ZIPD

- Learn about careers early on—true interests
- Gain a better understanding of the interconnectedness of the primary areas in business
- Systematically prepare for success in the business world across all four years
- Increase knowledge about opportunities and expectations for a better understanding of career exploration and management
- Expand understanding of current conditions and what it means to be a professional in their field of
- Set themselves apart by acquiring the tools to be a successful professional

Freshman Year-Self-Discovery

- Goal setting (personal and professional)
- Career exploration/exposure
- Values exploration (personal and professional)
- Network with students and faculty
- Attend ZIPD Business Conference
Sophomore Year-Exploration

- Job shadowing experience
- Goal setting (personal and professional)
- Resume development
- Portfolio development
- Beginners etiquette training
- Network with students and faculty
- Attend ZIPD Business Conference
Junior Year—Preparation & Experience Building

- Perfecting the “Career Search”
- Job shadowing experience
- Goal setting (personal and professional)
- Resume development
- Portfolio development
- Novice etiquette training
- Network with students and faculty
- Attend ZIPD Business Conference
Senior Year-Taking Action to Transition

- Portfolio completion
- Goal refining
- Mentoring experience
- Real world interviewing
- Advanced etiquette training
- Attend ZIPD Business Conference
Purpose of the Study

- Examine how a professional development program designed for a College of Business was perceived by students after completion of their freshmen year

Objectives:
- Examine a college of business professional development program
- Determine the benefits and drawbacks of a professional development program
- Formulate best practices for post-secondary professional development programs
Research Questions

- Why are students attending professional development activities?
- What are the students’ perceptions of the benefit of the professional activities offered?
- What are the students’ perceptions of the overall ZIPD program?
- Will there be any correlations between the student and their perceptions?
• Students are graduating into “an increasingly complex, globalized labor market” Rose (2013)

• Universities have been slow to develop strategies that align their academic skill-set with jobs that exist beyond academia

• Lack of knowledge when beginning job search stems from lack of student engagement within college professional development programs

(Kavoussi, 2012; Lipka, 2008)
Higher Ed needs to increase externally-focused student engagement efforts to assist students in finding appropriate jobs.

What is an appropriate job?

- A position related to one’s major, good pay, and potential to advance (Arcidiacono, 2004; Stone, Zukin & Van Hom, 2012).
• Lack the proper understanding of how to present themselves as worthwhile candidates with relevant experience

• Problem—universities have two types of skills training—academic skills and soft skills.
  ○ Focus in academia is geared to the “hard skills”

• Providing soft skills and professional opportunities for students is crucial to ensure post-academic achievement
Mentoring is proven beneficial to college students
- Faculty and alumni

Overall goal is to prepare students for career success with a balance of education in academic “hard” skills and “soft” skills.
Methodology

- Data was collected from freshmen majoring in business at a public university
- Survey was administered in the summer of 2015 to COB students who finished their first year of study and who participated in the professional development program
- Administered electronically and completion was optional
- Survey was not required of students
A total of 157 students completed the survey.

**Gender and Age of the Survey Participants**

<table>
<thead>
<tr>
<th></th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>71</td>
<td>45%</td>
</tr>
<tr>
<td>Female</td>
<td>86</td>
<td>55%</td>
</tr>
<tr>
<td>18-20</td>
<td>148</td>
<td>94%</td>
</tr>
<tr>
<td>21-29</td>
<td>9</td>
<td>6%</td>
</tr>
</tbody>
</table>
## Findings
Perceptions as to Why Students Attend the ZIPD Conference

<table>
<thead>
<tr>
<th>Answer</th>
<th>Response</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic of interest</td>
<td>73</td>
<td>61%</td>
</tr>
<tr>
<td>Network Opportunity</td>
<td>55</td>
<td>46%</td>
</tr>
<tr>
<td>Job Opportunity</td>
<td>61</td>
<td>51%</td>
</tr>
<tr>
<td>Gaining new knowledge</td>
<td>74</td>
<td>62%</td>
</tr>
<tr>
<td>Earn ZIPD-AA points</td>
<td>57</td>
<td>48%</td>
</tr>
<tr>
<td>Online Professional Development Programing</td>
<td>19</td>
<td>16%</td>
</tr>
<tr>
<td>Peer/friend/professor recommendation</td>
<td>22</td>
<td>18%</td>
</tr>
<tr>
<td>Fit into my schedule</td>
<td>57</td>
<td>48%</td>
</tr>
<tr>
<td>Good time slot</td>
<td>42</td>
<td>35%</td>
</tr>
<tr>
<td>Refine my skills</td>
<td>38</td>
<td>32%</td>
</tr>
<tr>
<td>Class requirement</td>
<td>56</td>
<td>47%</td>
</tr>
</tbody>
</table>
## Findings

### Ratings of ZIPD Approved Activities

<table>
<thead>
<tr>
<th>Activity</th>
<th>Rating</th>
<th>SD</th>
<th>No. Responding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Addictive Manufacturing: The 3D Future</td>
<td>2.97</td>
<td>0.96</td>
<td>71</td>
</tr>
<tr>
<td>Open Forum</td>
<td>2.98</td>
<td>1.14</td>
<td>80</td>
</tr>
<tr>
<td>Sales Panel Discussion</td>
<td>3.14</td>
<td>1.05</td>
<td>81</td>
</tr>
<tr>
<td>What is SEL?</td>
<td>3.16</td>
<td>1.05</td>
<td>80</td>
</tr>
<tr>
<td>Why are Some Companies Efficient?</td>
<td>3.36</td>
<td>1.02</td>
<td>90</td>
</tr>
<tr>
<td>Do’s and Don’ts: Transitioning to College</td>
<td>3.45</td>
<td>1.09</td>
<td>73</td>
</tr>
<tr>
<td>Hardcore Facts About Soft Skills</td>
<td>3.48</td>
<td>1.02</td>
<td>88</td>
</tr>
<tr>
<td>How to Prepare for a Career</td>
<td>3.55</td>
<td>1.02</td>
<td>82</td>
</tr>
<tr>
<td>Slam Dunk Your Interview</td>
<td>3.56</td>
<td>0.99</td>
<td>84</td>
</tr>
<tr>
<td>Networking 101</td>
<td>3.58</td>
<td>1.14</td>
<td>81</td>
</tr>
<tr>
<td>Real Deal Resume</td>
<td>3.72</td>
<td>1.03</td>
<td>106</td>
</tr>
<tr>
<td>How to Prepare for an Interview</td>
<td>3.83</td>
<td>1.04</td>
<td>87</td>
</tr>
</tbody>
</table>
### Students Overall Rating of ZIPD Program

<table>
<thead>
<tr>
<th>Rating</th>
<th>SD</th>
<th>No. Responding</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>How Beneficial was the ZIPD Program?</strong></td>
<td>3.48</td>
<td>1.00</td>
</tr>
</tbody>
</table>
Conclusions

- Beneficial for the students as the average was 3.48 out of 5
- Students chose their professional development sessions based on gaining new knowledge, topic of interest and job opportunities.
- Overall the program was perceived as having value, but there is room for improvement.
- Sessions involving soft skills that college graduates are lacking were offered, but students said they attended sessions because it was a course requirement.
Limitations

- Survey was not required of all students
- Survey was not developed by the authors, but by the program director.
- Survey was only administered to first year freshmen COB students.
- Not all students attended all ZIPD approved activities
Future Recommendations

- Conduct over a long period of time and track students’ perceptions throughout the entire program into the beginning of their professional career
References


