Lecture Capture – An Emerging and Innovative Technology with Multiple Applications for Business Schools

Lauren DeSantis, Northeastern University, Boston, MA, USA
Coleen Pantalone, Northeastern University, Boston, MA, USA
Frederick Wiseman, Northeastern University, Boston, MA, USA

ABSTRACT

Student-athletes miss a substantial number of classes due to their participation in NCAA athletic competitions. In order to alleviate this problem, our university, led by business school faculty members, implemented a new program using lecture capture technology. The program was successful not only for student-athletes, but also for non student-athletes and faculty. Further, as business school faculty became more familiar with lecture capture, it became apparent that it could be used in a variety of ways that could improve student learning and the quality of the college's courses and programs. This paper discusses the missed class problem, lecture capture, and some of the many applications of lecture capture in a business school setting.

Keywords: Lecture capture, technology, recordings, missed classes, student-athletes

An Investigation of Online Collaborative Tools by Business Professionals in the MBA Environment

Debra Kay Westerfelt, Ph.D., Ashland University, Ashland Ohio, USA

ABSTRACT

The purpose of this study was to investigate the usage of online web tools for collaboration by MBA students, many of whom are business professionals. The research was performed in a hybrid online MBA course in an Organizational Behavior class at Ashland University.

Students used three online tools (www.dimdim.com, www.bubbl.us, and www.etherpad.net) to communicate on projects and then answered a questionnaire regarding that usage.

Three research questions examined in the study were:
1. What practical applications of these tools would participants use on their jobs?
2. What were the major advantages and disadvantages participants experienced in using collaborative web tools?
3. What was the comfort level of those individuals in working with these tools?

The author's underlying purpose in doing this research was to determine whether these tools were suitable for use in online classes and also to introduce MBA students to tools that they might use on their jobs.

Keywords: MBA students, web tools, online collaboration.

Two Exercises to Develop Global Awareness

J. Andrew Morris, CSU-Channel Islands, Camarillo, California, USA
John C. Urbanski, Sonoma State University, Rohnert Park, California, USA

ABSTRACT

Contemporary civilization is increasingly subject to the interconnection of peoples, technologies, markets, and politics on a world scale, resulting in what is now commonly described as globalization, or the "global village." As the debate surrounding the potential consequences of globalization continues, little doubt exists that societies will become increasingly more interdependent, suggesting the need to expand and direct educational attention to how students grow in global understanding. The objective of this paper is to illustrate two experiential and interactive exercises that we have used to help students develop greater global awareness – a key component of global competency and cultural intelligence.

Keywords: globalization, global awareness, cultural intelligence, experiential exercises

Tweaking the Paper Planes Exercise: Using CVP Analysis to Enhance Student Understanding of Production Costs and Projected Profits

Matthew Valle, U.S. Air Force Academy, Colorado USA

ABSTRACT

The paper planes exercise is a fairly well-known and often-used classroom activity in management education, and it has been employed to demonstrate such general management topics as planning and control, production technology and work center design, lean manufacturing and push vs. pull production systems. This teaching note demonstrates the use and application of Cost-Volume-Profit (CVP) analysis to the paper planes exercise as a way to help students better understand and forecast production costs and projected profits for a paper plane production run. As such, it provides another way to integrate interdisciplinary thinking in business education.

Keywords: paper planes exercise, cost-volume-profit analysis, interdisciplinary business education

Teaching Multiple Skills with a Short Writing Assignment: Using Legal Case Briefs in Business Classes

Lawrence J. Belcher, Stetson University, DeLand, FL USA
Christopher D. Tobler, Stetson University, DeLand, FL USA

ABSTRACT

Most business faculty are painfully aware of the disparate preparation levels of incoming college freshmen. Two areas in particular stand out: writing proficiency and technical skills such as mathematics. Exacerbating the problem is the inevitable adjustment process from a highly structured high school experience to the greater autonomy and expectations that students be responsible for their own academic destinies of a university setting. This collision of expectations and background often leaves both sides frustrated with the other. The necessary skills can be developed through writing assignments, but these can be time consuming and often difficult to administer and grade. We discuss a short and easy to prepare and grade writing assignment that can be used to evaluate multiple skills. It has been used successfully for 15 years in an Introduction to Business/University Experience course.

Enriching Student Annual Report Analysis:
A "Good to Great" Approach

Liz Washington Arnold, The Citadel, The Military College of South Carolina, Charleston, SC, USA
Michael J. "Mick" Fekula, The Citadel, The Military College of South Carolina, Charleston, SC, USA

ABSTRACT

This paper describes an Annual Report Project that can be employed in an undergraduate accounting course to strengthen students' understanding of financial statement concepts and related analytical skills. The project provides students with the opportunity to analyze the most recent annual report issued by a company of their choosing. The goal of the analysis is to determine whether students would be willing to invest their own money in the company that they have analyzed. Since the report represents a discrete data point, students are asked to extend their analysis beyond the report by considering the major tenets of the book *Good to Great*. Great companies outperform the market and students assess the extent to which their company approaches or achieves greatness.

More than a sight-seeing trip:
Enhancing the value in short-term study abroad

Sandra D. Sjoberg, Mount St. Mary's University, Emmitsburg, Maryland, USA
Olga I. Shabalina, South Ural State University, Chelyabinsk, Russia

ABSTRACT

Educators are called to deliver an international curriculum that not only develops students' global understanding, but also develops a skill set to allow students to succeed in the global marketplace. Study abroad programs are one way of developing students' knowledge, skills, and abilities by providing an experiential learning process. This paper discusses and measures the impact of a short-term study abroad program delivered through a partnership between visiting and hosting universities in the United States and Russia. The survey research illustrates how the partnership provided peer-to-peer student interaction to enhance the value of short-term travel that expands beyond sight-seeing excursions.

Keywords: globalization, study abroad, international curriculum, emerging markets

Using Playing Cards to Facilitate Dynamic Interaction and Control the Composition of Classroom Groups

Jeffrey A. Livermore, University of Baltimore, Baltimore, MD, USA
Ann L. Saurbier, Walsh College – Troy, MI USA

ABSTRACT

Many business programs require group projects and break into groups during their class sessions. The increased use of teams is being driven by potential employers and accrediting agencies (Colbeck, Campbell, & Bjorklund, 2000). Group assignments help link the classroom experience to the work environment (Schultz, Wilson & Hess, 2010). Some employers rank the ability to work in groups to be the most important skill that they look for in business school graduates (Chapman, Meuter, Toy, & Wright, 2006). Business school faculty need to develop skills and techniques for forming and managing groups in the classroom. Using a common deck of playing cards and inexpensive stickers a faculty member can manage the composition and rapid reshuffling of teams in a classroom

setting. A properly prepared and utilized card deck can enable a class to be broken into groups repeatedly throughout a class period with new students each time. Using group discussions and group assignments can help faculty teach 21st century students.

Keywords: pedagogy, group assignments, managing classroom groups, playing cards

Ethics and Social Responsibility:
Not Just For Chapter Six Anymore

Wynn Teasley, University of West Florida, cteasley@uwf.edu *Contact Author
Marty Hornyak, University of West Florida, mhornyak@uwf.edu

ABSTRACT

Are ethics and social responsibility (EaSR) more than a catch phrase or a theoretical pyramid? Until business programs broaden EaSR to all management functions and to all business processes and levels, it just remains a mild diversion for business students and organizations. Having the management functions not connected to EaSR is like managers who might read a "Management Bible" every night but do whatever they want to do in practice during the day. Without clearly connecting EaSR within business education, it will not reach a threshold in organizational culture beyond something "nice to do when you have some extra time and money." In other words, it's not just for Chapter Six anymore.

Keywords: ethics, social responsibility, management fundamentals

Components that Affect Success in Distance Learning as Perceived by Career and Technical Educators

Carolyn L. Russ, Providence Middle School, Huntsville, AL
Geana W. Mitchell, Alabama A&M University, Normal, AL
Sandra K. Durham Alabama A&M University, Normal, AL

ABSTACT

Regardless of whether students prefer distance learning or traditional learning, teachers should strive to build quality relationships with learners. It is the duty of educators to make sure learning is taking place whether the student is physically in the classroom or online. This study analyzed data regarding career and technical educators' perceptions of student behaviors needed to be successful when taking online courses. According to the data, career and technical educators believe that students being self-motivated and being able to work independently are the two most important factors for success in online learning. Evaluation of the data further concluded that regardless of age, level of education, gender, race/ethnicity, or number of years teaching, the educators surveyed were willing to teach distance learning courses.

Keywords: distance learning, e-learning, hybrid, online learning, perception, web-based learning, willingness

A Redemption Strategy for Students Caught Cheating

Michael S. Wilson, University of Indianapolis
Michael J. Krause, SUNY at Oneonta
Tong Xiang, University of Indianapolis

ABSTRACT

This paper represents a case study into a wide spread phenomena on college campuses, students caught cheating on an exam. Three students were found to have cheated on an audit exam. An independent accounting professor was selected to enforce a redemption exercise. Each student was required to write an essay on why the experience may have negative consequences for their future careers. Based on a review of the submitted papers and follow up interviews, evidence suggests the process became a learning experience for the students and approached the highest levels of Bloom's Taxonomy.

Keywords: redemption policy, cheating

Using Game-Based Learning to Raise the Ethical Awareness of Accounting Students

Barbara L. Adams, South Carolina State University, Orangeburg, SC

ABSTRACT

The accounting scandals of high profile companies such as Enron and Arthur Andersen have created a climate of distrust and loss of confidence in the governance process in corporate America. As a result, educators are being challenged to make concerted efforts to incorporate ethics in the professional development of accounting and other business students. This article supports Game-Based Learning (GBL) and describes the development and use of an ethical awareness board game called **Do the Right Thing!** to raise awareness and promote discussion of ethical issues among 160 accounting students in a series of professional development classes at a university in the southeast. Although this article is based on anecdotal evidence, the author concludes that games can be an effective pedagogical tool when they are based on specific learning goals rather than just the concept of winning.

Keywords: game-based learning, games, ethics, ethical issues, Do the Right Thing!

Building Partnerships For Business Education: A New Faculty Perspective

Eric Malm, Ph.D., Assistant Professor of Economics, Cabrini College, Radnor PA

ABSTRACT:

Expanding your academic boundaries from the campus to the broader community is an exciting, but somewhat daunting, prospect. The world beyond the text book is unpredictable, and involves all kinds of challenges not typically faced in the classroom. Yet it's exactly those challenges that make community engagement so rewarding. This paper is intended as a guide for business faculty members interested in exploring how to bring the community into the classroom, or vice versa. By combining literature review, reflection and self assessment, the author hopes to provide a 'starter guide' to help faculty take the engagement plunge. While business faculty often use case studies or projects that draw upon work from outside the classroom, a key point in the community engagement literature is that research questions need to be developed *with* the community. This can be particularly challenging for faculty

without existing community ties. Particular emphasis is placed on determining how to *enter* local community, taking the first steps towards ongoing collaborative relationships. The paper is based on the author's experience creating a new course in community economic development over a three year period.

Leadership and Professional Development: An Integral Part of the Business Curriculum

David Jamison, South Carolina State University, Orangeburg, South Carolina, (USA)

ABSTRACT

It is generally recognized that many business students lack "soft skills" that are necessary for success. This is particularly true of business students from economically and socially disadvantaged backgrounds. First generation college students and students from "working class" backgrounds often begin their careers in business without exposure to the norms and expectations of professional or corporate culture. The intricacies of American corporate culture, and particularly the "soft skills" needed to survive and thrive in a business environment, are foreign to them. Technical business courses do not adequately emphasize "Soft Skills" such as resume writing, business ethics, team building, interview skills, leadership, group dynamics and business etiquette. This paper describes a curriculum program model that addresses the challenges of promoting soft skills within the context of a typical business curriculum and offers insights into the challenges and achievements of the program.