

BPTS 2014 Session Schedule

Session 1 (9:50 to 10:20)

Going from Basic Math to Excel formula to Conceptual Learning: the Time Value of Money and the Power of Interest Earned (Best Practices in Business Education)

Speaker: Cathleen McQuillen, Georgian Court University

This presentation is designed to advance teaching methods for the time value of money concept. The learning of the concept of the time value of money is often overlooked as the function is available in Excel and in most calculators. However, students can memorize how to find and use the Excel function but have trouble in applying the concept of the time value of money to finance and intermediate and management accounting problems. The theme of this presentation is best practices in business and secondarily to pedagogical research and intellectual contribution to teaching and learning and/or business disciplines. The major point of the presentation is to engage the students in a memorable classroom exercise which is humorous and provides a visual learning reminder for the difference between present and future value of money. It also provides an example of how compounding interest is much more powerful than simple interest.

Student Team: Best Practices for Creating and Managing Effective Teams (Experiential and Collaborative Education)

Speaker: Virginia Rich, Caldwell College

We group our students into teams to enhance their learning experience and prepare them for real-world work scenarios. Current pedagogical literature supports this practice, particularly in project-based learning settings. Results, however, are often mixed: some teams function well, others do not. This session explores the team experience and best practices in team formation, team dynamics, and fair evaluation of team/individual performance. Common team dysfunctions are explored, with suggestions for preventing typical problematic scenarios. A rubric for assessing teams is provided with recommendations for alternative grading options.

Much Ado About Zero (Assessment of Student Learning)

Speakers: Kathryn Yeaton, James Woodley, and Teresa Hutchins, Ramapo College of New Jersey

The use of scoring rubrics has seen widespread adoption as a tool useful in assessing student learning and informing the continuous improvement

process. This paper examines the scaling of rubrics utilized by business faculty to evaluate student work. Specifically, this paper investigates faculty scoring of student work before and after a change in the rubric rating scale. Results indicate a statistically significant shift in faculty scoring preferences resulting from the change in the rubric scale.

Critical Thinking: Connecting General with Discipline-Specific Skills (Pedagogical Research and Intellectual Contribution to Teaching and Learning and/or Business Disciplines)
Speakers: Don Goeltz, Melissa Fender, Stephen Bates, and Jan Buzydlowski, Holy Family University

The session will open with a brief summary of articles from academic journals, higher education associations, the business press, and employer surveys - all of which support the view that critical thinking (CT) is the single most sought-after skill in recruiting new college graduates. However, a review of the literature on CT indicates that a common definition of critical thinking does not exist, and questions on how to teach and how to assess critical thinking remain open. The focus of this session is addressing whether business professors should consider and therefore teach CT as a generic skill or develop discipline-specific CT skills.

An In-Store Mobile Commerce During the 2012 Holiday Shopping Season (Student Communication and Writing)
Speakers: Manuel Pontes and Daniel Folkinshteyn, Rowan University

Basically it will be the presentation of a written communication rubric that we use (will use - the assignment will be given in late March and be due end of semester) for a student assignment that requires them to describe quantitative data. We will also present some software programs in R that would be used by students to prepare the appropriate graphics that they would use in their report. The data were obtained by telephone interview of a nationally representative sample - the topic is in-store mobile commerce. The project was conducted as part of the Pew Internet and American Life Project.

Crowd Learning in the Classroom (Student Engagement in the Teaching and Learning Process)
Speakers: Michele Masterfano and Murugan Anandarajan, Drexel University

Crowdsourcing has become a new way of managing complex projects, utilizing the power of many diverse people and ideas to improve the final project. This concept can be applied to improving learning outcomes in our classrooms where team projects are major contributors to final grades.

Using Imagery to Enable Student Comprehension of Business Concepts in Class Presentations (Student Engagement in the Teaching and Learning Process)

Speaker: Richard Schott, Albright College

According to Bovee and Thill, authors of *Business Communication Today*, “messages that combine powerful visuals with supporting text” can be effective for describing complex ideas and processes because they can reduce the work required for an audience to identify the parts and relationships that make up the whole.” According to them, visuals and text can lower communication barriers for multilingual students who struggle with language processing, and improve memorization for students of any language capability.

Session 2 (10:30 to 11:00)

Essential Learning Outcomes: Creating Outcomes Assessment Across the Disciplines (Assessment of Student Learning)

Speakers: Marilyn Vito and Diane Holtzman, Richard Stockton College of New Jersey

In a college-wide program inspired by a national advocacy initiative, our institution embarked on an ambitious effort to establish ten Essential Learning Objectives (ELOs) for all graduates. Reflecting on the faculty driven initiative, this paper identifies strategies for successful implementation of institutional learning assurance. It highlights the importance of identifying ELOs indigenous to the culture and scholarship of the institution, and how they interface with program learning goals and assurance of learning measurements.

A Practical Liberal Arts Undergraduate Management Curriculum (Best Practices in Business Education)

Speaker: Jennifer Kohn, Drew University

I respond to the Carnegie Foundation (2011) challenge to integrate liberal learning in the undergraduate business curriculum. Using specific classroom materials, participatory activities and assessment data, I show how to take business students out of their comfort zones to achieve both immediately marketable and long-term critical learning objectives. In word and deed I argue that practical business and liberal arts skills are not different at their core and can form a coherent undergraduate curriculum.

Sales Roleplays: Getting It Right the First Time with Wireless Technology (Experiential and Collaborative Education)

Speaker: Dave Jones, La Salle University

This presentation demonstrates a novel approach to train students in the interactive skills required for successful selling exchanges. The approach utilizes immediate feedback to buyers and sellers during experiential roleplays rather than the traditional approaches utilizing later delayed feedback after the roleplay has ended (either with video recordings or other methods). The approach follows traditional behavioral learning principles such as shaping, immediate reinforcement and vicarious learning or role modeling. The delayed feedback model's theoretical base is more cognitive as students' learning is changing perceptions and then incorporating those perceptions into new behaviors. This approach assumes that learning selling techniques, especially early on, is largely behavioral and centers on students being able to recognize specific opportunities and to utilize interactive, communications to best take advantage of the opportunity. This session will present a discussion of the problems with traditional, delayed feedback training approaches, how providing immediate prompts in roleplay training can alleviate those problems and a novel approach and technology that was developed to enhance seller and buyer performance in roleplays.

Education to Employment: Aligning Pedagogy, Microlearning and New Media for Student Success (Pedagogical Research and Intellectual Contribution to Teaching and Learning and/or Business Disciplines)

Speakers: Steven Pyser and Carl Moore, Temple University

A 2014 Pew Research Center Report explored the Great Recession and how a painfully slow recovery has taken its toll on the millennial generation. An additional consequence is a looming education bubble for young college graduates having more difficulty landing work and repaying student loan obligations than earlier cohorts. They are more likely to be unemployed and have to search longer for a job than earlier generations of young adults. The economic crisis also spawned a new class of underemployed where new workers are employed, but not in the desired capacity, whether in terms of compensation, hours, or level of skill and experience. Fox Business School will share their experience in piloting an innovative learning program leveraging the power of today's digital workspace with omnipresent mobile connectivity. Through the Blackboard Learning Management System (LMS) and new media, unique content was curated and delivered online, in small chunks, with the student choosing place, pace and device.

Moving Pictures: Crafting the First-Year Seminar "Serious Comedy and Social Justice" (Student Engagement in the Teaching and Learning Process)

Speaker: Ken Weidner, Saint Joseph's University

This session explores four semesters experience teaching a first-year seminar exploring issues of justice related to class, gender, sexuality, and race through rigorous academic study and a parallel series of comedic films, episodes, and clips. Using comedic media is a central pillar of critical pedagogy, assigned as students' preparation for each class instead of being used in-class to enliven discussion. Outcomes, templates, and methods for crafting one's own media-based seminar will be discussed.

Virtually Effective Student Presentations (Technology and Distance Education)

Speaker: Edward Nelling, Drexel University

Students in an upper-level undergraduate finance elective presented similar material using two methods: one was a traditional presentation in class, and the other was recorded online. Both presentations were intended to be interactive, viewed by other students, and then followed by questions and answers. The students were then surveyed to compare their learning experience using the two formats. Compared to the traditional in-class presentations, the students felt that the online presentations: required the same amount of preparation; were associated with more comfort while speaking; yielded better questions and answers afterward; and resulted in a somewhat better learning experience. Instructors may find that online presentations effectively address constraints such as limited class time and student attention.

Teaching Ethics in the Business School Milieu: Beyond Corporate Social Responsibility

(Best Practices in Education/Leadership and Ethics)

Speaker: Gwendolyn Yvonne Alexis, Monmouth University

Now that a course in "Business Ethics" has become a staple in the Business School curriculum, the \$64,000 Question is how best to teach it. I will demonstrate the advantages of combining Philosophical Ethics (Ethical Theory) and Applied Ethics in teaching the stand-alone Business Ethics Course. The pedagogical objective is to enhance the moral fiber of Business School students. I will show how cultivating enhanced "ethics buds" in your students will minimize the risk of them becoming "Checkbox Compliance Robots" when they join the corporate management ranks upon graduation. The presentation utilizes an interdisciplinary perspective of Ethics, Law, and Sociology.

Session 3 (11:10 to 11:40)

Integrative Teaching Approaches: Innovative Techniques in the Business Classroom

(Best Practices in Business Education)

Speakers: Rita Dynan, MarySheila McDonald, Esq., and Kathleen McNichol, La Salle University

This session will report on the classroom success achieved by faculty at an AACSB accredited business school who made changes to their courses based on the ideas presented in the book Rethinking Undergraduate Business Education: Liberal Learning for the Profession by Colby, Ehrlich, Sullivan and Dolle. Faculty from Business Law, Finance, and Marketing will share the process and results of their efforts.

Collaborative Industry Partnerships: Learning International Business (Experiential and Collaborative Education)

Speakers: Hossein Varamini, Elizabethtown College, and Martin Brill, Kutztown University

The primary purpose of this paper is to discuss the design, implementation and assessment of a successful collaborative initiative to build partnerships among colleges with the private sector and the government agencies to enable the students in International Business to work as teams of consultants on practical problems for regional businesses. The secondary goal of the paper is to present a framework for other colleges/ universities to replicate a similar collaborative initiative at their institutions.

Intermediate Accounting in its Social, Economic, and Ethical Context through the Use of Online Video and Discussion (Leadership and Ethics)

Speakers: Dov Fischer, Brooklyn College (CUNY), and Sarah Hartz, Suny Empire State College

Intermediate Accounting includes a wide range of topics including investor use of financial information, pensions, and derivatives. It is critical to place these topics in their larger social, economic, and ethical perspective. However, instructors are often limited with time and prefer to focus on the technical aspects of these topics. We curate a number of on-line videos to watch in class and/or assign to students to watch outside of class. We also suggest the use of a Learning Management System for students to reflect on these videos and for them to comment on each other's reflections.

So How Well do Undergraduate Students in Pennsylvania, New England, and Germany Really Know Themselves? (Pedagogical Research and Intellectual Contribution to Teaching and Learning and/or Business Discipline)

Speaker: David Rudd, Lebanon Valley College

The admonition "Know Thyself" is inscribed in the Temple of Apollo at Delphi in ancient Greece. It has been ascribed to several Greek philosophers including Socrates and Pythagoras. While the Bible does not record Jesus as saying "Know Thyself," there are numerous passages that

identify self-knowledge as an important basis of judgment and wisdom. The resiliency model from Dr. Sybil Wolin, Ph.D., and Dr. Steven Wolin, M.D. includes seven resiliencies that humans develop to cope with and succeed in the wider world. Insight, defined as 'asking tough questions and giving honest answers is one that we might expect college students to need. Some feel for their preferred learning styles, the major characteristics of their personality structures, and the nature of their current value system might be valuable as well.

Integrating Writing into an Investments Course (Student Communication and Writing)

Speaker: Amy Lipton, Saint Joseph's University

Business students are not comfortable with writing, do not think they are good at it, and do not perceive it to be an important skill. This session addresses the challenges of incorporating writing into a quantitative course. I discuss exercises and assessments that helped students improve their writing and develop a deeper understanding of Finance. The session concludes with a group discussion of successes, regrets, and the integration of writing into business courses going forward.

Real Life in the Classroom: Getting Our Students to Engage and Think Critically with Experiential Learning (Student Engagement in the Teaching and Learning Process)

Speaker: Christine Lombardo-Zaun, Cedar Crest College

Educators constantly struggle to keep students' attention in the classroom. What does it mean to have a student truly engaged in the class? How do we get students to think critically? Does the inclusion of experiential learning have an impact on how the student learns? This presentation identifies best practices of engaging students in the classroom and getting students to think critically in the classroom. These best practices work in all teaching formats.

Incorporating Different Communication Channels within a Hybrid Course Space (Technology and Distance Education)

Speaker: Jan Buzydlowski, Holy Family University

Some traditional face-to-face teaching is being replaced with on-line methodologies. While there are advantages to this replacement, there are certainly drawbacks to it as well. A teaching environment that combines both, however, a hybrid classroom, gains the best of both worlds. And, if the hybrid course is designed to incorporate the environment into its focus, then that is better still. This paper discusses the use of a hybrid course and the techniques, instruction, and assignments used to optimize the hybrid method for a particular course, Introduction to Management Information Systems.

Session 4 (1:40 to 2:10)

Measuring Student Growth as Lifelong Learners in Global Information Systems Classroom Projects (Assessment of Student Learning)

Speakers: Samir Shah, Drexel University and Suzanne Shaffer, Penn State University

Helping students to develop global skills and awareness can be a challenging task. Real-world projects with global partners provide opportunities that can become teachable moments in the pursuit of global skills. Assignments that build reflective practice give students the structure and framework to make sense of their experiences, appreciate unique perspectives, and become aware of their own growth as global citizens and professionals. In this session, we will discuss the theoretical underpinnings of reflective practice as well as the Effective Lifelong Learning Inventory (ELLI) as a measure of student growth as lifelong learners.

The Five Creatures Lesson: Helping Undergraduate and Graduate Business Students Understand Competition (Best Practices in Business Education)

Speaker: Brent Smith, Saint Joseph's University

Today's business students must be prepared for creating value in especially dynamic and hypercompetitive times defined by unrelenting forces of innovation, rivalry, and consumer engagement paradigms. Competition remains one of the most effective means for generating profitable exchanges between companies and customers. In this paper, we utilize the Five Creatures Lesson (FCL: gazelle, lion, hyena, vulture, and worm) to help students learn how some competitors engage target markets and achieve their own differentiated goals for success. The FCL embodies a few core concepts: (1) competition is vital to an industry's health, (2) competitors should not necessarily aim to destroy one another, and (3) competitors can cooperate and thrive together when they purpose appropriate, and sometimes differentiated, goals based on the resources and competencies. The gazelle (prey) represents a target market opportunity; the lion (predator) represents an early mover/dominant competitor; the hyena (predator/scavenger) represents an early mover/following competitor; the vulture (scavenger) and the worm (bottom feeder) represent late movers. Each academic term, students demonstrate their ability to grasp the FCL by producing original industry examples that can be portrayed using the set of five creatures. Over the last several years, students have produced scores of interesting industry examples that reflect the basic concepts of the FCL. Here, six examples are

presented, including mobile communications for consumers, tablets/e-readers, pain relief products, energy drinks, accounting services, and interior/exterior paint.

Double-Loop Learning with Technology: A Transformative Learning (Pedagogical Research and Intellectual Contribution to Teaching and Learning and/or Business Disciplines)

Speaker: Ali Poorani, University of Delaware

This study examines the concepts of single and double-loop learning in teaching management and leadership courses. It illustrates how faculty and practitioners can effectively incorporate both methods to their courses to reach transformational learning using the latest instructional technologies. This innovative approach engages students to publicly test their learning and share their reflections with others in the class. The study includes sample projects, benefits of transformational learning and student evaluations.

Evolution of Professional Sales as an Academic Discipline in the US (Pedagogical Research and Intellectual Contribution to Teaching and Learning and/or Business Disciplines)

Speakers: Sam Basu and Rajiv Kashyap, William Paterson University

We begin by looking at the evolution of various academic disciplines in the field of Business in this country, emphasizing some of the more current additions to the B. School curricula across the US. Within that context, we trace the emergence of Professional Sales as a stand-alone discipline and discuss its current standing in universities around the country and abroad.

Creating an Engaging and Participatory Classroom Culture (Student Engagement in the Teaching and Learning Process)

Speaker: Andrea Farro, Rowan University

This session discusses ways to create a classroom culture that increases student participation and fosters student engagement without changing your methods of instruction. The presenter will provide theories and share a few examples that have been shown to be effective ways of creating a culture of engagement in the classroom. In this session, attendees are invited to share additional ideas and suggestions that have worked in their classrooms.

The Magic of Thinking Small: How to Easily Create Classroom Videos to Improve Students' Performance (Technology and Distance Education)

Speakers: Michael Scales, Bill Quain, and Cliff Whithem, Richard Stockton College of New Jersey

How often have you explained something in class, only to have a student walk up afterwards and say, "Professor, can you show me that technique again?" And, aren't you tired of students showing up in class and saying, "I couldn't do the homework assignment. I thought I had it when you showed us in class, but I got lost when I tried it at home." With today's ABSOLUTELY FREE technology, you can now capture your moments of brilliance forever - post it to YouTube and BlackBoard, and save yourself many hours of explanation. The techniques are easy-to-implement, and your students will love it - even though it takes away some of their best excuses!

Session 5 (2:20 to 2:50)

The Development of the Reflective Manager: The "I Manager" Assignment (Best Practices in Business Education)

Speakers: Evonne Kruger and Diane Holtzman, Richard Stockton College of New Jersey

The role of reflection in the practice of management and management education has been documented by Mintzberg. The centrality of reflection and its relationship to critical thinking has gained prominence within schools of business as they address assurances of learning. The authors discuss an assignment designed for management students to think reflectively about themselves as managers of others. The assignment's focus is the development of personal wisdom gained from self-reflection upon management practice.

Development and Delivery of a Service-Learning Course: Lessons Learned (Experiential and Collaborative Education)

Speaker: Ruben Mendoza, Saint Joseph's University

This article shares insights into the development and delivery of a project management course using a service-learning experiential pedagogy. The course focuses on Information Technology/Information Systems project management and is an upper-level required course for business students majoring in Business Intelligence, and an elective for any student minoring in Business Intelligence. The course has been offered twice, and the instructor has gained significant insight into the how the initial design of the course met or missed learning objectives, and has made modifications to course syllabus, scheduling, content, and use of class time in order to better meet those objectives. Service-learning courses have been offered in multiple disciplines including economics, social work, health care, and in various business areas.

Visual Data Representation through the Use of Infographic Tools for Marketing Communication (Pedagogical Research and Intellectual Contribution to Teaching and Learning and/or Business Disciplines)

Speaker: Jayanthi Rajan, Albright College

Using a combination of data visualization tools available on the web students in an Integrated Marketing Communications course were taught how to present information on business related topics through the interesting use of infographics and mind maps. As technology advances the field of information visualization has evolved to encompass more interesting ways of sharing data. While presenting research data it is important to convey the information through visual representations that make it easier for the human brain to make connections. This paper outlines how “infographics” and “mind maps” were used to enhance data and concept presentations in an Integrated Marketing Communications class.

Make Economics Concrete and Relevant (Student Engagement in the Teaching and Learning Process)

Speaker: Joanne Ma, Holy Family University

This paper is related to “Student Engagement in the Teaching and Learning process.” Engagement and active learning have been the buzzwords in higher education in recent years. Student engagement has become more challenging in this digital age. There are so many distractions in and out the classroom. Instructors have to fight with smartphones, tablets and laptops for students’ attention. It is more prominent in a subject like economics, which has been equivalent to descriptions such as difficult, dry, abstract and boring. The economics instructors also contribute to this problem. The abstractness, the rigor, models with assumptions, functions and graphs are exactly what we learned and love about economics. When we passionately teach students about the beauty of a model in class, we are often greeted with silence and blank stare. Students are lost most of the time and their minds easily wander off. In my over 10 years of teaching economics to college students, starting in graduate school, I have tried various strategies to engage them and stimulate their interests. In this paper, I will share some of the hands-on, kinesthetic approaches that prove to be working in my class.

E-Learning for Online Courses and Conventional Classes: Implications for Flipping the Class (Technology and Distance Education)

Speaker: Bea Chiang, The College of New Jersey

This proposal is to share the experience of using on-line technology in on-line courses and conventional classes as a teaching aid. Specifically, the proposal intends to shed lights on general benefits that are offered by the online technology and challenges faced by the accounting students and faculty in online and conventional class context.

The Professional Writing Center: Driving the Digital Platform in Business Schools (Student Communication and Writing)

Speaker: Andrew McCarthy, William Paterson University

The Professional Writing Initiative at the Cotsakos College of Business, in effect since its inception in 2009, has had as its Rationale whether steady, consistent consultations improve the quality of Business School student writing. Important questions are whether business students have different “needs” than, say, English majors, and whether a focus on business parlance and terms actually enhance the quality of student work. If so, how can “better writing” be measured? Are “general” writing centers lacking in what business students need in their writing? Do digital platforms help? Do video sessions and consultations benefit business students?

Session 6 (3:00 to 3:30)

Using Live Cases in Teaching Undergraduate Finance Courses (Best Practices in Business Education)

Speaker: Emma Neuhauser, Elizabethtown College

Live Cases are studies and analyses of real world financial issues using current and publicly available information. Due to the complexities of live case studies as oppose to the traditional cases’ set scenarios, live cases are often used for graduate level courses. We demonstrate how live cases are designed, developed to help students become accustomed to ambiguities and build a habit of actively apply well understood principles to real world problem solving. The live cases are used in advanced financial management course so that students gain real world situation insights on financial issues faced by today’s corporate management, market, financial institutions, and investors. The methods, challenges, caveats, and rewards of creating and using live cases in undergraduate level finance courses are discussed in detail.

Never Mind MOOCs - Will Your Class Discussion Go Viral? (Pedagogical Research and Intellectual Contribution to Teaching and Learning and/or Business Disciplines)

Speaker: Ken Weidner, Saint Joseph’s University

Our diminishing sense of personal privacy threatens college teaching and learning. The ubiquity of technology to record and broadcast in-class discussions to the world encroaches upon the safety and sanctity and of college classroom discussion. This session presents the latest research on the policies of U.S. colleges and universities regarding surreptitious

recording in both onsite and online college classes, and explores the implications of evolving technology for faculty, students, and universities.

Employment of Student Learning Teams in the Legal Environment of Business (Best Practices in Education)

Speaker: Edward Schoen, Rowan University

Employment of student learning teams in my Legal Environment of Business course has directly contributed to student success in mastering the course materials as evidenced by student responses to interim and final course evaluations. To overcome student apprehension, I developed a supportive framework to facilitate the work of the student learning team. This framework employs periodic team evaluations, team agreement checklists, and supplemental course evaluations, copies of which will be provided

Teaching the Quantitative Course Online: Challenges and Opportunities (Technology and Distance Education)

Speaker: Sally Hamilton, Drexel University

Anyone who has taught via distance methods is familiar with methods designed to improve feedback, enhance interaction with students, and facilitate achievement of key objectives. Much of the literature addresses student research, writing, and engagement. The same approaches do not apply across disciplines. Many students struggle with learning quantitative material. Many of the tools and techniques for providing feedback to students are not easily extendable to the quantitative course. This paper outlines some of the challenges and opportunities in the online modality and summarizes some practical recommendations.

Teaching the New Johnson & Johnson (Leadership and Ethics)

Speaker: Whiton S. Paine, Richard Stockton College of New Jersey

Johnson & Johnson's multiple and varied marketing and product related controversies have made a company that is familiar and interesting to students a unique resource for ethics, marketing, and management courses. A variety of events in their consumer products, pharmaceuticals, and medical devices sectors as well as some larger corporate issues will be briefly summarized. Attendees will select which of 20 recent controversies to discuss in detail in terms of their potential pedagogical utility.