Encouraging Students to Think Globally: A Map Drawing Exercise

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ABSTRACT

Identifying and locating the continents or understanding the importance of the physical relationships of various countries can bring greater clarity to the complex interconnected issues found in international business. Yet, geographic literacy surveys conducted in 2002, 2006, and 2010 found that students are limited in their knowledge of the world, both geographically and culturally. In fact, a 2006 international survey reported that 75 percent of 18-24 year olds said it was either "not important" or "important but not absolutely necessary" to know where countries in the news were located. The exercise described in this paper can be used as a simple, brief, impactful introduction to the international component of any business class. The exercise encourages students to reflect on their current level of geographic literacy, consider the importance of geographic knowledge in the global business environment, and develop strategies to increase their global literacy.

Keywords: global literacy, global awareness, experiential exercise

Acceptance and Effectiveness of Online and Hybrid Instruction in an International MBA Program

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ABSTRACT

The research presented in this paper aims to, first, investigate the relationships between acceptance of online instruction (online and hybrid formats) and its perceived effectiveness, and, second, identify the impact of the determinants that affect the level of acceptance for online instruction in an international MBA Program. We introduce the Online Course Effectiveness Model – a new methodological approach to investigate and statistically test those relationships and determinants. The results of these hypotheses testing demonstrate strong relationships between student acceptance of online instruction and the hybrid instructional format, the flexibility benefit of online instruction, and online courses with conceptually-oriented subjects. The testing results also demonstrate a strong association between online course acceptance and prior online experience, female (vs. male) students, and younger students. Finally, we identify a strong association between the online course acceptance and its perceived effectiveness by students.

Keywords: online course acceptance and effectiveness, online course, hybrid course, MBA, international education.

A Study of Graduate Student Performance and Different Testing Formats in Operations Management

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ABSTRACT

This study analyzes differences in student performance between two different testing formats across different instructors and learning environments. Graduate students, regardless of the teaching methodology and instructor, performed better on scaffolded questions than open-ended questions. Regardless of the learning environment and in keeping with Bloom's taxonomy, instructors need to consider the activities that they are using in order to achieve the desired level of student understanding and their course learning objectives.

Up-dating the O.B. Classroom to the New Business Paradigm

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ABSTRACT

Courses that have group interactive, experiential exercise components, like organizational behavior, do not initially appear good candidates for on-line offerings. These exercises are designed to illustrate interpersonal dynamics, group problem-solving techniques, and a sharing of ideas among students sitting together in a breakout room. Treating these activities as virtual office assignments provides a more real-life setting for the way students will interact in the future. A virtual office depends upon technology to support communication: people working together who may never meet face-to-face. Companies that permit working from home, or have global operations are already using virtual teams extensively. Results show that students face extra challenges and need to develop new skills, especially important time management skills, when asked to do their group work on-line. Conclusion recommends the consideration of hybrid pedagogies to gain greater learning impact from these usual classroom activities.

Four Scores! Making Connections Through An Integrative Business Game

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ABSTRACT

While colleges of business try to integrate functional areas of business in its curriculum, numerous studies find that colleges and universities could do more to improve student learning in this capacity. These studies, along with AACSB International, encourage instructors to develop cross-functional, integrative pedagogical approaches. We answer this call with a team-based game that requires students to identify the relevant issues in current business articles and then apply their understanding of these areas to defeat their opponent. This activity facilitates integration, active learning and critical thinking skills while also making the classroom experience enjoyable.

Grant Writing as a Pedagogical Tool

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ABSTRACT

While most students attending a college or university can recognize the need to be trained in writing and research, the matter of tangibility comes into the picture more now than ever before. As students prepare to enter a hectic job market, more and more they will ask, "how will learning this help my resume stand out?" Students can be provided with professional communication skills without compromising academic content through an exercise in grant writing, which encompasses research, writing, and document layout. I discuss the value of a grant writing project in the classroom and how it can be implemented into the undergraduate classroom.

Keywords: grant writing; information literacy; document production

That's a Wrap: Evaluating Different Methods for Creating Video Lectures

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ABSTRACT

The ease-of-use and availability of video technology is a powerful tool. Video lectures relax some of the in-person constraints of distance and time, but instructors without prior experience can face difficulties incorporating these lectures into their courses. This paper examines the advantages and disadvantages of different methods of choosing or creating lecture videos and offers recommendations for each method. In addition, the paper describes several best practices for creating videos based on first-hand experience.

Keywords: Video lectures, online learning, hybrid class, flipped classroom, student engagement

Learning Transferrable Competencies/Skills in the College Classroom

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ABSTRACT

Employers report current job applicants are critically lacking transferrable competencies and skills. Active learning in the college classroom can facilitate the development of these qualifications. This paper describes an active learning project where student teams (1) analyze and solve a unique problem, (2) write a paper, and (3) present an interactive training seminar to their peers. The project incorporates multiple transferrable competencies and skills, including creativity, problem solving, critical thinking, written, oral and interpersonal communication, collaboration, research, and evidence-based analysis, and can be easily modified for numerous university courses.

Keywords: active learning, critical thinking, college students, transferrable competencies

Using Branded Online Peer-to-Peer Fundraising Platforms for Client-Based Projects

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ABSTRACT

Experiential business project assignments, particularly client-based group projects, are often used to help students develop the appropriate business skills and encourage them to engage the material more deeply. Unfortunately, client-based projects have significant drawbacks that often preclude their use in introductory marketing courses. This article describes a client-based project (P2P client-based project) that utilizes branded online peer-to-peer fundraising platforms of non-profit charity organizations. Among the major advantages of this project over other client-based projects is that it provides a service learning opportunity, encourages a high level of engagement, and reduces much to the administrative burden on the instructor.

Keywords: Client-based project, Experiential learning, Peer-to-peer fundraising

Assessing Global Awareness in Undergraduate Introductory Business Finance Course with a Reading Assignment of Wall Street Journal Articles

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ABSTRACT

In light of the recent emphasis on globalization and technological skills in business education, this paper provides an example of how Global Awareness can be accessed in a finance course required of every undergraduate business student. International aspects of the financial management are likely not covered in detail (or not covered at all) in an introductory business finance course among most business programs nationwide. In the meantime, this course itself may be the only required finance course in most business schools' core curricula. The method described in this paper offers an alternative to assess students' global awareness with a *Wall Street Journal* reading assignment without allocating much of the seat time in a semester. In addition, the implementation of the assessment activities is not complex either. Overall, the results of this assessment have indicated that the level of students' global awareness is satisfactory.

Keywords: undergraduate business student; global awareness assessment; business finance

Elixr Pharma: The CFO Challenge Converting from US GAAP to IFRS

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ABSTRACT

Case studies are a method of teaching that most heavily focused on graduate education. As effective as case studies can be as a teaching tool, many undergraduate faculty members avoid their use due to the cost and time commitment involved. Additionally, most case studies available are written at a level that is beyond the expected skill sets of undergraduate students. This paper provides an example of a compact case study, and through the teaching notes explains how it can be utilized in a way that can increase student satisfaction, participation and learning as shown to be important through research. Compact case studies present material in a manner that can be more appropriate to undergraduate students at the introductory and intermediate levels.

Key Words: Case, Compact Case, IFRS, Student Satisfaction, Student Learning, GAAP, accounting, balance sheet

A Teaching Note for Risk Management and Insurance Instructors and Students: Statutory Accounting Example for a Life Insurance Firm

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ABSTRACT

In the U.S., each state requires life insurance firms to file financial statements using Statutory Accounting Principles (SAP). A limited number of published resources exist to explain to instructors and students in risk management and insurance courses the application of SAP. We provide a teaching note using a simple example of balance sheet and income statement entries for a life insurance firm filing financial statements using SAP guidelines. Additionally, we demonstrate the balance sheet calculation of "policy reserves" of an insurance firm, and also guide the student through implementation of SAP.

Keywords: Statutory Accounting Principles (SAP), Insurance accounting, Life insurance

Career Goal Planning System (Career GPS): A Model of a School of Accounting's Success in Student Development

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ABSTRACT

This paper describes a concerted effort by the School of Accounting at a Midwestern university to prepare students for careers in the accounting field. Courses, advising, internships, and professional development take place continuously throughout the students' college education. The Career Goal Planning System (Career GPS) is a mechanism used to keep students on track for graduation, certification, and job placement by encouraging them to repeatedly look at their goals and create viable plans for achieving them.

Key Words: career planning, career goals, placement, accounting

Online Accounting Course Design: One Professor's Approach

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ABSTRACT

Many online accounting courses are presented in a format that relies heavily on publisher produced materials. This method of course delivery can make it difficult to distinguish one online presentation from another. Designing an online accounting course that replicates a good face-to-face course and uses instructor produced lectures and materials keeps ownership with the instructor, infuses individual personality into the course and ultimately distinguishes the course from others.

Keywords: Online Accounting Course Design, Universal Design for Learning

Helpful Tools for Managing the Assurance of Learning Process

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ABSTRACT

While important to improving teaching and learning and to complying with regional and professional accreditation, the assurance of learning process can challenge, if not overwhelm, meager college resources. Data must be managed, reports compiled and updated, faculty involvement must be documented and archived, progress toward achievement of multiple student learning goals must be tracked, and actions taken to improve student learning must be substantiated. This high-stakes, large-scale undertaking can generate stress and frustration among faculty, and it can be difficult to communicate to internal and external audiences. This article describes tools that have proven useful in managing the assurance of learning process: assessment plans, curriculum maps, schedules of assessment and artifact collection, faculty engagement maps, artifact review procedures, and dashboards. Each makes a contribution to the efficient, effective management of the systematic process of assessing and improving student learning. We provide examples of these tools in the context of our assurance of learning experience and describe how they can be adopted by readers to make their efforts more manageable and more effective.

Keywords: assessment; assurance of learning; recordkeeping; planning; student learning; accreditation