<table>
<thead>
<tr>
<th>Author Name</th>
<th>Paper #</th>
<th>Title (Click title to view paper)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Al-Mohanna, Ayedh Dhawi Mohammed</td>
<td>194</td>
<td>The Communicative Orientation Of Saudi English Language Teachers</td>
</tr>
<tr>
<td>Alanazi, Fatimah</td>
<td>122</td>
<td>Peer To Peer-Based Social Network</td>
</tr>
<tr>
<td>Alanazi, Fatimah</td>
<td>123</td>
<td>Social Education And Assistive Technology</td>
</tr>
<tr>
<td>Algehed, Jessica</td>
<td>293</td>
<td>The Business of Creating Attractive, Sustainable and Accountable Cities–A New Narrative for Economic Growth</td>
</tr>
<tr>
<td>Alhumaid, Khalid</td>
<td>270</td>
<td>Foreign Language Instruction Business Opportunities and Options</td>
</tr>
<tr>
<td>Alshahrani, Mohammed Saeed</td>
<td>219</td>
<td>Developing System Shows Government Sectors Performance, And Stimulates Employees Of Sectors, Which Get Highest Efficiency</td>
</tr>
<tr>
<td>Alvaro, Joe</td>
<td>156</td>
<td>How Am I Going? Giving Effective Feedback To Boost Performance In The Classroom</td>
</tr>
<tr>
<td>Andersson, Sean</td>
<td>282</td>
<td>The Adoption Of E-HRM Within Subsidiaries Of Multinational Corporations: An Exploratory Study In South East Asia</td>
</tr>
<tr>
<td>Apelgren, Britt-Marie</td>
<td>114</td>
<td>Experience-Based Pedagogical Learning Among Business Administration Teaching Staff</td>
</tr>
<tr>
<td>Ardito, Richard</td>
<td>155</td>
<td>Effects Of Quiz Time Limitations In Non-Traditional Learning Environments</td>
</tr>
<tr>
<td>Ardito, Richard</td>
<td>174</td>
<td>Marketing an Accounting Firm Using the 4P's of Marketing</td>
</tr>
<tr>
<td>Asim, Sumreen</td>
<td>158</td>
<td>The Expanding Elementary Teacher Candidates' Beliefs Enrolled in a Technology Infused Undergraduate Science Methods Course</td>
</tr>
<tr>
<td>Asim, Sumreen</td>
<td>233</td>
<td>Implementation of Principal Features of Professional Development for STEM Teacher Candidates</td>
</tr>
<tr>
<td>Azman, Rosiana (Nani) L.</td>
<td>314</td>
<td>Understanding Plagiarism with Help from Dr. Seuss</td>
</tr>
<tr>
<td>Babb, Stephanie</td>
<td>116</td>
<td>Occupational Engagement, Goal Pursuit, And Academic Entitlement In Nontraditional Undergraduates</td>
</tr>
<tr>
<td>Baker, Toby Tomlinson</td>
<td>241</td>
<td>Academic Integration of First-Year College Students with Learning Disabilities</td>
</tr>
<tr>
<td>Billington, Peter J.</td>
<td>177</td>
<td>Online Quiz Performance As A Contributing Factor To In-Class Test Results</td>
</tr>
<tr>
<td>Blanchette, Leon</td>
<td>175</td>
<td>Religious Communities as a Health Resource for Children: Characteristics of Socially Supportive Churches</td>
</tr>
<tr>
<td>Bodendorf, Freimut</td>
<td>124</td>
<td>Rich Lecture On Demand At The Virtual University of Bavaria</td>
</tr>
<tr>
<td>Buckingham, John</td>
<td>248</td>
<td>Nonprofit Websites: Adoption and Type in Division 4 of the Census</td>
</tr>
<tr>
<td>Carpenter Henning, Claire</td>
<td>182</td>
<td>Reflecting On Racial Discomfort</td>
</tr>
<tr>
<td>Carreira, Junko Matsuzaki</td>
<td>137</td>
<td>Analysis Of English Digital Textbooks For Korean Elementary School Students: From The Perspectives Of Humanistic Approach</td>
</tr>
<tr>
<td>Castles, Ricky</td>
<td>170</td>
<td>Mathematics and Science Discourse within an Immersive Classroom Simulation</td>
</tr>
<tr>
<td>Chan, Jing Yi (Daphne)</td>
<td>282</td>
<td>The Adoption Of E-HRM Within Subsidiaries Of Multinational Corporations: An Exploratory Study In South East Asia</td>
</tr>
<tr>
<td>Author Name</td>
<td>Paper #</td>
<td>Title (Click title to view paper)</td>
</tr>
<tr>
<td>--------------------------</td>
<td>---------</td>
<td>--------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Chatterjee, Devjani</td>
<td>198</td>
<td>Employee Engagement At A Time Of Turbulence: A Case Study Of India’s First Ultra Mega Power Plant</td>
</tr>
<tr>
<td>Choudhury, Shyam Sundar</td>
<td>198</td>
<td>Employee Engagement At A Time Of Turbulence: A Case Study Of India’s First Ultra Mega Power Plant</td>
</tr>
<tr>
<td>Christopher, Kenneth</td>
<td>227</td>
<td>Community Oriented Policing: Security in the Counter Terrorism Environment</td>
</tr>
<tr>
<td>Chukwurah, Somtoo D.</td>
<td>162</td>
<td>Tele-Presence Technology: Proposed Tool for Multi-Campuses Effective Learning and Colleges Cost Saving</td>
</tr>
<tr>
<td>Crone, Travis</td>
<td>116</td>
<td>Occupational Engagement, Goal Pursuit, And Academic Entitlement In Nontraditional Undergraduates</td>
</tr>
<tr>
<td>Crosby, III, Robert G.</td>
<td>174</td>
<td>Marketing an Accounting Firm Using the 4P's of Marketing</td>
</tr>
<tr>
<td>Crosby, III, Robert G.</td>
<td>175</td>
<td>Religious Communities as a Health Resource for Children: Characteristics of Socially Supportive Churches</td>
</tr>
<tr>
<td>Davis, Dirk M.</td>
<td>155</td>
<td>Effects Of Quiz Time Limitations In Non-Traditional Learning Environments</td>
</tr>
<tr>
<td>Dickerson, Daniel</td>
<td>170</td>
<td>Mathematics and Science Discourse within an Immersive Classroom Simulation</td>
</tr>
<tr>
<td>Duffy, Sarah</td>
<td>253</td>
<td>The Pros And Cons Of Using Technology In Teaching And Learning</td>
</tr>
<tr>
<td>Dunbar, Scott</td>
<td>155</td>
<td>Effects Of Quiz Time Limitations In Non-Traditional Learning Environments</td>
</tr>
<tr>
<td>Ensign, Prescott C.</td>
<td>209</td>
<td>A Young Entrepreneur At A Crossroads: Grow Up Or Go For Growth? Urbanology USA</td>
</tr>
<tr>
<td>Fales, Holly</td>
<td>170</td>
<td>Mathematics and Science Discourse within an Immersive Classroom Simulation</td>
</tr>
<tr>
<td>Fasanya, Bankole</td>
<td>162</td>
<td>Tele-Presence Technology: Proposed Tool for Multi-Campuses Effective Learning and Colleges Cost Saving</td>
</tr>
<tr>
<td>Fox, Stephen</td>
<td>314</td>
<td>Understanding Plagiarism with Help from Dr. Seuss</td>
</tr>
<tr>
<td>Frisk, Sylva</td>
<td>114</td>
<td>Experience-Based Pedagogical Learning Among Business Administration Teaching Staff</td>
</tr>
<tr>
<td>Gazaille, Mariane</td>
<td>239</td>
<td>Projective Drawings And The Emergence Of Future ESL Teachers’ Professional Representations: On The Applicability Of An Analytic Grid</td>
</tr>
<tr>
<td>Ghosh, Indranil K.</td>
<td>178</td>
<td>Adverse Selection And Moral Hazard In Employment: Comparative Theories And Applications</td>
</tr>
<tr>
<td>Glass, Bonnie</td>
<td>168</td>
<td>Developing The Next Generation of Elementary Science Teachers</td>
</tr>
<tr>
<td>Goldberg, Kenneth</td>
<td>227</td>
<td>Community Oriented Policing: Security in the Counter Terrorism Environment</td>
</tr>
<tr>
<td>Hargrove, S. Keith</td>
<td>294</td>
<td>A Brief Qualitative Survey of Chief Academic Officers with STEM Backgrounds</td>
</tr>
<tr>
<td>Harveson, Andrew</td>
<td>155</td>
<td>Effects Of Quiz Time Limitations In Non-Traditional Learning Environments</td>
</tr>
<tr>
<td>He, Yunteng</td>
<td>176</td>
<td>Traffic Light Cards - A Cross And Modification Between The Minute Paper And Muddiest Point</td>
</tr>
<tr>
<td>Henkel, Thomas</td>
<td>205</td>
<td>An Insight To The Factorial Validation Of A Manager Work Personality Assessment Tool</td>
</tr>
<tr>
<td>Hodson, John</td>
<td>119</td>
<td>Biwaase'aa In-School And After-School Program: Creating Indigenous Space In Schools</td>
</tr>
<tr>
<td>Author Name</td>
<td>Paper #</td>
<td>Title (Click title to view paper)</td>
</tr>
<tr>
<td>------------------------</td>
<td>---------</td>
<td>-----------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Huston, Laura</td>
<td>111</td>
<td>Forms Of Address Used For Foreign EFL Teachers In Japan</td>
</tr>
<tr>
<td>Jacobs, Scott</td>
<td>209</td>
<td>A Young Entrepreneur At A Crossroads: Grow Up Or Go For Growth? Urbanology USA</td>
</tr>
<tr>
<td>Jensen, Christian</td>
<td>293</td>
<td>The Business of Creating Attractive, Sustainable and Accountable Cities—A New Narrative for Economic Growth</td>
</tr>
<tr>
<td>Johnson, Ann Marie</td>
<td>187</td>
<td>Housing Economic Effects On First Year Teachers</td>
</tr>
<tr>
<td>Johnson, Ruth</td>
<td>116</td>
<td>Occupational Engagement, Goal Pursuit, And Academic Entitlement In Nontraditional Undergraduates</td>
</tr>
<tr>
<td>Johnson, Sam</td>
<td>266</td>
<td>A Competency-Based Technical Training Model That Embraces Learning Flexibility And Rewards Competency</td>
</tr>
<tr>
<td>Joshi, Sunil</td>
<td>221</td>
<td>Understanding Digital Wallet Adoptability among Students Using TAM Model: A Bayesian Perspective</td>
</tr>
<tr>
<td>Karge, Belinda Dunnick</td>
<td>249</td>
<td>Engagement Strategies to Enhance Qualitative Research Courses</td>
</tr>
<tr>
<td>Kitchen, Julian</td>
<td>119</td>
<td>Biwaase'aa In-School And After-School Program: Creating Indigenous Space In Schools</td>
</tr>
<tr>
<td>Kleinbrod, Vincent</td>
<td>282</td>
<td>The Adoption Of E-HRM Within Subsidiaries Of Multinational Corporations: An Exploratory Study In South East Asia</td>
</tr>
<tr>
<td>Kojima, Masami</td>
<td>258</td>
<td>BDNF Pro-Peptide: A New Biomarker For Mental Heath</td>
</tr>
<tr>
<td>Kumar, Raman</td>
<td>292</td>
<td>Industry-Average Earnings Management and IPO Pricing</td>
</tr>
<tr>
<td>Lee, Carrie W.</td>
<td>170</td>
<td>Mathematics and Science Discourse within an Immersive Classroom Simulation</td>
</tr>
<tr>
<td>Lee, Chun-Hung (Jeb)</td>
<td>128</td>
<td>Integrating The Multiple Attributes Of Bird-Watching In Ecotourism Management</td>
</tr>
<tr>
<td>Lee, Tammy D.</td>
<td>168</td>
<td>Developing The Next Generation of Elementary Science Teachers</td>
</tr>
<tr>
<td>Lee, Tammy D.</td>
<td>170</td>
<td>Mathematics and Science Discourse within an Immersive Classroom Simulation</td>
</tr>
<tr>
<td>Li, Yingqi</td>
<td>192</td>
<td>Dynamics Of Deterioration In Internal Control Reported Under SOX 404</td>
</tr>
<tr>
<td>Liu, Cathy</td>
<td>133</td>
<td>An Empirical Study On The Order Of Claim To Assets On A Balance Sheet</td>
</tr>
<tr>
<td>Lohrey, Peter</td>
<td>245</td>
<td>Faculty Perceptions of Attendance Policy in an AACSB School</td>
</tr>
<tr>
<td>Maher, John J. &quot;Jack&quot;</td>
<td>292</td>
<td>Industry-Average Earnings Management and IPO Pricing</td>
</tr>
<tr>
<td>Margaritis, Chris</td>
<td>253</td>
<td>The Pros And Cons Of Using Technology In Teaching And Learning</td>
</tr>
<tr>
<td>McKinney, Ogbochi</td>
<td>155</td>
<td>Effects Of Quiz Time Limitations In Non-Traditional Learning Environments</td>
</tr>
<tr>
<td>McMahon, Dave</td>
<td>248</td>
<td>Nonprofit Websites: Adoption and Type in Division 4 of the Census</td>
</tr>
<tr>
<td>Morris, Elizabeth A.</td>
<td>300</td>
<td>Supporting Educational Effectiveness Processes Across Campus: A Case Study</td>
</tr>
<tr>
<td>Nikolaros, John</td>
<td>187</td>
<td>Housing Economic Effects On First Year Teachers</td>
</tr>
<tr>
<td>Author Name</td>
<td>Paper #</td>
<td>Title (Click title to view paper)</td>
</tr>
<tr>
<td>----------------------</td>
<td>---------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Nilsson, Kerstin</td>
<td>114</td>
<td>Experience-Based Pedagogical Learning Among Business Administration Teaching Staff</td>
</tr>
<tr>
<td>Norwood, Kathryn</td>
<td>155</td>
<td>Effects Of Quiz Time Limitations In Non-Traditional Learning Environments</td>
</tr>
<tr>
<td>Palardy, Gregory</td>
<td>175</td>
<td>Religious Communities as a Health Resource for Children: Characteristics of Socially Supportive Churches</td>
</tr>
<tr>
<td>Patra, Sabyasachi</td>
<td>221</td>
<td>Understanding Digital Wallet Adoptability among Students Using TAM Model: A Bayesian Perspective</td>
</tr>
<tr>
<td>Pinto, Jo Ann</td>
<td>245</td>
<td>Faculty Perceptions of Attendance Policy in an AACSB School</td>
</tr>
<tr>
<td>Putulowski, Joe</td>
<td>174</td>
<td>Marketing an Accounting Firm Using the 4P's of Marketing</td>
</tr>
<tr>
<td>Rakestraw, Joseph R.</td>
<td>292</td>
<td>Industry-Average Earnings Management and IPO Pricing</td>
</tr>
<tr>
<td>Rivero, Orlando</td>
<td>204</td>
<td>Alzheimer's and Dementia in Honduras</td>
</tr>
<tr>
<td>Rohanek, Lisa</td>
<td>253</td>
<td>The Pros And Cons Of Using Technology In Teaching And Learning</td>
</tr>
<tr>
<td>Sandoff, Anders</td>
<td>293</td>
<td>The Business of Creating Attractive, Sustainable and Accountable Cities—A New Narrative for Economic Growth</td>
</tr>
<tr>
<td>Sandoff, Mette</td>
<td>114</td>
<td>Experience-Based Pedagogical Learning Among Business Administration Teaching Staff</td>
</tr>
<tr>
<td>Scamacca, Leslie Gail</td>
<td>179</td>
<td>Keeping Hospitality, Travel, And Tourism Students On The Pathway: A Guided Learning Journey To Success With ePortfolio</td>
</tr>
<tr>
<td>Seaman, Samuel</td>
<td>248</td>
<td>Nonprofit Websites: Adoption and Type in Division 4 of the Census</td>
</tr>
<tr>
<td>Shao, Ruiqing</td>
<td>192</td>
<td>Dynamics Of Deterioration In Internal Control Reported Under SOX 404</td>
</tr>
<tr>
<td>Simnjanovski, Riste</td>
<td>155</td>
<td>Effects Of Quiz Time Limitations In Non-Traditional Learning Environments</td>
</tr>
<tr>
<td>Slater, Stephanie J. Turner</td>
<td>311</td>
<td>Increasing Indigenous STEM Participation in Hawai‘i Through Empathy and Diplomacy</td>
</tr>
<tr>
<td>Slater, Timothy F.</td>
<td>310</td>
<td>A Dispassionate, Historical Context of Guns on College Campuses</td>
</tr>
<tr>
<td>Smith, Erin</td>
<td>175</td>
<td>Religious Communities as a Health Resource for Children: Characteristics of Socially Supportive Churches</td>
</tr>
<tr>
<td>Stegemann, Nicole</td>
<td>253</td>
<td>The Pros And Cons Of Using Technology In Teaching And Learning</td>
</tr>
<tr>
<td>Sturz, Dominick</td>
<td>155</td>
<td>Effects Of Quiz Time Limitations In Non-Traditional Learning Environments</td>
</tr>
<tr>
<td>Valdez, Lindy</td>
<td>181</td>
<td>The Risks And The Rewards Of Online Publications</td>
</tr>
<tr>
<td>Webb, Karen</td>
<td>253</td>
<td>The Pros And Cons Of Using Technology In Teaching And Learning</td>
</tr>
<tr>
<td>Williamsson, Jon</td>
<td>293</td>
<td>The Business of Creating Attractive, Sustainable and Accountable Cities—A New Narrative for Economic Growth</td>
</tr>
<tr>
<td>Wilmoth, James</td>
<td>205</td>
<td>An Insight To The Factorial Validation Of A Manager Work Personality Assessment Tool</td>
</tr>
<tr>
<td>Wilson, Christine</td>
<td>170</td>
<td>Mathematics and Science Discourse within an Immersive Classroom Simulation</td>
</tr>
<tr>
<td>Author Name</td>
<td>Paper #</td>
<td>Title (Click title to view paper)</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>---------</td>
<td>--------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Yaman, Devrim</td>
<td>108</td>
<td>Engaging Students in a Distracting World</td>
</tr>
<tr>
<td>Yasinski, Lee</td>
<td>266</td>
<td>A Competency-Based Technical Training Model That Embraces Learning Flexibility And Rewards Competency</td>
</tr>
<tr>
<td>Yuan, Dongqing (Holly)</td>
<td>190</td>
<td>A Hands-On Approach To Teaching Wireless Communication &amp; Security</td>
</tr>
<tr>
<td>Zamojski, Heather</td>
<td>162</td>
<td>Tele-Presence Technology: Proposed Tool for Multi-Campuses Effective Learning and Colleges Cost Saving</td>
</tr>
<tr>
<td>Zhang, Zhou</td>
<td>192</td>
<td>Dynamics Of Deterioration In Internal Control Reported Under SOX 404</td>
</tr>
<tr>
<td>Zheng, Steven Xiaofan</td>
<td>192</td>
<td>Dynamics Of Deterioration In Internal Control Reported Under SOX 404</td>
</tr>
</tbody>
</table>
Keynote:
Engaging Students In A Distracting World
Devrim Yaman, Western Michigan University, USA

ABSTRACT
In her presentation, Devrim will review two student engagement projects and provide ideas for student engagement. One of these projects is the Student Professional Readiness Series (SPuRS) and the other is the Signature program at Western Michigan University. The SPuRS program systematically aligns high impact practices with co-curricular engagement opportunities, which, when combined with exemplary academic programming, guides each student through professional development experiences and culminates in career readiness. The Signature program offers a student initiated trajectory to explore and develop one’s passions and interests through co-curricular experiences. Signature provides a faculty and staff informed framework for students to intentionally focus their engagement. Upon completion of their Signature Pathway, students receive recognition with a university-endorsed designation on their transcript and diploma.

AUTHOR BIOGRAPHY
Dr. Devrim Yaman is the Associate Dean for Undergraduate Programs at the Haworth College of Business and holds the Robert J. Bobb Professorship in Finance. As part of her current role, she oversees the engagement and student support services of her college that serves over 4,300 students. Dr. Yaman has been in academics for over 18 years and has served as department chair before her current role. She is a MAC Academic Leadership Fellow. Dr. Yaman is a CFA Charterholder and she has worked as a financial analyst before her academic career. She has been a consultant to academic institutions and is a frequently featured in the popular media.

Dr. Yaman holds a Ph.D. degree from the University of New Orleans and a Master’s Degree from Lancaster University in England. She has published more than 45 articles and proceedings on a variety of topics including student learning assessment, corporate finance, and international finance. Her research has been published in reputable journals and many of her articles received outstanding research awards. Her work has been featured in the CFO Magazine, CFA Digest, and FinanceProfessor.com. Yaman has presented her research at numerous national and international conferences, including Clute Conferences. She serves on the editorial board of several academic journals.
Forms Of Address Used For Foreign EFL Teachers In Japan
Laura Huston, Kwansei Gakuin University, Japan

ABSTRACT
The specific classroom practice addressed in this research is how EFL students in Japan address their foreign English instructors. The researcher administered a multiple-choice survey to resident foreigners teaching English in Japan, asking informants whether their students addressed them with or without a title, and whether by personal name, family name, or nickname. Results compare forms of address for teacher’s sex, age, level of educational attainment, teaching venue, years of employment, native language, and nationality. Special interest focuses on comparisons between the experiences of teachers from countries in the “inner circle” of the anglosphere versus those of teachers from the “expanding circle” (Kachru 1985). This paper is a first step towards investigating the cluster of common EFL practices in the Japanese EFL classroom, and is limited in that it depends upon self-reported data. Although necessarily exploratory in nature, it constitutes an important first step in unpacking how Japanese attitudes towards English are constructed, at least partly, through classroom practice.
Experience-Based Pedagogical Learning Among Business Administration Teaching Staff
Mette Sandoff, University of Gothenburg, Sweden
Britt-Marie Apelgren, University of Gothenburg, Sweden
Sylva Frisk, University of Gothenburg, Sweden
Kerstin Nilsson, University of Gothenburg, Sweden

ABSTRACT

Experience-based pedagogical learning is essential for the development of teaching skills, competence and pedagogy. It is argued that research could benefit from ‘stories told’ by teaching staff themselves, involving teaching situations, in order to identify experience-based learning. With that purpose a qualitative study was conducted among University teaching staff in Business Administration. The results show examples of experience-based learning in areas such as communication of intended learning outcomes, involvement of students, transformation toward student learning, introduction of new pedagogical approaches, preparation, and coping with disappointments. The results are discussed in terms of awareness gained from the students’ perspectives, risk-taking, taking advantage of team benefits, and communicating expectations and merits. The concluding discussion highlights the potential of pedagogy for development if teaching staff are encouraged to become aware of and reflect upon what is happening in the teaching situation. However, experience-based pedagogical learning also requires better recognition by higher education management.

Keywords: Experience-Based Pedagogical Learning, Teaching Situations, Pedagogical Skills and Competences, Higher Education, Qualitative Interviews and Analysis

INTRODUCTION AND PURPOSE

The focus in this study is teaching staff’s experiences of how different teaching situations contributed to developing their teaching skills, competence and pedagogy. ‘Stories told’ about teaching situations experienced may according to suggestions serve as a fruitful point of departure for exploring and understanding teaching staff’s pedagogical development (Brew et al., 2017). However, few studies exist so far on how pedagogical development processes come about in practice in higher education teaching situations. Thus a study taking teaching situations as its point of departure, as experienced and told by staff members themselves, will be able to contribute some practical examples. Research on experience-based learning in general has shown that, besides formal training, learning from everyday practice is influential. For example, Price et al. explored how professionals use existing skills and former experience in shaping their current work and developing their practice (Price et al., 2009). The relationship between staff members’ approaches to teaching, and to students’ learning, has been shown to be context-dependent (Ramsden, 2003; Ramsden et al., 2007; Trigwell and Prosser, 2014). Staff members focusing on student-centred learning and student responsibility have, for example, been found to adhere more holistically to intended learning outcomes in their teaching. To enhance pedagogical development, researchers have argued that pedagogical training needs to be experienced, tested and refined via practical use in order to result in developed teaching skills and increased competence among staff members (Kolb, 1984; Daniels, 2017; Kemmis, 2012).

Staff members develop their pedagogical skills, competence and wisdom via experience-based learning, when interacting with students, in discussions with colleagues and by their own reflection (Webster-Wright, 2009; Daniels, 2017). The development of practice occurs through ‘acting in praxis’ (Eraut, 2004; Ellström and Kock, 2011; Kemmis, 2012). However, to achieve such development, staff members need to become aware of different teaching situations, how these contribute to their learning and how development varies between situations.
Teaching staff are influenced by their prior formal training and teaching experiences, how they think of teaching, as well as instructional and contextual factors when developing their pedagogical competence (Oleson and Hora, 2014). However, developing pedagogical practice may be hindered if staff members lack the will to take risks. If risk-taking is perceived as too dangerous, staff members will probably not participate in pedagogical development, thereby hindering their own pedagogical competence development (Le Fevre, 2014). According to Vithal a continuous cycle of improvement is maintained when both reflection and action are included (Vithal, 2016). Thus, reflecting on and learning from one’s own teaching expertise is crucial.

Leibowitz called for a desirable shift in the meaning of ‘academic development’ and concluded that when narrowing down to the education part of academic development, it has become common to only refer to and mention student learning, not staff learning (Leibowitz, 2014). Malcolm and Zukas highlighted the messiness of academic work, in terms of encompassing research, teaching and service requiring different skills. They called for a deepened understanding of prevailing conditions, especially for staff members involved in teaching (Malcolm and Zukas, 2009).

The results from this study may hopefully contribute to this endeavour and benefit possibilities for competence development among teaching staff, improved pedagogical development as well as sustainable organizational learning environments. Accordingly, the purpose is to identify and describe teaching staff members’ experiences of teaching situations that contributed to developing their teaching skills, competences and pedagogy.

**METHOD**

A qualitative approach has been used, as the intention has been to gain understanding of teaching staff members’ experience-based pedagogical learning. Critical incident technique (CIT) (Flanagan, 1954; Butterfield et al., 2005) has been used as a guide when collecting data. This method gave the participants the opportunity to fully describe teaching situations they had experienced, thereby providing information about behaviours, reactions and learning in different situations (Schluter et al., 2008).

The participants in this study were asked to describe teaching situations they identified as critical in terms of having had a significant impact on their pedagogical learning and competence development.

CIT has been widely used in other empirical settings (Butterfield et al., 2005). However, higher education studies using CIT have preferably explored students’ experiences (Douglas et al., 2015; Chahal and Devi, 2013; Curtis et al., 2015; Knight and Trowler, 2000). We suggest that CIT is equally useful when studying teaching staff members’ experiences.

**Participants**

The empirical setting for this study involved teaching staff in Business Administration, employed at a large Swedish University. Twenty participants were voluntarily and randomly recruited from a complete list of the teaching staff employed full-time (i.e. senior lecturers), in total 64. All participants had a doctoral degree in Business Administration (15 persons) or in Philosophy (5 persons). The department was organized in several sub-groups representing different areas of specialization. In order to obtain variation in the experiences of learning through practice, both men (12 persons) and women (8 persons) from the different sub-groups were recruited. Their mean age was 43 and they had on average 11 years’ experience as teaching staff.

Neither the law (Act 1992:1434 (Amended SFS 2017:279)) nor the ordinance (Ordinance 1993:100 (Amended SFS 2017:844)) regulating higher education in Sweden, specifies pedagogical training requirements for teaching staff. However, over the last years, many of the Swedish higher education institutions have specified pedagogical training requirements in their own Employment Procedures. According to the Employment Procedure of the university studied, 15 credits of pedagogical training were required for staff involved in teaching. All except one person had the required credits in pedagogical training and they all described themselves as being experienced or well experienced as teachers.
Data Collection

Data was collected by interviewing the participants in their offices at convenient times of their own choice. The participants were contacted by telephone beforehand and asked if they wanted to participate. An e-mail with information about the purpose of the study, the method used, some examples of interview questions as well as a request to prepare themselves in terms of recalling critical situations, was sent to them. All participants were informed that they could withdraw at any time without giving any explanation and they gave their written consent to participate. Thus the study has been conducted in accordance with the ethical rules current in Swedish legislation (Act 2003:460 (Amended SFS 2008:192)).

After some introductory background questions, a typical starting question was: ‘Could you please tell me about a teaching situation where you felt successful or unsuccessful?’ A typical follow-up question was: ‘What do you consider you learned from that situation and how did that come about?’ Questions to achieve further clarification were asked with the aim of obtaining detailed descriptions of high quality and relevance. The interviews lasted approximately 30 to 60 minutes. They were recorded, transcribed verbatim and immediately anonymized after completion. A total of 53 critical situations were collected which is assumed to be a sufficient number (Flanagan, 1954; Schluter et al., 2008).

Analysis

The interviews were analyzed using qualitative and interpretative analysis (Patton, 2002). The analytical process took its point of departure in the purpose of the study (Butterfield et al., 2005). The first step included reading through all the transcriptions in order to become familiar with the entire material. Thereafter the interview texts were imported into the NVIVO 10.0 program (software for qualitative analysis QSR International Pty Ltd). To capture the meaning of the texts, meaningful segments or units in the text were identified and later sorted into appropriate groups.

The next step aimed at thematizing the descriptions in accordance with their content. Thematizing was intended to reveal teaching situations described as giving rise to experience-based learning as well as teaching staff’s learning outcomes in terms of teaching skills and competence development. Interpretative analysis (Butterfield et al., 2005; Patton, 2002) resulted in several themes. Direct and typical quotations from the interviews, marked with an identification code, are used to illustrate the results.

The analytical work was conducted as an iterative process between the researchers. The researchers’ experiences from conducting qualitative research including CIT-studies as well as their long experience as teachers in their respective disciplines have facilitated the analysis. The researchers’ diverse experience has favourably promoted the work of understanding and interpreting the participants’ descriptions. However, pre-understanding and being knowledgeable in the area of study can also jeopardize the researcher’s possibility to stay neutral. Awareness, conscious reflection and continuous discussions about ‘correct’ interpretations versus presumed ones (Patton, 2002) have helped out in the endeavour to allow the text itself to stand out during the analytical process.

RESULTS

The results section presents the collected data in a thematically organized way. Seven themes have been identified by interpretative analysis. The themes that have emerged and are presented here depict representative examples of experience-based pedagogical learning and teaching staff’s learning outcomes as found in the participants’ descriptions of teaching situations.

Clear Communication About Intended Learning Outcomes (ILOs)

Participants described situations when they had experienced highlighting the course’s ILOs as an effective pedagogical tool in helping the students’ learning process. A common way was to discuss the ILOs in the introduction to the course:

One of them came and said ‘I think it’s really good that you’re running through the learning goals with us’. I was very explicit when I explained the point of the learning goals. We compared the verbs used in the goals, like in the earlier part of the course the verb was to describe and in this part the verb is to compare. That’s
more advanced and means you must think about it, to first list the contents so as to be able to compare them. (5)

In addition to this, some participants described positive experiences gained from using the ILOs as a point of reflection and guidance for students throughout the course:

I got a good idea about how to use the learning goals, which was to bring them up again at the end of the course and relate them to the coming exam. I asked the students: ‘What questions should I ask so that you can show that you’ve achieved the learning goals?’ [...] First they seemed slightly confused. They had to reflect and discuss what might be relevant questions. I also asked them to consider the course literature. They sat and talked for a while, and maybe about 10 different questions came up. Afterwards I realized that I should have asked them to write them on the whiteboard as well so they would have been clearly visible to everybody, but unfortunately I didn’t. (16)

The situation described above also gave rise to an unexpected learning outcome for the staff member in this case. Having realized that it had been a missed opportunity not to take notes of the questions that students had produced the first time, the teaching staff developed the exercise further with the next group of students. This time, not only asking them to write down the questions, but also publishing them on the university’s learning management system allowed students to use them when preparing for their examination. The staff member also included one of the questions in the final examination.

Increased Student Involvement

Participants described the positive effects of involving the students in terms of asking them to prepare questions for discussion and then using these questions in dialogues with the students instead of traditional lecturing:

During the break, the students were given an assignment to consider and afterwards I collected their comments and wrote them down on the board. It’s something I’ve understood later, that it’s rather a good thing to do that, so that it’s not only me doing the talking but the students are also involved, and it’s one of those things I’ve kept in mind. (19)

You can toss the ball to the students and let them discuss some question or other for a while, the thing is you really don’t have to do it all yourself. That’s something I’ve learnt. (10)

When accounting for situations that opened up for student involvement, participants stressed that it required a certain amount of courage on their part:

I’ve learnt that it’s a good thing to involve the students, because then they feel that there are more fun things happening in the room compared with if it’s just me talking. When I was new as a teacher I wondered what would happen if I got questions I couldn’t answer, you know, you want to appear as an expert, don’t you, and taking the step to problem-based learning, now that felt a tiny bit insecure. (19)

Participants had developed various strategies to cope with such feelings of insecurity. They generally felt more comfortable with student involvement when, for example, teaching a subject closely related their own field of research or a subject of which they had personal experience. Participants also stressed that the courage to involve students had grown with their teaching experience.

Transformation Towards Student Learning

Many participants made the connection between the development of their own pedagogical competence and an increasingly student-centred approach. They acknowledged the value of interactive learning and gave many examples of situations when they had realized the importance of inviting the students to take part in discussions, listening to how they reasoned, problematized and reflected:

I’ve learnt a lot about this business of letting the students problematize things [...] instead of us as teachers communicating knowledge. I’ve modified that picture quite a lot over the years. (15)
Just listening to the students. It’s a matter of preparing oneself very well but at the same time trying to integrate the students’ questions. That is, they put questions to you for a reason, if one of them asks something you can be sure that others are wondering the same thing. I try to make use of those comments in my lecture notes for the coming year. (18)

Other examples of an increasingly student-centred learning approach had to do with situations when paying attention to students’ pre-understanding and knowledge was key to successful teaching. One staff member realized this hands on when teaching a course for students with a different academic background from her/his own:

I succeeded in explaining in their own subject-specific terms why this method was interesting. That’s when I saw it in their faces […] you have to try and find the students’ own pathway into the subject and that’s probably an insight that has grown more and more. (20)

A commonly described positive side effect of actively focusing on the students’ learning was enhanced confidence among the students in their own ability. The participants described situations when they were able to feed students with a belief that the students themselves were just as capable as the staff members of creating good teaching situations. A positive effect of this was that students were encouraged to give up-front and valuable feedback to staff members. One participant described a case in point:

I said: We’ll look at the articles one by one, and it’ll be like a kind of story about each article: why have they written this, what did they want to say, what are the important concepts and what could you say was the point of the whole thing at the end? And so I also drew on the board. Then one student said: ‘this is very good, this has helped me enormously. When you talk about these comparisons, you point at the board, then you say, yeah, if you look at this and compare it with the other’. But then the student said: ‘the only thing is that when I’m writing things down at the same time I can’t see what you’re pointing at […] It would’ve made such a difference if you said instead what you were pointing at’. What fantastically fine feedback and with very small, simple changes I can modify my method to make it more suitable, to help the students. (5)

An important prerequisite for student-centred learning was often described in terms of teaching staff accepting not being the only expert. It was somehow found relieving to be able to view the teaching situation as a team assignment in itself where different perspectives and knowledge contributed to deeper learning. Furthermore, students became aware of their own responsibility for their own learning.

Another positive side effect of student-centredness experienced by participants was that students were forced or encouraged to actively help each other in understanding and interpreting the content. This was described as beneficial to them both in terms of attaining deeper learning and passing their final examination:

They are forced to become acquainted with the theories. There’s a great advantage in giving them the introductory assignments to be solved in groups; they help each other to understand the theories while talking to each other about them. They create their learning during conversation […] I can’t supply them with the whole truth about our subject, that is, there are masses of aspects that I don’t know about, empirical aspects that the students can find out about in much greater detail than I can cover. (20)

Introducing Differentiation in the Pedagogical Approach

Some of the learning situations that came up in interviews were situations when participants had introduced students to new pedagogical activities or when they had taught in a way that was at odds with teaching norms. Challenging yourself and the students was described as a way to keep up an interest for learning. This incident shows that a minor change in pedagogy can make a huge impact:

I gave some lectures recently at the end of the autumn in which I didn’t use PowerPoint at all, more than that I had PowerPoint open to show certain things, but mostly I wrote on the board and discussed things instead […] their response to that was very positive, I’ve never experienced anything like it before, there were lots of students who came forward after the lessons and said that this was really good. (2)
When participants tried to introduce new pedagogical approaches, they also realized the importance of making the students understand what was expected of them. In the following example, the participant described the importance of contextualizing and preparing students for an assignment, which in this case was group work in small teams:

We talked about the advantage of learning to be better at working in a group since that’s most often the way they’ll be working when they enter business life and management […] on the first occasion they also have to write a group contract that states what each one is expected to accomplish […] how do we go about our work, how do we allocate the tasks, how can we be punctual and keep our deadlines? (15)

Preparation Promotes an Open Approach and Gives Confidence

Participants described the importance of preparation, especially for junior staff members, as well as of learning from the students. The questions raised exemplified which parts they found tricky and therefore in need of further clarification. Being well prepared in combination with a sensitive approach gave participants a certain degree of self-confidence as staff members.

One participant described the preparation part as a first and necessary step in a musical act, but the main part of the act as being impossible to prepare in advance; one had to rely on one’s tacit knowledge:

How I prepare? Hm, read as much as possible, the case and the slides and so on, but I improvise quite a lot. It’s like jazz, you have to be able to play the instrument and you have to be able to read the music and feel the beat, but how should you prepare a trumpet solo, it’s not possible to prepare […] but of course you have all that backing with all the material. (11)

Even though preparation was mostly described as necessary for doing a good job, participants, especially seniors, sometimes experienced it as an obstacle. They wished to be able to be more spontaneous:

There’s a risk that I’ll be a bit too prepared, that’s a problem if I’ve already given a lecture and am going to give the same lecture again. I find that horribly difficult, I’m tired of myself, say the same thing I’ve already said though for the audience it’s new of course. However, I find it very difficult to find the right mood while getting things ready, that is, I think I transmit a feeling that I’m not finding it any fun or interesting like I do when I’m more spontaneous. (13)

Implementing Pedagogical Changes Carefully to Get the Students on Board

There were stories about implementing new and different pedagogical approaches or tools as well as descriptions of how teaching staff made use of their own experiences of having been students themselves. As described above, the result was often fruitful, but there were also less positive experiences. Among those with more negative experience they described one student group as having a rather fixed expectation in general of what university studies should be like. Some had enthusiastically tried something they believed could be pedagogically beneficial but had instead met hesitance, resistance and anxiety among the students. Lessons learnt showed that when introducing new and different pedagogy, teaching staff had to pay attention to the students’ expectations and customs, introducing new approaches slowly and carefully:

I’ve tested courses in which I’ve let the students lecture, it didn’t go at all well, the students didn’t like it at all, they expect a teacher on the podium, and if you’re going to come up with new ideas then you have to do it rather carefully. If you’re going to change a custom or anything then there’s a threshold that you have to cross, their need to see and accept that this new scheme is a good thing […] one gets the feeling from the atmosphere in the classroom that this is not popular at all. (3)

Furthermore, participants described the importance of getting to know the students, their expectations and experience, not least when the student group was multicultural:

Students at the Master’s level come from all over – Spain, Portugal, or even China, where they have completely different experiences and where completely different aspects have been valued in their
educations, so I have talked to them a lot to try and understand their conceptions and expectations. It has been a real challenge for me. (13)

Coping with Students’ Disappointment and Frustration

Conflicts with students, or facing students’ disappointment or frustration, was a recurrent theme in participants’ stories. One described how he/she had to handle an entire group with disappointed students and how challenging it was. The students were upset with an examination and even though the situation was tough to tackle, it went well due to an open-minded approach, allowing both the students and the staff member to express themselves:

There were about 70 of them perhaps, I found it tough having to go in there but it turned out very well because I was very open about how we were now going to talk about what we had done and how the exam was […] that is, in some way a bit kind of therapeutic, so that they were able to express that they were angry or upset but at the same time so that it gave my arguments space too, not at all in any angry tone. (5)

The importance of communication with the students in order to prevent and solve conflicts was acknowledged by the participants. They gave several examples of shortcomings and the need to be precise and explicit about what was expected by different stakeholders. A first necessary step, often mentioned, was to make oneself see things from the students’ perspective – sometimes a challenging task.

An area commented on by many participants was students’ dissatisfaction with their grades. According to staff members, it was possible to diminish such disappointment by better communication, initiated beforehand by staff members, clarifying expectations:

I’ve pondered over what makes an essay good, what makes it a good piece of work and how should one communicate this to the students? Not just to say that we expect you to do a good piece of analysis. Well, what is a good analysis? Nowadays I go through things much more at the beginning of their courses, like: what makes a good report? How should you deal with references? And how should you think when answering an exam question? What is it that will give you top marks? In other words, I try to get them to understand […] to make it all transparent. (12)

Another lesson learnt was about forwarding issues to the correct person in charge of making decisions, instead of trying to tackle them oneself. This was found to be especially important when teaching staff already had a teaching relation with a student:

Well you know, once I had a student in my office who wanted higher grades […] and he refused to leave my room. In the end I was actually compelled to call a colleague who came into my office and helped me to make the student leave and then I sat for several hours afterwards trying to work out how to avoid similar situations. I’ve also talked to colleagues about how they handle things and I’ve really learnt quite a lot from that […] what I should have said was: ‘you can go to the examiner’, but then I didn’t know that I could have referred him to the examiner. If I’d known, it would have been a bit easier to solve. (9)

Having trustworthy colleagues close by was found to be important in such situations. Although described in the example above, as well as the importance of comfort from supportive colleagues, it was rarely the case that teaching staff received the support they needed. The most common explanation given was lack of time and that mutual support activities among teaching staff were not organized or prioritized by the management. Staff members probably had to tackle feelings of distrust on their own. The example that follows describes how staff members could get emotionally affected when facing their own shortcomings, especially senior teaching staff with many years of teaching experience:

I suppose it was confirmed for me that I was able to teach that stuff, although they found it rather difficult, that I was able to teach something abstract, I was able to make it concrete […] it has led to my sometimes challenging the students rather too much and then they get a bit grouchy and sullen and give me low marks in course evaluations […] it was then I discovered my weaker side, which is: oh dear, how deeply I got affected by that. This result was totally unexpected, and there was me believing I was so good at that stuff. (16)
Participants also discovered the importance of not only giving critical feedback to students. In an academic setting it was easy to focus on areas of improvement. Even though it was done with the purpose of being constructive, the pedagogical result could be the opposite. As shown below, the participant had learnt from a situation when well deserved, balanced feedback was not given to a student:

There was the occasion when one student reacted very strongly at an essay seminar. There were two of us teachers and one student, it was a good essay. We were very critical at the seminar when we asked questions, my colleague and I, and then when we had finished the student spoke up: ‘couldn't you have said something positive, it was all just criticism, that essay got a pass but you couldn't find anything positive to say’. I reacted very deeply to that. Now I think about giving both positive and negative critical feedback. (8)

**DISCUSSION AND CONCLUSIONS**

**Meta-Reflection on the Interviews**

During the interviews it became clear that the majority of the participants had not previously reflected to any significant extent upon teaching situations they had experienced and what they had learnt from them. However, it also became clear that they had several valuable experiences, had learnt from them as well and had changed their pedagogy. Furthermore, it was clear that the participants appreciated reflecting upon such issues. This supports Boud’s and Middleton’s results (2003) claiming the importance of reflection on everyday practice for workplace learning. Thus, the first conclusion is that there is a need and desire among teaching staff to be encouraged to take time and effort to reflect upon their own experience-based learning in order to contribute to pedagogical development, valuable for themselves as well as others. This conclusion is congruent with others (Kolb, 1984; Daniels, 2017; Kemmis, 2012) showing that when teaching staff experience, test and refine their own practice, they promote pedagogical development and achieve increased competence. If they do not do this, valuable insights achieved from the pedagogical practice itself probably get lost, which in turn can harm the important development of academic communities as stressed by Leibowitz (2014). As noted by several researchers (Eraut, 2004; Ellström and Kock, 2011; Kemmis, 2012), pedagogical development is preferably grounded in the practice itself i.e. teachers’ own experiences effectively contribute to deeper learning about and insights into the practice itself. Our study shows that teaching staff had experience-based learning ready to be transformed into knowledgeable teaching and learning outcomes which could contribute to a deepened understanding of working conditions for teaching staff, as called for by Malcolm and Zukas (2009).

In addition, the study describes practical teaching situations, showing when and how teaching staff learn from pedagogical experiences, as well as defining staff members’ learning outcomes from those situations. Those contributions nourish scepticism (Fenwick 2009, Daniels 2017, Wood and Su 2017, Yürekli Kaynardag 2017) towards advocates claiming that standards for excellent teaching are definable in advance. Learning about what works or not is related to the situation and context at stake, teaching staff’s prior experience as well as their reflections (Oleson and Hora 2014). Thus, narratives of teaching situations such as ‘the stories told’ (Brew et al, 2017) presented here, contribute valuable examples to learn from not just at an individual level but also at a collegial level. When experiences are brought up to a more conscious level, and reflected upon, they may also contribute to pedagogical development at large, which, however, requires a dedicated management (Knight et al. 2006). However, one essential question concerns how and in what respect leaders could support experience-based learning and promote pedagogical development among teaching-staff. The rest of the discussion will focus some overarching themes of teaching staff members’ learning outcomes found in this study.

**Awareness of the Students’ Perspectives as a Way to Pedagogical Development**

Descriptions revolved around teaching staff’s learning outcomes for their own pedagogical development through awareness of the students’ perspectives. Firstly, teaching staff had learnt a lot by paying attention to questions the students asked as well as the students’ reactions to different approaches. Secondly, teaching staff described student involvement as a valuable way towards pedagogical improvement. Participants’ positive experiences of paying attention to the students and involving them are results supported by earlier studies (Marton and Säljö, 1997; Sierra, 2010). The participants described how the students, realized that no one can shoulder someone else’s learning process and that this was an important step when striving to develop pedagogy and well in line with pedagogical researchers’ discussions (Ramsden, 2003; Ramsden et al., 2007). Another positive effect of student involvement experienced by
teaching staff was that it motivated students to help each other more actively. Besides the benefits of having a student explaining something from a student point of view, it also decreased the pressure on staff members who no longer were alone in needing to provide help or explanations. These results contribute to the discussion about the risks of involving the students, fearing their involvement could diminish the role of teaching staff (Biesta, 2005). This study’s results show that teaching staff experienced student involvement as liberating since staff were no longer seen as the only experts. They also described the benefit it had had on the students’ performance in terms of taking responsibility for their own learning. Furthermore, it was clear that teaching staff had developed their view of the teaching assignment as such, seeing it as a cooperative activity with themselves primarily shouldering the role of academic leaders (Ramsden, 2003; Ramsden et al., 2007; Trigwell and Prosser, 2014).

Another aspect related to active awareness of the students’ perspectives revolved around paying attention to the students’ fields of interest. Some participants described how they had experienced how they could easily improve their pedagogy by simply presenting abstract, theoretical or challenging parts of the course content through illustrative examples of relevance to the students. When students had something to relate to that was relevant to them it was easier for them to grasp the more challenging parts of the content. This result could be seen as an aspect of constructive alignment often referred to in relation to students’ learning (Biggs, 1996). By taking the perspective of the students, teaching staff found they could close learning gaps and attain alignment. The results were equally relevant to the discussion on teaching staff’s professional development. Staff members also achieved learning outcomes in terms of professional development and increased pedagogical competence.

Pedagogical Development by Risk-Taking and Acknowledging Team Benefits

Another of teaching staff’s learning outcomes revolved around pedagogical development such as risk-taking: being forced to step outside their comfort zone. In line with Le Fevre (2014), the participants described pedagogical development and risk-taking as going hand in hand. Trying a new pedagogical approach could end up with disappointed students or damaged self-confidence. However, in time staff members found ways to mentally prepare themselves beforehand. They also developed a sense for which settings were appropriate for testing something new, in line with Kolb’s (1984) learning cycle. However, the interviews do not show that participants paid much attention to the importance of discussion with colleagues or exchanging experiences with one another. The results indicate that peer support is rare in the context of the Business Administration teaching staff.

Furthermore, they had learnt that it was more favourable to introduce something new when teaching in areas they were familiar with and knowledgeable in. Thus experience was seen as a condition for taking risks but it was also talked about in terms of being a burden. For an experienced teacher, it was sometimes hard to encourage oneself to take new initiatives. To diminish the risk of stagnation, team assignments could be valuable: a group of colleagues, involving juniors as well as seniors with different perspectives and experiences, could act as a support and buffer as well as a guard and advocate against pedagogical stagnation. Providing a supporting environment as suggested by Fevre (2014) could empower teaching staff to take risks in favour of new pedagogical initiatives, thereby shaping a continuous cycle of improvement as suggested by Vithal (2016). However, to achieve a collaborative environment, also engaged and supporting academic leadership is needed as highlighted by Vithal (2016:13): “…taking responsibility for change and innovation are especially important in respect of the T&L academic leadership who must actively support and value the initiative or policy that embeds SoTL.”

Pedagogical Development by Communicating Expectations and Merits

The results clearly show that the participants had learnt that communication was an important ingredient of their pedagogical competence. Being straightforward regarding expectations and responsibilities for stakeholders involved in the pedagogical setting was often described as a necessity for achieving a good learning environment. Even though teaching staff found such aspects clear and precise as well as their being explicitly documented in e.g. course syllabuses, students were not always aware of them i.e. the communication had somehow failed. Teaching staff had learnt by experience that they had to improve their communicative ability from the very first meeting with the students and thereafter continuously throughout the course, to clarify the prerequisites for enhancing learning. Bovill et al. support these findings (Bovill et al., 2016). They described the process in terms of achieving transparency in the staff-student relationship. This was found important in order to overcome challenges of discrepancy, and essential for achieving pedagogical improvement.
Another learning outcome related to communication was that teaching staff had learnt to express themselves in a more balanced way in their criticism of students, pointing out both strong and weak points in their performance. They had learnt that it is easy for an academic to fall into the trap of stressing weak points at the expense of strong ones. Being critical is part of academic culture but bringing forward merits also promotes learning and a good pedagogical situation. Ramsden (2003) and Ramsden et al. (2007) highlighted the interaction between teaching staff and students leading to pedagogical development, especially the importance of giving students feed-back that is relevant in terms of both content and timing. This is in line with the results in this study and has also been stressed by others (Knight and Trowler, 2000; Gibbs, 2013).

Concluding Remark

This study contributes several examples showing how pedagogy has the potential to develop if teaching staff are encouraged to become aware of and reflect upon what is happening in the teaching situation. However, experience-based pedagogical learning requires better recognition by higher education management in terms of leading the organization and giving it time. How to make that happen is an important area for further exploration.

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Occupational Engagement, Goal Pursuit, And Academic Entitlement In Nontraditional Undergraduates
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ABSTRACT
Nontraditional students make up a significant (approximately 75%) proportion of the undergraduate student population, with that proportion expected to increase (Choy, 2002; Wyatt, 2011). Nontraditional students face challenges to completing their education that do not exist for traditional college students, such as attending school part-time, caring for dependents, and working at least 30 hours per week while enrolled in classes. Most studies do not differentiate between nontraditional students with one of these variables vs. nontraditional students who simultaneously juggle several of these variables. Ethnically diverse undergraduate participants (n=238) self-reported number of nontraditional factors, occupational engagement, flexibility, tenacity, and academic entitlement. Participants were categorized as traditional, minimally nontraditional, moderately nontraditional, and highly nontraditional. There were no differences between groups in regards to occupational engagement, tenacity, or flexibility. However, there was an interaction between nontraditional categories and gender in flexibility; a regression analysis found that, for women, increased nontraditional factors positively predicted increased self-reported flexibility in goals. For men, the opposite was found; men reported higher levels of flexibility when they were traditional, but the number of nontraditional variables negatively predicted self-reported goal flexibility. Academic entitlement levels were relatively low across all groups, but moderately and highly nontraditional students were less academically entitled when compared with minimally nontraditional and traditional students. Men also showed higher levels of academic entitlement than women. This study significantly adds to the literature on nontraditional students, and will help in allowing us to understand how best to meet the needs of nontraditional male and female students, and improve academic success.
Biwaase'aa In-School And After-School Program: Creating Indigenous Space In Schools
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ABSTRACT

Indigenous peoples have made significant advances in asserting their rights and revitalizing traditional languages and cultures. At the same time, the legacy of colonialism continues to negatively impact their lives. While long-term strategies look promising, more needs to be done to address the immediate needs of a growing community. In education, promising long-term strategies, such as increasing the number of qualified Indigenous teachers, need to be accompanied by programs that address the challenges facing Indigenous students today. One such program is the Biwaase'aa in Thunder Bay, Ontario, which employs Indigenous Youth Outreach Workers (YOW) to provide support in-school and after-school programs to Indigenous students in elementary and, more recently, secondary schools. This study examines the impact of Biwaase'aa by assessing its impact on: (1) Spiritual Well-Being through Cultural Activities; (2) Emotional Well-Being; (3) Mental Well-Being; and (4) Physical Well-Being. Implications for Indigenous education more generally are considered.

CONTEXT: THE LEGACY OF COLONIALISM

While celebrating Indigenous educational initiatives is important, so is recognizing and responding to the magnitude of the challenges to Indigenous education and employment caused by colonialism (Chiefs of Ontario, 2005). As TribalCrit recognizes, colonization is endemic to North American society and government policies rooted in “imperialism, White supremacy, and a desire for material gain” (Brayboy, 2005, p. 429) have systematically attacked Indigenous languages and knowledge, while displacing Indigenous peoples from their land and cultures. The education system has undercut Indigenous languages and knowledge, while displacing Indigenous peoples from their land and cultures. Culturally responsive schooling (CRS) offers “a firm grounding in the heritage language and culture Indigenous to a particular tribe is a fundamental prerequisite for the development of culturally healthy students and communities” (Alaska Native Knowledge Network, 1998), as well as a bridge between home and school (Pewewardy & Hammer, 2003) and a demonstrated in means of improving learning of both Indigenous and Western knowledges (Brayboy & Castagno, 2009). Decolonized Indigenous teachers who understand the intricacies of balancing Euro-Canadian curriculum with Indigenous language and culture have a critical role to as cultural brokers (Archibald, Pidgeon, Janvier, Commodore & McCormick, 2002; Hodson, 2009). These are the building blocks for future success, yet there is also a need for immediate help for Indigenous students currently in schools.

Our research in Thunder Bay suggests that inner-city schools with significant Indigenous populations significantly underperformed on standardized testing. As Indigenous people make up 10% of Thunder Bay’s population, this is a concern for everyone. Failure to complete high school means fewer employment opportunities, poorer health, housing challenges and increased crime. There is a compelling need to act now to assist Indigenous students currently in schools. As the entire system of education has failed to respond to the learning needs of Indigenous students, immediate interventions such as those employed in the Biwaase'aa In-School and After-School Program are critical to helping today’s students.

THEORETICAL FRAMEWORK: TRADITIONAL AND CONTEMPORARY KNOWLEDGE

The Ontario First Nation, Métis and Inuit Education Policy Framework (OME, 2007) declares that Indigenous students “will have the traditional and contemporary knowledge, skills, and attitudes required to be socially contributive, politically active, and economically prosperous citizens of the world” (p. 7). This study is guided by an appreciation of the importance of living and working both traditional and contemporary worlds.
generation, Indigenous researchers have found that Indigenous school success depends on two factors: (1) daily access to traditional knowledge by being immersed in a cultural continuum, and (2) access to teachers educated to impart contemporary knowledge through culturally responsive and relational pedagogy that supports the learning needs of the children in their classrooms. The accurate representation of “cultures, histories and perspectives” by teachers is considered crucial to the positive well-being and self-image of Indigenous students and fundamentally connected to school success as Framework recognizes. Such understanding, however, is largely ignored in practice by education systems that minimize access to traditional knowledge by the cultural continuum and to contemporary knowledge by continuing to educate teachers within a one size fits all pedagogy that has proven to be detrimental to Indigenous school success. As the greatest predictor of Indigenous school success is access to traditional knowledge, accurate representation of cultures, histories and perspectives by teachers is crucial to the positive well-being of Indigenous students and their school success. As it will be a long time before Indigenous students, particularly in urban schools, can access to traditional knowledge through Indigenous classroom teachers, this study considers the Biwaase’aa project as an intervention designed to address this urgent need for traditional knowledge through the employment of Indigenous youth outreach workers in in school and after school.

Biwaase’aa Project and Indigenous Well-Being

Established in 2004, Biwaase’aa began as an initiative of the Thunder Bay Urban Aboriginal Strategy and is now, administered by Shkoday Abinojiiwak Obimiwedoon. Since its inception, Biwaase’aa has offered three core program components—in-school, after-school program and food security—to students in elementary schools in Thunder Bay through the efforts of a dedicated YOW. Biwaase’aa’s activity elements represent four major focis: (1) Spiritual Well-Being through Cultural Activities, (2) Emotional Well-Being through Structured Activities, (3) Physical Well-Being through Food Security Activities, and (4) Mental Well-Being through Academic Activities. These activity elements align with the Four Aspects of Self-Medicine Wheel Teaching (Calliou, 1995) and Anishinabe pedagogical belief that learners are most engaged and successful when education these four realities. In 2012-13 Biwaase’aa was offered to 370 Indigenous and non-Indigenous registered students at seven elementary schools in the Lakehead Public School Board and the Thunder Bay Catholic District School Board. Biwaase’aa has access to a range of school resources including a dedicated space, access to a kitchen, gymnasium, sports equipment, and computer labs. Activities are non-linear and YOWs are responsive to the needs of Indigenous students. YOWs assume many roles in the lives of students: cultural mentors, advocates, caregivers, tutors, and ‘aunties’ or ‘uncles.’ By grounding Indigenous students in their culture through traditional knowledge, Biwaase’aa contributes to student receptivity to contemporary knowledge. The interactions among students, YOWs and teachers, when working well, function much like the culturally responsive pedagogy of relations outlined by Bishop, O’Sullivan and Berryman (2010).

METHODS OF INQUIRY

This study assesses the impact of Biwaase’aa through data collected in both 2014 (Kitchen, Hodson & Hodson, 2014) and 2017 (Kitchen, Hodson, Hedican, Hodson & Herrara, 2017) during program reviews funded by government agencies. The collection of data at both these points both confirms the validity of both sets of findings and allows us to assess the impact of reforms and expansion resulting from the initial report. This multiphase developmental evaluation (Patton, 2010) includes a mixed method design of qualitative and quantitative elements (Creswell, 1998).

Qualitative was compiled in 2014 and 2017 from students, their parent/caregivers and Biwaase’aa YOWs to assess the impact of the program elements on the well-being of participating students. The qualitative data follows the 17 student participant cohort in 2014 and the 40 student participant cohort in 2017 through audio records utilizing the Wildfire Research Method (Kompf & Hodson, 2000) to reveal the lived experience of students attending participating elementary, middle and high schools. Their parent/caregivers and the six Biwaase’aa Youth Outreach Workers participated in Circles during the study. In interpreting the qualitative data, Indigenous researchers used the Wildfire Research Method to formulate a culturally responsive relational design that includes Biwaase’aa students and two “talking circle” of people who surround and support those students. Talking circles are semi-structured discussions that invite each circle of participants to share experiences and observations about the focus of the research study. Members of each circle of participants collaborated during Wildfire Sessions to develop individual and collective responses prompted by the questions that complement the Biwaase’aa pedagogical model and the associated Medicine Wheel Teachings. Sessions were digitally recorded and transcribed, then shared with individual participants, who then verified their responses. Final transcripts then underwent a rigorous analysis shaped by Patton’s (1990) three-stage approach that includes content analysis, interpretive analysis and critical analysis. The analysis identified
patterns within the individual Circles, and those that were held in common with other Circles, with resulting patterns then coded and categorized into key idea units then collapsed into categorical clusters and themes that reflect the collective experiences.

Data were triangulated through a comprehensive statistical analysis of the impact of the Biwaase’aa academic activities—incorporating literacy enhancement, numeracy enhancement, and homework support—on the mental well-being of participating students. This data was compared to similar data from the year preceding their registration in Biwaase’aa; in essence, participating students acted as their own control group. These quantitative data sources collected from the school districts’ academic records include 1) standardized test scores (aggregate); 2) student attendance; 3) student retention; 4) student early leaver data; and 5) student subject achievement data collected by the school. While this data was informative it is informative about the local population, such modest data sets do not lend themselves to generalizable statistical analytics. In an effort to enhance the privacy of the circle of students, principals stripped the data of personal identifiers before sharing it with the to the research team. The expansion of the Biwaase’aa program into senior elementary (grades 7 & 8) and high school (grades 9 to 12) has resulted in an emergent group of Indigenous students that have been part of Biwaase’aa for the majority of their school years. As a result, the academic indicator data can now be expanded to include students that have been continuously enrolled in Biwaase’aa for as many as five consecutive years. The analysis of the corresponding micro-data can now reveal stronger and more reliable evidentiary trends that provide a strong rational for continued investment in the innovation.

The Biwaase’aa Project and Indigenous Well-Being

The Biwaase’aa Project draws on traditional knowledge to attend to the well-being of Indigenous students. In this section, the four components of well-being are used to frame this assessment of the programs impact. Each component is situated in relation to traditional knowledge, evidence from the 2014 and 2017 studies is used to illustrate, then implications are considered. As Biwaase’aa has been operating over a decade, the perspectives of high school participants proved particularly insightful. Experienced YOWs also draw attention to changes in response to the recommendations made in 2014.

Spiritual Well-Being through Cultural Activities

The central focus of the Biwaase’aa is helping Indigenous students heal their spirits and counteract the effects of colonialism. This involves reconnecting with their identities and cultures through traditional knowledge. This indiagotic approach to spiritual well-being through cultural activities was articulated by one YOW:

I’ve always believed that we were left with some things as nation, as a people. One of those… left by our ancestors [and] passed on [from] generation to generation is our sacred tools: our sacred medicines, our sacred way of life. That’s why I’ve always pushed…the pipe, the drum, the dance, the Medicines, and our ceremonies… [W]e were given those gifts…to use in a good way. Our Elders told us to use these things in a very sacred way, in a good way… We were given something very special and when we use it, and when we show it, “Western society” sees the beauty of our way of life: the beautiful colors, the beautiful prayers. And I believe that’s what’s going to get us into these classrooms… I remember at some point we were going to change our names to giminching [teacher], as that’s what we are supposed to be.

Students and parents identified cultural activities as central to their experience of Biwaase’aa . One student said, “I feel like [Indigenous students] should [be] involved… because they need a place to be comfortable and they can’t be comfortable in a classroom.” “They don’t know how to drum but they have to learn somewhere,” said one parent in praise of cultural activities, “I’m so happy that they were accepted at the drum.” A range of structured and unstructured cultural activities both drew students to the program and supported them in the mainstream school culture.

The Pow Wow and Feast Traditions

An important cultural practice in Biwaase’aa for Indigenous students of all ages the pow wow. These traditional festivals of dance and song, in the presence of the Grandmother and/or Grandfather Drum, are regularly held at schools thanks Biwaase’aa and YOWs serving as masters of ceremony. Experienced community performers demonstrate dancing styles and singing traditions, as YOWs explain them to students. These occasions are an opportunity for a school to open their doors to share Indigenous traditions with the wider community and share Indigenous traditions.
This affords Indigenous students and community dancers/singers opportunities to demonstrate their proficiency and, sometimes, display newly-created regalia. All pow wows end student, educators and caregivers joyfully dancing unifying circle. While pow wows do not occur often, drumming, singing, constructing hand-drums, and beading regalia are typical daily activities that reinforce the centrality of culture in their identity as Indigenous people.

The pow wow and other ceremonies resonated with Indigenous students. One high school participant said, “I love the singing and the drumming…the power behind the songs… Each song has a deeper meaning than what is actually said within it… [L]earning the old ways is the part I really like!” Parents also valued this experience: “My two boys didn't know how to drum but they have to learn somewhere. I'm so happy that they were accepted at the drum.” A YOW recalled: At the beginning of the year we were drumming… A couple of boys… poked their heads in the room. I called them to come and sit at the drum. And after we sing the song I said how come you guys came here? … They heard the drum and that's what brought them.” Once a year, Biwaase’aa YOWs and students organize feasts for parents/caregivers and teachers. This serves both as a cultural activity and the culmination of the food security activities. Food prepared by volunteers and served by students is accompanied by a level of ceremony. For Indigenous people, communal feasts are great social leveller at which all are equal and welcome. For educators, a Biwaase’aa feast is an opportunity to sit alongside parents/caregivers as equals.

Traditional Knowledge and Cultural Presentations

The Biwaase’aa’s pedagogic model aligns with the Medicine Wheel Teaching that human beings possess spiritual, emotional, mental and physical dimensions that need to be balanced. The Seven Grandfather Teachings are used to illustrate how balance among these dimensions may be found by Indigenous students. As one YOW said, “It’s our piece of education to [help Indigenous students] to know who we are, where we come from, what we do. That gives [each] self-identity as a person and we share that with the schools.” It is an approach that is respectful of traditional knowledge and the wisdom of Elders. YOWs also serve as sources for traditional knowledge within schools. Some are welcomed into classrooms, while other teachers struggle to see the relevance of traditional knowledge in Indigenous students’ school success. As YOWs are not employees of the school district, they can resist pressure to align their efforts with the academic focus of teachers. One YOW stated, “our piece of education is to help Indigenous students to know who we are [and] where we come from,” She and others take advantage of teachable moments to reinforce traditional knowledge.

The after-school program is explicitly cultural and based on Biwaase’aa guidelines. Attendance in the after-school program is contingent on attending classes. Often, according to students and parents/caregivers, culturally activities had a positive impact on the attendance. A student recalled, “I went once every two weeks but now I’m starting to go basically every day because I learned…so much, it was so fun. I thought wow I have to start coming here now.” Students indicated a preference for Indigenous pedagogy which encourages exploring their own interests and adapts to their responses and needs. A parent reflected, “We’ve been living here in the city for the last 18 years and [our children] grew up here in an urban setting. We don’t go back home too often so [Biwaase’aa] is pretty much their cultural teachings.”

A detailed analysis of the Circles suggests that the cultural activities enhance students’ spiritual well-being, which emanates outward to emotional, physical and mental well-being. Student narratives also suggest that sharing new linguistic or traditional knowledge with siblings, cousins, parents and grandparents strengthens familial ties and enhances cultural pride within families disconnected from their traditions due to the intergenerational effects of the residential school era. It is important to recognize that engaging in cultural activities is done alongside learning and modeling about appropriate behaviour, identity, coping with racism, and addressing sexual harassment. Overall Biwaas’s offers an Indigenous counterpoint to schools by inserting Indigenous culture activities into the education experience.

Emotional Well-Being through Structured Activities

The research revealed subtle yet profound evidence connecting involvement in Biwaase’aa with increased emotional well-being for Indigenous students. Educators, observing Indigenous students who rarely speak in class, often interpret this as problematic, even pathological. Yet more often it is a cultural difference; one student said, “Yeah, like when I'm in my class I don't really speak. I just do my own thing. I like the Biwaase’aa program because I can do my work and speak at the same time and [ask] questions to people in the room but I'm comfortable doing that. But if I'm in the
classroom I'm not really comfortable doing that.” This student demonstrates a strong sense of self-direction, combined with appreciation for cultural supports. Trauma is, unfortunately, something that YOWs deal with on a daily basis. Educational trauma is inherent in many Indigenous students (Battiste, 2013), but is not something that mainstream educators are aware of or have the tools to confront.

Structured YOW support in class helped maintain emotional well-being at moments of cultural dislocation. In class, YOWs reported on their ability to adapt to multiple types of pedagogy in order to provide support in the moment. One YOW offered, “It’s beneficial to the teacher because they applaud us for our help.” YOW reported being called on to fill various roles within the school and most were happy to help. YOWs reported comfortable relationships within their school culture and felt valued for what they bring to school communities. A senior elementary participant reported, “Knowing that there's a place [to] go to...there’s the [YOW] in the Biwaase’aa program… that’s what gets me to get to school.” He went on to say “They have this way to tell us how it's going to be when we do go to class.” YOWs consistently acted as mentors (or aunties and uncles), in a manner that supported students as they transitioned from elementary school to new challenges in high school. This reinforcement of identity and emotional well-being no doubt contributed to determination and focus for many.

Particularly important were the structured after-school Biwaase’aa activities led by culturally sensitive and non-judgmental YOWs. At the most basic level, a student recalled, “we had homework help and we played...on computers...It a social thing, I guess, [and] helped develop [me] more.” This culturally-informed homework support time, preceded by an afternoon snack, was appreciated by many students: “I think the after-school program...is really good [because] it makes it easier to learn. In math they say it in an easier way or funnier way. Like they say the other stuff, so then you can still get the right answer. They say the other ways so you can do it. And I think its better.” A YOW might work individually with an older student completing major assignments, while others may be engage in traditional crafts, stories, or teachings. In some instances, these activities and assignments intersect. One student recalled conducting an interview of the YOW for a class assignment “So I asked him what’s the meaning of the Seven Grandfather Teachings and he said, ‘they are about teaching right from wrong and you should follow them like any other rules. And that’s what I did.’”

While structured activities beyond homework support took many forms, sharing circles were singled out for the guided opportunities they afforded students to speak about their world. One student remembered: “Every week we have a sharing circle and… each one of us has to say what our favorite part of the weekend was or [YOWs] ask a question. And we usually bond there and then after the sharing circle we usually talk about the teachings.” Another recalled enthusiastically that the YOW “teaches us every Tuesday and Thursday. There’s a sharing circle and we always learn our history or [hear] stories about our history.” During Biwaase’aa structured activities more emphasis was placed on self-management and mutual co-operation than on silence or discipline. Students who act out are gently admonished and reminded of a relevant Grandfather Teaching. Students spoke of a sense of community co-created with YOWs and of older students modeling behavior to younger peers.

Field trips were popular and enriching activities among students with limited family resources. Activities such as bowling, ice skating, paintball, movie-going, and inner-tubing down a local river were well attended and often over-subscribed. According to students and their caregivers, field trips were both entertaining and provided opportunities to socialize with other Biwaase’aa students outside school. One student, who recalled making “a lot of friends during field trips,” suggested “if you want people, Indigenous students to go to school they have to be comfortable and they should have more events where students can become friends.” Sometimes these trips were cultural, such as a visit Old Fort William to attend cultural activities. One parent acknowledged that otherwise “many kids don’t get that opportunity.” For parents and caregivers who struggle to see the relevance of school, or are marked through their own negative school experience, the Biwaase’aa experience offers an alternative narrative of school.

**Physical Well-Being through Food Security Activities**

The availability of food to students enrolled in Biwaase’aa is fundamental to both their physical well-being and sense of traditional culture. According to YOWs, many Indigenous students at all levels arrive at school hungry due to economic marginalization. While schools provide some food programming, Biwaase’aa makes substantive contribution through the food provided during the after-school program. Equally important is the education provided about nutrition and cultural protocols regarding food. The demise of healthy *country/wild food*—wild meats, fish and berries—has had a detrimental impact on Indigenous health. Economic and cultural marginalization has exacerbated
this and has led to diets high in carbohydrates and fatty foods. This has contributed to increases in childhood obesity and unprecedented levels of diabetes in the Indigenous population (see Earle, 2011). The Biwaase’aa program directly offsets this reality with children and their parents/caregivers through multiple initiatives. This includes recognizing healthy food as an important part of traditional culture and observing protocols when preparing, serving and consuming. Biwaase’aa students play roles in preparing, serving of food and clean up. High school students cook for their feasts and cultural lunches are regular events in the school. Senior elementary students in Little Eagles take cooking lessons and create cookbooks. Younger elementary students serve their peers and clean up. All food meets the nutritional requirements of the Canada Food Guide. These protocols, or ceremonies, are especially important in the feasts, held during the year and open to Biwaase’aa families. The experience of consuming healthy foods may provide healthy alternatives to those families.

Food security is combined with regular opportunities for children to play, run, and jump in the gym or schoolyard. Play is generally unscripted, with children choosing activities such as hockey, and Indigenous games, and improving new games. Through these interactions, YOWs encourage creativity, co-operation and physical well-being. Students and parents indicated considerable appreciation for physical activities in their circles. Physical activities are not restricted to organized sports like hockey alone. YOWs typically consult students to select activities through consensus. YOWs have access to the sports equipment. This is unstructured time where students are given space to create their own sport activities and games. Physical activities also include traditional art and craft projects such as the creation of a dreamcatcher.

There is little doubt that food security and physical activities provide a solid base for individual well-being and a strong basis for a sense of Indigenous community.

**Mental Well-Being through Academic Activities**

While spiritual, emotional and physical well-being are important in their own right, the school system is ultimately focussed on academic achievement as a reflection of mental well-being. The academic activities of Biwaase’aa largely focussed on supporting students in understanding tasks in class and completing homework. This included guidance from a cultural perspective, much as might be offered to special education or English as a Second Language students. Quantitative evidence collected from OSRs suggests that these academic activities, combined with cultural, structured and food security activities, support the acquisition of contemporary knowledge and the skills needed to succeed in Western society.

The quantitative portion of this study examines academic indicators as determined by a comprehensive review of Ontario Student Records (OSRs), specifically math, literacy, attendance, lateness and behavioural referrals. Descriptive statistics were collected for Indigenous students enrolled in Biwaase’aa for a year or more. The research team found that in the control year the participant’s average math score was 67.77% but rose to 71.50% in the fifth year. Literacy grades showed only modest growth from 70.56% to 71% five years later. Absences rates reduced from 28.39 days in to 5.50 over five years. Lateness over the same period declined from 28.27 instances to 11.0. Numeracy and literacy scores are expressed as percentages, while attendance and instances of lateness are expressed in terms of the total of whole days. Behavioural referral data was also collected during the review of OSRs, but ultimately the data was limited and therefore, not statistically meaningful. Descriptive statistics were run for all data collected (literacy, math, absences, instances of lateness and behavioural referrals). Paired sample t-tests were also run for all academic indicators collected. While the academic gains as measured in grades was modest, the significant reduction in truancy suggests that students will be better off in high school relative to past Indigenous students. More significant are positive comments by YOWs and students on attitudes towards learning.

The research team found that in the control year the participant’s average math score of 67.77 (SD=12.91) in year one rose to 71.50 (SD=9.91 in year five. Literacy grades showed less movement, rising from 69.05 to 71%. In respect to students’ absences from school, the average slipped from 28.39 days in year one to 3.67 in year four. Instances of absence also dropped significantly, from 28.27 in the first year to 7.3 in year four. Inferential data involving paired sample t-tests found no statistically significant differences between grade averages from year to year in math, literacy, absences, or instances of lateness.

Many Indigenous students in Thunder Bay schools must contend with serious issues in their young lives - suicide or murder of family members, violence, hunger, unstable home lives - are common and for many Biwaase’aa is the only
positive constant within that chaos. This is why Biwaase’aa are so fundamentally important to both academic achievement and to the lives of Indigenous students.

The quantitative portion of this study examined participant Students Academic Indicators as determined by a comprehensive review of Ontario Student Records (OSRs), specifically student’s math, literacy, attendance, lateness and behavioural referrals. Records were obtained anonymously from participant school principals. Indicators were collected for participant Students who were enrolled in the program for two or three years as well as one year prior to enrollment in the program which was used as a control year for comparative purposes. Math and literacy scores were expressed in percentages and attendance and instances of lateness were expressed in terms of days (whole or half). Review of the OSR for each Student revealed too little data related to behavioural referrals to be statistically meaningful and was therefore excluded. Descriptive statistics were run for all data collected (math, literacy, absence and instances of lateness). Paired sample t-tests were also run for all Academic Indicators collected. Participant Students OSRs were collected to determine whether participation in Biwaase’aa had any effect on their Academic Indicators (math, literacy, absence and lateness).

While there were many positive interactions between teachers and YOWs—and knowledge traditions they represent—there were also instances of hostility that undercut efforts promote student well-being. YOW strategies for dealing with negative relationships varied from avoiding particular teachers to discussions with school administrators to involving Biwaase’aa leaders in problem-solving. All YOWs identified relationships with educators as a concern that they faced each day, and many noted that the tensions made students uncomfortable. YOWs roles in supporting contemporary knowledge activities varied; some serve as educational assistants on a regular basis while others saw their roles as fluid. One YOW offered:

I know the importance of an education assistant because all teachers need more than one in the classroom, and as for us as helpers, in the union we don’t call ourselves assistants but volunteers. It’s beneficial to the teacher because they applaud us for our help.

Some YOWs were empowered to share cultural teachers assisting as topics arose, enriching the class for Indigenous and non-Indigenous students while serving as models of traditional and contemporary knowledge living side by side. All YOWs spoke about their desire to have a unified Biwaase’aa curriculum that they could work with that build coherency between schools as well as create some validation within the mainstream teaching culture of their respective schools. Most YOWs believed that a unified curriculum, with flexibility to adapt to the local context, would legitimize their place within the school instead of being treated by some staff as a mere volunteer vs. a semi-equal within the school culture.

YOWs believed that a standardized curriculum would result in less stress for students transferring between schools and allow children as much structure as possible in lives that may be in flux. YOWs believed that a standardized curriculum would get everyone on the same page, which would assist with the organization of individual schools and Biwaase’aa as a whole.

**CONCLUSION**

Fostering Indigenous well-being in schools is a complex process which will take decades to fully implement. The evidence demonstrates that Biwaase’aa’s cultural, structured, food security and academic activities enhanced the spiritual, emotional, physical and mental well-being are effective in addressing the immediate needs of Indigenous learners in schools that are not yet ready to attend to Indigenous learners’ immediate needs for traditional and contemporary knowledge. The commitment, modelling and traditional knowledge of YOWs adds a new dimension for Indigenous students, one that builds self and cultural identity while overcoming the challenges of marginalization (social and economic) and epistemic differences between contemporary and traditional knowledge. It is our hope that the data and participant observations illustrate the effectiveness of the Biwaase’aa program as an intervention to improve educational outcomes today. Also, we hope that this study offers insight into pedagogy that is culturally responsive and offered by educators with deep traditional knowledge.
We thank Shkoday Abinojiwiwak Obimiwedoon (2014) and the Ontario Ministry of Education (2017) for funding and supporting this research.

REFERENCES


Integrating The Multiple Attributes Of Bird-Watching In Ecotourism Management
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ABSTRACT

The development of natural-based ecotourism will require the integration of ecological, educated, and in depth experience information for management decision making for wildlife ecotourism. As a endangered species in bird population, black-faced spoonbill containing the multiple elements for bird-watching ecotourism, this study aims to establish a preference function with bird-watching ecotourism in a black-faced spoonbill watching site based on choice experiment model, estimating the bird-watching preference function, testing the tourist’s heterogeneous preferences with the bird-watching attributes and the trip’s behavior, and estimating the welfare values from different bird-watching scenarios. The empirical result shows that: (1) It should contain the wildlife conservation, small-size tour group, tour guide interpretation, and experiential and educational aspects into wildlife ecotourism; (2) The integrated bird-watching tour can generate maximum economic values rather than the basic bird-watching tour and experiential tour package; (3) The integrated ecotourism strategy for watching black-faced spoonbill as a specific tour, increasing the tour guide interpretation for black-faced spoonbill ecology, one tour guide for ten tourists, enjoy three experience activities has the highest welfares in the strategy of market segmentation and positioning for bird-watching ecotourism.

Keywords: Market Segmentation; Local Development; Environmental Education; Environmental Interpretation
Analysis Of English Digital Textbooks For Korean Elementary School Students: From The Perspectives Of Humanistic Approach

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ABSTRACT

English is a big issue in the Korean Educational System. To compensate for disadvantages such as lack of exposure to native English speakers, many Korean students attend extracurricular activities taught by native English tutors, or top private language institutions. Furthermore, some parents spend up to 1,000,000 Won on a single child’s monthly English instruction fee in order to give their children’s chances in entering a higher ranked university in an English speaking country. On the other hand, increasing income inequality particularly since the economic crisis of 1997 has called attention to the issue of growing educational gaps. That is, the influence of socioeconomic background on students’ achievement has increased. Therefore, the Education Ministry provides extra services and support for students from low-income. For example, the government is in the process of expanding mentoring, counseling, welfare and complementary education services for those students and extending these services to their parents. Furthermore, the government has introduced advanced information communication technology (ICT), including digital textbooks, into education in order to reduce these educational gaps. Thus, digital textbooks are student-centered designed to motivate students to learn by themselves at home. That is digital textbooks for elementary school students in Korea are creatively and ingeniously designed based on humanistic approach. This presentation shows how English digital textbooks for Korean elementary school students are designed based on humanistic approach, compared with Japanese ones.
Effects Of Quiz Time Limitations In Non-Traditional Learning Environments

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Andrew Harveson, California Baptist University, USA
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ABSTRACT

Does the addition of time restrictions for quizzes matter in an online course; and if so, is there a significant difference between student outcomes and perceived preparedness when comparing identical courses with and without quiz time limits? This study examines student performance through quiz scores, total student preparation time, student submitted faculty evaluations, student learning perceptions, and student quiz anxiety in online classrooms that implemented timed quizzes and untimed quizzes in otherwise identical environments.
How Am I Going? Giving Effective Feedback To Boost Performance In The Classroom
Joe Alvaro, Western Sydney University, Australia

ABSTRACT

Professor John Hattie has reviewed over 500,000 research studies and has found that feedback had more impact on student results than any other teaching strategy. This workshop will look at the implications of this research on time poor teachers in schools and the impact effective feedback can have on increasing student learning outcomes. Strategies with regards to how to give effective feedback will be covered.
The Expanding Elementary Teacher Candidates’ Beliefs Enrolled In A Technology Infused Undergraduate Science Methods Course
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ABSTRACT

Inquiry-based pedagogy is the cornerstone of effectively teaching science and should be the foundation for science methods courses in teacher preparation. This qualitative study explored the effect of an elementary science methods course that purposefully infused educational technology. The study provides an innovative course design, which combines all three out of school (OST) time environments. Some of the educational technology included in the course design were virtual museums as an extension of the classroom, educational apps for assessments, and educational games to supplement science content learning. Data included drawings, reflections and observations. A thematic analysis of data revealed that mental modes of teaching science were beliefs-driven instructional ideas that showed an infinity of collaborative, student-centered constructivist approaches including educational technology as a tool for enhancing science teaching and the learning cycle. The findings indicate that educational technology used in the science methods course positively influenced elementary teacher candidates’ beliefs. Although the results are not generalizable. The study aims to provide recommendations to teacher educators for science methods course design.

Keywords: Teacher Education; Science Education; Informal Science Learning; Beliefs; Educational Technology
Tele-Presence Technology: Proposed Tool For Multi-Campuses Effective Learning And Colleges Cost Saving

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Heather L. Zamojski, Purdue University Northwest, USA
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ABSTRACT

Technology has enhanced the rate at which information flows in the present generation; therefore, its impact in the learning environment cannot be overemphasized. The present generation is now considered “electronic-gurus” because younger generations, especially students, have become increasingly tech-savvy. Colleges and universities are now exploring different types of technology that will enhance active learning, academic achievement, and cost savings in the various classes offered. The aim of this study is to examine whether the use of tele-presence technology in university classes, especially multi-campus universities, impacts students and professor behavior. It is also to determine whether students and professors’ perceptions, and engagement in class activities are impacted and evaluate whether the university management save operation costs. This paper summarizes the results of a survey administered to 44 undergraduate students who were enrolled in pilot classes, and 1 professor from the College of Business and 2 professors from the College of Humanity, Education and Social Science at a university in Northwest Indiana. Ninety-one percent of the students’ ages were identified as 25 years old and below. Participants include (61% male, 39% female) and approximately 64% identified as junior, 28% senior and 9% sophomore. The results indicate that 90% of the students did not have prior knowledge of tele-presence technology and 68% were not aware that the course would be delivered via tele-presence technology. Amazingly, 83% affirmed being satisfied with the quality of communication in their respective classes, and 57% reported that they learned many things when tele-presence was used for lecture delivery for the first time. Fifty-six percent agreed to take more classes with tele-presence technology. Overall, 59% of the students affirmed to be satisfied with the Distance Learning Interactive Classroom (tele-presence technology) as they would have been with a more traditional face to face class. Two of the professors have above 5-years teaching experience and only one of the professors affirmed to have prior knowledge of tele-presence technology. Only one of the professors reported to have enjoyed teaching via the technology. All professor believe that using the technology is an inspiration for them to change their method of teaching and focus more on the technology method of teaching. Additionally, all the professors confirmed to prefer tele-presence technology compared to online classes. College representative affirmed that the technology saved each department the sum of $3,000 per course in the semester in which it was tested. Overall, two of the professors affirmed to be satisfied with the students’ attitude as they would have been with a more traditional face to face classes. Considering the purpose for the tele-presence technology, the findings from the first time (pilot) users were not bad. Therefore, tele-presence technology usage in universities/colleges can produce an increase in academic achievement and operational cost savings especially in universities that operate a multi-campus system. Further research is warranted to examine its effects.

1. INTRODUCTION

It is true that technology has been a great resource to human kind, it has changed the teaching process and improved the way educators deliver lectures in their various classrooms. Education can be viewed as a wise, hopeful and respectful cultivation of learning undertaken in the belief that all should have the chance to share in life (Smith, 2015). There are various definitions and understanding of what education is and what it entails yet a key concept stands out; education seeks to help people to live their lives to the fullest. Through education, technology has evolved and this evolution has brought about a significant improvement in the learning process. As reported in Al-Faki, & Khamis’s article in 2014, the learning process has been shifted from the traditional view to a view which incorporates hi-tech (technology) as a tool for teaching and learning. This might sound good to some people. While others might challenge the process, the fact remains, education is power and an important ingredient for knowledge when it is thoroughly
obtained. Therefore, it is no surprise that the U.S department of Education seeks to improve the proportion of American young graduates by 50% in the year 2020; as this will lead to economic growth and stability, happier and healthier lives and societal benefits such as unity and trust (U.S. Department of Education, 2011). Nevertheless, no goal in life is easy to accomplish and the task the U.S department aims to complete is a difficult one. Statistics have shown that 5.5% of the male population in the U.S had a college degree in 1940. It is a significant increase when compared to the 33.2% of the male population in 2016 but there is large room for improvement, and the U.S Department of Education will need all the tools at its disposal to achieve the set goal. In alignment with the US Department of Education’s goal for the year 2020, many universities started multi-campus educational systems. For example, Purdue University Calumet and Purdue University North Central merged to form Purdue University Northwest with the aim to improve education quality, to reduce operational cost, and to increase student recruitment. Since the 1990s, colleges have been merging to cut cost and improve graduation rates yet not all have succeeded, in fact researches show that mergers can prove to be more expensive for students or financially damaging to the institutions (Council & Britain, 1999; Stewart, 2003). Multi-campus educational system can become challenging, in terms of equal quality for the campuses, financial obligations, and expertise and course accreditations. Yet no problems arise without a solution and technological advancement may just be what institutions who want to undergo the merging process need. As quoted in an online article in 2015 by Laura Doran & Kristin Jones, teachers at Central Elementary School at Valparaiso Community Schools system titled “The future depends on students’ ability to use technology - Jenny Arledge said she believed technology can become the wings that will allow the educational world to fly farther and faster than ever before, if we allow it.” Likewise, a research study, conducted in Auburn, Maine showed that the use of iPad by kindergarten students improved literacy test scores. Another study centered on a tablet game, which was shown to improve a fifth grader math score by 15%. The benefits of applying technology in education is enormous, but to reap the full gain, one must apply the right tools to achieve certain goals and for the goal of improving the percentage of college graduates and cutting cost by merging colleges; the tele-presence technology seems not to far from the solution.

Now is the time to look beyond the face-to-face method of teaching called the traditional method, and encourage distance learning which has real time value for both the students and the professors in our postsecondary colleges. Technology is a tool, and it is here with us and ready to keep the ball rolling. American education can fully be taken to different parts of the country and to other parts of the world with less money and with real time values. The real time issue has been the main problem many people complain about with online classes because it eliminated student-to-students and students-to-professor interactions. Despite the disadvantages of online class, the teaching method still has some advantages which benefit the students and the universities. It helps to spread education around the world with less money and save resources, but it is more beneficial for those who are already equipped; and not freshmen from high school. Some researchers have concluded in their findings that underprepared students found it difficult to manage online classes, because they do not yet possess the required technical skills for online study (Bennett, Maton & Kervin, 2008; Koller & Ng, 2013). Online learning has actually gained its significance through the availability of internet as acknowledged in (Nguyen, 2015; Pape, 2010; Kim & Bonk, 2006) articles on the effectiveness and futures of online learning. Although many researchers have argued the positive and negative aspects of online learning, the fact remains; online learning is meant for students who are self-motivated and have good academic skills (Kilpatrick & Bound, 2003). Likewise, video conferencing is another technology that is also commonly used to deliver lectures in some multi-campuses, but the issue of peer-to-peer interaction has been the pitfall of this technology as well, as documented by (Worthy, Arul, & Brickell, 2008; Saw, Majid, Ghani, Atan, Idrus, Rahman et al., 2008). Many literatures have documented the cost rises in education around the world particularly in the United States. Every year, student loans trend escalate exponentially and many believe that online and transferring of recorded videos will help reduce the cost of education and student loans (Bartley & Golek, 2004; Jung & Rha, 2000). There is no doubt about the statement, but the lack of real time, peer-to-peer engagement and interaction between professors and students are issues that jeopardize the purpose. The idea of adding real time learning into these two technologies (internet and video conferencing) has grown the development of different learning technology tools all over the world. In the early 2010, Australia Department of Education announced its educational vision of bachelor enrollments to meet the 40% attainment by the year 2025 (Australia. Department of Education, 2009). Australian’s higher education sector challenge their 2025 vision as given birth to the technology referred to as Network Interactive Whiteboard (NIWB). Dawson (2010) define NIWB as “interactive whiteboards (IWBs) that are connected to other IWBs via computer networks” (pg. 4). This technology was first proposed at Deakin University Australia.
Technology Definition

Tele-presence is a form of distance learning or distance education, which allows students at different locations (campuses) to receive lecture at the same time in a real time manner with one professor delivering the lecture at one end. Figure 1 shows one of the classrooms setup at one campus. This type of technology gives access to students in both locations to ask questions to the professor, interact with one another when necessary and as well as ask students question at the other location. This enables to create a global learning community in a real time manner using different classrooms locations at the same time. This technology is currently adopted at Purdue University Northwest (PNW), and the classroom is referred to as Distance Learning Interactive Classroom (DLIC). PNW is currently operating, multi-campus system of education (two campuses at different locations). PNW utilizes this technology in order to ensure the same standard across the campuses and to cut running cost.

Figure 1. Classroom cross-sectional area

Technology in academic arenas has been recognized as a good tool to support active learning of students (Johnson, 2006). Although, many researchers have argued the impacts of technology on students’ learning, some believe that the positive impacts outweigh the negatives (Gratton-Lavoie & Stanley, 2008; De la Varre, Keane & Irvin, 2011; Al-Hariri & Al-Hattami, 2016) while some believe that the impacts actually depend on the professors nature and personality (Griffin, 2003; Gondhalekar, et al 2004; Cohen, 1987) and some argued that the negative outweighs the positive (Brown & Liedholm, 2002. Xu & Jaggars, 2013; Gondhalekar, et al 2004). Many studies have been conducted on how distance learning, through technology, has reduced operational cost, which has directly lowered the students’ academic expenses (De la Varre, Keane, & Irvin, 2011; Waldrop, 2013). As the use of technology increases today, everywhere in the world; and an online learning becomes the largest distance learning sector in US (Evan & Haase, 2001), some educators are still reluctant to engage with online learning (Anderson, 2008; Hea-ton-Shrestha, May, & Burke, 2009). Therefore, the tensions in higher education institutions today are deciding on which methods of teaching are the best and which type of learning environments will create the better quality of education and expand coverage (Brookes & Becket, 2007; Lee & Im, 2014). The fact still remains, the present generation and presumably, the coming generation, are more tech-savvy; therefore, more work has to be done on technology learning to enhance the present generation learning and to meet the demand and to set goals of the Departments of Education all over the world. To this end, Purdue University Northwest created a new learning method on distance learning in order to ensure the same standards

Second campus classroom
for the students in both of her campuses. This technology is popularly called Tele-presence by the students and also referred to as Distance Learning Interactive Classroom (DLIC) by the university management. The aim of this study is to examine whether the use of Tele-presence technology in university classes, especially multi-campus universities, impacts students and professor behavior. It is also to determine whether students and professors perceptions, and engagement in class activities are impacted and to evaluate whether the university management save operation costs.

METHODOLOGY (MATERIALS, METHOD AND PROCEDURE)

An online survey was developed to capture both the students’ and the professors’ opinions on the use of the Tele-presence technology. The study was approved by the university IRB office. Forty-four undergraduate students of those who were enrolled in the pilot classes, and 3 professors from the College of Business and from the College of Humanity, Education and Social Science completed the survey. The survey consisted of 15 Likert scale response options (Ranging from 1 = Strongly Disagree to 5 = Strongly Agree) questions and 10 open-ended questions. The questions were reviewed by the psychologist, and the professors to validate the contents for its intended purpose. Prior to the time the survey was being administered online, one of the authors visited one of the classrooms to witness the communication between the students and the professors. The survey was made in two different formats, one for the students and the other for the professors who teach the classes. One of the questions for the professors, asked whether or not they normally use one technology in all classes taught by the professors. The survey was administered toward the end of the semester to both the students and the professors. Operational process of this technology is similar to the blended learning system. It is similar in the sense that professors can change the location of their physical present every other week to attend to one-on-one personal discussion of the second campus’ students. These classes are equipped with noise cancellation and non-reverberation materials. Students were classified into different age groups (25 or less, 26-35 and 36-45), 91% (n= 40) of the students who participated in the study fall in the first age category, about 8% (n=3) in the second age group and 1% (n = 1) in the third age group. Gender distribution of the students shows 61% (n = 27) of male and 39% (n = 17) female, while that of the professors shows 67% (n = 2) male and 33% (n = 1) female. Survey returned rate was found to be 73% of the entire students who were registered in the pilot classes. Based on the information gathered from the professors and some of the students interviewed, all professors clearly emphasized with the students at both ends, to ask questions anytime during the process of teaching. Each classroom is equipped with speakers and microphones. This added several advantages to the technology functionality.

RESULT AND FINDINGS

Data compilation and analysis of the participant’s responses were done using Excel Spreadsheet version 10. The result of the analysis from both the student’s and professor’s activities reveal that almost all students and professors have used at least one technology in the process of their academic and career respectively pursue in life.

Results - Professors’ Responses on Likerts Scale Questions

Of the 3 professors who participated in the survey, 100% confirmed to have been using different teaching technology tools for more than 50% of their teaching materials. Sixty-seven percent of the professors confirmed not to have prior knowledge of the Tele-presence technology before the class commenced, while 33% confirmed to have been trained on the use the technology. Two of the professors were identified as an Associate and one as Clinical professor. Two of the professors agreed with the students’ responses on the quality of the technology communication and only one professor disagreed. Two of the three professors confirmed to have enjoyed the same sense of community in their other face-to-face classes, and one professor declared frustration using the technology. All the participated professors responded to be comfortable using the technology and prepared very well before going into the class compared with way, they would prepare for face-to-face classes. 100% of the professors responded to have preferred using the technology compared to full online teaching. To our surprise, none of the professors indicated their interest using the technology in any of their future classes. Overall, 2 of the professors concluded to have been satisfied with the students’ attitude as they would have been with a more traditional face to face class; and they also confirmed that the technology worked fully (100%) of the time used throughout the semester without any disruption. While only one professor reported that the technology only worked without disruption 50% of the time used in the semester.
Results - Professors’ Responses on Open ended Questions

As part of the open-ended questions, one question was asked on the three modalities of learning. The question asked “In what ways, if any, does a Distance Interactive Learning Classroom (Tele-presence - Technology) address the three modalities of learning: visual, auditory, and tactile? The responses of the professors were…

“The technology allowed students to see and hear videos, Skype interviews and PowerPoint. It also gave students the opportunity to do assignments in-class. Visual: students can see each other, the instructor, and the presentation. However, this takes a lot of maneuvering in discussions since cameras are manual, not automatic. Auditory: students can interact virtually and have real-time discussion. We just have to learn to pause for the lag. Tactile: I absolutely love the hidden computers! We do research in class about 25% of the time. It's wonderful not to have to reserve labs and to have computers on hand … but just as important to put them away when they're not needed or become a distraction.”

As regards to the question on better learning of the students, one of the professors’ response was…

"Better learning” I would not say. Perhaps there are some apps or programs that I do not know about that might improve learning. But it can emulate to a certain degree, the regular classroom experience. Probably not better because the professor uses the software, not the student. We will need to find best practices for these rooms to make them more effective (just as we have best practices for other modes of instruction).”

A question asked on professor’s perception whether using the distance learning interactive classroom (Tele-presence technology) affects the extent to which students are engaged in the learning process in the classroom? Response to this question is stated below.

“It does in-so-far as they are passively watching a screen. This technology does take more preparation in creating more interactive activities. Much of this can be developed with more reflection and practice. Yes, to some extent. It's important for the instructor to be present at the other location at least 5-6 times a semester. I've noticed that this increases discussion of the other side even when we go back to virtual. The only issue is group work cannot be checked and corrected in the classroom.”

Response to the question asked on what professor dislike about the technology, shows that inability to work around at the other end (students at the second campus) and volume problem when student at the second campus speaks contributed to 90% of the lack of interest on the use of the technology. Reference from professors’ responses…

“We had some problems with volume now and then. I do think having cameras on the instructor's face, on the other students and the internal presentation will discourage some of the behavioral issues that I saw. When doing group work, I can walk around the classroom I'm in to clarify questions. I cannot do that for the other side and have noticed that there is evidence of confusion in later assignments. Students on the other campus don't ask as many questions when the instructor is virtual.”

Students’ Responses on Likerts Scale Questions

Approximately, 86% of the participated students affirmed to have used one form of technology in their past classes. Of the participated students, approximately 64% identified as Junior, 28% as Senior and only 9% identified as Sophomore. Approximately, 91% of the students reported not to have pre-knowledge of the use of the technology or similar type and 68% reported not being aware that the class will be taught in a distance learning interactive classroom using Tele-presence technology. On the quality of communication in the technology, 48% of the students 'agreed'; 17% 'strongly agreed'; 18% ‘somewhat agreed”; while only approximately 3% strongly disagreed. Of all the students, 57% reported that they learned many things when tele-presence technology was used for lecture delivery for the first time. As regards to the sense of community enjoyment in the class, Figure 1 shows students' responses.
Responses on question asked about online versus Tele-presence technology reveal that insignificant percentage of the students prefer taking classes through online compared to taking classes through Tele-presence technology (15% strongly disagree, 11% disagree, and 6% somewhat disagree). This means that approximately 32% are in favor of online classes, 22% could not find any differences and 46% are in favor of Tele-presence technology. Approximately, 44% of the students indicated their willingness to take class again with the Tele-presence technology. Students’ responses to the question asked about the level of learning when Tele-presence technology is used for lecture delivery is shown in Figure 2. Overall, approximately 9% strongly agreed, 30% agreed and 21% somewhat agree to be satisfied with the Tele-presence technology as they would have been with a more traditional face to face course. Only 9% strongly disagreed, 5% disagreed and approximately 16% somewhat disagreed with their satisfaction. Approximately, 69% of the students reported to believe that the technology operated fully without any disruptions throughout the semester and only 19% rate the technology full operation without disruptions for less than 50% of the time used.
Results - Students’ Responses on Open Ended Questions

Students’ responses on the question asked about what students like least when a Tele-presence technology is used for lecture delivery. “What issues, if any, they feel need to be resolved for the Tele-presence technology to be a more effective tool in the classroom?” Main issues as reported by students are summarized below.

“Sometimes the system takes longer to start and as a result, delay the class due to non-answering/technology problems. Audio problems, some minor communication problems like low-quality performance of the microphones. Sometime, connection issues break the flow of the lecture”

Students’ responses on the question asked on learning with the Tele-presence technology compared with other learning styles. Responses are summarized below:

About 47% reported to believe that they learn better with face-to-face than Tele-presence technology but approximately 33% reported to prefer Tele-presence technology compared to online learning. Roughly 14% of the students reported not to see any differences between Tele-presence technology learning style and face-to-face.

One question was asked on the effectiveness of the visuals projected on the board with the Tele-presence technology. Approximately, 72% of the students who responded to this question answered “Yes” that the visuals display were very helpful and only 19% responded “No”.

Findings from the interviews with representatives (College and Office of Distance Learning)

Findings from the interviews conducted with departments and colleges representatives’ show that each department at each college level saved the sum of at least three-thousand dollars ($3,000) per course and per semester. According to the representatives, the savings came from the money that the department would have spent recruiting limited term lecturers (Adjunct instructor). So, if each department should run three courses using the same technology per semester, the average cost savings would be at least nine-thousand dollars ($9,000) and at the same time, maintaining the same standard of education across the campuses. Although, the report from the office of Distance Learning was contrary to the report from the college representatives. Based on the report from the interview with the representative of the Office of Distance Learning, as much as the colleges gain from the new technology system, the university continually spending on the technology to ensure its proper effectiveness.

DISCUSSION

The goals of this technology are (1) to ensure the same standards (quality) of education across campuses, (2) to develop another teaching method on two campuses using different technology order than online, and (3) to reduce operational cost. Findings from this study aligned with other findings on online classes that real time is the issue. It reveals that more students prefer taking classes through Tele-presence technology rather than through online. Although, about 22% of the students reported not to find any differences between the two technologies. This is the first time all participants would ever take classes through Tele-presence technology.

A significant percentage of the participants agreed to have enjoyed the same community as they would have in a traditional face-to-face class. About half of the participated students indicated their willingness to take their next semester class using Tele-presence technology. Surprisingly, only 47% of the participants support face-to-face class over Tele-presence technology. The finding from this study call for attention and demand for more study on the effectiveness of the Tele-presence technology. In the professor’s perspective, the technology actually supported visual learner better than the online classes. This might be one of the reasons why students testified that they felt challenged to study harder and think more than receiving lecture in a face-to-face setting. In 2000, Smith & Blankinship concluded in one of their articles that visuals can also be utilized to challenge students to think more on a level that will improve their thinking skills. All participated professors supported the feedbacks from the students that the technology is far better compared with the online system of education. One of the main goals of implementing this technology was to reduce the educational running/operational cost on the university. And one of the findings from this study, justified the effectiveness of the Tele-presence technology on cost saving, approximately 75% of the representatives from both the Office of Distance Learning and the Colleges in the university confirmed the cost saving in the part of the college spending. Meanwhile representatives from the Office of Distance Learning believe that the technology only saved money at college level but not at the
university level. However, it may be difficult to measure the cost saving effectiveness at the university level, since this is the first time the technology will be implemented. All participated professors supported the fact that the technology enables them to ensure the same standard/quality of education across the two campuses. Colleges have good news about the technology but at the university level, reverse is the case. One representative interviewed from the Office of the Distance Learning reported a case where one of the students requested tuition refund and about three students came to their office to complain about the technology. If critically analyzed, the percentage impact of these four students among the total students who participated in the pilot class is insignificant, approximately 7% of all.

CONCLUSION

As much as the positive impacts of online classes on education is immeasurable, the negative impacts still call for alternative technology to compensate for the pitfalls. Therefore, Purdue University Northwest developed a new teaching technology to compensate for the online classes pitfalls. This technology is generally called by the students as Tele-presence technology and the class is referred to as Distance Learning Interactive Classroom by the university management. Findings from the preliminary study of the technology reveal that the technology can ensure real time lectures delivery, maintain the same standards of education across two campuses, save university educational running cost, ensure same sense of community as face-to-face class while still maintain adequate students engagement. Findings from the reports from both the pilot students and professors reveal that the teaching technology could replace face-to-face class and has better advantage over online classes. Representatives from the pilot colleges at Purdue University Northwest reported that the technology saved department money and it will be a good tool for long term running cost money saver. Some students reported that the technology pushed them to study harder than how they would have with face-to-face class, likewise, two of the pilot professors testified to the student’s report about studying harder than when receiving lecture in a face-to-face classroom setting. The report from the university Office of Distance Learning on cost savings remain the only challenge in using the technology that calls for more study and more time to monitor the technology. Overall, one semester implementation and analysis of the effectiveness of this technology has proved beyond doubt that the technology will save education operational cost, and maintain the same standard/quality of education across campuses with universities that practice multi-campus educational system. The authors of this paper advocate for more implementation of this technology in our universities across the nation so as to ascertain the benefits.

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Mathematics And Science Discourse Within An Immersive Classroom Simulation

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ABSTRACT

This study investigated the influence of immersive classroom simulation activities on the development of elementary pre-service teachers in two separate mathematics and science education courses that simultaneously focus on pedagogy and content. Participants submitted written personal reflections about their teaching experiences using the immersive classroom simulation activities. These reflections were analyzed for common emergent themes within and across courses. The participants discussed the benefits of the immersive classroom simulation activities in their written personal reflections. They viewed the experience as helpful in developing their skills as a practicing teacher in mathematics and science. Specifically, participants identified three sub-themes including: (a) the immersive classroom simulation activities as being beneficial by providing more authentic real-life teaching experiences than those experienced during peer-group teaching activities; (b) the importance of holding complete and appropriate understandings of content when teaching mathematics and science; and (c) the role of deep content knowledge in the process of developing high quality questions for students. This study has shown immersive classroom simulation activities to be a viable alternative for teacher education programs to engage elementary pre-service teachers in developing skills regarding classroom mathematics and science discourse.
Marketing An Accounting Firm Using The 4P’s Of Marketing

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ABSTRACT

Each year, after investing countless hours studying and meeting extensive coursework requirements, investing thousands of dollars, and sacrificing tremendous amounts of time, graduating college students are ready to walk across the stage to receive their well-earned college degree. For many, they have hopes and dreams of starting their own business and having a positive impact on their community. However, because a large percentage of new start-up businesses do not survive the first five years of existence, the dream of owning a small business is often cut short. The reasons why a business fails are wide-ranging including a lack of capital, lack of business knowledge or experience, or a lack of effective and appropriate business and marketing strategies. When a business fails, the entrepreneur, employees, vendors and suppliers and the surrounding communities all suffer through financial loss or other hardships. Additionally, there is a negative impact on the individual who is in need of the products and/or services once offered by the business establishment. In the present study, we apply the marketing framework commonly known as the 4P’s of marketing (product, price, promotion, and placement) to a small business seeking to expand their presence in the accounting/tax preparation service industry. Drawing from literature, we define the product as accounting and tax-related services. Our goal is to survey a sample of 200 working adults attending an online university to help determine optimal business-related strategies pertaining to promotion (i.e., where potential clients are most likely to look for accounting/tax services), placement (i.e., how much further clients are willing to drive to see a certified public accountant (CPA) vs. a non-certified accountant or tax preparer), and price (i.e., how much more clients are willing to pay for a certified accountant or tax preparer vs. a non-certified accountant or tax preparer). Data collection is currently in progress and will be completed before the Clute conference in January. We expect the results to provide information that will be beneficial in the design, development, and deployment of critical business-related strategies in hopes of helping the entrepreneur and other accounting-related firms seeking to build long-term success. Additionally, the authors plan to use the results gained from this study in the development of a framework to help marketing professors integrate business-related subjects including marketing, marketing research, statistics, and business strategies into their assignment portfolios.
Religious Communities As A Health Resource For Children: Characteristics Of Socially Supportive Churches

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ABSTRACT

Loving and supportive relationships are essential to the health and well-being of children, especially when they face difficult situations, such as financial strain, divorce, bullying, or abuse. Because many children lack the support they need at home and school, some researchers have considered religious communities, such as churches, as additional support sources for disadvantaged or otherwise vulnerable children. The purpose of this study is to extend the community health literature by providing actionable guidance to children’s ministers seeking to create a more supportive community. We collected multi-level self-report survey data from 42 children’s pastors serving in Protestant churches across the United States, as well as the elementary-aged children in their respective congregations (N = 974). Drawing from the educational and industrial-organizational psychology literature, the pastors’ survey assessed various aspects of their children’s program (e.g., congregation size, volunteer training, autonomy support, teacher efficacy), whereas the children’s survey assessed received and perceived social support from peers and adults at church. We are currently conducting a multi-level SEM analysis on the data to determine which church-level variables predict children’s socially supportive experiences. We expect the results, which will be completed before the January Clute Conference, to offer practical guidance to professional and lay educators who serve children in religious communities, as well as mental health professionals seeking to expand their young clients’ supportive networks.
Traffic Light Cards - A Cross
And Modification Between The
Minute Paper And Muddiest Point
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ABSTRACT

Muddiest point and minute paper have been popular techniques to obtain feedback from students. However, focusing on the muddiest point too often can be discouraging for both students and instructors; in minute paper, students may often have off-topic comments. Here a cross and modified technique, the ‘traffic light’ card is introduced, to overcome the drawbacks in muddiest point and minute paper. About two minutes before the end of lecture, students ‘traffic light’ the given topics on a notecard, in which their understanding is high (green), partial (yellow), or low (red). The results are used by the instructors to give appropriate review in the next lecture and help students gain better understanding in the content.
Online Quiz Performance As A Contributing Factor To In-Class Test Results
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ABSTRACT
An undergraduate operations management class with 6 in-class exams added the MyOMLab (Heizer and Render, 2013) computer managed platform as a supplement for homework assignments and quizzes. During one year (four sections) of the course, all students were required to purchase access and take quizzes online that were included in the grading for the course. Some students successfully completed the quizzes with high scores before the exam that covers the topics in the quizzes. Other students had lower scores on the quizzes, and others did not even try some of the quizzes. Students were given multiple attempts on quizzes to continue studying to master the topic. How these quiz scores and attempts correlate with corresponding exam scores will be investigated. Attendance in class, student GPA, gender, semester, and time of day of the class are additional variables that will be considered as correlating factors.

In addition, the previous year’s 4 sections of classes did not have the MyOMLab assignments. This will allow a before and after comparison of exam scores with and without the use of MyOMLab quizzes.

INTRODUCTION
Textbook publishers are developing online homework, quiz and exam platforms to sell as supplements with textbooks. We have used the Heizer and Render (2013) Operations Management textbook that has MyOMLab as a supplement for an additional fee. The platform allows for flexibility in selection of topics to include in the homework and quiz assignments. Due dates can be set such that the assignment is only visible until a certain time and date. Multiple attempts can be allowed, so as to provide an incentive to improve the grade, while the student attempts to master the topic. Each attempt can have a random set of problem parameters and random ordering of the questions in a quiz. This forces the student to carefully examine each question in each attempt so as not to just guess at another multiple choice answer.

The increasing use of an online platform begs the question of the usefulness of it to increase student learning and retention. A study of graduate students (Fish, 2014) compared online homework versus in-class testing with varying results based on the type of questions.

Research on attendance and GPA (Billington, 2008) showed that high GPA students had high grades in the course regardless of attendance record. Low GPA students that had high attendance did significantly better in the course than those that sporadically attended class. A study of another mastery computer based program (Billington, 2003) indicated a similar result for low GPA students: using the computer based program resulted in significantly higher exam scores. High GPA students did well on exams regardless of their use of the mastery program.

RESEARCH METHODOLOGY
About 80 students per semester were enrolled in two sections of an undergraduate operations management course. Students initially were told that the quizzes were only available before the exam. Students were given a number of attempts on each quiz. Students were able to take the quiz to improve their score, however the quizzes were not available starting at the time of the exam. Later in the semester, the quizzes were all available again for those that wanted to improve their grade in the course.
Data has been collected for the variables shown in Table 1.

<table>
<thead>
<tr>
<th>Independent Variables</th>
<th>Exam Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dependent Variable =</td>
<td>Exam Scores</td>
</tr>
<tr>
<td>MyOMLab Assigned?</td>
<td>No in 2012-13; Yes in 2013-14</td>
</tr>
<tr>
<td>Number of students</td>
<td>~80 each semester; Total ~160 each year</td>
</tr>
<tr>
<td>Exams each semester</td>
<td>6</td>
</tr>
<tr>
<td>GPA of each student</td>
<td>Before semester starts</td>
</tr>
<tr>
<td>Gender</td>
<td>M/F</td>
</tr>
<tr>
<td>Semester</td>
<td>Fall/Spring</td>
</tr>
<tr>
<td>Time of day of section</td>
<td>Morning/Afternoon</td>
</tr>
</tbody>
</table>
| MyOMLab Results:       | • Best Quiz Score before exam  
|                        | • Number of attempts before exam  
|                        | • Best Quiz Score at end of semester |

Hypotheses:

1. Students scored higher on exams with use of the MyOMLab quizzes compared to previous year’s students that did not have the MyOMLab available.
2. Students that completed quizzes with high scores on topics before the corresponding exams scored higher on exams.
3. Attendance is a positive factor on exam scores.
4. GPA is a positive factor on exam scores.
5. Gender, semester and time of day are not factors on exam scores.

Preliminary Results

Data analysis is in progress. The following presents some preliminary results. Additional results and conclusions will be available at the presentation.

The following table indicates the average scores on the 6 exams sorted by MyOMLab average quiz scores and attendance for a subset of the data. This interesting observations in this table will be further explored in Tables 3 to 7 below.

<table>
<thead>
<tr>
<th>Attendance</th>
<th>Quiz Avg &gt; 80%</th>
<th>Quiz Avg &lt;60%</th>
<th>Avg Exam score</th>
</tr>
</thead>
<tbody>
<tr>
<td>&gt;90%</td>
<td>85.0</td>
<td>84.1</td>
<td>83.8</td>
</tr>
<tr>
<td>&lt;68%</td>
<td>87.4</td>
<td>63.2</td>
<td>70.9</td>
</tr>
<tr>
<td>Avg Exam score</td>
<td>85.9</td>
<td>69.0</td>
<td>78.9</td>
</tr>
</tbody>
</table>

Table 3 shows that a significant increase in exam scores for those students that had high attendance versus those that had low attendance.

<table>
<thead>
<tr>
<th>Attendance</th>
<th>Quiz Avg &gt; 80%</th>
<th>Quiz Avg &lt;60%</th>
<th>Avg Exam score</th>
</tr>
</thead>
<tbody>
<tr>
<td>&gt;90%</td>
<td>83.8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>&lt;68%</td>
<td></td>
<td></td>
<td>70.9</td>
</tr>
<tr>
<td>Avg Exam score</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 4 shows that a significant increase in exam scores for those students that had high MyOMLab quiz scores versus those that had low MyOMLab quiz scores.

```
<table>
<thead>
<tr>
<th>Attendance &gt;90%</th>
<th>Quiz Avg &gt; 80%</th>
<th>Quiz Avg &lt;60%</th>
<th>Avg Exam score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance &lt;68%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Avg Exam score</td>
<td>85.9</td>
<td>69.0</td>
<td></td>
</tr>
</tbody>
</table>
```

Table 5 shows that a significant increase in exam scores for those students that had high attendance versus those that had low attendance, even for those students that did not do well in the MyOMLab quizzes.

```
<table>
<thead>
<tr>
<th>Attendance &gt;90%</th>
<th>Quiz Avg &gt; 80%</th>
<th>Quiz Avg &lt;60%</th>
<th>Avg Exam score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance &lt;68%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Avg Exam score</td>
<td>84.1</td>
<td>63.2</td>
<td></td>
</tr>
</tbody>
</table>
```

Table 6 shows that a significant increase in exam scores for those students that had high MyOMLab quiz scores versus those that had low MyOMLab quiz scores, even for students that had low attendance in class.

```
<table>
<thead>
<tr>
<th>Attendance &gt;90%</th>
<th>Quiz Avg &gt; 80%</th>
<th>Quiz Avg &lt;60%</th>
<th>Avg Exam score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance &lt;68%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Avg Exam score</td>
<td>87.4</td>
<td>63.2</td>
<td></td>
</tr>
</tbody>
</table>
```

Table 7 shows a rather unusual result. Perhaps doing the quizzes in MyOMLab is more important than attendance. Or that this is not a significant result.

```
<table>
<thead>
<tr>
<th>Attendance &gt;90%</th>
<th>Quiz Avg &gt; 80%</th>
<th>Quiz Avg &lt;60%</th>
<th>Avg Exam score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance &lt;68%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Avg Exam score</td>
<td>85.0</td>
<td>67.4</td>
<td></td>
</tr>
</tbody>
</table>
```

Table 8 shows that a significant increase in exam scores for those students that had both high MyOMLab quiz scores and had high attendance.

```
<table>
<thead>
<tr>
<th>Attendance &gt;90%</th>
<th>Quiz Avg &gt; 80%</th>
<th>Quiz Avg &lt;60%</th>
<th>Avg Exam score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance &lt;68%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Avg Exam score</td>
<td>85.9</td>
<td>69.0</td>
<td>78.9</td>
</tr>
</tbody>
</table>
```

The conclusion to draw from this is either attend class or take the MyOMLab quizzes until scoring high, or do both. As Table 9 indicates, attending class alone results in an average exam score of 83.8. Scoring high on the MyOMLab quizzes resulted in a high exam score regardless of attendance. Either attend class and learn, or do the MyOMLab repeatedly to a high score to learn, will result in a higher exam score.
Table 9. Average Exam Scores for a Subset of Attendance and MyOMLab Quiz Scores

<table>
<thead>
<tr>
<th>Attendance</th>
<th>Quiz Avg &gt; 80%</th>
<th>Quiz Avg &lt;60%</th>
<th>Avg Exam score</th>
</tr>
</thead>
<tbody>
<tr>
<td>&gt;90%</td>
<td>85.0</td>
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<tr>
<td>&lt;68%</td>
<td>87.4</td>
<td>63.2</td>
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</tr>
<tr>
<td>Avg Exam score</td>
<td>85.9</td>
<td>69.0</td>
<td>78.9</td>
</tr>
</tbody>
</table>

Significance tests and additional data analysis will provide additional insights.

REFERENCES


Adverse Selection And Moral Hazard In Employment: Comparative Theories And Applications
Indranil K Ghosh, Saint Xavier University, USA

ABSTRACT
Incomplete information in wage contracts has long been a focus of economic research. In particular, the issue of adverse selection present before a prospective employee has been hired, as well as the moral hazard present in inefficiently structured contracts has been studied using a variety of economic models. We present a comparison of some of the theories that can be used to make the hiring and employment processes more efficient, and provide business applications in real life examples where such models have been implemented. This paper will analyze both pre-hire training programs with incentives, as well as post-hire monitoring and incentive programs, as well as pay to quit schemes.
Keeping Hospitality, Travel, And Tourism Students On The Pathway: A Guided Learning Journey To Success With ePortfolio

Leslie Gail Scamacca, The City University of New York and LaGuardia Community College, USA

ABSTRACT

This presentation shares progress of Travel, Tourism, and Hospitality faculty at an urban community college in their undertaking of curriculum review following a guided pathways approach. This two-year project is funded through the college’s Center for Teaching and Learning and focuses on several key objectives, such as making connections between the various courses throughout the curriculum; helping students make connections between their diverse experiences; and facilitating integrative learning and reflection activities for students. These connections are leveraged through the development of a core student ePortfolio.

This project is guided by four pedagogical practice areas from the American Association of Community Colleges (AACC) (2017). These main practice areas informed specific phases of this project and include:

1. Mapping pathways to student end goals
2. Helping students choose and enter a program pathway
3. Keeping students on a path
4. Ensuring that students are learning
The Risks And The Rewards
Of Online Publications
Lindy Valdez, California State University, Sacramento, USA

ABSTRACT

Online publications offer students the ability to have learning tools always at their fingertips. They also allow students to see dynamic video of movement rather than static pictures. Video can be embedded in the text creating an instant connection between words and video content. This has been shown to increase student learning and skill acquisition. Test scores and class grades increase. Student engagement has been shown to increase. The downside of this industry is that educator can unwittingly lose control of their intellectual property. This is a case study on the research effectiveness with the ethics and education that comes with using this educational technology.

WHY WRITE A TEXTBOOK?

It is not uncommon for experience teachers to grow dissatisfied with the textbook they have been using to teach their classes. When the teacher becomes disenchanted with the text, they often create or use additional material. Many factors contribute to a faculty member’s dissatisfaction with the textbooks they are using. These include the following: The level of the material is above what students can understand. The lack of crucial illustrations. A different between the author and the instructor in beliefs of what needs to be emphasized, and how it should be presented in this subject area. After developing a substantial amount of complementary material, a skilled teacher may decide that writing his or her own textbook is the resolution.

Deciding to write a textbook can be a major undertaking. Writing a textbook helps the author to clarify what they believe is important in their own teaching and student learning. The textbook development allows the author to share this with a wider audience. It also allows for feedback from this wider audience to increase effectiveness of instruction and content. Most college course have a required textbook, but research indicates that two-thirds of the students are coming to class without reading the textbook. Many of the students never buy the textbook at all (Skinner and Howes, 2013). In Berry, Cook, Hill, & Stevens, (2010), most students (92%) said they read the textbook less than three hours a week and almost a fifth of the students admitted that they never read the book. Hoefl (2012) found that students were more likely to read the textbook if professors would give quizzes, and additional assignments from the textbook. An online textbook can provide a way to engage the students in the subject matter using an interactive format. The interactive format and may encourage students to read the textbook for a deeper understanding, (Courts and Tucker, 2012). So deciding the effectiveness and format of writing a required textbook is an important consideration.

Rewards can be unreliable. Even a comprehensive textbook can receive paltry adoptions and tepid reviews. At research institutions, a small research article may be more significance in the Retention, Tenure and Promotion (RTP) process than the production of a textbook. At teaching institutions, however, a textbook may be receive the same or greater weigh in the review process. The financial rewards may be great in rare instances, but more likely they are modest. A typical publisher contract is more likely to reward the publisher than the author.

What kind of Textbook?

As a professor, I am constantly contacted about writing and publishing a textbook from a variety of publishers. For many of the reasons listed above and with an impending sabbatical coming, I decided to write a textbook. The next question is what kind of textbook? After some thought and research, I decided to write and online textbook. Why an online book? First, the book I was using in my three section of my classes was selling for $339. This was the standard textbook for this subject used across the country. After discussion with the online textbook publisher, I found that I could reduce this cost to $125. Therefore, student cost was an additional motivator. The average textbook increased in price twice as fast as the consumer price index, between 1987 and 2004. This increase of 6% per year makes an
electronic option more appealing (U.S. Government Accountability Office. 2005). The university bookstores are most often complicit in increasing textbook prices. They most often are run by for profit independent companies. The solution to this issue may lie in the proliferation of electronic textbooks. Hard copy texts are selling for 52% more than the electronic versions of common texts (Baker-Eveleth, et.al., 2010). Older research has pointed to the ineffectiveness of the electronic format. These studies have become an unreliable source for today’s students. The proliferation of smart phones, computers, tablets as well as access to the Internet, social media, text messaging have changed the digital landscape for college students (Ellison, Steinfield,& Lampe, 2007). The increased use of digital technology has created the stimulus for change in college textbooks.

Writing the Textbook

The textbook was easy to write. I just took the PowerPoint slides I had taught with and revised through the years and began writing as if I was teaching my class. These slides became the outline for the book chapters. I found the writing process liberating. I finally was able to create a book that emphasized what I believe is important in student learning. An online book can be revised easily every year with new video, pictures and text. (Jeffery, Navarro, Lokke, Haynes, Wilczynski, & Farjou, 2012; Myers, 2000). This is quite different than hard cover texts than must wait until a new edition to update or correct any errors (Larson, 2002). When I finished the online book, I was so excited, then suddenly realized that I had just produced my lectures for the entire year and would need to modify my teaching.

I moved to a flipped classroom-teaching model without intending to move this direction in my teaching. This accidental switch in teaching delivery was a wonderful accident. I now created PowerPoint slides that had the students apply the material they had learned in their readings. I did have to retrain students in terms of reading. Too often, students have been trained not to read the material or even buy the textbook. They have discovered that the instructor will post their PowerPoint slides on the content server (Blackboard, Moodle etc.) and then lecture or the chapter they were assigned. Take good notes and there is no need to buy the book or read the materials. The college bookstore knows this as they usually only order about half the books needed for a course. So different student expectations had to be clearly communicated to the class in order to insure full participation for the student partnerships in the educational process.

Student Learning

The biggest question is how was student learning affected? The simple answer was that exam scores increased for these classes. At worst, the research find no decrease in student learning (Dorn, 2007; Krämer, Neugebauer, Magenheim, & Huppertz, 2015; Van Camp & Baugh, 2014). Given the advantage of online learning this seems to indicate an advantage of using the online text format. The students are required to buy the text to take the online quizzes. This practice matches previous research which found success by increasing students' persistence in the completion and submission of their assignments. The students expressed satisfaction about their learning experience with online quizzes (Galizzi, 1987). Student expressed an appreciation for using the online text which matches previous findings, (Robinson, 2011). There was more impressive findings was the ability of the students to analyze movement of children. The old textbook had pictures of children moving. The students could not translate the still pictures to movement of children as they performed the movement skill. The online format allowed students to read about a beginning pattern of movement and then see embedded video with in the text of that movement. An example of this is that the college student would read about a beginning overhand throwing pattern and then see the embedded video of a child throwing at that level. Then they would read about a developing pattern and again see the child throwing at that level. Then finally, they would read about a mature pattern of throwing and see the child throwing in the same manner that they just read about in the textbook. When the college student then taught the children, they could translate the video of movement they saw into real-time assessment of the students they were teaching. Test scores increased in these classes by an average of half a grade. These findings are in conflict with Galizzi, 1987, but this could be to the increase access to online content since the study was conducted in 1987. The research seems to be in a changing dynamic with an increase exposure of kids to video and online content, (Veyera Reilly, 2016). Significantly, the increase students’ ability to assess children movement in the field is an important component to a competent teacher or coach in the profession of physical education. The embedded video in text came from student projects with the appropriate release forms from the student and subjects they filmed. When these were not available, YouTube links allowed for quick access to those same skills. You Tube is a public domain and can be linked to easily, but the links can disappear at any time.
Advantages of the Online Textbook

Another advantage of the online textbook is that of portability. There is no heavy book to carry around in the already heavy backpack. The textbook is available at any time on a phone, tablet, or laptop. Students really like the idea of this portability of the textbook since they usually have their phones with them, (Baker-Eveleth, Miller, & Tucker, 2010; Butler, 2009). This does necessitate that the instructor has to get use to the idea that these electronic devices will be out as students reference the book in-group discussions.

The author has successfully utilized the online publication format for the past six years. The publisher who offer this online publication did an excellent job of building and servicing the website and publication. At any time, students could email the publisher with any issue and they would respond within 24 hours to correct the issue. One hundred percent of the students purchased the book since the online book held the quizzes, which was 20% of their grade. Without this feature, one student could buy the book and just share their access code.

The Traditional Financial Model

Even though the service was excellent, there was still issues that began to concern me with my publishing agreement. The company explained that they would market my textbook nationally and internationally, but they never did. It was more profitable not to market the textbook. The textbook sells for $125 per book. Ninety percent of profits goes to the publisher and ten percent was coming to me, the author. This means they get $112.50 per book and I was receiving $12.50 per book. With 120 students in my classes, the publisher was making $30,000 per year and I was receiving a $3,000 royalty check a year. This is a standard publishing agreement. Worst, the campus bookstore was making more money than I was. The campus bookstore got the book for a ten percent discount of $112.50 and was charging the students a 28% mark-up and selling the book for $156. College bookstores typically add 30 percent. In fairness, the rise in textbook prices has been in part due to piracy of educational content, the used book market, and textbook rental programs. This has contributed to undermining the rights of faculty members to be compensated for their intellectual work, (Moxley, 2013). Therefore, the publisher made $112.50 per book. The bookstore was making $43.50 per book, and I was making $12.50 per book. That just sounds wrong as the author of this book. This is an online book in which there is no printing, no shipping and no stocking costs. It is important to note that trust in the producer’s country is important if trying to market a product nationally or internationally the price may have to be reduced if the text is published in another country (Bai and LUO, 2011).

Losing Your Intellectual Property

I decided after six years that this structure was just not right and I had to gain control of my own publication. The contract that I had with the publisher had no end date. I had been told by the acquisition manager, who was no longer with the company, that this was because the contract was an “at will,” contract meaning it could be terminated at any time by either party. I was later told that no matter what I had been verbally promised, that only the written contract was valid not anything said to get me to sign the contract. I had also been led to believe, by the acquisition manager, that the company was providing copyrighting of the book free of charge to protect me from someone using or copying my book without my permission. It would safeguard my intellectual property protecting me from unauthorized use of the textbook materials. When I inquired about releasing me from this contract, I found out that copyrighting the book in the United States was entirely something else. What I discovered from the company was that I had signed my rights away to this book and that the company now owned it. This is not uncommon for authors to lose their intellectual property unknowingly, (Moxley, 2013). Researching copyright law, (American University Library, 2010) I found that for work created on or after 1978, the duration of a copyright spans the author's life plus 70 years. Kennedy and Howard, R. (2013), report that this struggle to gain control of intellectual property is not new gaining footing as early as 1962. Technology has increased the challenges of this struggle since the fruits of the authors labor in not in a tangible, hold in your hand product. What I had not be told is that your work is protected by copyright from the moment you create it in a concrete form. The length of the copyright is the author's life plus 70 years, even if it is not your work is not registered (Sargent, 2013).

This is fortunately not the story of a victim. I asked the company for release of textbook with permission. I explained to them that it had been a profitable relationship and that I did not want to get into contract law, but just wanted them
to honor my request. They did with two stipulations. One that if they had sold use of the book to other professors, that they be allowed to continue this product to them. That had not happened so that was not an issue. The second condition was that if I produced the textbook somewhere else, I had to include a statement that said, “Previously copyrighted by (name of company).” The company first offered to double my share to 20% of the book sales, then a last ditch offer of 40%. This was an attractive offer and I might have considered it if it had been offered early on. Instead, I felt insulted that they could have made these offers many years ago, but had not until they thought I was pulling my book from their website.

A New Financial and Publishing Model

Armed with a new found control of my publication and a sense of relief, I began to make plans to control my intellectual property. I began to do some research into what it would take to produce my own book website. I was discussing this research with a colleague who said her husband had recently retired from working for our state government building websites and could do this work. I was a bit skeptical in just stumbling into this relationship. I showed him my previous book and he said he could build this site. He wrote a contract that required gradual payments when each step of the website and book development was completed. The contract included his maintenance of the website for four years. Here is the breakdown of the contract for the website that included my book chapters, video, lesson plans and payment structure through PayPal. The cost of this project was $2100 plus $50 for the writing of instructions with screen shots for purchasing the book using the student’s PayPal account or their personal credit card. The cost of the Go Daddy website was $12 for three years. The bank informed me that in order to open a business account I had to have a business license from our county government, which was $355. I also found that to do business under another name (stature books), I need to have a fictitious business license. To receive a fictitious business license I had to run an advertisement for a month saying that Lindy Valdez was doing business as Stature Books. The advertisement was $25 for one month. I ran the advertisement in the cheapest and least circulated newspaper. The total cost of this adventure was $2500. PayPal charges 3% per transaction, which is $3.91 per book. Students uses their credit cards or PayPal accounts to purchase book. Sales for the first semester were $14,000.

The student receives the same book (third edition) that they had used previously, but I now controlled the book. In controlling the book, I now receive 97% of the profits on every book sold. I set the price. I own my book. Students learning has increased. I opened quizzes for the book all semester from the beginning of the book purchase. I did not anticipate this change, but students started to purchase the book early in the summer and began to read the chapters and take the quizzes. By the time the class began 44 of the 120 students had read all 22 chapters and take all 11 quizzes. The students had begun the class with 20% of their grade completed and were now looking to get ahead on other academic work. The conversations in class were very rich, as the other educational partner had completed their part by reading all the material. Test scores increased by 15%.

SUMMARY

Overall, I was very nervous about taking on this adventure. It has turned out to be liberating, financially rewarding and increased both the student learning and my effectiveness as an instructor. Often faculty unwittingly lose control of their original works. Regaining this control of the author’s intellectual property is the key to this feeling of empowerment. This structure could be replicated benefiting all of the educational partners.

REFERENCES

American University Library (2010). What Faculty Need to Know About Copyright for Teaching.
Housing Economic Effects On First Year Teachers
John Nikolaros, University of Phoenix and Aspen University, USA
Ann Marie Johnson, California State University San Bernardino, USA

ABSTRACT
Although collective bargaining laws in California have been in existence for some time and have shaped the terms of contracts, California teachers still face economic hindrances. The economic reality of the housing market, in turn, results in the profession becoming less attractive for graduates, and the state of California continues to face teacher shortages. When looking at the cost of apartment across various cities compared with the income of teachers, the data demonstrates a consistent shortfall across the state.
A Hands-On Approach To Teaching Wireless Communication & Security
Dongqing Yuan, University of Wisconsin-Stout, USA

ABSTRACT
Over the past decade, wireless LANs have gained strong popularity and experienced explosive growth, both in market size and the number of new standards and technologies [1]. Due to the nature of wireless radio frequency signals, wireless networks offer great potential for exploitation and are vulnerable in a myriad risk. To meet the challenges, effectively educating students and IT professionals with the ability to configure and secure wireless LANs should be a key part of any IT education program. This paper provides a detailed account of designing and developing hands-on wireless labs including hacking labs and counter measures to the attacks of the wireless network.

INTRODUCTION
IT students and IT professionals must stay abreast of rapid changes in the application of information technology (IT). Over the past decade, wireless LANs have gained strong popularity and experienced explosive growth, both in market size and the number of new standards and technologies. IT network job descriptions increasingly cite wireless skills among one of the most important requirements [2]. The survey conducted by CompTIA identified wireless skills were those that would be the number one most valuable IT skills in the next five years. According to a recent study by Robert Half Technology, the demand for wireless skills is continuing to rise as companies look to expand and catch up on IT projects, such as Bring Your Own Device (BYOD) [2, 3]. With more and more people are using their own mobile devices at the work place, wireless is going to be an area where there will be no end to the demand. However, unlike traditional wired networks in which communications travel along the physical wire or cable, wireless use radio frequency (RF) to transmit the data and RF signals literally traverse the open air [4]. As a result, RF signals are completely exposed to anybody within range and subject to malicious activity. Wireless networks offer great potential for exploitation and are vulnerable in a myriad risk [4].

To meet the challenges of this new technology and the needs of the IT students and professionals, effectively educating students and IT professionals with the ability to configure and secure wireless LANs should be a key part of any IT education program. However, with so many jargons and theory in wireless technology, many students find the subject rather dry and boring [5,6,7,8]. Over the past few years, the author has developed some interesting hands-on wireless hacking labs to provide the students of wireless and security with a hands-on learning experience. This paper provides a detailed account of designing and developing hands-on wireless labs including hacking labs and counter measures to the attacks of the wireless network.
THE DESIGN OF THE HANDS-ON WIRELESS HACKING LABS

Table 1 lists the eight hands-on labs that have been developed to date.

<table>
<thead>
<tr>
<th>Concept</th>
<th>Hands-on Lab</th>
<th>Required software/hardware</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wireless Fundamentals</td>
<td>Lab 1: Wireless Site Survey with Ekahau HeatMapper</td>
<td>Ekahau HeatMapper</td>
</tr>
<tr>
<td>Wireless LAN with Auto Access Point</td>
<td>Lab 2: Configure Autonomous Aps with Multiple SSIDs</td>
<td>Cisco Autonomous AP (1), Cisco Router (1) &amp; Switch (1)</td>
</tr>
<tr>
<td>An Unified Wireless LAN</td>
<td>Lab 3: Configuring an Unified Wireless LAN with Wireless LAN Controller</td>
<td>Cisco Wireless LAN Controller (1), Cisco Lightweight Access Point (1), Cisco Router (1) &amp; Switch (1)</td>
</tr>
<tr>
<td>Layer 2 &amp; Layer 3 Roaming</td>
<td>Lab 4: Configuring a Layer 3 Roaming</td>
<td>Cisco Wireless LAN Controller (2), Cisco LAP (2), Cisco Router (2) &amp; Cisco Switch (2)</td>
</tr>
<tr>
<td>Configure Wireless Security</td>
<td>Lab 5: Configure PEAP Authentication Configure Web Authentication</td>
<td>Cisco Wireless LAN Controller (1), Cisco Lightweight Access Point (1), Cisco Router (1), Switch (1), Radius Server (1)</td>
</tr>
<tr>
<td>Hacking Wireless</td>
<td>Lab 6: Cracking WPA/WPA2 with Aircrack Lab 7: Finding &amp; Hacking a Hidden SSID</td>
<td>Kali Linux (1), Alfa USB Wi-Fi card (1), Cisco Wireless LAN Controller (1), Cisco Lightweight Access Point (1), Cisco Router (1) &amp; Switch (1)</td>
</tr>
</tbody>
</table>

METHODOLOGY

Here are some sample labs that were developed:

**Lab 6: Cracking WPA/WPA2 with Aircrack**

WPA/WPA2 cracking is a technique used to figure out the key for a wireless network. Once a hacker has the key they can steal private information and use the network for nefarious purposes. Depending on how complex the password is will determine how long it will take to crack the key.

**Step 1:**

Before we start anything we need to disable some services so aircrack will work without any complications:

```
NetworkManager
wpa_supplicant
dhclient
avahi-daemon
avahi-daemon
```

The quickest way to do this is to enter this command

```
#Airmon-ng check kill
```
Step 2:
Now that we got that out of the way we will do an iwconfig to find which wireless device we would like to use:

# iwconfig

Step 3:
Then to turn on monitoring mode for that interface:

Airmon-ng start Interfacename

```bash
root@kali:~# airmon-ng start wlan0
PHY   Interface   Driver        Chipset
phy0  wlan0mon   rt2800usb     Ralink Technology, Corp. RT2870/RT3070
phy1  wlan1      iwlwifi       Intel Corporation Centrino Ultimate-N 6300 (rev 35)
root@kali:~#
```
Step 4:

Once monitoring mode is enabled you can scan for networks:

Airodump-ng `interfacename`

![Airodump-ng Output](image1)

Step 5:

Now pick a target and write down the BSSID (AP’s Mac Address) and the channel it is on. It is good to pick a target that is active. An active network will have an increasing number under the #data column.

This next command will start sniffing for packets in hopes of getting the four-way-handshake. This command will also save a .cap file to your computer

`airodump-ng --c channel --bssid bssid --w nameoffile interfacename`

Step 6:

To deauth a client, you need to open a new terminal window. You will need the Bssid and the mac address of the client you wish to deauth. The MAC address of the client should be on the bottom of your first terminal screen. Use these two pieces of information to complete the command below:

`aireplay-ng --deauth 5 -a bssid -c clientMAC interfacename`

You will see that the command sends deauth packets to the client.

You will see a screen like this if it worked.

![Aireplay-ng Output](image2)
Notice the “WPA handshake” in the upper right corner.

Step 7:

Now that we have a .cap file that contains the four-way-handshake we can try to crack the password.

We are going to use Kali linux built in wordlist to crack the password.

#cd /usr/share/wordlists
#gunzip rockyou.txt.gz
#ls

Type: aircrack-ng WPACrack-01.cap -w /usr/share/wordlists/rockyou.txt

The password was cracked within 5 million second.

RESULTS

To accurately measure students’ perceptions and attitudes about Wireless and security hacking laboratory and curriculum, an anonymous questionnaire was developed and handed out to the students. The goal of the questionnaire is to assess from students’ viewpoint whether the labs spark the students’ interest in learning wireless communication and security. The result of the evaluation is very encouraging. Most students felt that the hands-on labs allow them to understand the wireless concepts and theories better, otherwise, with so many technical jargons, wireless standards, protocols, and concepts, the learning could be very dry and boring.
CONCLUSIONS

As the demand for wireless communication professionals grows, instructors must have the tools necessary to prepare the future workforce. A key to effective learning of wireless communication is providing a “hands-on” laboratory and curriculum that allows students to learn the problem-solving skills. Due to the nature of wireless radio frequency signals, wireless networks offer great potential for exploitation and are vulnerable in a myriad risk. Hence, security should be integral part of the curriculum. In this paper, we describe how we design and develop hands-on labs covering basic wireless concepts, ad-hoc and unified wireless network, how to secure wireless network including hacking WPA2 and finding and hacking a hidden SSID. The curriculum is designed to let students not only learn how to configure wireless network, but learn how to hack and more importantly, how to take countermeasures to secure the wireless network.

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REFERENCES

The Communicative Orientation Of
Saudi English Language Teachers
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ABSTRACT

After nine years of formal instruction in English as a foreign language, most Saudi students fail to use English language communicatively. This could be ascribed to numerous reasons, for instance, learning and teaching settings, inadequate English language teachers’ pre-service and in-service education, lack of appropriate materials, learners’ attitudes towards English language or all of the above reasons together. Its my conviction that every reason of the above ought to be inspected and investigated independently so as to touch base at a superior standard in English Language Instruction in the Saudi Arabian context. The examination, we propose here, will be centred around the English language instructor as a possible contributor to the problem.

The government (Ministry of Education) supervises language teaching in Saudi Arabia at all levels. The government also supervises teacher training which takes place at Faculties of Education. The latter grant BAs in English and Education after four years of teacher training. The graduates occupy positions at elementary, intermediate and high schools as language instructors and start dealing with materials that were designed to teach language communicatively. Do language teachers in Saudi Arabia have a Communicative Orientation to Language Teaching? The present study aims at investigating the theoretical background that trigger Saudi teachers’ classroom practice.
Employee Engagement At A Time Of Turbulence: A Case Study Of India’s First Ultra Mega Power Plant

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ABSTRACT

This is a case of the organizational development at Coastal Gujarat Power Ltd. (CGPL), Mundra in Gujrat, India. Which was constituted as a special purpose vehicle to implement the Mundra Ultra Mega Power Project (UMPP) in 2006. Tata Power acquired CGPL in April, 2007. Tata group is headquartered in India and serve in more than 100 countries across the world. The group has around 100 independent operating companies and Tata Power is one among them.

CGPL is India’s first Ultra Mega Power Plant of 4000 MW capacity. CGPL has put India into global power map by utilizing the best, which technology has to offer through operating at benchmark levels of lowest cost of power generation. This paper focus on the management and development of engagement of employees, which was at an all-time low. This level of engagement may have been attributed to a diverse workforce, ambiguity is policy design & delivery, uncertainties on the financial health of the plant, remote location and lack of individual career plan at the time of project demobilization. This particular case addresses the use of an engagement model of one of the top leading consultant of human capital and management, headquartered at United States, in CGPL to enhance engagement level of the employees. The model was adopted and was customized holistically through active participation of employees and all stakeholders to address the issues and enhancing engagement level of employees to 71%. The case provides possibilities and questions regarding what and how an organizational development initiative facilitates the change within the organization despite various challenges.
Alzheimer’s And Dementia In Honduras
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ABSTRACT

The purpose of this paper is to analyze the number of Alzheimer’s and Dementia incidences occurring in Honduras and afford recommendations to improve public health policies to assist the elderly. According to The Institute for Health Metrics and Evaluation (2016), there has been an increase in the number of Alzheimer’s incidences in Honduras. Moreover, the number of Alzheimer’s cases has increased by 51.4% from 2005-2016. The findings suggested that the country needs to consider a reevaluation of public health policies to tackle the influx of Alzheimer’s incidences in the upcoming years. Though the elderly population stands at a little less than 6% of Honduras’ total population (Bermúdez-Madriz et al., 2011), it is critical that the elderly community be afforded the best possible healthcare services available. Research suggests that most of the elderly community reside in rural areas where minimal healthcare services are available. In the end, the recommendations will be afforded for the improvement of public health policies to assist the elderly and preparedness for the surge of Alzheimer’s disease in the country.
An Insight To The Factorial Validation Of A Manager Work Personality Assessment Tool

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Jim Wilmoth, Auburn University, USA

ABSTRACT

The purpose of this research study was to test, through factor analyses, the construct validity of a personality tool used for assessing managers' work behavior patterns. The normalized varimax rotated analysis produced factors closest to the questionnaire. This consistency illustrates how both profiling tools may be used to identify individuals who have characteristics favorable to the management practice. The findings also may contribute to better understanding the traits that characterize students studying in the management field of occupation.
A Young Entrepreneur At A Crossroads: Grow Up Or Go For Growth? 
Urbanology USA 
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Scott Jacobs, Kaiser Permanente - Oakland, USA

ABSTRACT

This teaching case looks at the path of Ryan Baird, a young entrepreneur who created Urbanology – an entertainment event business – while he was a university student. He used a venue that became a social scene – blending fashion, music, dance, food, and shopping – that became embedded in the youthful urban hip-hop subculture of California’s Silicon Valley and Bay Area. The enterprise – operated as part of Fresh Entertainment LLC – helped to fund his university education. As graduation day nears, Ryan is facing some difficult decisions. Should he continue to focus on Urbanology or exit and move on? Will he be able to part with Urbanology – a company that reflects his creative efforts? Can he find a buyer who will continue to invest time and money in Urbanology? Is it time to move into the professional career for which he has prepared? Will he be satisfied in a 9 to 5 investment finance position after the excitement of creating and implementing his own business?

Keywords: Young Entrepreneurs; Start-Up Business; Special Entertainment Events Industry; Entrepreneurial Motivation; Innovation; Business Exit Strategy
Developing System Shows Government Sectors Performance, And Stimulates Employees Of Sectors, Which Get Highest Efficiency
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ABSTRACT
Each country makes efforts to achieve respect and satisfaction of citizens and residents. There is great expenditure in order to provide services for them; services need government expenditure, government expenditure on services represents part from gross domestic product (GDP), GDP contains several items, in terms of final consumer spending, total fixed capital formation, change in inventory, final government consumption expenditure, and net external expenditure (exports, imports).

The research focuses on final government consumption expenditure, a government has to rationalize its expenditure, and the rationalization depends on leveraging efficiency of performance. If the efficiency of performance is low, then the expenditure will be high, because there is financial waste.

Leveraging efficiency of performance needs to assign performance indicators; performance indicators evaluate efficiency of government performance, the research classifies levels of evaluation into four levels as follows:

Level one: evaluation through the General Director of each organization, level two: evaluation through Vice President of a government sector, level three: evaluation through a Minister, and level four: evaluations through the Prime Minister.

Total evaluation of a General Director of an organization emerges from evaluating four axes, the first axis evaluates performance of an organization's employees, the second axis evaluates accomplishment of tasks done by the organization's employees, the third axis evaluates implementation of organization's projects, and the fourth axis evaluates performance of operation and maintenance of an organization's buildings.

Knowing the average of the evaluation of all of the organization's employees, the average of the evaluation of the accomplishment of tasks done by an organization's employees, the average of the evaluation of the implementation of an organization's projects, and the average of the evaluation of performance of doing operation and maintenance for an organization's buildings, and restricting them to one table in front of a General Director to acknowledge efficiency of General Director performance clearly, and giving each axis weight as follows:

- Evaluating the performance of an organization's employees makes up 91% from total evaluation, because of a massive amount from final government consumption expenditure discharges on salaries of employees according to (Tamirisa and Duenwald, 2018) who stated that Saudi Arabia's wage bill made up about 13 percent of GDP.
- Evaluating performance of accomplishment of tasks done by an organization's employees makes up 3% of the total evaluation, because an employee goes to do a specific task, and he/she gets awarded for it.
- Evaluating performance of implementation of an organization's projects makes up 3% of the total evaluation, because implementation of a project is the task of an external party, and it relies on the execution of a project to get his entitlements.
Evaluating performance of doing operations and maintenance on an organization's buildings makes up 3% of the total evaluation, because operation and maintenance is the task of an external party, and it relies on the execution of a project to get his entitlements.

Evaluation of a General Director will be according to the evaluation of its organization, so to finalize, evaluating an organization is equivalent to evaluating a general director; Vice President of a government sector supervises several organizations, the average of evaluating several organizations will be the equivalent of evaluating a Vice President, and evaluating a Minister's efficiency is equivalent to the average evaluation of all Vice President who follow a Minister.

Government sectors that achieve high efficiency should stimulate their employees with awards for their performances, this motivates government sectors to do things effectively, and motivate other sectors to be competitive also. The evaluation achieves the required objectives, if the evaluation is transparent.

Therefore, the objective of the research divides into two parts; part one: developing a system that measures efficiency of government sectors’ performance, and part two: developing an incentive system in order to reduce government expenditure, and shows government sectors with the highest efficiency, in order to stimulate their employees, this part we will discuss later on.

Keyword: Gross Domestic Product (GDP); Project Management; Knowledge; Incentive System, Motivation
Understanding Digital Wallet Adoptability among Students Using TAM Model: A Bayesian Perspective

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ABSTRACT

In present time smartphone have become an important part of everyone’s everyday life. Thanks to the ever-evolving technology, they were never so affordable. This ease of affordability has increased the number of smartphone users as well as mobile app usage dramatically, especially in the past few years. Recent demonetization move by the Indian Government has driven people towards digital payment methods using digital wallets. Online payment options are increasingly becoming attractive especially among youth and college going students, who are the front-runners, as far as adoption of new gadgets or technology is concerned. This study empirically examines the factors that influence the adoption of digital wallets among Indian students using Technology Acceptance Model (TAM). To examine the proposed model, Bayesian structural equation modelling is considered, which confirms the applicability of the TAM model in understanding digital wallet adoptability among students.
Community Oriented Policing: Security In The Domestic Counter Terrorism Environment

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Kenneth Christopher, National University, USA

ABSTRACT

Community oriented policing efforts have been questioned by immigrant community residents and law enforcement agencies as a counter terrorism strategy. The communities fear being targeted by law enforcement concerning immigration issues. Law enforcement agencies believe that the residents of the immigrant communities can provide critical information on counter terrorism activities but are hesitant to share information fearing it will be used against them during immigration proceedings. As a result, a lack of trust can develop between the stakeholders that can hinder domestic counter terrorism efforts and impact the business environment. This paper will review the associated literature and provide recommendations that can be adopted to increase the trust between the stakeholders and may also improve the business environment.

Keywords: Community Policing; Terrorism; Counter Terrorism; Social Cohesion; Security
Implementation Of Principal Features Of Professional Development For STEM Teacher Candidates
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ABSTRACT
This pilot-study is focused on implementation of principal features of a conceptual framework for effective longitudinal professional development for science, technology, engineering, and mathematics (STEM) teacher candidates in Midwestern part of the United States. The five particular features coincide with the work of Desimone (2009) and other researchers which includes STEM content focus, active learning opportunities, coherence, sustained duration and collective teamwork (Johnson, Sondergeld, & Walton, 2017). All participants were enrolled in masters’ in education in STEM areas. This multi-methods study explored the effect of educational technology anchored professional development. The initial findings indicate that sustained professional development positively influenced teacher candidates’ attitudes and confidence in STEM pedagogical skills. The study aims to provide recommendations to teacher educators for STEM teacher candidates and properly supporting the educators who teach high school STEM content areas to address teacher quality and creating a culture of sustainability. The focus of presentation will be to provide in-depth information about grant planning and implementation of the professional development for high school STEM educators.

Keywords: Teacher Education; STEM Education; Professional Development; Educational Technology
Projective Drawings And The Emergence Of Future ESL Teachers’ Professional Representations: On The Applicability Of An Analytic Grid

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ABSTRACT

Having been students for many years, teacher candidates already entertain a professional representation (PR) regarding their future career when entering their teacher training program (TTP). However, not having been on the other side of the desk yet, this PR is mainly shaped by their own experience as students. When aligned with TTP’ objectives, PR will facilitate future teachers’ learning and professional development; if dissonant, PR could act as impediments or inhibitors to their development.

Projective techniques have proved to be a powerful, evocative tool for eliciting meaning and translating concrete experiences into visual discourse (Porr, Mayan, & Graffigna, 2011). Yet, validity and applicability of these methods are an issue (Rivemalex, Rodrigues, & Paiva, 2010). Building on a growing trend in research on social representations, we draw on a combination of two techniques (projective drawing + self-explanatory description) to study future English-as-a-second-language teachers’ PR. We develop a grid based on Houssaye’s pedagogical triangle (1988) to analyse teacher candidates’ projective drawings. This analytic grid is used to identify the elements deemed important by prospective teachers (N = 14) in terms of teacher-knowledge-student-context relationships. Hence, the purpose of this paper is two-fold: 1) to discuss the applicability of the reading grid developed; and 2) to share our preliminary results concerning teacher candidates’ PR.

Keywords: Projective techniques; Drawing analysis; Professional representations; Teacher; Second language
Academic Integration of First-Year College Students with Learning Disabilities
Toby Tomlinson Baker, Pepperdine University, USA

ABSTRACT

It is the researcher's working theory that three variables: time to completion, disability status and academic integration, affect the academic integration of first-year college students with disabilities (SWD) and their ability to complete college programs (Clark, Middleton, Nguyen, & Zwick, 2014). It is predicted that those who exhibit persistence, as described by Tinto, will complete their degrees in fewer years than those who did not meet the criteria for academic integration (Clark et al., 2014). This full quantitative secondary study focuses solely on first-year SWDs who seek to earn Associate or Bachelor of Arts degrees.

Keywords: Academic integration, advocacy, disabilities, college, social integration

INTRODUCTION

Academic integration among first-year college students with disabilities (SWD) is affected by significant factors, which include each student’s disability status and the effect of time to program completion. Vincent Tinto created a model that explains the bond of student integration. Academic Integration in a college or institution can occur along two dimensions; the first, academic integration is experienced as first-year college students are engaged in learning and seek intellectual stimulation (Chapman & Pascarella, 1983). However, social integration commonly occurs when bonds are formed with peers on campus (Chapman & Pascarella, 1983). These two critical pieces link college life in a meaningful way, thus increasing integration and persistence (Chapman & Pascarella, 1983).

A Specific Learning Disability (SLD) occurs when a student experiences difficulty in knowledge acquisition, particularly when they are compared to peers of the same age group and is not identified as a physical disability (Department of Defense Education Activity, n.d.). Since learning disabilities are directly linked to cognitive ability and acquiring knowledge, students who have disabilities often demonstrate delays in academic processing and growth trajectories among this population show that reaching academic goals takes a longer amount of time to achieve (Wei, Cristiano, Yu, Wagner, & Spiker, 2015).

Tinto created the Academic and Social integration framework which has been utilized to measure student persistence in college (Mannan, 2007). It is affirmed that both academic and social integration should merge for SWDs to experience proper advancement and to complete a college program (Mannan, 2007). Yet, if one of these types of integration, academic or social, overpowers the other, it has been proven that the stronger type will compensate for the more fragile type of integration (Mannan, 2007). Since Tinto’s model has been implemented, colleges have increased student support services (Mannan, 2007). On-campus support services may be academic or social services, intentionally provided by these colleges to increase student persistence, with the intention of increasing student awareness and use (Chapman & Pascarella, 1983). Questions arise regarding the structure and utility of these academic and social services, particularly if they lack demonstration of effectiveness among SWDs (Clark et al., 2014).

Review of Relevant Literature

College SWDs who demonstrate academic integration by adamantly seeking and receiving accommodations and counseling, ultimately have a quicker completion rate in their academic programs (DuPaul et al., 2017). Furthermore, since SWDs may need additional time to complete academic tasks, it follows that their entire program may take a longer amount of time to complete (Lester & Nusbaum 2017). By finding a college or institution with characteristics that strengthen the student’s overall college experience with suitable programs, educators are better equipped to meet each student’s academic and social needs (Chapman & Pascarella, 1983). The academic commitment of SWD’s is needed throughout their time spent in a college program. Borglum and Kubala (2000) studied college SWD’s and
found that more than half of them planned on attending a college or university for a standard of four years. Moreover, SWDs were identified as studying at least ten hours a week (Borglum and Kubala, 2000).

Academic Performance

The link between the direct focus of each student's academic subjects and additional support, including tutoring and teacher advisory, on each student's specific area of academic need, results in evidence of student retention, higher tests scores, and a higher GPA (DuPaul et al., 2017). Certain SWDs may need an even greater amount of time during tutoring and advisory to exhibit retention of academic material; therefore, SWD's may extend beyond the designated minutes (DuPaul et al., 2017). For example, perhaps an SWD requires six hours of remedial and tutoring to increase retention, rather than a limit of three hours before they understand a topic or academic concept (DuPaul et al., 2017). There is a possibility that SWDs must forfeit time in other areas of their lives to maximize their own academic opportunity (DuPaul et al., 2017). This concept is quite contrary to Tinto's model, overall process and social development theory (Clark et al., 2014). Moreover, each SWD has his or her own trajectory and developmental path in order to reach the goal of graduation or completion of their program (DuPaul et al., 2017). Jorgensen et al. (2003) and Lamberg (2012) focus their studies on the results and graduation rates of students with learning disabilities which were similar to those students without learning disabilities. Students who attended to academic tasks within their program and received appropriate assistance throughout their years in the program demonstrated as much success as their non-disabled peers (Jorgensen et al., 2003; Lamberg, 2012). Resulting from this type of academic integration is that college students with learning disabilities exhibit strict attention to academic tasks and are receptive and unwavering in receiving assistance and accommodations, in order to demonstrate their ability and progress toward graduation (Hakkarainen, Holopainen, & Savolainen, 2016). These measures aid in reducing or even eliminating delayed graduation (Hakkarainen, Holopainen, & Savolainen, 2016).

In a study by DuPaul et al., (2017), the academic progress of SWD’s was followed during a five-year period. It was found that of all of the SWD’s on campus who received academic support services, the final grades and GPA's of students with ADHD actually surpassed those with other types of learning disabilities. By strategically targeting each student's specific area of academic need, there is a significant probability that their academic goals will be met (DuPaul et al., 2017). It is noted that this study's particular focus is not specifically targeted on the higher GPA of first-year SWD’s, even though it may be an indirect result of the study (DuPaul et al., 2017).

Cawthon and Cole (2010) have stressed the importance of checklists and accommodations during college testing, particularly during the transition period for SWD’s to college. Without accessing academic accommodations, SWD’s might not fully master and demonstrate performance at their full capacity (Cawthon & Cole, 2010).

Current Statistics and Graduation Rate

Graduation is the ultimate goal of SWDs (Jorgensen, Budd, Fichten, & Havel, 2018). A recent study compared two groups of college students with disabilities. The group of students who had only learning disabilities had more intent to graduate than the group with other disabilities (Jorgensen, Budd, Fichten, & Havel, 2018). Jorgensen and her colleagues (2018) demonstrated how, even though the needs and accommodations of the students with learning disabilities vary, SWD's demonstrated proactive measures towards graduating, such as choosing a major, enrolling in and for classes consistently, attending classes, advocating to professors and advisors, and actively registering for disability services (Jorgensen et al., 2018). These findings align with the researcher's thesis and hypothesis since they demonstrate this population’s success in persevering toward completing college in a timely manner (Jorgensen et al., 2018).

According to Troiano, Liefield, and Trachtenberg (2010), the majority of SWD’s who utilized university disability services, for example the writing center or resource assistance, were more prepared for academic challenges, and demonstrated success, specifically by graduating from college. This evidence confirms how effective academic support and resource centers are in the success of first-year SWDs (Troiano et al., 2010). It was predicted that SWDs who actively attended the academic support center had higher overall grade point averages and higher rates of graduation (Troiano et al., 2010). Even though there is evidence of academic advancement in this population, there are still factors regarding graduation which need to be addressed. Stress is a contributor to slower academic completion for SWDs since acclimation to the new setting of college life can have a great effect on new college students with learning disabilities (Feldman et al., 2016). Recommendations include reducing the fear of stigmatization, engaging
in stress-reducing activities and specifically addressing each student’s academic need, rather than fusing diagnoses together (Jorgensen et al., 2018).

**Significance of the Study**

This study will add to the literature concerning effective measures to foster success at the college level for SWDs who have been left to drift in college. Moreover, SWDs must accept a certain amount of self-responsibility by utilizing the supports that are in place and taking advantage of them. The concept of academic integration greatly impacts SWDs through enhancement of their completion time of college programs (Chapman & Pascarella, 1983).

It is the researcher's hope to positively influence SWDs to enroll and attend college, graduate and advance toward higher education (Cawthon & Cole, 2010). The population of students should not be deterred from the prospect of academics, simply as a result of their disability (Cawthon & Cole, 2010). This study stimulates further research and contributes by determining the cumulative effect of academic integration or whether any of the factors of academic integration have more weight in the outcome of completing a college degree in a timely manner (Cawthon & Cole, 2010).

**Areas of Further Research/Empirical Research Questions**

Research in special education, particularly in the area of first-year college SWD’s, demands more attention. The scarcity of collected data corroborates the necessity for further study. Furthermore, the apparent gaps in professional literature regarding college students with learning disabilities signify how there are still questions unanswered. Further questions could be researched as individual topics. The following empirical research questions may be addressed:

- Do students with disabilities demonstrate higher social integration as opposed to academic integration?
- Does transferring from community college after two years of attendance to a four-school college affect the academic progress towards completion?
- Does the award of scholarships (academic, sports, arts), in conjunction with time in a specific academic program influence academic progress towards completion of a four-year program for SWD’s?

Since there is a clear void in the literature concerning these topics of disabilities, questions remain, specifically about academic integration. Although this topic is atypical, it does not mean it is inconsequential. On the contrary, this particular study is significant as it adds to the rare existing studies on this topic. The researcher hopes to continue the study of this area in order to close existing gaps in the literature. These and other topics of a similar pattern have been neglected by social scientists and desperately need attention. This closer examination will allow stakeholders such as teachers, parents, students, and fellow researchers to access data and academic thought and discussion on college students with disabilities.

**METHODOLOGY**

The first step after gathering data from NCES will be entering data into a spreadsheet to define the variables of the research, which will be calculated by adding up three independent variables: academic integration, time to completion, and each student's disability status. The next step is to find the correlation between these two variables. Upon conducting the correlation analysis, the researcher will determine the correlation coefficient of the research variables. Upon discovering the positive or negative significant correlation between the variables, the data will be analyzed. More analysis will be done to determine the multiple linear relationships between the three variables. Upon finding a protentional linear regression line, the researcher would estimate the coefficient, and recommendations will be made to school administrators and parents. This facilitates the path toward timely graduation for students with disabilities. Secondary data will be examined and implemented for this study, without the primary intervention of the researcher. The researcher is observing and examining the past behavior of participants through the NCES database.

**Limitations of Secondary Studies**

BPS does not disaggregate disability type. Therefore, the researcher will not be able to test for any effects related specifically to learning disability. It is broadened to all disabilities. The researcher will discern effects for having a disability, as one category. This data is a one-variable data set. An additional limitation is that this study utilizes and
accesses some dated material as a result of scarce resources and a sensitive topic area. In the future, the researcher will locate the data and describe the data accordingly.

First-year SWDs have difficulties with academic integration, particularly with academics upon entering a university setting (Borglum & Kubala, 2000). Since the transition is taxing, it is expected that SWD’s with need assistance and guidance (Borglum & Kubala, 2000). Even taking into consideration their growth trajectories (longer period of time to complete academic tasks and plans), this specific population needs academic integration in order to achieve his/her academic goals successfully. As academic integration influences the time of SWD’s program completion, often with measures such as tutoring, university programs, additional assistance, guidance, and counseling, SWDs will be able to complete college programs in a timely manner (Borglum & Kubala, 2000). First-year SWDs demonstrate a desire to adequately contribute to society and become upwardly mobile along-side their nondisabled peers (Wei et al., 2015). Academic integration aids in this process by reducing anxiety and fear, as it allows students with disabilities to demonstrate their abilities, complete competitive academic college programs, and allows first-year SWD’s to have more control over their future (Borglum & Kubala, 2000).

CONCLUSION

First-year SWDs need to have academic and social integration in order to endure these aspects of their college experience (Borglum & Kubala, 2000). Moreover, first-year SWD’s will complete the programs allowing them to enter the workforce and contribute to society within a satisfactory timeframe. Even though each first-year SWDs have different trajectories and different academic and social needs, these SWDs may have the ability to finish college programs. In a society where having a college degree often measures success, SWDs will have the chance to demonstrate success in an equal manner as those without disabilities (DuPaul et al., 2017). This success will be comparable with their nondisabled peers, thus making SWDs competitive in the job market and in an equal position of power. The anticipated findings of this research will reinforce the need to address the deficits in academic and social support for SWD in college. Moreover, the findings will hopefully provide a clearer picture of the long-term implications of not providing support for this population, which is deserving of any and all necessary resources and guidance to complete a B.A. or an A.A. degree. Communities and college campuses will benefit from this research and future research on this topic because it is still a growing topic in the overall field of special education.

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Faculty Perceptions Of Attendance Policy In An AACSB School
Jo Ann M. Pinto, Montclair State University, USA
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ABSTRACT
The issue of attendance policies has been studied by higher education professionals for nearly a century. Prior research has shown a strong empirical relationship between class attendance and student performance. The aim of the current research project is to gauge the attitudes and policies of business school professors in an AACSB accredited school on this topic. An online survey was conducted during the early Fall 2018 semester. Preliminary results suggest the vast majority of respondents institute an attendance policy in their classes. Respondents taught courses at both the graduate and undergraduate levels and are a diverse set of faculty as indicated by academic rank, age, gender and level of education.
Nonprofit Websites: Adoption And Type In Division 4 Of The Census

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ABSTRACT

The authors give an overview of the issues confronting nonprofit organizations in general. The adoption rate of websites and the website types chosen by 743 nonprofits in the West North Central division of the census are analyzed. The types of websites to consider by size of the organization and focus of the organization are discussed. The managerial implications address possible ways to optimize the use of resources for small and large organizations.

INTRODUCTION

Research shows that simply transposing traditional marketing strategies onto the Internet is not effective (Moran and Hunt 2006). Most marketing researchers agree that the web is at its best when it provides true interactive communication between brand and consumer (Chadwick 2005a). In fact, the Net is an effective direct marketing vehicle because it is an efficient channel for managing two-way customer relationships (Chadwick 2005a). Unfortunately, the time, money, and expertise necessary to capitalize on this seemingly perfect fit with many nonprofits by developing an effective website are not available (Hooper and Stobart 2003). In fact, most of the smaller nonprofits lack an internal dedicated marketing function (Nucifora 2005). As a result, they often spend a significant amount of a limited budget on the wrong type of website for their needs. The focus of this article is to examine the adoption of websites by nonprofits. This is followed by an explanation of the different types of website design that these organizations should consider and which type to choose based upon the organization’s mission, reach, and vision.

Nonprofit Concerns

From a budgetary perspective, nonprofits are fighting an uphill battle. Sources of funds are restricted to the government, foundations, religious organizations, individuals, and like-minded other nonprofits (Ebaugh, Chafetz, and Pipes 2005). Many manage with a small staff and a tight budget (Chiagouris 2005). Nonprofits everywhere are dealing with declining donations and tightening budgets (Naddaf 2004). Some argue that this decline is being driven by the fact that people are supporting fewer nonprofits thus requiring nonprofits to do more with less (Bhagat 2004). This has only been magnified by pressures created by the current economic crisis. The combination of these pressures and attitudes points to the necessity of understanding if nonprofits are adopting the use of the internet and optimally deploying their resources when choosing their website.

SAMPLE

We chose a sample of nonprofits from the religiously affiliated segment of the nonprofit sector. The rationale for this is that this is the least researched segment of the nonprofit sector (Urban Institute 2008). Specifically, we chose congregations that are churches of Christ. The rationale for this is threefold. First, these organizations are autonomous. This mitigates any effects due to a centralized initiative that could be the case in other affiliations or denominations. Second, these organizations are primarily focused on their local area. Third, their focus is external and internal.

METHODOLOGY

We began by getting a list of all congregations in division 4 of the census (North Dakota, South Dakota, Nebraska, Kansas, Minnesota, Iowa, and Missouri). We then built a database of congregational information from available secondary data. We then developed protocols for manually checking to determine if each organization exists and if it
has a website. For those organizations with a website, we then did an analysis of the website to classify it as static, dynamic, CMS, or portal. For this sample we found that if a congregation had a website, that website was of the static or dynamic variety; no CMS or portal websites were found. In terms of classifying the organizations by size, Damanpour (1992) suggests that it is better to pick a cutoff and use categories rather than attempt to use a continuous variable. In this study, we placed the cutoff at 100 for three reasons. First, in The United States, half of all congregations have fewer than 100 regularly participating adults (Washington Post, 2000; Hartford Institute for Religion Research). Second, the tables used from industry below suggest that a common cutoff point for this type of analysis is 100. Third, the average size of churches of Christ is approximately 100 (99.45).

**HYPOTHESES**

Historically, nonprofit managers tend not to invest too much in technology due to their budget constraints. When they do invest, they invest in smaller incremental amounts (Corder 2001) compared with the large-scale undertakings that are more common in the for-profit world (Sheh 1993). Therefore, it is not surprising that only 15% of nonprofits had a website in 1999. However, by 2005, amid tightening budgets, all those surveyed recognized it as a necessity (Bhagat 2005). Given this revelation, one would expect to find a significantly higher level of adoption of websites in the nonprofit sector as time passes. However, Rogers (2003) states, “Many technologists believe that advantageous innovations will sell themselves, that the obvious benefits of the new idea will be widely realized by potential adopters, and that the innovation will diffuse rapidly. Seldom is this the case. Most innovations, in fact, diffuse at a disappointingly slow rate”

**H1:** The adoption rate of websites amongst nonprofits will be significantly lower than their stated necessity.

In Rogers’ foundational work in developing the theory of diffusion of innovation (1962), he suggested that larger organizations will be able to more quickly adopt new innovations. As computer technology is adopted, organizations will become larger and more complex (Blau 1968). Furthermore, larger organizations tend to be more secure than smaller organizations, thus being in a better position to take the risks associated with the adoption of an innovation (Corwin 1975). DeWar and Dutton (1986) found that large organizations are more likely to adopt an innovation than a small organization. Guthrie (1999) found a statistically significant relationship between organizational size and use of the Net. In the most current edition of Rogers’ work (2003), it states that the size of an organization is positively related to its level of innovativeness. Hence, it is more likely for the larger organization to adopt new technologies.

**H2:** The proportion of large congregations having a website will be significantly greater than the proportion of small congregations having a website.

Having examined the adoption rates of websites by nonprofits (small versus large), it is now necessary to determine whether those nonprofits adopting websites are using the optimal type of website. First, we delineate the four types of websites. This is followed by two tables that link the vision, mission, and reach of the organization. This is followed by testing to determine if large and small organizations are using the right type of website. We conclude with the managerial implications and possible directions for future research.

**TYPES OF WEBSITES**

**Static Websites**

A static website is the simplest form of a website. It delivers content to all end users. Static websites are used primarily for brochure sites and can include graphics, animations and simple JavaScript driven features. The main limitation of a static website is that it does not provide true interactivity. Large static sites can be time consuming and difficult to update. However, if a business does not require a large website or advanced interactivity, a static site developed using XHTML and CSS will provide clean, compact coding and good search engine performance.

**Dynamic Websites**

Dynamic websites rely on server-side scripting to provide advanced interactivity and usually use a database to deliver the content for individual pages. A dynamic approach is appropriate for developing large websites with content which
is formulaic. A dynamic website will be required to allow users to sort and search records, or to restrict access to parts of the website using a log-in procedure. It allows the generation of website pages on the fly and is an efficient way of managing a large site. Generally speaking, maintenance and updating a dynamic site is much easier than a comparable static site. The disadvantage of a dynamic website is that search engine optimisation techniques are more difficult to implement and must be considered during the initial development of the site.

Content Managed Websites

A content managed website is a further refinement of the database driven dynamic site. The content management system provides a password protected interface through which users can add, edit and remove content from the site. A content management system is particularly useful in the case of large sites which have numerous contributors, some of whom may be working from remote locations.

Portal Site

A portal site aggregates information from various sources and presents the information on a single page. Portal sites position the user at the entrance to other sites on the internet. The site typically has search engines, email services and chat rooms as additional features.

The two tables below illustrate two ways to operationalize reach and mission. By using these tables, an organization can determine the best fit website for the organization. This will help to ensure that the content and message is successfully structured and received by the desired visitors.

The success of the website primarily depends on its determination of the target audience for whom the website is targeting. Websites are developed keeping in mind the requirements of the visitors and the benefits derived thereafter by the website. Any website design, be it an informative, entertainment or business site must have the ability to target and reach the right audience and retain them (Author 2009). One of the keys is to select and develop the right type of website for the desired audience.

Hypotheses

To determine whether small and large organizations are optimizing their resources in their choice of website types we propose the following hypotheses:

H3: Small congregations having websites will have a preference for the static type of website. That is, for small congregations with websites, the proportion of static websites will be significantly greater than the proportion of dynamic websites.

H4: Large congregations having websites will prefer the dynamic type of website. That is, for large congregations with websites, the proportion of dynamic websites will be significantly greater than the proportion of static websites.

<table>
<thead>
<tr>
<th>(Reach)</th>
<th>Static Website</th>
<th>Dynamic Website</th>
<th>Content Managed Website</th>
<th>Portal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Local</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Regional</td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>National</td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Worldwide</td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

Table 1. Coalignment of Website Type and Organizational Reach
**RESULTS**

**Hypothesis 1:** Our sampling efforts in Division 4 yielded 743 usable congregations with valid secondary data. Of the 743 congregations, 247 (33%) had a website presence. An exact 95% confidence interval estimate of the true proportion of congregations that have a website range from .29 to .34. Our hypothesis is supported here, and we may conclude that the adoption rate of websites amongst nonprofits is lower than what should be expected given their stated goals and objectives (recall that 100% of respondents reported that they felt they ought to have a website).

**Hypothesis 2:** Of the 743 congregations examined, 596 fell in the small congregation size category (80%) and hence 147 were categorized as large (20%). The adoption rate for websites amongst the smaller congregations was just 25% (see Table 3 below). For large organizations, the adoption rate was 68% (see Table 3 below). These proportions are statistically significantly different (p < .0001) and support our stated hypothesis. Larger congregations are more likely to have a website presence than are small congregations. A 95% confidence interval estimate of the difference in proportions is (.35,.51).

**Hypothesis 3:** Of the 743 congregations in our sample, only 247 had a website (33%). We have hypothesized that for congregations having websites, small congregations will tend to have static websites rather than the costlier and perhaps sub-optimal dynamic websites. 147 of the 247 congregations having websites were of the small classification. Amongst these congregations, 133 (91%) had static websites and only 14 (9%) had dynamic websites (see Table 4 below). The 95% confidence interval estimate for the true difference in proportions of static versus dynamic websites amongst small congregations ranges from .82 to .92. The interval provides evidence that the proportion of static websites amongst smaller congregations is, in fact, significantly greater than the proportion of dynamic websites and our hypothesis is supported by the data. Small congregations in Division 4 appear to be optimizing their selection of website type and therefore avoiding excessive and/or unnecessary costs associated with dynamic websites.

**Hypothesis 4:** Of the 743 congregations in our sample, only 247 had a website (33%). We have hypothesized that for congregations having websites, large congregations ought to have dynamic websites, which typically, are thought necessary for outreach to larger possibly more technologically sophisticated audiences. 100 of the 247 congregations having websites were of the large classification. Amongst these congregations, 77 (77%) had static websites and just

---

**Table 2.** Coalignment of Website Type and Organizational Mission

<table>
<thead>
<tr>
<th>Static Website</th>
<th>Dynamic Website</th>
<th>Content Managed Website</th>
<th>Portal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Present information to the public (&lt; 100 users)</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Present information to the public (&gt; 100 users)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Present information internally (&lt; 100 users)</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Present information internally (&gt; 100 users)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sell Products / Service</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Entertain</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recruit Volunteers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Expand Community</td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

*These tables and the descriptions of the types of websites were provided by SETA, International. They are commonly accepted by website designers from multiple countries.

**Table 3.** Attend2 * WebYN Crosstabulation

<table>
<thead>
<tr>
<th>Attend2</th>
<th>WebYN</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No website</td>
<td>website</td>
</tr>
<tr>
<td>&lt; 100</td>
<td>449</td>
<td>147</td>
</tr>
<tr>
<td>&gt; 100</td>
<td>75.3%</td>
<td>24.7%</td>
</tr>
<tr>
<td>Count</td>
<td>47</td>
<td>100</td>
</tr>
<tr>
<td>% within Attend2</td>
<td>32.0%</td>
<td>68.0%</td>
</tr>
<tr>
<td>Count</td>
<td>496</td>
<td>247</td>
</tr>
</tbody>
</table>

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23 (23%) had dynamic websites (see Table 4 below). The 95% confidence interval estimate for the true difference in proportions of static versus dynamic websites amongst large congregations with website ranges from .41 to .64. The interval provides evidence that the proportion of large congregations with dynamic websites is considerably smaller than the proportion of large congregations having static websites and our hypothesis is not supported here. Large congregations may not be optimizing their selection of website type and are, perhaps, missing out on opportunities to reach a broader audience.

**Table 4. Attend2 * CLASSIFICATION Crosstabulation**

<table>
<thead>
<tr>
<th>CLASSIFICATION</th>
<th>dynamic</th>
<th>static</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attend2 &lt; 100</td>
<td>Count</td>
<td>14</td>
<td>133</td>
</tr>
<tr>
<td>% within Attend2</td>
<td>9.5%</td>
<td>90.5%</td>
<td></td>
</tr>
<tr>
<td>Attend2 &gt; 100</td>
<td>Count</td>
<td>23</td>
<td>77</td>
</tr>
<tr>
<td>% within Attend2</td>
<td>23.0%</td>
<td>77.0%</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>Count</td>
<td>37</td>
<td>210</td>
</tr>
</tbody>
</table>

**MANAGERIAL IMPLICATIONS**

The lower than expected adoption rate of websites raises two key issues. First, how will nonprofits meet the needs of those they serve? Nonprofits need volunteers and those are often drawn from external sources. The low adoption rate of websites means that less potential volunteers can be made aware of opportunities to volunteer. Given that several socially important programs are run by nonprofits and that people are turning to the internet to do almost everything, nonprofits must create a web presence to meet the needs of those they serve.

Second, how do large and small nonprofits do a better job of optimizing their use of resources as it pertains to a website? For large organizations, the explanation of these findings could be threefold. First, the over abundance of static websites being used by large nonprofits could be explained by static sites being the default type that novices opt for and that those who decided to start the website did not have the knowledge or savvy to choose the best type of website for the organization. Second, this could be due to nonprofits not having the kind of dedicated resources that for profits have and the person that was tossed into this role simply went with the simplest most convenient form available. Third, it could be that the large organizations were small and grew large, in which case, they should consider the implications suggested below for smaller organizations.

However, if this is not the case, then larger nonprofits need to rethink their websites in terms of the best use of resources. The process of determining which type of website is the best fit will aid in the optimal deployment of resources. As the level of sophistication of the organization increases, the data gathered from a website can be used to construct landing pages that target very precise consumer groups. By more efficiently and effectively segmenting the population, targeting the appropriate segments, and positioning the organization in their minds, nonprofits should expect to see an increase in membership and volunteers which will help to alleviate the budgetary pressures (McMahon and Brown 2009).

For smaller nonprofits, before deciding on the website type based on mission and reach, the nonprofit’s leaders should also consider the vision of what they want the nonprofit to become. After answering this question, the leaders should determine if the proper choice for the nonprofit’s current reach and mission is the same as it is for the vision of what they want the nonprofit to become. If the outcome of both decision sequences is the same then it is time to start looking for the right people or organization to design, build, and maintain the website. If the answers are different, then the leaders must decide if they are willing to endure the frustration as well as spend the time and money to retool in the future or if the organization should spend more now knowing what their needs will be in the future.
FUTURE RESEARCH

This data suggests that larger congregations are either not considering their websites in this way, are not aware of the differences, functionality, and impact of the different types of websites, do not have the necessary resources to retool their website, or do not consider it important. A deeper more qualitative investigation should be done with each organization to determine the reasons for larger congregations not choosing the right type of website. Outside of this data set, further investigation should be done in other geographic areas to determine if these results are typical of this segment of the nonprofit sector and of the nonprofit sector in general. Additional studies can be conducted to determine the variables that directly impact the adoption of websites and the use of other internet communication technologies.

ACKNOWLEDGEMENT

This paper is part of a research stream on the adoption and use of websites by nonprofits in the U.S. This paper is the last division of the census that we are analyzing. Similar papers from this research stream can be found in the proceedings of AMTP, AABRI, IABE, and the Hawaii International Business Conference as well as Journal of Business and Economics, Volume 3, No. 4: 272-278, August 2012 and The Journal of Marketing Development and Competitiveness, Volume 5(6): 43-50, 2011. West North Central nonprofits’ use of websites.

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Engagement Strategies To Enhance Qualitative Research Courses
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ABSTRACT
An effective educator must explore the topic, understand it and be willing to shift the responsibility of learning from himself or herself to the learner. The 21st century college educator becomes the facilitator of learning, not the guardian of knowledge. The educator must have a toolbox of strategies to use when students are working in diverse groups to facilitate learning. The development of metacognitive skills (thinking about thinking) is necessary for higher-level cognition. Educators must provide the venue for such learning.

This presentation will present several research-based engagement strategies for supporting face-to-face learning in qualitative research courses. The participants will hear strategies for introducing several key approaches discussed by Creswell & Poth (2018) including phenomenology, ethnography, grounded theory, case studies, narrative research, and other qualitative research. The presenter will share several techniques for introducing coding to college students as well as strategies for helping students understand the value of questioning, interviewing, and focus groups in qualitative work.

Furthermore, attendees will have the opportunity to conceptualize how adult learning theory (Knowles, 1970) influences classroom interactions. Teaching can be challenging and taking the time to facilitate mindful, content interactions between faculty and students is significant to teaching success (Karge & Phillips, 2016). Critical thinking, inquiry and mindful attention to content can be developed with faculty prompting and facilitation of activities both in class (face-to-face) and online (Karge, Phillips, Jessee, & McCabe, 2011). Come learn a few new teaching strategies and share a few of your own with your colleagues!

REFERENCES
The Pros And Cons Of Using Technology In Teaching And Learning

Nicole Stegemann, University of Western Sydney, Australia
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ABSTRACT

This paper showcases the learning benefits and challenges of using technology in teaching and learning. The use of technology allows the incorporation of blended learning as well as active learning, which enhance student's learning outcomes and experiences. While technology provides an interactive and engaging learning environment, it also adds a more demanding learning environment in and outside the class room. This paper discusses the advantages and challenges of blended learning and the use of technology. Our findings show that students' learning experiences and learning outcomes improve through blended learning in the class room, but also provide challenges due to the increased burden of independent learning outside the class room. We suggest that teaching students how to cultivate a growth mindset could prepare them to adapt to these changes.

INTRODUCTION

Modern, successful Universities across the world (including Western Sydney University) are increasingly adopting learner centred curriculum models whose foundation is embedded in a range of technologies. Examples of education-based technologies include: automated response devices, learner management systems, software, portable digital/learning devices, ePortfolios and a wide range of other Apps. Chickering and Gamson (cited in Fresen 2018) identify 7 key areas of education in which technology may play a vital and positive role, they include; activity enhancement, expectation setting and clarification, cooperation, interaction, diversity and learner responsibility.

Technology enhanced learning offers many benefits, but like any tool it also has downsides. It can greatly enhance teaching and learning through greater student engagement, more streamlined and effective assessment practices, and by supporting a learner-centred curriculum. However, the increased incorporation of technology in curriculum development has decreased face-to-face class time at many universities. Students are increasingly expected to be able to assess their learning needs, manage their time well, learn independently and have the technical skills required to be comfortable with various applications and software.

The curriculum in our business school has been changed from a lecture/tutorial (3 hours face-to-face) to a tutorial/online (2 hours face-to-face) format with about 50 students per tutorial. Students are expected to familiarise themselves with the learning materials, come to class prepared and ready to solve marketing problems. The emphasis is on learning by doing.

After exploring how technology can be integrated into class room activities and complemented by activities at home (Stegemann et al. 2017), we took a more explorative approach and asked our students about their perceptions about the blended learning format in the subject Brand & Product Management. We were especially interested in the challenges they experience and to hear their views about whether they feel ready for the change.

This paper is structured as follows, we will provide an overview of the benefits and challenges of technology enhanced learning. Then, we will discuss our empirical work and findings. This paper will finish with our conclusions and guidelines for future research.
Benefits of Technology Enhanced Learning

Technology enhanced learning offers significant pedagogical benefits, including the ability to develop learning and assessment opportunities that reflect and/or simulate real world practice (Trepule, Tereseviciene, & Rutkiene 2015). This is increasingly important as Global demands by Government and industry for more skilled and job ready graduates are placed on the higher education sector.

Technology enhanced learning extends learning beyond a traditional classroom setting (Mcknight, et al. 2016). It also offers greater opportunities for access to education by learners who may be unable to access education via more traditional means. For example, people with disabilities, carers, or people who live in remote locations or other situations which would otherwise be a barrier to participation in face to face education. It also allows access to learning any time and in most locations (where there is access to internet and technical devices). It is suggested that social software greatly supports a community of inquiry that engages learners and involves them by offering access to a diverse range of learning materials and resources (Jones, et al. cited in Lee, et al. 2016).

Technology enhanced learning allows greater opportunities for collaboration between learners and opportunities for more effective communication with instructors. Huang et al. (cited in Lee, et al. 2016) suggests that students are more interested and motivated to use technology particularly among millennials who have ready access to digital mobile devices. In their study of the transformative effects of technology on learning in a school education environment, Mcknight, et al. (2016) also found that technology enhanced learning provided students with greater control over their own learning, due to its flexibility in offering multiple avenues for learner centred practice.

There is a simple economic argument, which supports the use of technology in Higher Education. Technology may allow a greater number of students to be educated than via traditional face-to-face activities and long-term delivery costs can be lowered (Flavin 2016). Further, a study conducted by Raymond, et al. (2016) noted that students expressed a preference for blended learning, compared to face-to-face or online methods alone.

Laurillard (2007) cites benefits such as greater personalisation, productivity and a focus on individual learner needs and learning styles. This is supported by Tsai (2017) who argues that technology enhanced learning encourages learners to become more self-directed and research on their own, unlike the more passive medium of traditional lectures. Learners are also able to increase their meta-cognitive problem-solving abilities and self-efficacy in a technology enhanced learning environment (Trepule, Tereseviciene, & Rutkiene 2015). Hopson et al. (2001) believes technology enhances student learning, particularly when students engage with the technology directly in an active learning way. The engagement with technology aids learners in actually “doing” as opposed to the more passive “listening” (Burrows, et al. 2011). Despite the numerous advantages, there are negatives to using technology in an educational setting and there certainly is a period of adjustment as learners transition and adapt to the new mode of education.

Issues related to Technology Enhanced Learning

Technology enhanced learning provides greater flexibility, autonomy and personalisation than a standard classroom setting. Conversely, research highlights a range of issues in a technological enhanced learning environment from simple technology issues, to a lack of self-efficacy in students, and an expectation of students being able to think critically and reflect without a formal guided learning process. In fact, there has been evidence of a lack of preparation for learners in engaging in online or blended learning. Zimmerman, Bandura & Martinez-Pons (1992) argue that learners need collaborative learning, self-efficacy and goal setting as powerful influence on academic achievement. Self-efficacy is vital to an individual's success in education, their career, and life-long learning. As stated by Bandura (1986), “persons who feel confident and competent attribute more value to their learning process than those who have more negative self-efficacy beliefs about their learning” (p. 203). Holley & Oliver (2010) posit that despite the ability for students to use technology in their learning, coupled with their growing independence as learners, there is still very little confidence amongst educators that students know how to independently learn. We offer students technologically rich, engaging online content to support and encourage their learning, but we assume they can undertake the learning process independently. If we consider Albert Bandura’s (1997) examination of self-efficacy, the experience of mastery helps support the learners’ confidence in ability.
The early integration of teacher participation in students learning process provides an experience of mastery through feedback and support to develop self-efficacy in technology enriched blended learning. Confusion may see learners waiting for their first workshop to commence the program, which ultimately means the learner is working to catch up from week one. According to Bandura (1997) this reduces self-efficacy in learners and increases confusion, resulting in a reduction in engagement, collaborative learning and critical reflection. With the high level of independence and self-direction required in online and blended learning, motivational factors are of great importance. The system has an implicit reliance on students’ self-motivation regarding independent learning before the start of each workshop, which means some learning may be missed (Zimmerman & Kulikowich, 2016).

Wang (2010) found that while incorporating technology in blended learning does promote social interaction among students and their engagement, although it does not automatically facilitate students in their adoption of active learning strategies. Moreover, online technology is emerging as a tool to facilitate the learning of critical reasoning (Tan, Ladyshewsky & Gardner, 2010). A study conducted in 2009 (Ruth & Houghton) investigated the wiki as a collaborative tool within a blended learning environment in which students can use critical thinking skills to discuss, negotiate, share and reflect on learning. Students involved in the study found that greater participation in the blended learning with technology had a greater level of satisfaction (Ruth & Houghton, 2009). This means that participation needs to be considered, involving engagement and collaboration. Furthermore, the configuration of blended learning is an important consideration as there is not one manifestation of “blended learning”, but it may be adapted depending on the subject itself, the cohort and the options available.

In this research study, we focused on the challenges of using technology in as well as especially outside the classroom. While technology enhanced learning is an important component of online or blended learning, there is an assumption the learner has the ability to use technology, but also possess self-directedness, communication skills, and time management skills (Ko & Rossen, 2010; Roper, 2007; Artino, 2010). Like any tool it is important for educators to understand both the advantages and potential pitfalls in order to develop effective strategies to navigate these issues.

**FINDINGS**

Students provided mixed feedback towards the use of technology both in and outside the classroom. They tended to experience more challenges and negatives than positives when asked about their experience with emphasis on technology in Brand & Product Management.

We used an informal feedback system in which 250 undergraduate students enrolled in Brand & Product Management participated. Male students slightly outweighed their female peers (128 male, 122 female).

In general, students feel that “the use of technology isn’t going away,” so they believe “it helps them develop and maintain their skills for future work”. They prefer online textbooks over hardcopies, as “it helps them find material more quickly.” However, many students note they only read what they needed to (in our case, the relevant section to the online activities for example) vs. actually reading the chapter/textbook as a result (however, there is no research to support that students read more if it is a physical textbook).

The benefits of using technology with respect to learning outside the classroom, e.g. at home include:

- easy to do from home
- not sitting through a lecture
- technology gives them flexibility to fit study into their busy lives
- can access learning anywhere

They like to be able to track group work through Facebook, because it keeps a record and allows everyone to be included and add comments at any time. They also use conference applications such as zoom, and comment “if done well (student group work and discussions), they actually feel more comfortable in speaking up than what they would in a classroom environment.”
The disadvantages of independent learning include:

- not being motivated
- when they don’t do the work, they don’t know what to do in class
- not a lot of interaction
- they aren’t really getting any learning as they are expected to do it from home

They still like the educators help for questions and clarifications. At times, they can’t get all the information they need from online pre-class work. Overall, they feel technology is making them lazier, because they can access the videos/materials at any time and tend to leave their work to the last minute if doing it at all.

The advantages of use of technology predominantly focus on facilitating group work, and being able to look up current information. Though, they like to be able to look up information in class, but they said they get easily distracted. If the educator is ‘good’ then they get less distracted. They also like using Google Docs when collaborating in class because they can take group notes – especially when people are away (they can keep up).

Students express various challenges with the use of technology in the classroom even though they are quite attached to their mobile phones. Their comments include concerns such as “finding technology distracting in class and actually would prefer no technology in the classroom, although it would be really hard to adjust to not having the security of having their phones next to them.” Many students would prefer the old model of attending lectures, as they get more interaction and their questions answered on the spot. With the blended model, they feel “there is not enough time to seek clarification in class, and learning outside of class is assumed.” They said from a learning standpoint, lectures were better, but from flexibility standpoint, online materials have an advantage. They emphasise that the use of the online tools comes down to the perceived quality. If they feel the educator is just reading, or if they are any issues with technology such as sound quality, they give up. The university has to provide the technology, and not expect students to have to bring personal devices (which often means they are distracted through notifications by as messenger, Facebook, etc.).

**CONCLUSION**

Our findings suggest that the use of technology in and outside the classroom is a double-edged sword. Students are concerned about their motivation, a lack of interaction, that they may fall behind quickly and confusion in class when pre-work was not completed. However, this type of approach to teaching and learning in universities appears to be here to stay. In order to overcome these challenges a solution may be found in teaching the students how to cultivate a growth mindset (Dweck, 2010). Recent work in education that points to teaching the students grit and perseverance through the growth mindset framework has been successful in helping students overcome academic obstacles (Hochanadel & Finamore, 2015). Dweck (2015) found that is students believe their intelligence can be developed (a growth mindset) they outperform those students who believe their intelligence is fixed (a fixed mindset). More specifically, this approach seeks to cultivate students who thrive when challenged and focus on learning from their experiences. This may help students develop the self-directedness and motivation required to learn in a blended learning environment.

**LIMITATIONS**

This study has a number of limitations that are important to note. First, the sample consisted of predominately of domestic students. Hence, the findings should not be generalised to cohorts with a high number of international students. Second, this research study relies on data from a single teaching.

**FUTURE RESEARCH**

Further studies with more diverse student cohorts and longitudinal data will provide further insights into the increase use of technology in and especially outside the classroom. Also, developing an intervention to foster a growth mindset could be the subject of future research. Additionally, other factors such as student retention rates, challenges posed to teaching staff and their perceptions should be considered in future studies.
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BDNF Pro-Peptide: A New Biomarker For Mental Heath

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ABSTRACT

The role of brain-derived neurotrophic factor (BDNF) and its related molecules has been extensively studied in the context of psychiatric disorders. In the present study, we focused on the newly identified BDNF pro-peptide, which is generated together with mature BDNF by proteolytic processing of their precursor. Here, we show that BDNF pro-peptide is present in human cerebrospinal fluid (CSF) and quantifiable by western blotting. We measured CSF BDNF pro-peptide levels in patients with major depressive disorder (MDD), and healthy controls matched for age, sex, and ethnicity. The ratio of the BDNF pro-peptide level to the total protein level was significantly lower in MDD patients than in controls. When men and women were examined separately, male MDD patients had a significantly lower BDNF pro-peptide than male controls. Altogether, our results suggest that decrease in CSF BDNF pro-peptide levels is involved in the pathophysiology of MDD and that CSF levels of BDNF pro-peptide could be a marker for these disorders, particularly in male patients.
A Competency-Based Technical Training Model That Embraces Learning Flexibility And Rewards Competency

Lee Yasinski, Red Deer College, Canada

ABSTRACT

Today’s adult learners are continuously searching for successful programs with added learner flexibility, a positive learning experience, and the best education for their investment. Red Deer College’s unique competency based welder apprenticeship training model fulfills this desire for many adult learners.

Keywords: Competency-Based Technical Training; Adult Learners; Student-Centered Learning

INTRODUCTION

Competing in today’s oil and gas-based economies requires countries to possess more than merely a large reserve of either natural resource. Alberta’s competitiveness and innovation in this field can be attributed to a proven educational system insistent upon the highest standards of technical training for its trades people. The delivery of adult technical training in the trades exists worldwide using various delivery models. Alberta Apprenticeship specifies the prerequisites for a worker to be certified in Alberta’s trades. Welding apprenticeship training at Red Deer College utilizes a unique delivery model entailing competency-based apprenticeship training. Re-evaluation of work’s future by leading global authorities reveals “changes in the way students are being educated for work” and “the demands [placed] on workers in the knowledge age will force a major shift towards learner-centered organisational development strategies” (Kostos, 2006, p. 75). This competency-based apprenticeship training delivery model is underpinned by a blend of both teacher and student-centered learning, which requires “new policies and practices that enable and support learners as they re-focus their careers into a new world of work” (p. 75). One benefit of student-centered learning is that adult learners have an opportunity to complete their technical training early and re-enter the workforce based on proven competency.

THE ALBERTA APPRENTICESHIP

Apprenticeship in Alberta is a combination of work-site experience and technical training in a trade. It is a three-way agreement between an apprentice (worker), employer, and Alberta Apprenticeship. Depending on the trade, completion of an apprenticeship program lasts between one and four years, and apprentices spend approximately eighty percent of their time learning on-the-job from a qualified tradesperson (journeyperson). The remaining time is spent at a college or technical institute learning the theories, technologies, and skills of their trade (technical training). Apprentices earn a wage while working on the job, relative to their fellow journey people. As the apprentice completes each year of training, he or she receives a pay increase, again based on the standard rate of journey people in their respective trades. Upon completing a program, candidates receive an Alberta Journeyperson Certificate that fulfills Alberta’s superior industry trade standards. There are approximately fifty designated trades in Alberta, and welding is a compulsory trade among them; therefore, an individual must be a journeyperson welder or indentured in the Apprenticeship Program of Welding (welding apprentice). The Alberta government primarily funds apprenticeship technical training (institute's requirements for delivery), although students pay for textbooks and a nominal registration and institutional fee. Furthermore, the program features a stringent policy mandating the documentation of attendance (Government of Alberta, 2012).
STUDENTS AND REQUIREMENTS

Apprentices are adult learners ranging in age from their late teens to fifties who attend eight weeks of technical training while balancing their daily lives. Students often struggle to maintain their standard of living since few receive any wages during training. It is common for up to forty percent of a class to work beyond class hours to support their families and lifestyles. Entrance prerequisites allow for classes catering to a diverse range of academic abilities and work skill-sets, coupled with additional student challenges unique to each class.

Students who desire to enter into a welder apprenticeship agreement must meet one of the following minimum educational requirements: completion of English 10-2 and Math 10-3 (both of which are lower level tenth grade courses), posses a General Educational Diploma (GED), or complete the Alberta Apprenticeship and Industry Training entrance exam for welding (twenty-two questions focused on English, reading, and comprehension; fifty on math; and twenty-eight on science) with a passing score of seventy percent or higher. Ideally, a student should enter the welding trade possessing an Alberta High School Diploma having completed English 30-2, Math 30-3, and Physics 20 (or alternatively Chemistry or Science 20), in addition to related courses in career and technology studies (Government of Alberta, 2012).

INSTRUCTOR

Most college or technical institutes offering the apprenticeship program require instructors to possess a minimum of five to ten year’s experience as a journeyperson, supplemented by trade-related training (such as an engineering degree) or post-secondary (college or university level) education. Competency based delivery requires a well-rounded, enthusiastic, techno-savvy instructor with proven skills in content creation, presentation, management, and adult learning curricula. However, among these characteristics, Bryson and Hand (2007) rightly assert that enthusiasm is the most critical and “a prerequisite for student engagement” (p. 357). A correlation exists between student achievement and an instructor’s successful adaptation to constantly changing classroom dynamics, such as variations in academic ability, ethnic background, and learning style, in addition to student disabilities, real life experiences, and personal challenges. A welding instructor therefore must deliver all curriculum components at any given time, to every individual or group throughout a course’s duration with enthusiasm. This requires welding instructors to possess not only knowledge of several different welding processes but also to demonstrate proficiency in math, blue-print reading, pattern development, metallurgy, history, and codes. At institutes offering a more traditional form of training, content experts are often expected to address subjects such as math and metallurgy. Indeed, as Sinclair and Mitchell (2000) note, “good teachers are those who know what it is like out in the field” (pp. 5-22). A sentiment mirrored by several students in their interviews, who stressed the importance of practical knowledge over theory.

A COMPETENCY-BASED MODEL EMBODIES FLEXIBILITY

The Red Deer College welding department has provided technical training to welders using a competency-based delivery model for over ten years. A total of six hours each day is devoted to technical training for eight weeks; each six-hour day is divided into a shop and theory component.

Regarding the shop component, the Alberta Apprenticeship curriculum outlines the amount of time and practical skill level required for students to progress to the next year of an apprenticeship, and the shop component combination of training on-the-job and technical training functions ensure this. On-the-job training varies according to each student’s degree of experience in the field and with different welding processes (equipment). As Christman (2012) indicates, “On-the-job training [that teaches] job-specific skills is an important dimension [of an] apprenticeship program” (p. 26). Thus, the skill set for students working in manufacturing differs from those specializing in industrial maintenance or the petroleum industry.
Red Deer College’s shop component maintains a ratio of one instructor for every twelve students, resulting in increased safety, time allotted to demonstrations, and sufficient opportunities for self-evaluation and skill advancement. The yearly practical test welds (projects) are either evaluated visually or by using a combination of both visual examination and destructive testing (guided bend test). The evaluation criteria are detailed concerning the expected visual appearance and soundness of the weldment (cleanliness throughout its cross-section). Students unable to meet the training’s practical requirements must repeat the level if they wish to continue in the trade. Those who fail their first attempt for any given year are typically successful upon their second.

The theory component of the model is delivered in two ninety-minute blocks daily, with one classroom session and another in the learning commons area. The classroom session generally embodies Kember’s (1997) teacher-centered/content-oriented approach, which focuses on “the communication of defined bodies of content or knowledge” (p. 264). Classroom time is used to ensure that the curriculum is covered in its entirety using a variety of delivery formats, occasionally in tandem, including PowerPoint presentations, videos, whiteboards, and props. Furthermore, the use of clickers, question and answer sessions, mind mappings, flowcharts, and quizzes reinforce and validate student progress and understanding. By sharing their experience and knowledge, instructors provide a clear path for learners to understand concepts and information. Hence, the instructor is akin to a lead ant with others (students) following it towards a food source (concept), who then demonstrates the quantity to break off (defining details), how it should be loaded (understanding), and the return path to the ant hill for storage (retention). This cycle is repeated until the food source is deconstructed according to all relevant details, subsequently facilitating the complete understanding of a concept.

The second ninety-minute block, which is spent in the learning commons area, draws upon Kember’s “student-centered/learning-oriented approach, focusing on student learning while taking a developmental approach towards students and their conceptualization of knowledge; in other words, emphasis is placed on students’ acquisition of knowledge rather than lectures” (p. 264) as students take ownership of the learning process. Spaces for both group and individual study are available in the commons, as well as internet access, enabling students to use school equipment or personal devices such as i-pads, smart phones, or laptops to enhance their studies. Similarly, instructors are given a small cubicle where exams can be reviewed or student issues addressed in a confidential manner.

Students may choose to work in groups or alone and can cover content at their own pace, allowing learners to concentrate on difficult subjects and minimalize emphasis on less troublesome topics. This is in agreement with McLean and Gibbs’ (2010) assertion that a flexible curriculum should, “Allow time for independent learning and pursuing areas of interest” (p. 228). Students collaborating (social networking) implement personal learning preferences and share life experiences to achieve a mutual understanding of concepts. In parallel, an instructor is close by and readily available to provide learners with access to their wealth of knowledge and personal experience. By switching from teacher to student-centered learning daily, students are revitalized and prepared to engage in active learning. In this scenario, the lead ant (instructor) merely points his followers (students) in the food source’s (concept’s) general direction, as they work individually or in groups to break food (the defining details) off, determine how it should be loaded (understanding), and finally returned to the ant hill for storage (retention). The lead ant’s role is to oversee the process and provide assistance if needed. No finite cycle exists since each group or individual deconstructs and retains information using a technique specific to his or her needs.

TESTING

The Red Deer College welding department possesses a large on-line test bank for each year of technical training, providing students with the flexibility to approach topics at a rate relative to their understanding of each one. Additionally, this allows for early exit while maintaining the programs quality and security. Test questions are selected from pools directly linked to the curriculum’s objectives; a given percentage of questions are drawn from each pool randomly, and the created assessments are never alike. The curriculum is currently being delivered using Blackboard 9.1 as the assessment management program. Course content can be accessed through the college website, which contains a map illustrating each content area and its supporting module, review, and supervised exams. Students with Internet access can finish modules and review exams at any time, although supervised exams must be taken in a testing room, which is accessible from the learning commons area.

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STUDENT RECOGNITION

Red Deer’s training and learning delivery system is unique, and the college has gained recognition throughout Canada as a choice institute for technical training in the welding trade. Through word of mouth, the school has attracted students from distant locations such as New Brunswick, Newfoundland, Nova Scotia, and Prince Edward Island. Students with learning difficulties, or those who have struggled at other institutes, often find this delivery system provides sufficient flexibility to facilitate a positive learning experience. As noted by McLean and Gibbs, institutions must recognize, “Students as individuals” and “embrace student diversity and [their] individual learning needs” (p. 227). Indeed, the author believes that Red Deer’s system accomplishes this goal by catering to highly self-motivated students, or those supporting families, who welcome an opportunity to complete their studies early and re-enter the workforce promptly.

CONCLUSION

The competency based technical training model presented in this article is an optimal delivery system, affording adult learners greater flexibility in balancing their studies and personal responsibilities. This is accomplished by allowing students to study at their own pace using both face-to-face and electronic social networking to complete their studies promptly and secure employment. Alberta Apprenticeship has established itself as an educational institution with high standards, whose welding journey people have gained worldwide recognition. Furthermore, it has played an undeniable role in strengthening Alberta’s economy, competitiveness, and innovation in the global oil and gas industry. Alberta’s apprenticeship and industry training system has aptly responded to labor market conditions by developing a highly skilled workforce capable of competing on both national and international levels.

AUTHOR INFORMATION

Lee Yasinski is a professor of welder technical training at Red Deer College and formally taught fabrication studies at the high school level. He has attended Okanagan University College, Medicine Hat College, the Northern Alberta Institute of Technology, and Vermilion College. Lee Yasinski, Red Deer College, 100 College Boulevard, Box 5005, Red Deer, AB, Canada, T4N 5H5.

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Foreign Language Instruction Business
Khalid Alhumaid, Jacksonville University, USA

ABSTRACT

After the year 1945 the world has become more integrated and more in need of communicating with others. Many factors has escalated the need to learn foreign language. Ease of travel and studying abroad are such examples of these factors. Moreover, after the Berlin wall collapse, it has been easier for people from different nations to explore new cultures and countries which increased dramatically the demand for learning foreign language. By reaching the era of internet, the expense of studying a second language has been in decrease which enabled average people to learn a second language. Not to mention that the new learning apps like Cambly or Duolingo has been flourishing since the increase of smart phones in the hands of billions of people all over the world. We will briefly discuss trends in demand for foreign language, how multilingual individuals helped to propel the world economics, what statistics we have regarding the demand for learning a second language and dual-language programs, and some of our experience in this field.

INTRODUCTION

Learning a new language has become something essential and important for multiple fields: running a business for multinational firms, pursuing education, tourism etc. Due to the mentioned reasons and others, foreign language business has been attractive and profitable. For example, learning English may not always be a choice; its substantial skill to survive a business and to cope with competitors. English is a universal and important language, but other languages may have similar importance depending on the purpose of learners. Foreign language Instruction business has multiple forms. It may come as dual-language programs in schools, language institutions in universities, or it could be an internet platform, or just a publishing company. Talking about multilingualism importance from economic aspect “a study of small and medium-size companies in Sweden, Germany, Denmark and France found that those which invested more in languages were able to export more goods.”[1] www.weforum.org.

Trends In Demand For Foreign Language

Demand for IELTS test increased dramatically from 250K in 2001 to more than 2M in 2014.[2](ialc.org) reflecting the sharp trend for learning the second language. British Council reported that their revenue from IELTS tests in 2012/13 surpass £781m (britishcouncil.org).
not to mention that they have more than 93 locations in only UK “work in more than 100 countries and our 7,000 staff – including 2,000 teachers – work with thousands of professionals and policy makers and millions of young people every year by teaching English” [6]britishcouncil.org. IELTS is just an example, the other languages proficiency tests have increased as well but of course not like English tests due to its position as a universal language. According to international association for languages center: The Japanese Language Proficiency Test (JLPT) demand jumped from 250k in 2001 to almost 600k in 2014.[7]

Multilingualism and Economy

It is no longer a choice for international firms to learn foreign languages or not; it is an integral part to succeed and compete in the global market.

According to[3] Student Travel Planning Guide, people who speak more than a language are able to increase the earnings as much as 15% in the USA, 34% in India and 55% in Thailand.

“Since 1975, the English-speaking share of global GDP has fallen significantly and will continue to fall. The Chinese economy will surpass the US economy in size soon after 2030. Latin America (Spanish- and Portuguese-speaking) and South Asia (Hindi- and Urdu-speaking) are growing strongly as well.” [4](the U.S. Council on Foreign Relations)

The World Economic Forum[5], which is nonprofit foundation established in Geneva, published a report about how much language skills contribute to countries GDP. For instance, the report says: “Switzerland attributes 10% of its GDP to its multilingual heritage, while the UK is estimated to lose 3.5% of its GDP every year due to poor language skills among its citizens”. Also, “the German companies who heavily invested in multilingual staff could add 10 export countries to their market” (weforum.org). The number of Arab tourists visiting Turkey increase significantly year after year, with the latest statistics reaching to 3.5M. According to a report released by the Turkish Statistical Institute: “While the number of German visitors, for example, was down by some 30 percent in 2016, tourists from Bahrain rose by 28 percent, 25 percent from Jordan and 17 percent from Saudi Arabia”.

In the reaction to this rapid increase of tourism from those countries, tourism agents notably encourage their staff to learn Arabic in order to be more attractive to Arab visitors, and vice versa. Arab investors in Turkey became more interested in learning Turkish, especially after the government decided to offer them some features to bring their capital to the local market. Those tourists find it easy to speak Arabic with a salesperson in stores, in attractive places, and airports, which eventually led Turkey to be one of the top destinations Arab people would like to visit, even for far Arab country like Morocco.[8] Daily Sabah Turkey: Arabic language popularity booms in Turkey

According to world travel tourism council[9]:

- 10.4%Travel & Tourism GDP as a percentage of global GDP
- 1/10 jobs are supported by Travel & Tourism. This is 9.9% of global employment.

Bilingual and Foreign Language Programs in Schools

The number of students who speak more than one language in some EU states are impressive and reflect the popularity of foreign language learning programs in the continent. For instance, in Luxemburg, 100% of the students are bilingual. In Finland, France, and Slovakia, the percentage is 99% [10](eurstat.com). Currently there are more than 24 official languages in the EU. The number of the official languages explain the high rate of bilingual individuals in those states. Besides other factors like immigrations to Europe from variety of cultures and nations over all the world.
According to the [11] Jacqueline Kassteen article in ICEF, which is an organization specialized in the students' industry: 18% of Americans speak a foreign language versus 26% of Canadians and 54% of Europeans. (In 2000, there were an estimated 260 dual-language programs in the U.S. when then-Secretary of Education Richard Riley called for an increase to 1,000 by 2005. According to an article out of the Harvard Graduate School of Education in 2011, it’s estimated that the number has reached 2,000) [12] (www.ewa.org). Some parents are eager to enroll their kids in dual-language programs not just for best career future opportunities but also for its role in improving students mental skills.

Language Learning Apps

Since the flourishing of smartphones, foreign languages specialists took advantage of the technology industry’s fast growth to develop a lot of new apps to help users learn new languages. Technology has been used as an effective tool for learning programs since the era of internet but it has been easier and cheaper to acquire these applications after smartphones spread.

(Investors and business leaders are backing the swath of language apps, with China, the US, and post-Brexit Britain presenting growth opportunities. There are more than 350 apps listed on the Apple App Store alone [13](The Guardian).

Demand for those applications is getting higher each year due to cheap costs and time flexibility. One app is busuu which has more than 65m registered users. In her article about Online Language Learning Programs,[14] Ava Seave says that, “the worldwide market for the digital English learning products was $2.8 billion in 2015, projected to grow to $3.8 billion by 2020.” The attractiveness of those apps varies from one to another based on what features are available in the app, for example, some of them have all required skills that a student usually learns in traditional language school like learning new words, new grammar, speaking, listening, reading skills, pronunciation correction. Some of them have limited features with cheaper cost.
Online Language Instruction

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*Information was given by entrepreneur.com*

Our Experience (Arabic language)

Arabic is one of the official languages of the UN. Spoken by 422m in more than 20 Arabic countries and is considered a national language or a recognized minority language for 6 countries. After the terrorist attack in 9/11, people began to ask questions about Arabs and Muslims and became more interested in learning more about Middle Eastern culture. Since then, demand for Arabic learning programs jumped radically to reach significant levels in some universities. In light of the [15]MLA (modern national association), its last report mentioned that the enrollment in Arabic courses for the period from 2002 - 2016 rose by about 298%.

"Between 2002 and 2009 the number of university students in America learning Arabic shot up by 231%, making it a more popular subject than Latin and Russian [16](The Independent).

International Curricula Corporation first began in 2000. The goal was to prepare, publish and distribute educational curricula in both Arabic and English languages. Currently there are 47 schools in the US teaching this company’s books. 42 schools in the UK. 52 in Turkey. 15 schools in India, 10 in Malaysia. 5 schools in France.

[16]International Curricula was struggling with sales until 2013, before that year, the company distribution and marketing team strategy was heavily focused on Islamic shops and some online books stores. The new CEO has decided to change the company strategy to be more efficient by contacting huge Arabic and Islamic schools over all the world, visiting some countries that are interested in teaching Arabic for students like Turkey and Malaysia. By 2015, the company could have the first positive income statement since it was founded. The company won a contract with the Turkish government to supply Arabic schools with books and tutor training programs in Istanbul, Ankara and other cities. The total number of students learning Arabic in the schools supplied surpass 20k students. The company also won a contract with the Tanzanian government to supply Arabic schools for the whole country, which was one of the company’s best achievements. Currently, International Curricula is working on expanding its operation in Europe where learning the Arabic language is in high demand.

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The Adoption Of E-HRM Within Subsidiaries Of Multinational Corporations: An Exploratory Study In South East Asia

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ABSTRACT

Technology has during the last century evolved rapidly and entered new areas. One such is Human Resource Management (HRM), where today, different technological solutions assist Multi-National Corporations (MNCs) create and maintain processes that are used across the companies. There has been a desire among not just senior management but also subsidiary management to gain an understanding of what benefits that technology offers for MNCs within the field of HRM. This makes the topic relevant and also something worthy of further investigations and greater clarity. Current literature shows that while there is a body of literature that discuss technological HRM solutions (e-HRM), most of it originates from the perspective of Head Quarters (HQ). While it is relevant and important to look at e-HRM from this perspective, there is also a need to complement with further research that is carried out at different levels of the organisation. This research will do so by looking at e-HRM from the subsidiary practitioners’ perspective. It will explore the perceptions of subsidiary managers towards e-HRM through 27 interviews with subsidiary managers. Their perceptions are discussed with a particular focus on benefits created by e-HRM.

Keywords: e-HRM; Subsidiary HRM; International HRM; Singapore
Industry-Average Earnings Management And IPO Pricing
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ABSTRACT

We examine the information spillover effects related to the signed industry-average earnings management on the pricing of IPOs, both before and immediately after IPOs begin trading in the secondary market. We posit that a systematic component of the variation in the firms' earnings management is related to industry-average earnings management, and therefore, the current magnitude and direction of the industry-average earnings management provides useful information regarding the valuation of the IPO firm. Our results provide evidence consistent with our proposition and indicate higher industry-average earnings management negatively affects the pre-issuance price update and also the first day return of IPOs. Our findings are robust to the inclusion of the earnings management of the IPO firm as well as an estimate of IPO firm audit quality. Our research extends extant research that demonstrates the prevalence of country-wide earnings management affects IPO pricing. Our research indicates that using a signed measure of industry average earnings management provides a signal regarding the current direction and magnitude of earnings management within the industry and that this information is value relevant with respect to IPO pricing. Moreover, this effect is in addition to the effects of the prevalence of earnings management. Finally, our findings lend support to the partial adjustment phenomenon of IPO pricing which suggests information that influences valuation is only partially incorporated in the initial offer price and more fully incorporated in the share price during the first day of secondary market trading.

Our research examines the influence of industry average earnings management on the pricing of IPO's. Relative to stocks already traded in the public domain, investors have comparatively little information prior to issuance of an IPO to judge the IPO's investment suitability. Thus, investors are likely to search for alternative information sources regarding other firms in the same industry in order to evaluate the informationally opaque IPO firm (Lowry and Schwert 2004). Investors can look at various attributes of their peers, which are likely to be common to their industry, in order to gain insight regarding the value of the new IPO firm. This general strategy is espoused in business valuation textbooks which often suggest investors assess the profitability of the industries in which the firm is competing because profitability of industries can vary over time (e.g., Palepu et al. 2004). One attribute typically considered important in valuation is the firm’s earnings quality, which is commonly measured via the degree of earnings management. We posit that both the ability and the propensity of a firm to manage their earnings is at least partially a function of the industry to which they belong because there are likely to be industry factors which both limit and allow earnings management as well as create a motivation to manage earnings under certain circumstances. For example, the presence and relative size of certain types of assets and liabilities along with earnings and expenses found within a particular industry's financial statements can restrict or facilitate certain types of earnings management. Additionally, industries with more volatile earnings may be motivated to engage in earnings management in order to reduce the period to period volatility. Consistent with this proposition, we show the variation in the firms' earnings management is related to the industry-average earnings management, and therefore, the current magnitude and direction of the industry-average earnings management should provide useful information concerning the earnings quality and the valuation of IPO firms.

AUTHOR NOTE

John Maher is the corresponding author for this extended abstract and presenter at Clute conference. Please note that a prior version of this paper was presented at 2015 Clute Institute Maui conference. This updated version and presentation contains additional analyses and revised exposition.
The Business of Creating Attractive, Sustainable and Accountable Cities – A New Narrative for Economic Growth

Anders Sandoff, University of Gothenburg, Sweden
Jon Williamsson, University of Gothenburg, Sweden
Jessica Algehed, University of Gothenburg, Sweden
Christian Jensen, University of Gothenburg, Sweden

ABSTRACT

This paper compiles and analyses observations, arguments and trends in the field of sustainable urban development, with a specific focus on collaborative innovation and how this, in many western countries, outlines a new narrative for economic growth. It tries to merge cities’ aspiration of being attractive, business interests of providing solutions to societal challenges and development of testbeds through multilevel innovation support schemes. All over the western world, there is an increasing interest in using cities as test beds or living labs for addressing societal challenges and developing solutions. Through real life test and demonstration, cities and businesses hope for better products and services, accelerated market development and cost effective solutions to sustainability challenges. The paper explains why attractiveness has become a central goal for cities and how urban infrastructures play a role addressing both social and environmental challenges and business development simultaneously. Together with national and international industry strategies and support schemes, this forms a new growth narrative. Although a potentially potent strategy, it puts pressure on municipalities to balance the double ambition of sustainable urban development and business development with public administrative core values.
A Brief Qualitative Survey Of Chief Academic Officers With STEM Backgrounds
S. Keith Hargrove, Tennessee State University, USA

ABSTRACT

The role and responsibility of the chief academic officer is recognized as the leader for promoting academic curricula, student learning, and faculty development. Also commonly known as the Provost or Vice President for Academic Affairs, the background and career pathway may vary as the demands of higher education continue to change based on fiscal sustainability, innovative and different methods of learning, and employability of college graduates. The purpose of this paper was to conduct a qualitative survey to assess any variability of currently serving Provosts with a background in the STEM disciplines, with other assessments of the background and career pathway of the chief academic officer. The results revealed that professional development is strongly advised, knowledge of fiscal management is important, and serving the role as Dean is necessary and preparation for the chief academic officer.

INTRODUCTION

The role of the administrator in colleges and universities, continue to expand as a function of complex budgets, the myriad of learning models, and the scholarly engagement of faculty and students. The president serves as the visionary leader and image of the institution, while the Provost or Vice President of Academic Affairs, or Chief Academic Officer, is responsible for the academic integrity and innovative approaches to learning via curriculum, and ensuring a well-qualified faculty. A recent survey of currently serving Provosts indicated that most believe the academic health of their institutions remain strong, but share some concern about institutional effectiveness for undergraduate education (Jaschik, 2017). And while most Provosts believe in the role of a liberal arts education, most believe the sustainability of the pure liberal arts institution may be in jeopardy due to the preparation of careers and marketability. In addition, few even desire to seek the position of Presidency due to the demands of the role (Fain, 2010).

Hence, the role of the Provost is to be the chief advocate for academic programs and student learning. Though the environment in higher education continues to be dynamic, the Provost must provide the effective leadership to implement the vision of the President and facilitate the needs of the faculty. Depending on the institution, the actual title of the chief academic officer is either the Provost or the Vice President of Academic Affairs. There may be some variation of some institutions, but for the most part, the responsibilities are the same. The responsibilities of the position have been well documented to provide guidance and advice. In “The Provost's Handbook: The Role of the Chief Academic Officer”, this book provides numerous contributions about navigating academia in the leadership role, and strategies to enhance effectiveness and the university mission (Martin & Samels, 2015). The American Council on Education has also published an excellent book about the role of the Chief Academic Officer (CAO) in which it stresses the importance of collaboration and decision making as key elements to being a successful CAO (Farren and Stanton, 2004). Another publication provides testimonials and a reflection of the experiences of a former Provost (Nielsen, 2013). In addition to a variety of publications to become an effective Provost, several professional development programs are available to help prepare and be more successful in the role (ACENET.EDU). The CAO is also the recognized as the traditional position and springboard for aspiring Presidents. However, a recent joint report from the Center for Higher Education Excellence of Deloitte and Georgia Institute of Technology, suggests that the pathway to the university presidency may become more common directly from the position as Dean of a strong college (Strikwerda, 2017).

All these issues of job responsibilities, background, and career pathway of the Chief Academic Officer are of interests to the author. As a result, the author sought to assess the credentials of a small sample of currently serving Provosts that have come from the disciplines in STEM (science, technology, engineering, math). The motivation for the
research survey was driven by the author’s participation in a professional development program to train and prepare Provosts, sponsored by the American Association of Colleges & State Universities (AASCU, 2017). The following sections will discuss the current literature and research about the role of the Chief Academic Officer, their background, and the pathway to the position. Subsequently, a qualitative survey will describe the responses of a group of provosts with STEM backgrounds to provide some insight juxtapose to other provosts.

**BACKGROUND OF CHIEF ACADEMIC OFFICERS**

The American Council of Education (ACE) conducted a census survey of Chief Academic Officers for 4-year institutions. The survey revealed the background of a wide sample of nearly 1400 CAOs serving in higher education. The majority of Chief Academic Officers have a background from the humanities, fine arts, and religion (25%). Surprisingly, individuals with a STEM background hold 23% of the positions, and 20% had a background in the field of education. As shown in Figure 1, chief academic officers have backgrounds in social sciences and business of 21% and 11% respectively. Approximately 77% of the Provosts had received the PhD as a terminal degree.

With regards to gender equity and diversity, males represented 62% of the positions, and 86% were represented specifically by white males. The survey also stated that, although 42% of the student population of college and universities were represented by minority groups or people of color, they represented only 14% of CAO positions. Asian and African American CAOs were each represented by 4% for both groups, and 3% for Hispanics.

**Figure 1. Educational background of Chief Academic Officers.**

<table>
<thead>
<tr>
<th>Field</th>
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<tr>
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**CAO RESPONSIBILITIES**

The role of the Provost has expanded in today’s institution as the responsibilities continue to broaden with the demands of managing academic programs and faculty (Basinger, 2003). However, his or her primary duties seek to make sure the institution is providing the best possible education to its students. According to the CAO Census Survey, the average tenure in the position is about 5 years. The respondents also indicated that their priorities were setting the vision, accountability and accreditation, and strategic planning. The survey did reveal an interesting dichotomy and perspective that differ from the CAO, and the perception from the President. For example, 83% of CAOs believe that their role was setting the vision. However, the perception from the President was only 66%. Arguably, the author believes that the President is responsible for setting the vision for the institution, and the CAO is responsible for implementing that vision from an academic and strategic approach.
When the respondents indicated where they spend the most of their time, the majority indicated providing supervision of the deans and other staff (60%) (Figure 2). This implies that CAOs spend a lot of time managing personnel to accomplish a desired vision, rather than setting the vision. CAOs also indicated that their job activity is composed of providing oversight of academic programs (55%), insuring accountability and adherence to accreditation standards (43%). Strategic planning and managing budgets were indicated by 34% and 32% respectively.

![Figure 2. Chief Academic Officer Job Activities](image)

Most Chief Academic Officers believe that the job is very challenging. Hence, they also believe the job can be very frustrating. When asked about the most frustrated responsibilities of the job, 47% indicated the stress of meeting financial needs of the institution was the most dominant. This may also include the allocation and distribution of funds. The second most frustrated activity cited was developing faculty and administrative staff by 32%, and being accessible 24/7 was 30%.

**PROVOST’S CAREER PATHWAY**

The pathway to the CAO can be varied. It is common for the Provost to come from the faculty ranks, since this is the rank and file in which he or she will provide leadership. The CAO Census Survey revealed some interesting observations about the pathway of this academic administrator. Men seem to aspire more frequently than women to the rank of a President by 35% to 27% respectively, but only about one third actually plan to seek the Presidency. With respect to diversity, a similar study raised concerns about the pathway of minority administrators (Sethna, 2009). Though a higher proportion of CAOs at minority serving institutions expressed interests in seeking the presidency than their peers at predominantly white institutions, fewer actually obtain the position. The more recent CAO Census Survey somewhat validated the aspirations of CAOs who were people of color (minority), whereby their interests in the presidency was higher than non-minority administrators by 35% to 31% respectively. Two possible reasons for the lack of a greater percentage of minorities becoming CAOs could be preparation and mentoring (Martin and Samels, 2015).

The preparation for becoming a Provost should be a combination of experience, training and education. There are a relative few formal training programs to prepare CAOs for the role (ACENET, 2017), (AASCU, 2017). As described in the previous section, the roles of the Provost continue to expand. The type of training requested more frequently for four-year institutions in the CAO Census Survey was in fund raising, and by a far margin of the next category (board relations). As shown in Figure 3, CAOs most frequently identified 5 areas in which professional development was needed.
It is commonly known that the Chief Academic Officer is typically a precursor to becoming a President. Therefore, an interesting question from the CAO Census Survey is what types of jobs these individuals take upon leaving the position. The majority (24%) does take a lateral position or higher position after serving as a Chief Academic Officer. However, almost an equal number (23%) actually retire from academia. Based on the survey, only about one-fifth (19%) actually decide and become a President of an university. And very close to this decision is the choice to return to teaching and/or research in some capacity (18%). Figure 4 shows the career transitions after serving as a Chief Academic Officer.

**Figure 4. Positions taken after serving as a Chief Academic Officer**
TRAINING & EDUCATION FOR THE CAO

Many institutions have developed internal professional and leadership programs for faculty and staff. This is an important role with respect to succession planning and meeting the career interests of university employees. In addition, several non-profit and professional organizations have also developed workshops, seminars, and practical experience for leadership development. One of the premiere organizations is the American Council on Education. ACE provides leadership preparation for presidents, chief academic officers, department chairs, and unique programs for women and minority groups (ACENET, 2017). ACE currently conducts a workshop for aspiring CAOs and for serving CAOs. However, a recent study indicated that though higher education is expending funds for professional development, there is a disconnect with evidence of the value and impact on the institution (Mrig, Fusch, Cook, 2016). A good strategy is to link professional development activities with ongoing or proposed initiatives of the institution with specific metrics of achievements.

The author completed a one-year program to prepare mid-level administrators with an interest in becoming a Provost. The American Association for State Colleges & Universities (AASCU) and the American Academic Leadership Institute (AALI), hosted a leadership program entitled “Becoming a Provost Academy”, that was tailored to the developing skills and knowledge of a Chief Academic Officer. The program consisted of three major components: developing an experience plan for professional and skill development, mentoring by a campus administrator (typically the current Provost/Chief Academic Officer), and a year-long project to complete. The author recommends that if the reader is interested in becoming a CAO, this is a good program to participate and complete.

CAO SURVEY WITH STEM BACKGROUNDS

As mentioned in the ACE CAO Survey, approximately 23% of the CAOs had a background in a STEM field. As a participant of the BAPA program, a team of participants wanted to assess more information on the background of CAOs with STEM degrees and academic background. Therefore, the team decided to identify and interview a small sample of Provosts, and find out more detailed information about their aspirations, profile, and leadership style. The team was able to identify and select 12 currently serving Provosts with the background required. Two of the candidates were omitted due to incomplete responses or unable to complete the personal survey interview. Therefore, the small sample was composed of ten (10) Chief Academic Officers. The team also wanted to make the process easy and simple in the survey interviews with the participants, and limited the questions to ten responses. Table 1 shows the results of the survey questions from the ten participants and questions.

Our survey revealed that the average age of the CAOs with a background in STEM was 60 years old, and 80% came from a field in the sciences. Only two Provosts had a background in engineering. More than 60% of the Provosts were from institutions with less than 10,000 students. Thus, 40% were from much larger institutions, two exceeding more than 30,000 students. Seventy percent (70%) of the CAOs obtained or participated in some kind of professional development. Several of them completed programs provided by AASCU, American Council of Education, or a Harvard Program (MLE, IEM) (Harvard, 2017). A common pathway for 100% of the Provosts was that each of them served as a Dean. Three of them actually previously served in a Vice President or Vice Provost role as well. When asks about what are the needed important skills of a Chief Academic Officer, most indicated that good communication and problem solving skills. Several also suggested that competency in planning is also important.

As commonly known of the Provost position, their primary responsibility deals with academic issues. This was validated by our survey as well, along with some issues with budget allocation. The survey team also wanted to know about the motivation of seeking the position of a Chief Academic Officer. Most of them were motivated by the desire to instigate change, and have an effect on students. The participants were also requested to respond to how they spend most of their workday by percentages. More than 50% of their time was spent in meetings, and the remaining in administrative tasks such as planning. In terms of leadership style, 70% believe they practice a participative leadership style, whereby they seek consensus for decision-making. And finally, most of the Chief Academic Officers believe that college completion and fiscal stability are the most challenging issues for their institution and their major concerns.
CONCLUSIONS

The role of the Chief Academic Officer, Provost, or Vice President for Academic Affairs in higher education, continues to expand in responsibilities as institutions confront the many challenges of enrollment, degree completion, and fiscal sustainability. The primary role is seen as maintaining the integrity of academic programs, promoting innovation in learning and curriculum development, and providing a well qualified faculty. The American Council of Education annually produces a survey of Chief Academic Officers, and most believes they are making an impact in their institutions. The latest report indicated that about one quarter of CAOs come from STEM backgrounds, and more diversity is needed in the role. The survey also suggested more training in fund raising is needed, and most take lateral positions after serving as a CAO.

This paper sought to conduct a small sample survey to assess the background of current Provosts coming from STEM disciplines, compared to the larger population. The sample suggests that professional development is a key component of their career progression, and communication skills were important. The motivation to make change and having a former position as Dean was common for this group. As STEM professionals, the ability to discuss and share data is a relevant skill that will help communicate to a wider academic population in higher education. These individuals also deploy a participative leadership style, and believe that degree completion is one of the biggest challenges. Though there appear no distinct differences in the background of Provosts with STEM backgrounds, the author believes their problem-solving skills is an asset in administrative leadership. As suggested by the respondents, professional development and communication skills are key attributes in the pursuit of the Chief Academic Officer position in higher education.

REFERENCES

AASCU, Becoming A Provost Academy, 2017.
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Table 1. Survey Results of CAOs with STEM Backgrounds
Supporting Educational Effectiveness Processes Across Campus: A Case Study
Elizabeth A Morris, California Baptist University, USA

ABSTRACT

Educational effectiveness has become the spotlight for accountability in higher education. With institutions being held accountable for their “product” and the “consumer”, expectations for transparency has risen dramatically in the last decade. Colleges and universities are using more unique and sophisticated data to support decision making at every level. Campus buildings that once represented individual engines of production now are expected work together to collectively educate each student. Campus life and diversity planning also plays a more important role in the educational experience. While this kind of planning has usually taken place at the executive level, faculty and staff are relatively new to the process. Throw into the mix accreditation expectations, blended or fuzzy lines of responsibility coupled with new shared expectations and a new paradigm has emerged. How are campus reacting to the rainstorm of these expectations? This case study will look at how a university turned the ship of accountability and assessment toward a collective direction for the entire campus using internal resources and technology choices centered on efficiency.
A Dispassionate, Historical Context Of Guns On College Campuses
Timothy F. Slater, University of Wyoming

ABSTRACT
The interpretation and reach of the U.S. Constitution’s 2nd Amendment regarding firearm ownership is a loud aspect of the often-heated U.S. political debate as citizens try to influence the cultural direction of the country. Although scholarly political scientists and academic historians all seem to have their own well considered—and too often not so well considered—perspectives, this debate clearly impacts higher education. A broad swath of well-intentioned, well-informed and naïve college and university stakeholders across the U.S are struggling mightily with how to think about and devise policies related to guns on campus. In response, a dispassionate survey of the context of guns of campus could provide a useful departure point to realistically consider which dispositions and policies might best support effective teaching, learning, and scholarly-creative environments. As of late 2018, about one-half of the U.S.’s colleges and universities prohibit faculty, students, and staff from having a legally owned firearm, sometimes prohibited or allowed by state statute, others by campus policy. This paper serves as a first, small, scholarly step toward using a data-based approach describing and documenting the acknowledged varying viewpoints among higher education stakeholders and widely interpretable evidence regarding guns on campuses of higher education.
Increasing Indigenous STEM Participation In Hawai‘i Through Empathy And Diplomacy
Stephanie J. Slater, CAPER Center for Astronomy & Physics Education Research, USA

ABSTRACT
Despite well-intentioned efforts to dramatically increase diverse representation among youth pursuing STEM-careers having reached unprecedented levels of fiscal and human investments, the scientific community has largely failed to successfully engage ethnic and racial groups within our own borders at meaningful levels. Indigenous peoples continue to be underrepresented in STEM at one-sixth of their share of the total U.S. population. Native Hawaiians in particular participate in STEM at rates that are almost inacculably low. An evidence-based examination of K-12, informal science, and "broader impacts" settings in Hawai‘i suggests that national efforts have been, and are likely to continue to be, ineffective, as these efforts do not seem to address core issues relevant to Hawaiians. A research-informed viewpoint based on studying the intersection of Western Science Astronomy and Hawaiian Culture on the Big Island of Hawai‘i reveals that effective efforts must primarily foster authentic trust and respect between Western and Indigenous perspective-holders to be successful. While international demand to place astronomical observatories on Hawaiian land remains high, and Western agencies continue to fund outreach efforts on Hawai‘i, conflict continues to stem from broad failures to empathize, resulting in deliberate avoidance of astronomy careers by students who feel forced to choose between culture, community, and Western Science.
Understanding Plagiarism
With Help From Dr. Seuss

Rosiana L. Azman, University of Hawai‘i Maui College, USA
Stephen Fox, University of Hawai‘i Maui College, USA

ABSTRACT

The problem of pupils plagiarizing papers plagues professors pervasively. While students express comprehension, their product is often transgression. We use Seuss to show what writers must know to lessen their teachers’ depression. The widespread availability of downloadable information and file sharing has created a culture that largely ignores the importance of ownership, copyright, and credit. Students blithely copy and paste from Wikipedia with no awareness that they have violated the principle they just defined in class.

In our study, we use a passage from Seuss’s Green eggs and ham to illustrate plagiarism and paraphrasing in an effort to convey how best to avoid gross and subtle violations, including how and why minor manipulation of sentence structure was not adequate paraphrasing. Pleasantly, the percentage of plagiarizing pupils plummeted.