

21st Annual Southwestern Business Administration Teaching Conference
Jesse H. Jones School of Business, Texas Southern University
Houston, TX
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Conference Abstracts

Keynote Address

Impossible to Change? Finding a Spark

Sharon Kerrick
University of Louisville

Concepts relating to motivating and inspiring post-secondary students are discussed as well as suggestions for strategies and tactics to implement. Key topics include: communicating expectations, setting goals, leadership roles, building a sense of community and rewarding with recognition. Motivational strategies and tactics will be explored and discussed utilizing examples drawn mostly from Computer Information Systems and Entrepreneurship programs (Graduate & Undergraduate).

Session A1

Integrated Experiential Learning in a Global Environment

Lucy Ojode
Texas Southern University

This paper proposes an integrated experiential learning model for the undergraduate student in the global environment. It also provides a pilot case illustration of the basic elements of the model in a study abroad program for American students in a Southern US Public University. Experiential learning here refers to the understanding students gain through instruction that is embedded in their experiences and context. Examples include various service learning situations generally employed among American millennial. Typically, undergraduate students attuned to experiential learning are also adept at multitasking and may have proclivity to a miniaturized view of the world through their smartphone. For instance, they might be sitting at a desk in a Management class while simultaneously processing tweets about the possibility that an alleged terrorist in Timbuktu (North Africa) might be North American. Such a curiosity might prompt them to Google 'Timbuktu' only to end up at the YouTube's Timbuktu Joke just as the class session concludes.

BLUE BISON BIZ RPG Viral Business Trend Simulation

Lloyd Derek	Sabnis Gajanan	Ann-Marie Waterman
Howard University	Howard University	Howard University

Sequences for predicting sales volumes for trends - such as new products from Apple Corporation (iPads, iPhones, Mac Books) - can be visualized in the format of Role Playing Games (RPG) such as the World of Warcraft, whereas the 'players/researchers' participate in 'Business Themed' quests that track the price progression of various items in 'Auction House' based on popularity. Items that are newly introduced in game have high demand and in-game value - are priced above market - and yet demand is very high. As supply increases, prices fall accordingly. Unlike the real market and the associated stock simulation, the gaming business cycle happens over a period of a month. By substituting these items naming with real - or fictional - stock values, trends and tendency patterns can be researched and processed simply by keeping databases of the fluctuations of the 'trend prices' versus commodity items such as cloth and food. Utility items prices will be akin to utilities, but the overall commodity market of the RPG becomes a 'Business Dynamic' visualization of the real business world. Over 25 million players participate in World of Warcraft worldwide providing superior sampling numbers. The student's avatars directly record prices during the 'game', in formats designed to track multiple item prices 'real time'. Voice communications between instructors and students will be 'live' through Ventrilo and in game messaging.

Business Visualization Instruction: A Tool to Reach and Teach the Millennial Generation

Ann-Marie Waterman	Lloyd Derek
Howard University	Howard University

Business Orientation, like Freshman Orientation, or Freshman Seminar, has become a normal requirement on many campuses as a means to create learning communities, assure retention and increase graduation rates. At Howard University School of Business, all new students are placed on corporate-sponsored teams of 15-20 students as a part of the 21st Century Advantage Program. This unique retention program was conceived years ago as the course comprised of team-building, professional development, and personal growth and leadership experiences that encourage and enhance successful completion of the business degree in four-years. This academic year, the Business Orientation course was restructured to extend across both semesters, culminating in a third semester when the same teams of students matriculating through the Career Counseling course. The change, implemented at the request of students, allowed for a longer period of innovative lessons that better prepared students for the curriculum in their business courses of study. The students asked for more exposure to terms, techniques, and protocols in the business arena. Specifically, they sought introductory lessons on ethics, case-study pedagogy and analysis, visual presentations, and business plan creation.

Session A2

Education to Employment: A Strategic framework for student preparedness at JHJ School of Business

Mayur Desai
Texas Southern University

Ronald Johnson
Texas Southern University

Transforming students into graduates who are prepared to work and to sustain their knowledge, value-added capabilities in a very complex and changing global market for talent is “job one” for institutions of higher education. Each institution pursues this goal with a focus on maintaining high standards of quality in teaching, research, and service. The key to the successful achievement of job one for institutions of higher education is the robustness of the curriculum and the effectiveness and efficiency of academic programs in transforming students into well-rounded and productive graduates who are able to make a positive and meaningful difference in their world. The primary goal of business education is to “transform” students into graduates that meet the standards of the global market place for talent. Jesse H. Jones School of business administration and faculty at TSU have realized over the past two years that the necessary conditions for the “transformation process” to work are: Students’ willingness to learn, Students’ readiness to learn, and Students’ preparedness to learn. In this presentation we will address these aspects.

Communication Quality in Student Teams Using Computer-Mediated Communication

David Hansen
Texas Southern University

The purpose of this project is to do an in-depth study of one of the main sources of team effectiveness—communication quality—and how this compares across online and face-to-face student teams with their different emphasis on computer-mediated communication (CMC). The conceptual framework is based on Habermas verbal communication theory, which asserts that there are two meanings in every verbal communication, locutionary and illocutionary, and that communication quality depends on “speakers” and “listeners” agreeing on those meanings. The former relates to the information component of a message (content, clarity, relevance), and the latter to the action component (e.g., intent, feeling). Because of its existence in the teaching environment, we want to see whether CMC gives an advantage to online teams who supposedly make greater use of CMC than traditional teams. Four possible ways this could occur are through communication “lean-ness”, flexibility, leadership, and intensity. The effects of CMC on communication quality and team performance have not been widely studied but are very important because communication quality is one of the key antecedents of team effectiveness and because CMC is a major factor in business and education.

Outsourcing and its Effects on Managerial Perceptions

Lucinda Parmer
University of Houston-Downtown

Marketing goods and service has never been an easy task. New products are continuously coming into the marketplace, while older products struggle to stay alive and vibrant within the qualities of the consumers' minds. How does war affect marketing efforts? The trickle-down effect can spill over into countries that are not even at battle. Top executives need to take into consideration the effects of war and how this can impact the bottom line. This paper examines how outsourcing efforts are compromised due to wars in existing or nearby countries. Making a decision to outsource a company's service or product to another nation is not an easy decision for any company to make. Many factors go into consideration when deciding to move overseas for a portion of the company's overall organizational structure. The most common elements that make this complex are comprised of the differing culture set and language spoken. Domestic companies have a struggle keeping employees happy on the job here in the United States. Conducting business overseas, albeit may save the company money on production costs or service costs, adds another complex dimension when different cultures and languages are thrown into the mix. Our goal is to address the effects of outsourcing in these situations.

Session A3

HyFlex Classes: A Flexible Modality?

Tracy Hurley
Texas A&M University-San Antonio

In the Fall of 2013, Texas A&M University-San Antonio (TAMU-SA) College of Business began a HyFlex pilot program. A HyFlex is a class which is delivered in a variety of instructional modalities. In a HyFlex class, students may elect to attend face-to-face, synchronously online, or asynchronously online and they may elect to attend differently on different days. This modality provides for flexibility in terms of space utilization and student schedules. The College of Business traditionally offers approximately 75% of their classes in the evening (from 5:30 to 10 pm). However, with the rapid enrollment growth that the College has experienced over the last two years, the College was faced with a dilemma of how to offer more classes in the evening without adding additional (i.e., not available) classes to the THECB (Texas Higher Education Coordinating Board) classroom grid. While evening classrooms are 100% occupied, the same daytime classrooms are relatively empty. The combination of these two ratios (day vs. evening classroom utilization) contributed to a relatively low utilization rate based on THECB standards. We are monitoring the impact of this modality and will share information on this topic.

Increasing Student Learning Via A Modified Khan Academy Model

Ladelle Hyman
Texas Southern University

Bettye Desselle
Texas Southern University

S. Srinivasan
Texas Southern University

There are courses in the accounting curriculum that contain topics that are more challenging for students than are other topics. Salman Khan, founder of The Khan Academy, in his book, “The One World School House: Education Reimagined” recommends that teachers should enable learners to take control of their own learning by using on point interactive You Tube videos in addition to their modified teaching methods. Through Khan Academy, Khan is working to “build a free virtual school for the world, one with instruction, practice, feedback.” Khan’s belief is that the usage of Khan Academy is “resulting in a fundamental change in student character—with responsibility replacing apathy and effort replacing laziness.” June Claiborne of Teaching and Learning Excellence Center at TSU has created a space in Blackboard, entitled “Delta Xi Chapter of Beta Alpha Psi,” where both students and faculty in TSU’s Department of Accounting and Finance may share and upload links to helpful resources that will help to establish a pattern of lifelong learning. We will share our experience in building this resource for teaching.

Incorporating data analysis and academic papers in teaching undergraduates and MBAs

Anand Jha
Texas A&M International University

Siddharth Shankar
Texas A&M International University

In this paper, we share our experience of teaching masters level finance courses by using different data sources and exploiting the data using Excel. Our experience shows that when students are assigned to download data and apply the concepts learned in the class, they understand better. For example, we ask students to download the real stock market data and use it to calculate the Beta of the stock. We find that it not only enhances their understanding of Beta, but also makes them think about other concepts related to Beta. Another example is that of capital budgeting, where we use Excel and ask students to solve problems pertaining to capital budgeting. Overall, our research shows that by forcing the student to be active in the learning process, we can keep them attentive and make better use of classroom time. We also show in our study how we can best incorporate latest research papers. What we did differently in these courses was that in addition to the required textbook, we included a book that was in essence a summary of academic articles, without the equations, written in a clear and concise language and limited to 4-5 pages. These articles were related to contemporary issues that we face in the business world. The students were asked to read this book as well. In this presentation we will share our experiences in these two areas.

Session B1

Using Interactive On-line Resources to Implement Student Controlled Mastery Learning Techniques in the First Course of Intermediate Accounting

Richard Green
Texas A&M University – San Antonio

Mastery learning is an approach to customizing teaching to meet the heterogenic learning styles of students. Although the method has repeatedly been shown to be a highly effective approach to providing a rich learning experience, especially to students who are academically challenged, it is rarely used to any great extent. The reluctance of teachers to adopt and use this powerful teaching method is primary a response to the extremely large demands that it imposes upon the teacher's time. Using computer assisted learning techniques provides a way to use the principles of mastery learning without making unreasonable and unsustainable demands on the instructor. This presentation provides specific examples of the application of mastery learning in an accounting course. This approach, coupled with providing students with unlimited opportunity to repeat for grade credit, all homework exercises, problems, projects, and unit tests, has proven popular with students.

Preparing Graduate Students for CPA Examinations: Integrated Curriculum Approach

Sewon O
Texas Southern University

Kun Wang
Texas Southern University

In the realm of university-level accounting education, preparing students to pass the CPA examinations is one of the most important objectives. CPA designation not only helps students to find a job, but also gives them competitive advantage in their professional career path. The goal of producing CPAs is even more important in graduate accounting programs as the majority of graduate students enroll in the program to gain knowledge and skills necessary to pass the CPA examination as well as to fulfill the education requirements to sit for the examination. To achieve this objective of producing CPAs, graduate schools nationwide and the accounting faculty have attempted a wide range of efforts including curriculum change, CPA review sessions, mentoring and tutoring, summer boot camps, and other motivational incentives. These approaches would require a different level of commitment in resources. In this paper, we propose an integrated approach that would require the minimum level of resources. We propose that individual graduate accounting courses identify a set of CPA examination topics in one of the four test areas apart from the topics of the course itself.

Implementing forensic accounting curriculum to prepare students for certification as Fraud
Examiners

Kamala Raghavan
Texas Southern University

Carlton Perkins
Texas Southern University

The accounting scandals and fraudulent acts that caused the recent financial crisis has led to increased regulatory requirements (Sarbanes Oxley Act, PCAOB, Dodd Frank) for improved corporate governance by addressing the internal controls for fraud deterrence, as well as holding auditors more accountable for fraud detection. These developments have led to increased demand for entry-level professionals with knowledge of forensic accounting in all types of organizations including corporations, government, non-profit entities. Accounting graduates are expected to have knowledge of fraud and forensic accounting. The growing area of financial frauds victimizing unsuspecting individuals (for example, Madoff, Sanford) has also caused the need for raising awareness of fraud prevention measures and assisting in remediation procedures. The threat of terrorist activities, corruption and racketeering have led to increased efforts by the Departments of Justice and Homeland Security and other law enforcement agencies to emphasize detection of white collar crime, money laundering, and terrorist financing. As a result, the demand for fraud examiners and forensic accountants is increasing rapidly, and is expected to continue during the future years. Forensic professionals consist of fraud professionals who assist in fraud prevention and deterrence efforts, and forensic accountants who work with damage claims, valuations, and legal issues. Our goal in this presentation is to raise these important issues so that they are covered in accounting curricula.

Session B2

Electronic Portable Devices For Digital Learning: An Evaluation of a Pilot Program

Syed Harun
Texas A&M University-San Antonio

Tracy Hurley
Texas A&M University-San Antonio

As part of the e-book program, the College of Business at Texas A&M University-San Antonio has implemented a portable device pilot program to evaluate the effectiveness of three electronic portable devices – iPad, Dell Tablet PC, and Acer Android-based tablet. The students enrolled in the 10-week ECON 5329: Managerial Economics course in Summer 2011 participated in the pilot program. Participation in the program was voluntary. There were 27 students who participated in the pilot program. The requirement for participation in the pilot program was that the students had to report their experience by participating in course surveys. As part of the program, students were allowed to checkout each of the devices for three weeks. The students were surveyed before they received any devices. They also responded to surveys after they had returned each of the devices. Finally, there was a survey at the end. The surveys allowed us to compare students' perception about the usefulness of the electronic portable devices for higher education. Based on the results of the survey, the College of Business implemented an iPad

rental program for students starting in Spring 2012. Faculty members participating in the pilot program were given an iPad to use.

Using Blackboard's Resources to Communicate with Students

Ladelle Hyman
Texas Southern University

June Claiborne
Texas Southern University

Each semester, I am experiencing decreasing percentages of students who read the messages that I email to them each time I create an announcement in Blackboard. How do I persuade students to check their e-mail accounts daily? Are there some other Blackboard features that are more user-friendly to students than Blackboard's email features? Students say that they prefer using social media. What Blackboard features will allow professors to accomplish the same communications goals without the professors having to "friend" their students? Attendees will participate in a demonstration of the latest features in Blackboard that are designed to improve communications and to increase the Blackboard functionality knowledge level of both students and faculty. We will visit Blackboard features that we are not using because we do not know of their availability to us.

The Use of Mobile Technology to Improve Minority Student Learning in STEM Fields

Karma Sherif
Texas Southern University

Historically Black Campuses and Universities (HBCU) are faced with continuous pressures and threats of diminishing funds because of below national averages drop in enrollment, retention and graduation especially in STEM areas. Despite federal goals to double the number of STEM graduates by 2015, only 8.3% of African Americans are graduating with STEM degrees compared to 64.7% of Caucasians. Among the government efforts to increase the number of STEM graduates for underrepresented minorities has been the National Education Technology Plan to incorporate mobile learning in the classroom and create technologically relevant learning experiences. Given the high adoption rate of portable computing devices, reaching 6.9 billion mobile subscribers worldwide in roughly a decade, minority-serving educational institutions are motivated to use the technology to improve student learning in STEM fields. While a number of research studies are examining the impact of mobile technology in education, there is a lack of understanding on the impact of mobile technology on student learning in STEM fields among at risk and minority students. Major obstacles to student learning in STEM fields have been student unpreparedness, lack of motivation, and lack of confidence in successfully completing requirements. This research examines the impact of mobile technology on improving student learning in STEM fields at HBCUs, through experiential learning, situated cognition, and improving self-confidence.

Session B3

Inspire, Challenge and Energize: Enhancing the Faculty and Student Experience

Bernnell Peltier-Glaze
Texas Southern University

With a focus on empowering and equipping faculty with innovative teaching, learning and advising methodologies, the Teaching and Learning Excellence Center (TLEC) at TSU provides professional development that promotes excellence in teaching and learning. Participants in this session will contribute to and gain understanding of the resources and opportunities available through TSU's Teaching and Learning Excellence Center. This could help the participants in creating similar centers in their institutions.

Applying Berg & Huang Sustainable Retention Model in Teaching an Online Counseling Lab Class

Candy Ratliff
Texas Southern University

The evolution and subsequent growth of on-line education has been the conduit for change in student demographics, instructional design and course delivery because of the flexibility it affords. This is particularly evident in the number of professionals choosing to earn degrees online; however, retention of professionals in an online Counseling Degree Program environment requires instructor readiness to meet learner demands and needs. Students enrolled in a counseling laboratory course “practice” and develop skills and techniques learned from a prerequisite course. In a traditional face-to-face setting, peers and instructors observe and provide feedback, and adjustments can be made immediately. However, because of the description of the lab course, many instructors are apprehensive to teach it online due to trepidation over jeopardizing program fidelity. As the evidence mounts in support of the effectiveness of online learning environments, educational research can tackle the more fundamental concern of how to optimize instructional designs, course materials, and activities to best maximize learning opportunities and achievement in the online environments. The goal of this presentation is to raise the relevant issues in online teaching for a lab course so that other instructors would be prepared to deal with such problems in their institutions.

Sharing Resources across the Curriculum to Enhance Teaching and Learning and Support SACS and AACSB Accreditation

Kathleen Williamson
University of Houston-Clear Lake

In 2010, The MBA Committee and the undergraduate Core Curriculum Committee of the School of Business at a regional Texas university looked at comprehensive Assurance of Learning data

for the previous five years. This data is part of an ongoing effort to comply with SACS and AACSB accreditation guidelines. The committee members identified several opportunities to develop resources for use by faculty members to facilitate improvements in student learning outcomes across the business curriculum. Areas identified included teamwork, critical thinking and ethical awareness. One constant across the graduate business curriculum is the use of teams and an emphasis on team projects and assignments. Faculty members expressed interest in information and resources that could help them enhance the effectiveness of the team process for students. To that end, a faculty member who routinely taught a course in teamwork organized a committee of faculty experienced in the use of team projects. This committee began compiling a set of resources for use by all faculty members to improve the student experience with teams. In this presentation I will present our experience related to this idea.

Session C1

Social Security as an Entitlement

Richard Pitre
Texas Southern University

The Social Security Act was signed into law by President Roosevelt August 14, 1935. This program was organized as a system of economic surety to retired workers. This program allowed working adults to add to their personal retirement through Social Security taxes. The government started collecting taxes in January of 1937. First time, one time only lump sums were taken in that calendar month. Benefits distribution started in January of 1940. The early Social Security program included a basic retirement sum to be paid out to individuals depending on the sum of money the individual invested into the program. This was a serious undertaking, millions of Americans signed up for their first Social Security card. The purpose of this paper is to show that social security benefits are entitlements based on rights and benefits specified by law and contract and not privileges given by the federal government. This paper will analyze the funding mechanism of Social Security and the corresponding accrual of benefits based on that funding, on an individual basis. Additionally, the paper will seek to demonstrate the misadministration of that funding process.

Are Massive Open Online Courses (MOOCs) the Solution to the Problems in Public Higher Education or the Biggest Threat to the Status Quo?

Antoinette Mulvaney
Lamar University

Frank Cavaliere
Lamar University

Charles Hawkins
Lamar University

The theme for this conference is “Motivating Students, Sharing Resources and Leveraging Technology.” The burgeoning offering of virtually free online college courses by some of the most prestigious colleges and universities fits in perfectly with this theme. These courses, referred to popularly as MOOCs or “massive open online courses,” are the epitome of sharing

resources and leveraging technology; and many students are highly motivated to get certificates of completion for college courses from schools such as Harvard and Stanford at almost no cost. Public officials dealing with strapped budgets are also highly motivated to find ways to provide students access to higher education at lower costs. If employers get on board with this idea, then the loop will be closed and higher education as it is practiced in this country will undergo wrenching change. This presentation and paper will discuss the evolution of MOOCs, their expressed purposes, the problems they are meant to address, the problems they create for traditional colleges and universities, public and private, and, finally, provide a comprehensive list of MOOC resources online.

Session C2

Enhanced Learning in HBCU Business Schools with Social Media Networks

Gwendolyn Catchings
Jackson State University

The use of social media networks (SMNs) is a modern-day phenomenon. Social media is “a collection of Internet websites, services, and practices that support collaboration, community building, participation, and sharing.” SMNs are popular because, like all Web 2.0 technology, they allow users to communicate, contribute and collaborate on user-generated content (UGC) via the Internet. They are a subset of the larger social media category and college students are the major users. According to a study by the Higher Education Research Institute, SMNs were being used by 94% of college freshman and they play a major role in the life of all college students. According to SMN research conducted by the Pew Research Center in 2013, 72% of all online adults are using SMN sites, while 75% of all African Americans are using them. The latter percentage is up from 68% in 2012. Research identifies Facebook as the most popular of them all. To further highlight its popularity, Pew research found that while 67% of Internet users are on SMNs, the same percentage are also using Facebook. Although data on the use of Facebook by African Americans was unavailable, Pew concluded that their use was “consistent with overall social media use.”

Challenges in Educating College Bound Millennials: Leveraging Technology to Motivate Students

Mahesh Vanjani
Texas Southern University

Generation Y, sometimes referred to as "Millennials", "Echo Boomers", or jokingly as "Generation Why?", refers to the cohort of individuals born, roughly, between 1982 and 1994. For the millennial college bound students' technology has been a part of their lives forever. They have amazing technical skills, are adept at finding information and multitasking, and tend to have short attention spans. They are voracious consumers of technology and use it for education and

entertainment. Educators will need to adapt from providing education to providing edutainment to stimulate and engage this generation of learners. College professors will have to get creative in leveraging technology to motivate and educate this generation of students. In order to be effective educators we must understand our audience. This includes trying to understand what factors influence and motivate our students and appreciate that different generations' have their characteristics and habits that mold how they respond to their teachers. Each generation has a different approach to learning and, as professors, we need to adapt to provide the appropriate learning environment and effective teaching strategies.

Session C3

Attitudes and Behavior of Faculty That May Have Negative Consequences for Student Engagement and Learning

John Williams
Texas Southern University

Bettye Desselle
Texas Southern University

Increased student learning takes place when faculty and students have a positive relationship, and relationships begin with communication. Instructors can communicate with students in a variety of ways that impact their engagement and learning. It should be the goal of instructors to maximize the positive effect and minimize the negative impact of their communications. Instructors and researchers, however, have been more inclined to focus on the positive effects of communications on student-teacher relationships than on the negative impact of their communications. This inclination on the part of instructors is the result of a complex set of factors that include instructors' personal characteristics, attitudes toward students from previous experiences, or other conscious and unconscious motivations. If faculty are to develop and maintain positive and beneficial relationships with their students and become better teachers, they may need to modify certain aspects of their teaching persona. The focus of this session will be instructors' communications with students. One of the most important instruments of communication between students and instructors is the course syllabus which not only informs students about the course and its requirements but creates a first impression about the instructor and his or her attitudes toward both the students and the course being taught. Throughout the course, the instructor continually communicates with student through lectures, responses to student inquiries, and signals that s(he) may or may not even be aware.

Perceptions of Non-Latino Faculty and Latino Students: Teaching and Learning Cultural Diversity and Ethics in a Hispanic Serving (HSI) South Texas Border Region University

Djuan Bragg
Texas A&M International University

Leigh Broxton
Texas A&M International University

The purpose of this presentation is to explore how underlying favorable and unfavorable perceptions of race between African American faculty and Latino students, and Anglo faculty

and Latino students inform how Latino students embrace instruction on cultural diversity and ethics. This study, guided by contact theory, will demonstrate how favorable and unfavorable racial beliefs influence black and Anglo faculty's perception when teaching cultural diversity and ethics to Latino students. Findings from this study will specifically inform how Latino student's favorable and unfavorable perceptions of race influence cultural diversity and ethics knowledge acquisition. This study will be guided by contact theory. Contact theory posits that racial groups with negative feelings toward each other will lessen with increased contact. However previous research has shown that contact theory offers two results, a decrease in negative perceptions between racial groups and/or an increase in negative perceptions between racial groups. Through the lens of contact theory this study will look at racial perceptions between African American faculty, and Latino students and Anglo faculty and Latino students.

Session D1

Managing the gap between instructors' perceptions and true concept of "Critical Thinking"

Mayur Desai
Texas Southern University

Bruce Berger
Texas Southern University

Need for critical thinking in problem solving is not a new phenomenon. It is the "renewal" of the awareness about thinking critically in order to arrive at an effective but feasible set of solutions to a problem. There are two issues – true definition or concept of critical thinking and the perceptions individuals have about the critical thinking. The purpose of this paper is to suggest the ways to narrow the gap between these two issues and arrive at a common platform so that academic institutions can teach their students how to think critically in a true sense. The authors propose a basic framework to represent the entities and their relationships around the construct of "Critical Thinking." The authors then empirically test and use part of the framework to understand and address the gap that possibly exists between the individual perception and the true concept of "critical thinking." The definition of critical thinking is discussed based on the literature review. The perceptions of the individuals about critical thinking are based on the survey of the faculty teaching at the institutions of higher education. The results of the literature review and the survey are then compared to determine the gap that may exist between the perceived view and the true concept of critical thinking. A plan for narrowing the gap is presented and suggestions for the future directions of research on critical thinking.

Can You See What I See? Motivating Students through Experiential Learning

Johnnie Williams
Texas Southern University

Felix Ayadi
Texas Southern University

Ladelle Hyman
Texas Southern University

Historically, learning in the U.S. has been about imparting content and knowledge, and then testing to see how much the student has retained in what is, generally, short-term memory. Though not the only cause, this approach has contributed to the downward trend associated with

U.S. college students' academic achievement when compared with other industrialized countries. One of the objectives in higher education today is to reverse this trend. Experiential learning – or what has been termed 'active learning,' 'interactive learning,' or 'learning by doing' – is one approach that promises great potential for enhancing college learning, thus helping to raise academic achievement rates. Undergraduate research is a means for actively engaging students in the learning process. More than any other academic undertaking, undergraduate research as a form of experiential learning cultivates critical thinking skills – or what we believe to be higher order thinking. Undergraduate research is credited with teaching students, through practical experience, how to interpret and apply the results of their inquiries. In this presentation we will discuss ways to motivate students through experiential learning.

Session D2

Emerging Trends and Novel use of Technology in Information Systems Security Education

Sathish Kumar
Coastal Carolina University

As the number of information security threats increase day by day, academic initiatives focused on Information Systems security are growing – yet, there is still the danger of falling short in addressing the long-term threat. To avoid becoming too focused on near-term issues, academic programs must be more adaptive to the emerging trends and use technology innovatively in educating the next generation to create a more secure future. The number of Information Systems security related academic programs around the world – whether called information assurance, cyber security engineering or information security – has increased significantly over the past decade. The main reasons for this trend are the very strong need for Information Security professionals in the industry as well as in the government. Thus there is an increasing attention and demand from students, private industry and government agencies. More and more industries, from banking and financial services sector to aerospace and defense industry, as well as healthcare industry are seeking graduates with specialized IT security skills. Training an expert IT security workforce is now a national priority for many countries. In this country this effort is spearheaded by the National Security Agency and the Department of Homeland Security. In this talk we will highlight the emerging trends in this area and novel ways in which technology is used to educate security professionals.

Teaching Big Data Analytics using Tableau Software

S. Srinivasan
Texas Southern University

Big Data Analytics is being embraced widely by businesses because of the timely information it provides. Today, data capture is much easier thanks to automated systems such as geo location in Facebook. Moreover, a variety of providers capture all kinds of data related to customer

preferences, purchase patterns, circle of friends and their general interests in diverse areas such as music, movies, food, travel, etc. Sharing of such data is widespread because of consolidated storage services offered by cloud service providers. Businesses tend to benefit if they can reach their customers when they are physically close to a product or service location. With the information gathered from geo location services about the current location of an individual, businesses in that area could bring to the attention of the potential customer the goods and services available in that vicinity. A typical example would be a restaurant that realizes that a potential customer is in that neighborhood and sends a text message to them about the food specials they have and an incentive coupon. This kind of communication capability is critical to derive the desired outcome. This is facilitated by most people carrying a smart phone with them. I have tried to expose my students to the benefits of handling large volumes of data. This concept, known as Big Data Analytics, is widely used today. In this talk I will describe the benefits of using Big Data Analytics through the use of Tableau software.

Session D3

Structural Change in Educational Processes

Oscar Criner
Texas Southern University

Technological, political, and social developments bring about fundamental changes in the structural architecture of industries. Industries that respond to these changes positively usually survive; those that do not usually decline and eventually disappear. The automobile industry was in a serious crisis of quality from the late 1970s through the 1990s, which needed a decade for recovery. The communications industry went through a crisis of technological development during this period as well, which fomented many mergers, acquisitions, divestitures, and bankruptcies. Education is an industry that is going through structural changes today and the educational systems constitute extremely complex processes. Complex processes are all around us in everything we do. I will characterize and present examples of such complex processes in education. Teaching and learning are complex nonlinear dynamic processes and I will show that in easy to see examples. Therefore, in this talk we explain that teaching and learning are not simple linear processes in time. There are nonlinearities in other dimensions also. Some subjects take more effort than others. There are a multitude of such nonlinearities. All of these situations make the education process nonlinear and complex. No matter how well the teacher may plan a lesson, or how well it is presented, or how well it is decomposed into step-by-step procedures, there is no assurance that the student will absorb, learn, or remember anything from the lesson if he or she is not also taught how to remember the processes of the subject and the principles of reasoning within the logical system of the subject.

Creating the Proficient College Student

Dennis Elam
Texas A&M University – San Antonio

College Professors are all too familiar with the bell shaped curve of student performance. About twenty percent of the students get it, the rest slide into the abyss of grade C mediocrity, neither mastering the concepts nor perhaps even grasping what they are doing wrong. Creating the Proficient College Student argues that it does not have to be this way. While colleges are building climbing walls, swimming pools, and apartment like dormitories, this paper argues for engaging the students on a three part ladder of success. The first section deals with the habits of a Proficient College Student. Concern over college dropout rates suggests a lack of proficient students. The Proficient Student (PS) is forward, not backward looking. The PS gathers relevant class materials the summer before the Fall Semester and begins reading. He/she familiarizes himself/herself with the material available for free on textbook websites. The PS student partners with other successful students to form study groups and partners. The PS identifies self-paced study material outside the class to stay current between semesters.

Session E1

Assessment of Online Teaching Effectiveness: Conceptualization and Measurement

Haiyan Hu
Morgan State University

As Stanford University President John Hennessy suggested, online delivery of education will be the next “tsunami” in higher education. Eduventures estimates that 2.78 million students were enrolled in a fully online program in fall 2010, which represents 14% of all higher education enrollments. The Sloan Consortium reports that 6.1 million students enrolled in at least one online course in fall 2010, representing 31% of all students enrolled in higher education. Furthermore, one-third of online students study in the field of business, making it the most popular area of study at both undergraduate and graduate levels. As more courses are offered online, assessing online teaching effectiveness becomes a pressing issue. Many schools choose to use the teaching evaluation forms that are used for face-to-face setting for online course assessment. This practice is highly questionable given the distinctive differences between online and face-to-face learning environments. Research has identified several differences between these pedagogical modes. In this talk I will highlight some of these issues that must be considered.

Successful Implementation of New Online Business Programs:
The Role of Online Course Facilitation, Technology Training, and Peer Mentoring

Kelley Bailey
Florida A&M University

Annette Jackson
Florida A&M University

In this presentation we examine the functions of formal faculty peer facilitation and informal peer mentoring in connecting to and working within the online course management system for new online faculty. The roles of the formal faculty peer facilitator include the provision of course administration assistance, course development assistance, and assistance with facilitating communication between faculty and students. Informal faculty peer facilitation includes collegial interaction and assistance, problem-solving behaviors, and the use of pre-designed online coursework from senior faculty. Each type of assistance provides different aspects of support. It is concluded that by providing a formal technology facilitator, formal training, and encouraging peer mentoring, business schools will more successfully implement new online programs with higher levels of student satisfaction.

Strategies for Teaching Quantitative-Oriented Business Courses

Robert Vinaja
Texas A&M University – San Antonio

Teaching quantitative-oriented course involves some important challenges that are unique. Some of the quantitative-oriented courses in business include statistics, management science, quantitative methods, operations research or quality control. This presentation describes the implementation of a series of technology tools to enhance the delivery of quantitative courses, specifically statistics, quantitative methods, operations management and management science. The presentation is based on lessons learned during the implementation of these tools over a period of two years. The tools include: recorded lectures, video tutorials, web conferencing, interactive simulations, electronic textbook, algorithmic questions, equation-editing tools, and a class response system. The adoption of lecture capture/recording for web delivery has rapidly increased over the last several years as a tool for enforcing classroom instruction. This presentation provides a critical evaluation and a comprehensive comparison of the features and limitations of several platforms for lecture capture and includes a discussion of the features and benefits of recorded lectures. Students can benefit from the use of recorded lectures because they can review complex topics after the live lecture. In addition, students can pay more attention during class by spending less time taking notes.

Session E2

Storytelling in Business Presentations

Clive Muir
Stephen F. Austin State University

How can storytelling help business students become proficient in oral presentations? What is the value of storytelling to their personal and professional development? This article discusses the value of storytelling in business education and in preparing students to become effective communicators. Students learn to craft a story based on a personal experience and they use the story to teach a particular lesson or moral. Although this assignment has been used in business communication and marketing communication courses, it could be easily be adapted to any business course where students' professional presentation skills are being honed. The ability to communicate orally is probably one of the most important skills in group and professional settings. Despite predictions about the decline of face to face interactions due to new technology and presentation media, experts argue that even students in highly scientific and technical disciplines must include opportunities to build oral communications skills in their study programs. Thus, instructors of business communication and related courses are always looking for innovative ways to make their classes interesting and relevant to the needs of students from majors across the university. One approach that I have used as an oral presentation activity over the years is storytelling.

Teaching that Touches Students' Lives

Dale E. Rude
University of Houston

Codou Samba
University of Houston

The most rewarding part of teaching is when students' lives are touched, enabling them to think in new ways and to make significant leaps forward on their career and life paths. In this session we will summarize some of our relevant experiences as students and teachers. Then we will offer tips for and touching students' lives through books, written assignments, and class exercises. The focus of the session is on touching student lives through our teaching. During the first 15 minutes, we will a) discuss teachers who touched our lives, b) present feedback from several students who report that we have touched their lives, and c) offer tips for and touching students' lives through books, written assignments, and class exercises. During the last 15 minutes, we will ask each attendee to do one of the following: 1) describe a teacher who touched them, 2) describe how they have touched a student's life, or 3) describe a teaching technique/event/exercise which has been effective at touching student lives.

An Expression of Learning through Digital Storytelling: Implementation with Mobile Apps

Marion S. Smith
Texas Southern University

Caroline M. Crawford
University of Houston-Clear Lake

This paper provides the theoretical foundation for the assertion that digital storytelling plays a strategic role in level 6 of the metacognitive dimension of the Revised Taxonomy by Krathwohl. A variety of creative opportunities exist for learners to demonstrate their mastery of each dimension of the metacognitive hierarchy via digital stories using mobile software applications. The integration of storytelling methods and standards-based objectives can more fully develop the learner's mastery of the subject matter. Through storytelling, students communicate lessons learned, reveal knowledge mastery, and foster their membership in the subject-matter community. As such, storytelling is appropriate as a support structure to enhance the learner's understanding of knowledge within coursework. Digital storytelling allows students to fashion knowledge into new ideas and creative re-imaginings through the use of the technology tools of the current Digital Age. In higher education, students are asked to be creative and demonstrate critical thinking. The use of storytelling allows students to use a variety of skills to demonstrate subject matter mastery through new and different means. This focus on the learner's cognitive efforts is revealed in the shift from Bloom's more traditional cognitive taxonomy of learning to that of the revised Bloom's Taxonomy for the Digital Age reframed by Anderson and Krathwohl's.

Session E3

Teaching Undergraduate Production and Operations Management Course as an Online Course: Some Experiences and Takeaways

Balaji Janamanchi
Texas A&M International University

As a recently tenured associate professor who has taught all but one of my classes in a face-to-face environment, I was assigned to teach my undergraduate POM (Production and Operations Management) class as an online class for the first time in the spring semester of 2013. I was a reluctant starter as I personally didn't believe that online format suits the POM course content. Nevertheless, the administrative pressure coupled with my desire to remain a responsible institutional citizen in the school of business coaxed me into undertaking this assignment. In this presentation I recount how I adapted my onsite POM syllabus and pedagogy to an online environment; how the students seem to enjoy it as evidenced by their active participation in the discussion forum, their project reports, and the positive feedback received from them, despite having in my mind, some lingering reservations about the learning outcome and quality of learning experience. Based on this first experience I have decided to make some modifications and enhancements in my future outings of teaching this course online and would like to share my thoughts and solicit thoughts and suggestions from the peers at the SWBAT Conference.

That Corporate Compliance Officer Job-Slot as Student Motivational Device: It's Ethical and Global Dimensions

George Swan
North Carolina A & T State University

In 2014, attention within business administration education should be afforded to the increasingly salient role of the Corporate Compliance Officer. The Corporate Compliance Officer's vocation is to check, internally, a corporation's negative behaviors. That is to say, his/her function is to nurture good practices in business, hence the relevance to the "ethics" dimension of business administration education. To this relevance can business administration educators alert students sensitive to the social responsibility roles of corporations confronting diverse stakeholders? The creation of the Corporate Compliance Officer position within a corporation is itself a fresh component of corporate business practice. America is a cradle of this new business jobslot, but this calling and the services it renders relate to corporations transnationally. Moreover, the Corporate Compliance Officer serves, externally, on the real world's business-frontline of adherence to the rule of law and of corporate responsiveness to governmentally-imposed regulations.

Teaching Non-Verbal Communication Skills Online: Business Curriculum Implications

Ndamukong Tangeh
University of Houston-Downtown

Non-verbal communication skills are often limited from online courses because of the logistics involved. Communication skills are central to success in any professional domain, and business is no exception. Simply exposing learners to presentation concepts will not adequately address the need to help learners develop their professional speaking abilities and presentation skills. Nonverbal message skills like meta-communication, Visual, and Vocal are usually missing in an online course. Online business courses, like face-to-face courses, should persuade learners to prepare and deliver professional presentations. This presentation will discuss some specifics of using readily accessible technology (such as video hosting services, blackboard collaborate) and proven pedagogy (including peer evaluations and instructional rubrics) to integrate oral presentations into online business communication courses.