

Integrative Thinking for Business Education: Interdisciplinary Learning and Assessment

Chae Mi Lim, Philadelphia University, Pennsylvania, USA
Nioka Wyatt, Philadelphia University, Pennsylvania, USA
Elizabeth Mariotz, Philadelphia University, Pennsylvania, USA
Leslie Browning-Samoni, Philadelphia University, Pennsylvania, USA

ABSTRACT

Interdisciplinary approaches in higher education are thriving in both teaching and research. The industry-engaged interdisciplinary project-based approach helps graduates become versatile professionals with knowledge and skills that are transferrable across professional boundaries. However, implementation of the project is challenging from a practical perspective such as coordinating activities among various disciplines as well as between academia and industry. Furthermore, assessment of its effectiveness is challenging, because outcomes of the interdisciplinary approach differs from those of discipline-based approach. This paper describes an industry-engaged interdisciplinary project that was developed and implemented at Philadelphia University which involved five courses, nine faculty members, approximately 100 undergraduate students, and a multichannel retailer as an industry partner. The objectives of this paper are to: 1) provide a case study of implementing an industry-engaged interdisciplinary project in business education; 2) address how to incorporate industry support in implementing the project; and (3) address assessment aspects of the project.

Keywords: interdisciplinary learning, assessment, innovative pedagogy, collaboration

Equipping Future Marketers to Meet the Emerging Demand for Video Communications

Dr. Katherine Taken Smith, Murray State University, Murray, Kentucky

ABSTRACT

The use of video in commerce is on the rise. There is good reason to believe that today's students will encounter a task involving the application of an online video at some point in their career. Even though this Millennial generation is more technologically savvy, the average student does not have experience in creating a video that will engage the viewer while also conveying pertinent information. This paper describes a video assignment in which teams are required to create a 10-minute video that demonstrates the application of a concept from the course material. The video assignment can: (a) help equip students for using digital marketing strategies that require the use of video, and (b) provide an active learning exercise in which students can be creative while applying marketing concepts to business situations. Positive side effects of the assignment include enhanced learning and improved student engagement.

Keywords: Digital marketing communications, Information technology, Oral communication, Student video assignment, Active learning exercise.

AACSB ASSURANCE OF LEARNING: LESSONS LEARNED IN ETHICS MODULE DEVELOPMENT

David L. Baker, California State University, San Bernardino, USA
Anna Ya Ni, California State University, San Bernardino, USA
Montgomery Van Wart, California State University, San Bernardino, USA

ABSTRACT

Student learning is the central activity of higher education. Widespread interest in educational accountability and pressure from accrediting bodies push instructors to document assurance of learning as well as their efforts at continuous improvement of learning outcomes. This article assists those associated with Association to Advance Collegiate Schools of Business accredited programs to achieve assurance of learning in a particularly challenging area to document: the teaching of ethical reasoning. It shares lessons learned concerning faculty involvement and coordination, learning goals, designing an assessment rubric, quantitative and qualitative measurement challenges, understanding students served, and the value of continuous feedback. These insights extend the literature while supporting others in satisfying learning goals more efficiently.

Keywords: AACSB, assurance of learning, ethics training, assessment measurement, continuous teaching improvement.

The Rise, Fall, and Return of E-Marketing Curriculum: A Call for Integration

Chong “Joanna” S.K. Lee
California State University, East Bay, Hayward, California

ABSTRACT

In the late 1990s, a marketing department engaged in developing a market-based E-Marketing curriculum and launched a BSBA E-Marketing option in response to strong community interests in E-Commerce. The program failed to garner sufficient interest due to the bursting of the dot-com bubble in the early 2000s, shortly before the program launch. Students showed mixed interest in the E-Marketing option program and corresponding courses, evidenced by registering for individual courses yet few students enrolling in the option program as a whole. This trend continued long after the successful comeback of E-Commerce until 2008. The University eventually dropped E-Marketing from the list of options in the Undergraduate Business Major in 2009. This paper reflects on the lessons learned from experiencing the rise and fall of interest in the E-Marketing program in its early form and discusses the way ahead for E-Marketing programs in a changing marketing education environment.

Keywords: E-marketing curriculum, marketing education, integrated marketing curriculum

Assisting Students in Gaining Employable Skills: Valuing and Encouraging Extracurricular Activities

Chris Ward, The University of Findlay- Findlay, Ohio, USA
Dan Yates, The University of Findlay- Findlay, Ohio, USA

ABSTRACT

Discussions regarding the preparation of undergraduate students for employment often stop at the class level with specific content to be delivered or skills to be sharpened through assignments, projects and tests. While knowledge and skills learned in the classroom are important, students may not have enough opportunities to apply what they

have learned or the time to develop leadership skills they need to be more confident and to compete in the job market. This research looked at the importance of extracurricular activities, including internships and a study abroad, as a key part of preparing students for employment.

Keywords: Extra-curricular activities, undergraduate students, learning outcomes

Using Tinkertoys to Teach Networking and Telecommunications to Business Students

“Tinker Toys” is a registered trademark of Hasbro

Jeffrey A. Livermore, Henry Ford Community College – Dearborn, MI, USA

ABSTRACT

Tinkertoys are a popular building toy that has been around for almost a century. Industry and education have found a variety of uses for Tinkertoys. Tinkertoys can be used to create models of business situations and telecommunication models. The author presents a framework for using Tinkertoys to teach networking concepts to business students.

Keywords: Tinkertoys, networking, modeling, simulation

A Comparison of the Readability of Advanced Accounting Textbooks

Kenneth J. Plucinski, State University of New York at Fredonia – Fredonia, New York, USA
Linda A. Hall, State University of New York at Fredonia – Fredonia, New York, USA

ABSTRACT

Choosing an advanced accounting textbook for use in an undergraduate or graduate curriculum can be a challenging task for faculty. Advanced accounting textbooks, in general, cover a variety of topical areas, including accounting for business combinations, international accounting, segment reporting, government and not-for-profit accounting, partnerships, and reorganizations and liquidations. Publishers offer a variety of ancillary materials including online lectures, homework, and study tools; vignettes and case studies; and entire course management systems. While topical coverage and associated supplements are important features, instructors should also consider a textbook's readability. This study analyzes the predicted readability of six current advanced accounting texts utilizing the Flesch-Kincaid Grade Level index. T-tests are performed to determine whether significant differences in readability exist among the textbooks chosen for the study. No significant differences among the texts in terms of overall readability are found; however, some variation in readability level was discovered within topic coverage. These findings can be useful to adopters, authors, editors, and publishers of advanced accounting textbooks. Results also point to a need for a study of the types and uses of ancillary materials offered with textbooks, and the relative importance of the text in the learning process.

Keywords: readability, advanced accounting, textbook, Flesch, Flesch-Kincaid

Incorporating Sustainability into the Business Curricula: Ecological Footprint Analysis

Wendy B. Wilhelm, Western Washington University, Washington, U.S.

ABSTRACT

This study describes an ecological footprint analysis (EFA) project designed to help business students understand the significant environmental and social impacts of their lifestyles, and to encourage them to reduce these impacts over the course of the quarter through changes in consumption practices. Employing assessment methods developed specifically to measure the effectiveness of the project given its objectives, data were collected over a three year period from 225 undergraduate marketing majors enrolled in a 400-level sustainable marketing elective. Findings indicate that students willingly make significant reductions to their ecological footprint during the course and that most commit to continuing their reduction efforts over the long term. The results of this study demonstrate that an EFA exercise such as this, appropriate for use in any business course, makes students aware of the connection between business strategies and sustainable consumption and can effect significant changes in pro-environmental values and behavior over a short time period.

Keywords: sustainability, ecological footprint, business education, blogging

Effective Accounting Lectures in a Cohort Business Program

Michael S. Wilson, Metropolitan State University, Minnesota, USA
Tong Xiang, University of Indianapolis, Indiana, USA

ABSTRACT

Educators in Western universities face challenges in teaching international students in fast-growing cohort programs. This descriptive paper identifies effective teaching strategies based on a survey of American and Chinese students in undergraduate and graduate introductory accounting classes at an American university, and the personal experiences of the authors. The strategies emphasize an educator orientation towards a *difference* model rather than a *deficit* model when working with international students (Fox, 1994; Kennedy, 2002; Ward, 2001).

Keywords: teaching strategies, accounting classes, international students

ASSESSING LEARNING OUTCOMES BEYOND KNOWLEDGE ATTAINMENT

Lee Revere
University of Houston – Clear Lake, Houston, TX

Phillip Decker
University of Houston – Clear Lake, Houston, TX

Robert Hill
University of Houston – Clear Lake, Houston, TX

ABSTRACT

Both accrediting bodies and employers are challenging schools of business to improve content relevancy and become more accountable to market needs. Because teaching typically follows assessment, designing a competency

model based on advanced cognitive and behavioral domain characteristics will inevitably foster higher-level teaching. While none of the accrediting bodies suggest assessment be based on any particular theory of learning, they do expect assessment to be direct, based on the ability to perform, and to include “higher” teaching activities and assessment methods. A closer look at the AACSB’s trend in assurance of learning supports the foreseeable need for colleges of business to develop and assess behavioral, complex cognitive and affective competencies. Industry demand further supports this presumption. This research discusses the current trends in accreditation, delineates higher-level performance competencies, and outlines a methodology for designing assessments (and pedagogies) aimed at assuring higher levels of student learning and engagement.

Keywords: Competency models, accreditation, assessment, assurance of learning, outcomes data, AACSB

Enlightened Teaching Strategies in an Enlightened Era: Applying Humor in Business Education

Joan Marques, Woodbury University, CA, USA

ABSTRACT

This article discusses the use of humor in higher education. Advantages of using humor in the classroom are presented, such as stress and anxiety reduction, increased engagement, and improved interpersonal relations, while points of caution, such as appropriateness, effectiveness, and audience readiness, are also addressed. The use of humor in business performance and education is specifically reviewed, addressing some significant points such as conveying messages better, enhancing effectiveness, and increasing a sense of unity, while points of caution when using humor in professional settings are also presented. A figure presents the reciprocity between health, education and professional performance through humor.

Keywords: Higher Education, Humor, Business education, Anxiety, Stress reduction, Engagement, Interpersonal relations, Student Perceptions, Educators

LEGO® Demonstrations for Understanding the Implications of Changing Work Practices on Human Resource Management

Sherry K. Mills, New Mexico State University – Las Cruces, New Mexico, USA

Phil Benson, New Mexico State University – Las Cruces, New Mexico, USA

Cathleen Burns, University of Colorado at Boulder – Boulder, Colorado, USA

Janice L. Ammons, Quinnipiac University – Hamden, Connecticut, USA

ABSTRACT

This paper discusses an interactive approach using LEGO ® models in experiential exercises to help students learn the interrelationship between production methods and human resource (HR) management. By enhancing student involvement, these demonstrations provide tangible illustrations of the impact of modern, modular production systems on HR issues, which deepen the students’ theoretical understanding of HR management. Implications for education are discussed, and handouts and suggested questions are provided.

Keywords: Demonstration, active learning, human resource management, lean production, mass production, LEGO®