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LAS VEGAS, NEVADA | October 7-10, 2018

## PROCEEDINGS

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| Author Name | Paper # | Title (Click title to view paper) |
|---|---|---|
| Alarcon, Michelle | 133 | Advertising Volatility And Profit Persistence: How The Sequential Pattern Of Advertising Spending Influences Profit Persistence |
| Alnaim, Mariam | 327 | Qualitative Research And Special Education |
| Alsaaty, Falih M. | 296 | Branding Startup Entrepreneurial Disruptive Innovation Ventures: Theoretical Perspectives |
| | | |
| Alsaaty, Falih M. | | |
| Alvarado, Jessica | 360 | Making It Personal: Valuable Connections In Online Learning Environments For Pre-Service Teachers |
| AmirKhalkhali, Samad | 368 | Canadian Aboriginal Internet Use: Evidence For Change |
| Basnet, Bal Krishna | 132 | Earthquake And Its Effects In Education - Aftermath Nepal Quake 2015 |
| Beach, Don | 306 | Learning Agility: Implications For Educational Leaders |
| Bell, Darin | 314 | Differences In Minority Success Rates In Undergraduate General Chemistry I At A Small Liberal Arts College |
| | | |
| Beswick, Barbara | 108 | Food Insecurity And College Students: 5 Years Of University Run Food Pantry Usage |
| Bodendorf, Freimut | 200 | University To Business Knowledge Transfer – Process Management For SMEs At The Virtual University Of Bavaria |
| Boon-Nanai, Juliet | 280 | Breaking The 'Culture Of Silence' Through Peer-Based Pasifika Pedagogies In A New Zealand Tertiary Environment |
| Boudreaux, Denis O. | 332 | Are There Biases In Civil Trials Due To Demographics? |
| Brown, Leo T. McAuley | 309 | Preparing University Adjunct Faculty To Teach |
| Bunn, Esther | 356 | Effects Of Organizational Culture On Accounting |
| Carter, Jill | 246 | Dutch National Populism And The Future Of The European Union |
| Cheng, Keng-Hsiang | 385 | Cooperative Centrality, Cooperative Aggressiveness, And Performance - A Study Of Global Aviation Industry |
| Cheung, Joon Hei | 371 | The Effect IFRS 9 On Banks' Lending Behavior |
| Chiou, Bella | 227 | The Application of Problem-Based Learning Approach in English Grammar Instruction: A Pilot Study |
| Condoleon, Manuel | 107 | Talk The Talk And Walk The Walk: A Study Of International Baccalaureate Languages Teachers' Choices In Curriculum And Instruction |
| Condoleon, Manuel | 192 | Talk The TOK In China: How International Baccalaureate Subject Teachers Integrate TOK In Their Teaching |
| Cravens, Jennifer | 256 | General Electric and Boeing: Leaders in Underfunded Single Employer Pension Plans |
| Critchlow, Kim | 286 | At What Point Does The Out-Group Become The In-Group? |

| Author Name | Paper # | Title (Click title to view paper) |
| --- | --- | --- |
| Dale, Kathleen M. | 292 | The Effects of Students' Learning Styles on Business Strategy Game Performance |
| Daniel, Jr., Leon | 288 | Strategies To Facilitate Online Discussion Forums |
| Dieck-Assad, Flory Anette | 109 | Challenges Of Digital Education In Undergraduate Courses |
| Dimmitt, Eric | 238 | Micro-Credentialing: A New Perspective on Professional Development |
| Dresen, Chelsea K. | 283 | Building Resilience: Using A Strengths-Based Approach During A Graduate Study Abroad |
| Edwards, Chase | 332 | Are There Biases In Civil Trials Due To Demographics? |
| Ehlen, Craig R. | 373 | Utilizing The Monopoly® Board Game To Enhance The Cultural Experience Of A Study Abroad Option In An Introductory Financial Accounting Course |
| Ehoff, Jr., Clemense | 256 | General Electric and Boeing: Leaders in Underfunded Single Employer Pension Plans |
| Firmin, Michael W. | 358 | Qualitative Perspectives Of Homeschool Parents Regarding Perceived Educational Success |
| Fischer, Arthur K. | 146 | Strategic Staffing: A Human Resource Management Case |
| Fleming, Debra L. | 348 | Stimulating Student Engagement: Finding The Dots vs. Connecting The Dots |
| Fletcher, Jacqlyn | 358 | Qualitative Perspectives Of Homeschool Parents Regarding Perceived Educational Success |
| Fraccastoro, Katherine A. | 292 | The Effects of Students' Learning Styles on Business Strategy Game Performance |
| Fraccastoro, Katherine A. | 320 | Event Marketing: A Marketing Study Of A Sponsored Event In A Small Town |
| Frederich, George | 146 | Strategic Staffing: A Human Resource Management Case |
| Fuller, Jack A. | 262 | A Directional View of Solar Power Generation |
| Gaia, Silvia | 254 | Teacher Education: Emphasis On Knowledge Base Of Engineering Professors |
| Gies, Lisa A. | 225 | Creating Personalized Micro-Credentials for School Districts |
| Gregoriou, Andros | 116 | Prospect Theory And Stock Returns: A Seven Factor Pricing Model |
| Groark, James | 388 | Congress May Need To "Make A Call To The Bullpen" |
| Gyamfi, Paul Amoako | 206 | Pedagogical Approaches Of Teaching Environmental Hazards In Sub-Saharan African Schools |
| Ha, Joseph Chunghi | 133 | Advertising Volatility And Profit Persistence: How The Sequential Pattern Of Advertising Spending Influences Profit Persistence |

| Author Name | Paper # | Title (Click title to view paper) |
| --- | --- | --- |
| Hahn, Christopher | 304 | Maximizing The Graduate Student Experience: Scholarship, Engagement And Leadership |
| Hak, Brad | 293 | Using E-Books To Achieve Deeper Learning In The Graduate Leadership Education Classroom |
| Hicks, Stephanie | 108 | Food Insecurity And College Students: 5 Years Of University Run Food Pantry Usage |
| Hilliard, Ann Toler | 391 | Leadership Development Competencies for Global Communities |
| Holmes, Barbara Deveaux | 293 | Using E-Books To Achieve Deeper Learning In The Graduate Leadership Education Classroom |
| Holmes, Barbara Deveaux | 301 | Using Teacher Professional Development To Manage Disruptive Behavior In Schools |
| Holmes, Barbara Deveaux | 309 | Preparing University Adjunct Faculty To Teach |
| Holmes, Courtney | 301 | Using Teacher Professional Development To Manage Disruptive Behavior In Schools |
| Jones, Theresa | 358 | Qualitative Perspectives Of Homeschool Parents Regarding Perceived Educational Success |
| Karani, Komal Gyani | 320 | Event Marketing: A Marketing Study Of A Sponsored Event In A Small Town |
| Karimova, Beibitkul | 237 | Modernization Of The Content Of School Education In The Republic Of Kazakhstan |
| Kelnhofer, Mark | 348 | Stimulating Student Engagement: Finding The Dots vs. Connecting The Dots |
| Kilani, Hashem | 322 | Health Benefits And Barriers To Physical Activity Among Secondary School Students |
| Kimery, Kathryn M. "Kate" | 368 | Canadian Aboriginal Internet Use: Evidence For Change |
| Kinberg, Margot | 196 | Do The Write Thing: Choosing And Using Social Media To Teach Writing |
| Kobylinski, Chris | 355 | Student And Teachers' Opinions On Seating Arrangement In Korean University ELT Classrooms |
| Kovarik, Angie | 244 | The Human Side of Healthcare Mergers & Acquisitions |
| Krishnan, Rathi | 231 | Does Persuasion Involve Artistry? Teaching Argumentation Using Models from Literary Classics |
| Laplante, Yvon | 203 | Néo UQTR: Innovation In Internal And External Organizational Communication |
| Larson, Kendall | 293 | Using E-Books To Achieve Deeper Learning In The Graduate Leadership Education Classroom |
| Lechner, Thomas | 373 | Utilizing The Monopoly® Board Game To Enhance The Cultural Experience Of A Study Abroad Option In An Introductory Financial Accounting Course |
| Lee, Nam Chul | 291 | Labor Market and Human Resources Development for Social Integration of Female Married Immigrants in Korea |
| Lewis, Eric E. | 388 | Congress May Need To "Make A Call To The Bullpen" |
| Lewis, Eric E. | 387 | Currencies Or Tulip Bulbs? – The Confusing History Of Cryptocurrencies And The Promise Of Blockchain Technology |
| Lewis, Joseph | 387 | Currencies Or Tulip Bulbs? – The Confusing History Of Cryptocurrencies And The Promise Of Blockchain Technology |

| Author Name | Paper # | Title (Click title to view paper) |
|---|---|---|
| **Lin, Pin-Chun** | 255 | The Trade Effects of US Anti-dumping Actions for Crystalline Silicon Photovoltaic Products on Taiwan |
| **Liu, Jin-Long** | 255 | The Trade Effects of US Anti-dumping Actions for Crystalline Silicon Photovoltaic Products on Taiwan |
| **Magano, Meahabo Dinah** | 169 | Barriers To Learning Observed In A Correctional School: An Academic Wellness Perspective |
| **Magano, Meahabo Dinah** | 170 | Social Wellness Of Juvenile Learner Offenders In South African Correctional School |
| **Magaya, Amuhelang (Amu)** | 338 | Teachers' Attitudes Towards The Development And Implementation Of Professional Learning Communities; Lessons For Administrators |
| **Makhurane, Forget** | 170 | Social Wellness Of Juvenile Learner Offenders In South African Correctional School |
| **Manzini, Theresa Lydia B** | 169 | Barriers To Learning Observed In A Correctional School: An Academic Wellness Perspective |
| **Mayer, Brad** | 292 | The Effects of Students' Learning Styles on Business Strategy Game Performance |
| **Mckinley, John** | 388 | Congress May Need To "Make A Call To The Bullpen" |
| **McLaughlin, Gregory C.** | 352 | Business Decision Failures – A Post-Mortem Analysis |
| **McLaughlin, Heidi M.** | 352 | Business Decision Failures – A Post-Mortem Analysis |
| **McMahan, Shari** | 297 | We Define the Future: A Collaborative Approach to Student Success |
| **Miah, Mohammed J.** | 311 | Factors That Effect Student Retention |
| **Montie, Darbi K.** | 356 | Effects Of Organizational Culture On Accounting |
| **Muhammad, Beverly Carolann** | 286 | At What Point Does The Out-Group Become The In-Group? |
| **Myers, Christopher** | 175 | The Socratic Method In Asynchronous Online Discussions |
| **Naffziger, Loren** | 360 | Making It Personal: Valuable Connections In Online Learning Environments For Pre-Service Teachers |
| **Newton, Bailey** | 320 | Event Marketing: A Marketing Study Of A Sponsored Event In A Small Town |
| | | |
| **Noe, Kelly** | 356 | Effects Of Organizational Culture On Accounting |
| **Norton da Cruz, Wesley** | 254 | Teacher Education: Emphasis On Knowledge Base Of Engineering Professors |
| **Park, Jimi** | 133 | Advertising Volatility And Profit Persistence: How The Sequential Pattern Of Advertising Spending Influences Profit Persistence |
| **Park, Sung Jong** | 371 | The Effect IFRS 9 On Banks' Lending Behavior |
| **Parker, DeJuanna M.** | 309 | Preparing University Adjunct Faculty To Teach |
| **Parrish, Erik** | 358 | Qualitative Perspectives Of Homeschool Parents Regarding Perceived Educational Success |

| Author Name | Paper # | Title (Click title to view paper) |
| --- | --- | --- |
| Patterson, Jamie | 286 | At What Point Does The Out-Group Become The In-Group? |
| Perry, Carson | 304 | Maximizing The Graduate Student Experience: Scholarship, Engagement And Leadership |
| Plichta, Lisa M. | 225 | Creating Personalized Micro-Credentials for School Districts |
| Plichta, Lisa M. | 238 | Micro-Credentialing: A New Perspective on Professional Development |
| Rao, Spuma P. | 332 | Are There Biases In Civil Trials Due To Demographics? |
| Redda, Ephrem Habtemichael | 151 | Feasibility Of Monetary Union In SADC: Evidence From Panel-ARDL Cointegration Of Public Debt And Budget Deficit |
| Reynolds, A.J. | 223 | Municipal Emergency Services Budgets: Service or Budget Decisions… or Both? |
| Rinehart, Shelley M. | 223 | Municipal Emergency Services Budgets: Service or Budget Decisions… or Both? |
| Rumlow, Josh | 311 | Factors That Effect Student Retention |
| Sackett, Thomas A. | 358 | Qualitative Perspectives Of Homeschool Parents Regarding Perceived Educational Success |
| Sawyer, Granville | 296 | Branding Startup Entrepreneurial Disruptive Innovation Ventures: Theoretical Perspectives |
| Shanklin, Stephen B. | 373 | Utilizing The Monopoly® Board Game To Enhance The Cultural Experience Of A Study Abroad Option In An Introductory Financial Accounting Course |
| Shi, Likun | 213 | A Study on the Art Students' EFL Learning and Their Language Learning Motivation |
| Silva, Lidia | 254 | Teacher Education: Emphasis On Knowledge Base Of Engineering Professors |
| Slater, Stephanie J. Turner | 375 | Invasion of the Cognitive Scientists |
| Slater, Timothy F. | 374 | Strategies To Publish More For Busy Professors |
| Stadelmann, Marcus | 240 | The Populist Right in Germany and the Future of the European Union |
| Steuber, Julie | 225 | Creating Personalized Micro-Credentials for School Districts |
| Steuber, Julie | 238 | Micro-Credentialing: A New Perspective on Professional Development |
| Sullivan, Karen R. | 283 | Building Resilience: Using A Strengths-Based Approach During A Graduate Study Abroad |
| Walker, Edward | 286 | At What Point Does The Out-Group Become The In-Group? |
| Waterbury, Theresa A. | 283 | Building Resilience: Using A Strengths-Based Approach During A Graduate Study Abroad |

| Author Name | Paper # | Title (Click title to view paper) |
|---|---|---|
| **Whitmore, Roy** | 311 | Factors That Effect Student Retention |
| **Wilmes, Matthew** | 283 | Building Resilience: Using A Strengths-Based Approach During A Graduate Study Abroad |
| **Wu, Wen-Hsiung** | 205 | Exploring Students' Learning Feedback in the Entrepreneurial Course of MOOC |
| **Xiaoping, Liu** | 211 | A Comparison Between The Effects Of Feedback Given By Higher-Level Peers And By Lower-Level Peers In EFL Writing Context |
| **Xiaoping, Liu** | 213 | A Study on the Art Students' EFL Learning and Their Language Learning Motivation |
| **Yates, Doris** | 126 | The Ostrich Syndrome: "Contra-Power" And The Bullying, Harassment, And Stalking Of Faculty By Students |
| **Yates, Doris** | 158 | The Good, The Bad And The Ugly Of The Online Teaching And Learning Environment: Stories From The Trenches! |
| **Younkin, Felisha L.** | 358 | Qualitative Perspectives Of Homeschool Parents Regarding Perceived Educational Success |
| **Zharkembayeva, Zhanara** | 237 | Modernization Of The Content Of School Education In The Republic Of Kazakhstan |

# Talk The Talk And Walk The Walk:
# A Study Of International Baccalaureate Languages Teachers' Choices In Curriculum And Instruction

Manuel Condoleon, The University of Sydney, Australia
Sydney School of Education and Social Work

## ABSTRACT

*This study explores the choices International Baccalaureate languages teachers make in terms of curriculum and instruction across the Primary Years Programme (PYP), Middle Years Programme (MYP) and Diploma Programme (DP). The International Baccalaureate (IB) is an educational foundation that offers primary and secondary school programmes for a worldwide community of schools. Its programmes are adopted by 4541 schools in 150 countries and taught to over one million students. Specifically, its programmes are distinguished not only from their common framework with a sustained focus on promoting international mindedness, but also from the compulsory study of a second language. This allows for a continuity of teaching and learning in languages which is in contrast to the Australian curriculum context and other national curriculums where a common framework and compulsory study of languages at all levels of schooling is not enforced. A multiple case study research approach was conducted where PYP, MYP and DP teachers revealed their views and practices regarding languages teaching in the IB. This study by informing research on the choices of IB language teachers and the extent to which the common IB framework promotes effective teaching and learning of languages, will help raise some issues for future pedagogical practice such as strategies for the successful collaboration of languages educators in national contexts where a common framework for languages is lacking across both primary and secondary years.*

# Food insecurity and College Students: 5 Years of University Run Food Pantry Usage

Stephanie Hicks-Pass, Austin Peay State University, USA
Barbara Beswick, Austine Peay State University, USA

## ABSTRACT

*This presentation will educate others about food insecurity on college campus by revealing the data obtained from a social work student initiated university run food pantry available to students on a mid-sized liberal arts university. This Food Pantry grew from a classroom project into a university run funded pantry that serves both student and staff alike. Food insecurity, myths about food security, data about pantry usage and the creation of the university food pantry will all be explored.*

## LEARNING OBJECTIVES

The presentation will introduce and discuss each of the following:

1. Current issues in food insecurity on college campuses.
2. Present information about the creation of a social work student initiated university run food pantry to address the challenge of food insecurity on our campus
3. Present the information from five years data from our food pantry with an emphasis on which demographics have the least and greatest ability to maintain a sustainable and healthy diet.

## LITERATURE REVIEW

College students are increasingly living below or near poverty, creating challenges in food security. Those living below the poverty line from 2009-2011 include "51.8 percent of students living off-campus and not living with relatives" (Bishaw, 2013, para. 3). If a student works full-time earning about $15,000 before taxes (Rapacon, 2015, para. 7), that only places the student $3,120 above the poverty line of $11,880 (Healthcare.gov, 2016, para. 1). Furthermore, the cost of tuition, including tuition, fees, room and board, for the academic year averages to $18,943 for in-state public universities or $42,419 for private universities (Rapacon, 2015, para. 7-8). Also, the average amount of student loans accumulated after graduation is about $30,000 (Rapacon, 2015, para. 10). In 2010, 45 percent of traditional college students worked full-time and 80 percent were employed part-time while enrolled in classes according to the National Center for Education Statistics (Perna, 2010, para.3) Many modern college students face difficult problems of whether to pay for books or adequate food.

With poverty comes food insecurity. In the Los Angeles Times, an article outlined that "in the California State University system with a student body of about 475,000, between 8 to 12 percent were homeless and about double that suffered from food insecurity" (Steele-Figueredo, 2016, para. 1). This was recognized as a problem at our university, as many students were going to local food pantries to supplement their diet. However, in 2008, only four universities had food pantries on campus compared to the 121 that was in place in 2014 (Bahrampour, 2014, para. 6). Actually, "Feeding America's 2014 Hunger in America report estimates that roughly 10% of its 46.5 million adult clients are currently students" (Bahrampour, 2014, para. 8). The Michigan State University, the oldest running food pantry in the United States, has addressed this issue by providing high-quality food, meats, and toiletries to 4.4 percent of the student population (Nesnikoff, 2014, para. 20). The West Virginia University even offers diapers for parents struggling to care for young children (Powers, 2012, para. 11). One university, Oregon State, has even had the opportunity to serve both several hundred college students and community members after opening in 2009 (Powers, 2012, para. 14).

In the arena of university life, one challenge identified by the presenters is the issue of creating social responses to a changing environment. The identified response was the creation of a university run food pantry available to students and staff alike. This pantry began as a social work student project originally by two graduate students. These students with the approval of the university and assistance of university staff, opened the pantry in a storage closet on campus. It is now located in its own building supervised by a university employed program director. The S.O.S. program includes the food pantry, victory produce gardens, and a chicken program to support college students attending the university both full- and part-time. Now, many students also volunteer time and provide donations to support the program; therefore, struggling campus students can have food security. The food pantry keeps extensive demographic data on who is receiving aid and the presentation will present data and discussion on which demographic of student is using the pantry assistance.

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# Challenges Of Digital Education
# In Undergraduate Courses

Flory Anette Dieck-Assad, Tecnológico de Monterrey, Mexico

## ABSTRACT

*Sydney J. Harris advises us, "The whole purpose of education is to turn mirrors into windows". Never like today, are we in the need to help teachers and professors to guide their students to open windows and get involved with the geopolitical and economic needs of the world. This paper tests the hypothesis that Microsoft OneNote Class Notebook (MONCN), used in undergraduate Finance courses as a tool for digital teaching, can both promote sustainable development and make the students become leaders, using this innovative tool of learning as part of their own activities and lives in the future. The test of the hypothesis also demonstrates that students manage to make the classroom time more effective and efficient for learning when using MONCN as a paperless technological platform. Thus, without impacting the effectiveness and quality of education, MONCN surges as a tool for inspiring the students to become committed citizens that can change the world and collaborate in the fight of climate change.*

**Keywords:** Microsoft OneNote Class Notebook; Paperless; Education; Sustainable Development; Digital Teaching

## INTRODUCTION

At any level of education, teachers and professors need to find the best academic strategy to support an educational process that could both promote a sustainable future for the world and at the same time provide an effective digital teaching experience. How could professors motivate their students to feel part of the change towards sustainable development without decreasing the excellence of teaching in the process? The objective of this paper is to present Microsoft OneNote Class Notebook (MONCN) as an effective paperless technological platform for activity submissions at the university level (OneNote, 2018).

This paper tests the hypothesis that MONCN, used in undergraduate Finance courses at Tecnologico de Monterrey, in Mexico, as a tool for digital teaching, can both promote sustainable development and make the students become leaders of their own learning process, by using this innovative tool of learning as part of their own activities and lives in the future. The test of the hypothesis also demonstrates that students manage to make the classroom time more effective and efficient for learning when using MONCN as a paperless technological platform. Thus, without impacting the effectiveness and quality of education, MONCN surges as a tool for inspiring the students to become committed citizens that can change the world and collaborate in the fight of climate change.

The teaching target is to make the students realize that increasing their expertise in a paperless technological platform will help them be more valuable for a company in the future because they will present another useful ability compared with other candidates for the same job, as well as feeling themselves as citizens of the world collaborating with the defense of the planet when learning in a paperless environment (OneNote Team, 2014a). Being ethical citizens of the world, they could become key elements to trigger an exponential awareness of an increased citizen participation in favor of our planet.

The objective of this paper is to show the results of the tested hypothesis with undergraduate Finance students at Tecnologico de Monterrey in the state of Nuevo Leon, Mexico, during 2017 when using MONCN as a paperless teaching platform. The emphasis will be in testing how the students become sensitive citizens of the world, concerned with the global warming dilemma of the century, among others.

The explanation of MONCN that is required to understand this paperless technological platform is widely explained by Dieck-Assad (2018). The only purpose of this paper is to show, through the tested hypothesis, that teaching practices using a technological paperless platform could inspire professors to become life examples of their commitment in the fight for sustainable development and inspire their students the love for the planet at the same time, without decreasing the quality of education.

This paper is composed by the following four sections: literature review; the methodology used to test the hypothesis in undergraduate Finance courses at Tecnologico de Monterrey, Mexico; the analysis of the results, and the section of conclusions and recommendations.

## LITERATURE REVIEW

The consequences of humans' daily tasks have affected the stability of the Earth's resources, triggering people and companies to devout their research efforts towards creating a healthy and favorable environment. Researchers strive to procure a foreseeable future where today's actions that contribute to the planet's welfare can be greatly appreciated by future generations.

According to Greenpeace (2018), forests are being depleted around the world, along with all species that live within them. Mexico is the 5th country with the highest deforestation rate in the planet: according to the Geography Institute at the Universidad Nacional Autonoma de Mexico (UNAM), Mexico loses 500,000 hectares of forests and jungles each year (Couturier & Mas, 2009). This endangers the life of a great variety of plants and animals, as well as numerous communities which have depended on this ecosystem as a form of subsistence throughout generations.

Deforestation has motivated companies to offer valuable proposals within their own field of action to alleviate this problem. MONCN arises as an innovative paperless technological teaching tool (OneNote Team, 2014b).

How is the use of technology in teaching evolving? According to Once Noticias (2013), in these modern times preschool students draw and color using digital tablets; they abandoned the use of paper and crayons, converting preschool classes into technology-adopting paperless classrooms. These changes mark the standards by which the new modern lifestyle for children becomes a challenge for innovation in undergraduate teaching which also triggers the academic improvement of professors in their teaching process.

Furthermore, in 2013 young students from Ecuador expressed their concern for fostering a sustainable environment and love for the planet in their daily activities. NTN24.com (2013) presents the information about the legal initiative these young people proposed to the Ecuadorian government to try to avoid newspaper printing in order to contribute to reduce deforestation. The President of Ecuador, Rafael Correa, answered this initiative by ordering newspapers to only publish digital media and avoid the printing of tons of paper.

Nowadays, academic innovation seeks better teaching practices through an ecologic and sustainable awareness. This paper aims to be a continuation of research in these matters (Dieck-Assad, 2018), by testing another hypothesis that could consolidate MONCN as an effective teaching tool for inspiring the students to become committed citizens that can change the world and collaborate in the fight of climate change.

## HYPOTHESIS DEFINITION AND METHODOLOGY

### Definition of the Hypothesis

The tested hypothesis is defined as follows: MONCN, used as a digital teaching tool in undergraduate Finance courses, is an effective paperless technological teaching platform which can both promote sustainable development and make the students become committed citizens that can change the world and collaborate in the fight of climate change and at the same time, becoming leaders of their own process of learning without decreasing the quality of their education.

This hypothesis was tested with the results of a written survey applied to the students at the end of the financial courses.

## METHODOLOGY

Eight undergraduate Finance courses were tested during 2017. MONCN was used as a paperless teaching platform in 4 courses and the traditional teaching approach in the other 4 courses. The same survey was applied to the 8 Finance courses asking the students if the course promoted, besides financial knowledge, a strengthening of their approach towards ethics and sustainable development, becoming committed citizens of the world in the fight of climate change. The survey was aimed to identify the strength of MONCN as a paperless learning platform that could become an effective tool to promote values and increase environmental concern, without damaging the transference of knowledge.

Since there is no numerical evaluation of the effectiveness of the hypothesis, the questions were transformed into quantitative results. Additionally, the survey included an open question to let the student express his/her personal point of view in order to provide qualitative results for the proposed hypothesis.

The hypothesis was tested during 2017 considering 4 courses each semester: January-May 2017 and August-December 2017. The purpose was to have as many observations as possible to increase the reliability of the results. Two courses of "Financial Institutions" were taught by the same professor in the exact same conditions, covering the exact same material. The other two courses of "International Finance" were taught by the same professor in the exact same conditions, covering the exact same material. Thus, for the experiment, one course of each subject was chosen to be the ***Traditional Group*** where the strategy of teaching was the traditional one with physical handing of classroom activities (homework, problem solving laboratories, article analysis, etc.); The other group was called the ***Pilot Group*** in which everything was handed in digital formats (paperless style) using the MONCN paperless digital platform. The summary is as follows:

**Semester of January-May 2017:**

> Course A: Financial Institutions taught in Spanish as the Traditional Group: 30 students
> Course B: Financial Institutions taught in Spanish as the Pilot Group: 30 students
> Course C: International Finance taught in English as the Traditional Group: 9 students
> Course D: International Finance taught in English as the Pilot Group: 12 students

**Semester of August-December 2017:**

> Course E: Financial Institutions taught in Spanish as the Traditional Group: 22 students
> Course F: Financial Institutions taught in Spanish as the Pilot Group: 23 students
> Course G: International Finance taught in English as the Traditional Group: 27 students
> Course H: International Finance taught in English as the Pilot Group: 23 students

The quantity of the students surveyed in 2017 was a total of 176 students as follows:

> 1. Traditional Group: 88 surveyed students.
> 2. Pilot Group: 88 surveyed students.

**Analysis of the Numerical Results**

Before notifying the students about their final grades, in order to decrease any external influence in the results, the survey was applied exactly the same day for both the Traditional and the Pilot groups, totaling 4 courses in January-May 2017 and 4 courses in August-December 2017. The results suggest that from the students' statistical and qualitative points of view, the proposed hypothesis cannot be rejected. The Pilot group had more burden in the load of activities at the beginning of the course because the students had to learn how to use MONCN as a paperless technological platform. However, at the end, they felt relieved of the physical handing of activities; they felt happy to send homework and other activities in a 24/7 scheme, at anytime from anywhere. This was so, that even the students felt not only happier but they felt an improvement in their education. They also expressed that the team work activities resulted easier and were happy to be involved in debates through the platform. The results are a valuable input for

professors who want happier and better students eager to continue their daily learning. Furthermore, students who are part of the Student Confederation at Campus, proposed the use of MONCN for the campus activities of the student association, resulting in a better team work and a better organization of their tasks. The blessings of disruptive technologies in education came true with these results, because it can be said that this new paperless technological platform replaced a traditional student mind with an open student mind that can envision new possibilities for their daily life. The trend of the results were the same for both periods during the year; thus, it was decided best to present the numerical results for the whole year according to the division of Traditional vs. Pilot groups.

In order to profile the students, the survey was replicated as it was done in Dieck-Assad (2018), to be sure that the student sample was not biased. Table 1 presents the results of the general questions of the survey that arrived to a similar trend as the one presented by Dieck-Assad (2018), concluding that the majority of the students had not used MONCN before; thus, it is an accepted sample for testing the hypothesis.

| Table 1. Global Results from the Survey<br>January 2017 – December 2017 | | |
|---|---|---|
| | **Traditional Groups***<br>**88 students**<br>**Percentage of the total** | **Pilot Groups****<br>**88 students**<br>**Percentage of the total** |
| **Computer type used for class:**<br>**Apple**<br>**Other** | 75%<br>25% | 78%<br>22% |
| **Previously heard about MONCN*** | 10% | 23% |
| **Used OneNote individually before** | 5% | 7% |
| **Used OneNote as a group platform before** | 1% | 1% |
| **Have used Blackboard as a digital tool in class** | 92% | 94% |
| **Preferred method to submit homework**<br>**digital**<br>**paper** | 87%<br>13% | 93%<br>7% |
| **Not knowing MONCN, would prefer BlackBoard *** | 77% | |
| **Knowing MONCN, would prefer to use MONCN vs Blackboard **** | | 91% |
| * Groups that kept handing activities in paper without MONCN. | | |
| ** Paperless Groups that used MONCN as their technological platform | | |
| *** Microsoft OneNote Class Notebook (MONCN). | | |
| Source: Elaborated with the survey results. | | |

From the statistical results shown in Table 1, it is possible to conclude:

1. The sample is not biased because between 75% and 78% of the surveyed students in both samples are used to Apple-brand computers, thus, showing equivalent equipment for doing their work. Thus, it is an homogeneous sample.
2. Only between 10% and 23% of the samples had heard about MONCN before. Thus, the majority did not know about this technological platform making it possible to evaluate their reactions to a technology that was really new for them, and it was possible to evaluate their averse or compliant attitude towards change.
3. Only between 5% and 7% of the students have used individually the OneNote application before.
4. Only 1% of the students have used the OneNote application as a group platform before.
5. As it was expected, because Tecnologico de Monterrey offers Blackboard as a learning platform in all its campuses, it was logical to learn that between 92% and 94% of the students are used to this digital tool for task submissions in class.
6. It is important to point out that professors at Tecnologico de Monterrey tend to receive homework in paper vs digital. This is because of a limitation of the Blackboard platform which only accepts digital submissions as attachments. Revision of submitted homework becomes a high time consuming activity because professors

must open each attachment first in order to be able to evaluate them. The professor must also enable a special space in blackboard where the student could submit his/her homework. So, considering that the majority of the students between 87% and 93% are fond of digital submissions, with MONCN this process is improved because this digital platform lets the student upload the homework as a picture instead of an attachment, making its revision easier.

7. Once the student learns how to use MONCN, 91% of the students prefer this platform instead of Blackboard. However, in the courses that did not have contact with MONCN, 77% still prefer the official university platform of Blackboard.

The Pilot Group answered another specific survey in order to evaluate their experience using MONCN. The purpose was to identify pros and cons of this paperless digital platform from the students' point of view. Table 2 summarizes the results of 88 surveys applied to the Pilot Group using the Likert scale from 1 to 5. In order to verify that the student was not biased, there were positive statements and negative statements about MONCN, where the students decide if they *Totally Agree* with a number 5 or *Totally Disagree* with number 1.

| Table 2. Pros and Cons of using Microsoft OneNote Class Notebook (MONCN) According to the Students (survey) Numerical results for the Pilot Group January – December 2017 | | | |
|---|---|---|---|
| **CONCEPT** | **Average Result on a scale of 1 to 5** | **Standard Deviation\*** | **Independent t-test\*** |
| **Using MONCN made me realize the importance of the concept of sustainable development** | 4.25 | 0.6989 | 3.355417 |
| **MONCN helped me envision how a disruptive technology can improve my education and my life** | 4.55 | 0.6765 | 6.302859 |
| **MONCN made me feel leader of my own educational process** | 4.53 | 0.6423 | 6.804068 |
| **MONCN increased my desire to become a committed citizen** | 4.41 | 0.7525 | 5.099381 |
| **MONCN decreased the burden to carry paper in my backpack** | 4.90 | 0.3403 | 2.818645 |
| **MONCN made me save in educational materials: paper, pens, pencils, etc.** | 4.77 | 0.5617 | 3.795257 |
| **MONCN made me understand how I can help as a student to join the war against climate change** | 4.91 | 0.2891 | 2.949576 |
| **MONCN helped me increased the quality of my education** | 4.88 | 0.4237 | 2.766948 |
| **MONCN made me feel a free educational environment** | 4.80 | 0.5705 | 3.363242 |
| **MONCN made me be feel connected with my classmates and my team 24/7 making my team work easier** | 4.36 | 0.8601 | 3.965957 |
| **MONCN was the bridge to connect my activities with class discussion** | 4.92 | 0.2721 | 2.741992 |
| **MONCN made my student life happier, helping organize my student life better** | 4.86 | 0.4336 | 2.949576 |
| **MONCN inspired me about the good things I can do with technology** | 4.94 | 0.2328 | 2.289315 |
| **MONCN is a difficult tool to use** | 1.75 | 0.8339 | 2.812311 |
| **MONCN made me have an unbearable burden in class making my student life harder** | 1.77 | 0.9794 | 2.176824 |
| **MONCN did not strengthen my identity as responsible citizen of the world** | 1.72 | 1.0388 | 2.565256 |
| **MONCN is an undesired additional task in the course** | 1.32 | 0.7957 | 3.750907 |
| **MONCN was difficult to understand** | 1.41 | 0.7970 | 4.814657 |
| **MONCN made it difficult to submit activities, homework and notes** | 1.13 | 0.5427 | 2.160623 |
| **After knowing MONCN I would rather go back to the traditional approach of my education in future courses** | 1.05 | 0.2094 | 2.035401 |
| \* $p \le 0.05$ with a 95% confidence interval and a normal distribution assumption. All the t-values and P values were significant at $p \le 0.05$. The independent t-test results are expressed in absolute values. Source: Elaborated with the survey results. | | | |

According to the statistical tests, all the answers are significant at $p \le 0.05$ with a 95% confidence interval. Thus, from the results, the hypothesis cannot be rejected and reach the following conclusions:

1. The use of MONCN digital platform helped the students realize about the application of sustainable development in their own lives, discovering how disruptive technologies could enhance their education and their abilities to cope with their lives in the future.

2. The use of MONCN inspired the students to become citizens of the world and showed them their capability to join the climate change war. As Elena Bonner said: "Just as there are no little people or unimportant lives, there is no insignificant work". Even the insignificant amount of paper saved in a paperless classroom environment, it is an important step to plant in their souls the love for our planet.

3. The feeling of freedom using MONCN, to express what they want and to be liberated from the burden of carrying physical items in their backpacks and the economic savings in educational material, are other seeds that were planted in their souls: an approach to use the minimum resources without sacrificing their excellence in education.

4. The easier connection of the students with their classmates during class discussions and an improvement in team work capabilities made it possible to apply the collaborating learning strategy in class. MONCN made it easier.

5. When the students expressed that MONCN helped them increase the quality of their education, this confirmed the hypothesis that using a new digital platform will not harm the quality of education given by professors.

6. As Tom Peters said, "Leaders do not create followers, they create more leaders", it is possible to conclude that MONCN is a digital platform that made students happier because it helped them better organize their academic life and realize what can be done in the future using technology. Thus, the new ability using MONCN was an inspiration to transform the students in future leaders, not followers.

7. The questions made in negative form (the last 7 questions) was a strategy to avoid a bias in the answers, and to evaluate if the students were answering and thinking deeply in their responses. This was like a calibration of the survey that successfully resulted in the conclusion that MONCN is a friendly digital platform that improves the effectiveness of teaching an undergraduate course, with the opportunity to plant the seed of ethics and citizenship.

Disruptive Technologies are here to stay. Their speed of appearance will increase throughout the years. Teachers and professors must be prepared to adopt these technologies that will benefit the happiness and life of their students. Indeed, there is a need to improve the technological capacities of the undergraduate professors and prepare them to receive the technological experts of future generations. It will mean a new load of work burden for the professors who need to take courses in new technologies. Change is not easy to accept because it moves us far from our comfortable zone. However, the results of this research is a call to teachers and professors to accept and be involved in the proposed new technologies or platforms like MONCN trying to find ways to make the technology a new tool to convey ethics, values and inspiration to the students who are eager to find models to become better citizens of the world.

**Analysis of the Open Question**

As part of the survey, there was one last open question with the freedom to express whatever the student wanted to share regarding his/her experience with MONCN. The question was:

"In your own words, would you write about your experience with MONCN in order to be prepared to face the education of future generations with excellence?"

There were multiple and interesting answers with different points of view; the majority of the comments were in favor of the use of MONCN. However, the students raise important ideas about the limitations of MONCN that could be improved in the future.

Three answers were chosen to summarize the students' experience with MONCN as follows:

*Student 1*: This was my first time with MONCN. At the beginning I felt overwhelmed. I arrived to class with my physical notebook ready to take notes. It was a surprise to see a professor that suddenly began to talk about paperless class, ethics, citizenship of the world and sustainable development. I was upset at the beginning because I thought that I was registered in a financial course, ready to learn about credits, money, etc. I felt disgruntled because the finance issues I was eager to learn about were not mentioned in the first class. At the beginning I thought I was in the wrong classroom, in a computer science course. Even though the first class was a shock for me, suddenly I began to realize the importance of having a professor that offered me more than a simple finance class. My professor gave me

technological training, ethics, values, a vision of a geopolitical world within a climate change dilemma. Now I only can express my thanks for opening my mind and my vision about how important it is to develop my technological abilities along with the knowledge in finance and combined them in an excellent way with ethics, citizenship and sustainable development. Thank you professor for working so hard in transforming me in a better person.

*Student 2*: My experience with MONCN was great. Especially I enjoyed working in class learning from my classmates, feeling integrated and connected with them. Thanks to MONCN everyone uploaded opinions, homework, notes, etc. When the professor began the debate in class, she asked for example, what was the opinion of one specific classmate about a specific financial issue? It was really like magic when the professor said: Let's see what our classmate thinks, and suddenly the opinion my classmate uploaded first in the MONCN platform was displayed on the classroom screen. MONCN indeed helped me learn to work as a team even in class. The professor made us respect the opinion of each one of us, and made us feel important in class. I think that this class and MONCN made me capable to co-work in the future in any type of business environment.

*Student 3*: The use of MONCN platform as a tool made me feel free. I could upload my homework from any place at any time, letting me combine my social life with my academic one. I remembered my school days when I had to load many things in my school bag: notebooks, pencils, pens, eraser, etc. With MONCN I do not need but my computer in my bag: I felt relieved. However, we had problems with the team debates outside the class. We, as a team, decided to use Google Docs for this purpose: it was better and faster. Google offered us a better synchronization speed of several students working simultaneously in the same document. Also, the Discussion Board with my classmates was done through Blackboard. MONCN has some disadvantages in its use: for simultaneous team working and debate. However, the combination of the two available digital platforms let us improve our performance in class. I am the president of our student association in Campus. I offered my team to adopt MONCN for organizing our personal lives and work at the same time in the association. My team accepted my proposal and I am really pleased that even before finishing my finance course, I found an application of MONCN as a leader on Campus. That made me think about the huge possibilities that MONCN could offer me in the future as an executive in any company: I would be able to exercise an effective leadership not only with my knowledge in finance but with my technological abilities to help organize any team work.

From the statement of Student 3, it might be said that the president of the student association on campus followed what Rev. Theodore Hesburgh once said, "You have to have a vision. It's got to be a vision you articulate clearly and forcefully. You can´t blow an uncertain trumpet". Indeed this student could lead others with the use of MONCN in the organization of the activities of the association because it had a clear vision of what this technology could do for them.

Thus, MONCN resulted in an effective digital tool that could be improved according to the comments of the complete student sample, in spite of having the possibility to help in the effective transference of knowledge, team work, freedom in the academic environment, and the possibility to plant the seeds of leadership, ethics and the concept of citizen of the world.

## CONCLUSIONS AND RECOMMENDATIONS

As Aristotle once said, "Pleasure in the job puts perfection in the work", MONCN offers that ingredient of pleasure in the academic job, for professors and students as well. Professors find pleasure in investing time with MONCN and teaching it to the students because this friendly paperless digital platform help them to have an easier way to organize their responsibilities and their lives as well, giving them satisfaction which becomes perfection in their daily work. This outcome sends out a sensation of "accomplished mission" in the difficult but important role of an educator.

The result of this research is a call to professors of the possibility to replicate the use of MONCN in any campus of the world. Dieck-Assad (2018) provides good tips for beginners.

After the use of MONCN as a paperless technological platform it was shown that T.H. White was right when he said: "Learning is the only thing which the mind can never exhaust… never fear…and never dream of regretting." And for me as a professor, I can just express that if the time invested in learning and using the MONCN platform resulted in

having happier, well prepared and ethical students in class, eager to learn and become leaders for others, it was worthy to invest my time using MONCN if it helped me fulfill my mission as a professor easier.

## AUTHOR BIOGRAPHIES

**Flory Dieck-Assad**, PhD in Finance from Tulane University, USA. Author of "Financial Institutions" by McGraw-Hill in 2003, and second edition in 2014. With over 250 publications in refereed journals and magazines of national and international scope; member of the National System of Researchers since December 2005 to date; "Texas A & M University Press" published in 2005 her second book "Energy and Sustainable Development in Mexico", honored with the Romulo Garza Award 2007 with its second printing in 2008. Awarded with the Prize for Teaching & Research 2007, 2010 and 2014; 2013 National Ethics Award; the 2015 Distinguished Professor of the Institute of Chartered Accountants of the State of Nuevo Leon, Mexico, the 2015 National Energy Prize, and the 2017 Outstanding Research and Educator Woman. Tenured professor at Tecnologico de Monterrey.

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# The Ostrich Syndrome: "Contra-Power" And The Bullying, Harassment, And Stalking Of Faculty By Students

Doris D. Yates, California State University, East Bay, USA

## ABSTRACT

*While not in the spotlight as an issue in higher education or any level of education "contra-power", the bullying, harassment and stalking of faculty by student is an unfortunate reality. Incidences are happening on a regular basis across the country and only making headlines locally but not nationally!*

*The presentation will focus on the definitions of contra-power, bullying, harassment and stalking at it relates to the behaviors displayed by students toward faculty and how contra-power plays a role. The research will be reviewed that has addressed the issue of contra-power and the prevalence of faculty that hs been bullied, harassed and/or stalked by students, their reactions and the recommendations to "avoid" the situation.*

*Questions that have centered on ascertaining the prevalence of the student's misconduct toward faculty will be reviewed along with more specific incidence questions. The three behaviors that have been identified as being prevalent when students engage in misconduct include the **domestic violence stalker, the erotomanic/delusional stalker and, the nuisance stalker.** These behaviors are exercised toward faculty and some questions around "fight or flight" when it comes to reacting/responding or reporting such behaviors and getting substantial sanctions toward the students.*

*The presentation will be engaging as it will have participants share their experiences around the misconduct of students toward them as faculty. Their responses to the incidences, whether there are reporting protocols in place on their campuses, the available resources that might be engaged when reporting an incident and the overall reaction from colleagues about the situation. (What's discussed in Vegas stays in Vegas!) The importance of punitive sanctions to dissuade students from engaging in the misconduct of contra-power.*

*To wrap-up a local story will be shared and the outcome of that incident (March 2018). Recommendations will be offered:*

- *Regarding the importance of being vigilant and persistent when the "contra-power" is exercised*
- *The importance of not burying our heads in the sand when a victim of bullying, harassment and stalking by students,*
- *The need for self-care and the usage of a strong social support network as the incidences unfold/persists!*

*To conclude resources will be shared i.e. research and professional organizations that may offer assistance.*

# Earthquake And Its Effects In Education - Aftermath Nepal Quake 2015

Bal Krishna Basnet, Oslo Metropolitan University, Norway

## ABSTRACT

*Earthquake itself does not kill people but our poor physical infrastructure, awareness and safety measures during disaster may massively matter. Nepal is an active boundary between Indian and Eurasian continental crust that continuously triggers seismic events of high magnitudes, such as the earthquakes in 1934, 1988 and 2015.*

*The statistics showed that 1.1 million children were impacted after the earthquake and its aftershocks. Approximately 3,000 children were killed, thousands were injured, and 35,000 classrooms were damaged (UNICEF, 2016). More than 7,000 schools needed to be rebuilt (Save the Children, 2016). Because of the equivocal information about the safest place i.e. under the desk, the children in some places ran into their schools and hurt or killed because of this action. This illustrates that children can learn how to react to earthquake and also the need to make sure the curriculum on disaster actions is exhaustive and context-specific (Fethergill, & Squier, 2018).*

*I had myself looked at all these incidents closely in many places for rescue, relief distribution (food, clothes, medicine, tents) and rehabilitation (construction of temporary houses and the earthquake resilient school buildings) from the helping hands of BICOL Clinic Foundation, USA, Give Nepali Children a School, Poland, Non-residential Nepalese, Japan and many other individuals around the world.*

*After earthquake, there are effects not only in infrastructure development but also in awareness programs. The promotion of school disaster education in curricular and co-curricular textbooks and other materials about earthquake, its cause and effect and safety measures are disseminated in many languages including Nepali, and English. I field visited, observed the relevance of information provided and in-depth interviewed teachers and students and concluded that earthquake impacts education squarely.*

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# Advertising Volatility And Profit Persistence: How The Sequential Pattern Of Advertising Spending Influences Profit Persistence

Jimi Park, Hawaii Pacific University
Joseph Ha, Hawaii Pacific University
Michelle Alarcon, Hawaii Pacific University

## ABSTRACT

*We often observe that some firms survive longer while others don't. We ask why profit persistence differs across firms and claim that advertising volatility (ADV) is one of the missing drivers that make this difference. We examine this contention with a broad sample of firms drawn from the KISVALUE with 10 years of data archives from the Korean Stock Exchange market. The firm's profit persistence based on an auto-regressive model was found to be significantly related to ADV measured with a standardized index of the temporal fluctuation of advertising. Our results show that firms with low advertising volatility sustain superior profit longer and recover from the subnormal profit faster. In other words, if a firm heavily change the advertising spending over time (i.e., high ADV), its superior (subnormal) profit tends to converge more quickly (slowly) toward a long-term mean level than firms with consistent advertising spending (i.e., low ADV). The volatile advertising spending may allow customers to better compare products and create a competitive rivalry. As ADV increases, consumers may form a link between the focal firm and the competitor's offer. Our results suggest that firms stay consistent in advertising spending in order to prolong the superior profit and/or to make a speedy recovery from the subnormal one.*

# Strategic Staffing: A Human Resource Management Case

Art Fischer, Pittsburg State University, USA
George Friedrich**,** Pittsburg State University, USA

## ABSTRACT[1]

*This is a Human Resource Management (HRM) case used to encourage student thought and discussion following a class segment on staffing. Midwest Education, Inc.: A Human Resource Management Case is used to exemplify many of the human resource problems encountered in a typical complex organization. It provides history and background of the company, Midwest Education, Inc. (which is closely modeled after a major developer and supplier of educational materials). The case presents the three major divisions of the company and shows how each is following a different strategy. With this background, the case presents a current problem which has arisen as the company seeks to staff an important division of the company due to a health-related absence. Readers are challenged to determine what issues are most pressing during the staffing process, and to develop comprehensive strategic plans for the division.*

**Keywords:**  HRM Case; HRM; Staffing; Strategy

## INTRODUCTION

Midwest Education, Inc. is a major supplier of educational materials for the United States. The company focus is on learning tools and systems for use in technology, science and business classrooms.  It also develops and provides books, manuals, videos, software and hardware used in the fields of technology education, instructional development and business applications.

The company has its headquarters and primary manufacturing plant in a major Midwest community. The Creative Development offices are located in Massachusetts and California. Transportation, Service and Maintenance facilities are headquartered out of Texas, with major branches in Baltimore and Phoenix.

The three main divisions exemplify three different strategies: cost-reduction, quality enhancement, and innovation (as discussed by Schuler and Jackson, 1987).

**Transportation, Service and Maintenance**

The primary strategy of the Transportation, Service and Maintenance Division is cost-reduction. Midwest Education, Inc. has long been known for providing service and maintenance programs which are very reasonably priced.

**Manufacturing**

The primary strategy of the Manufacturing Division is quality enhancement. Midwest education, Inc. has an enviable history of providing the highest quality products which have been adopted by first-rate schools and corporate training programs.

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[1] This paper is a segment of a full-semester case used in a Human Resources Management course.  The Introduction and Company History sections have been previously published.  The Situation section is new.

**Creative Development**

The primary strategy of the Creative Development Division is innovation. Midwest Education, Inc. is widely known for providing truly cutting edge teaching materials which always mirror the latest techniques and processes.

## COMPANY HISTORY

Midwest Education was started by Henry and Mary Dalton in 1975. Dr. Henry Dalton was an industrial arts teacher before he got his MBA and went on to get his Ph.D. in Technology Education. Mary was a software developer who also taught business seminars. At that time a new wave of emerging technology was beginning to alter the way people learn and communicate. By developing Midwest Education, Inc. the Daltons began work in an exciting new field. They found a vast market for quality tools that educated people on how to use all the new technology. Dr. and Mrs. Dalton are in semi-retirement now and travel extensively, but remain major shareholders in the business. They personally hired the CEO when they went into semi-retirement.

The company started with about fifty employees, but has grown consistently and now has a total of 416 employees within its three major divisions: 183 employees work in the Manufacturing Division, 123 work in the Creative Development Division and 135 work in the Transportation, Service and Maintenance Division. There are also 71 employees working at the headquarters in Kansas City (including the corporate staff).

At the beginning on the 1990s it became apparent that international business was becoming the rule rather than the exception. The company went international in 1994 and now is exporting to three European, two Latin American, and two Pacific Rim countries. The Global Operations Division is located within the headquarters.

**Headquarters**

The corporate headquarters are in Kansas City. The CEO of Midwest Education, Inc. is Judith Lund. Ms Lund was hired by the Daltons in 1994 when they decided to take a less active role in the company while remaining major shareholders. Ms. Lund has an MBA in business management, and was previously the CEO of a small telecommunications company. In her previous position, Ms. Lund had successfully steered the company out of financial difficulties by raising stock value. She had initiated a strong advertising campaign and had put the company 'in the black' for the first time in seven years.

The COO of Midwest Education, Inc. is Frank Rose. Frank has been with the company since 1989. Mr. Rose, a cousin of Dr. Dalton, had a successful career with an international business training group in California. His desire to move back to his home town of Kansas City came at a time when the Daltons were looking for a COO. He has worked out well for the company.

The Human Resources Department is also located at the headquarters. The Vice President for Human Resources is Lawrence Wilson. Mr. Wilson has a degree in industrial and organizational psychology and an MBA. He has been with the company for 11 years. He started out as a generalist and was promoted as he showed good judgment with hiring and earned his MBA at the same time.

Within the Human Resources Department there are four sections:

1. Staffing, the head of this section is Patrick Shew.
2. Compensation and benefits section, headed by Michael Martin.
3. Labor management relations section, headed by Keith Lane.
4. Training, career development and performance appraisal section, headed by Cynthia Burns.

There are also human resource specialists in each of the three divisions around the country.

**Manufacturing Division**

The mission statement for the Manufacturing Division is:

> *The aim of the Manufacturing Division of Midwest Education, Inc. is to continually improve the quality and strength of all our products. The superior products for which we have become world renowned will still be manufactured along with new and innovative products and ideas. We will work hard to keep quality high and cost down while supplying customers with the best possible products in the shortest possible time. The Manufacturing Division follows a strategy of quality enhancement.*

The main manufacturing plant is located on the outskirts of Kansas City, not far from the company headquarters. The president of the Manufacturing Division is Max Thorn. Mr. Thorn has been with the company almost since its inception. He was one of the first employees hired by the Daltons. He started writing programs for the company and originally worked alongside the Daltons in interviewing and hiring many other employees.

The head of human resources for the Manufacturing Division is Janine Woods. She has a staff of five generalists who assist her in meeting HRM needs for the Manufacturing Division.

The Manufacturing Division used to be housed in the same building as the headquarters. As the business expanded and more room was needed, the division moved to the suburbs into a large factory site. There are 158 employees in the Manufacturing Division. They are divided into ten teams, each team works at producing and packaging a specific product at a time. There are five supervisors who each supervise two teams: Doris Malone, John Fizer, Sandi Cross, Wendy Atchison, and Ian Carpenter.

The Manufacturing Division usually has a long lead time on orders and can anticipate what will be needed. The factory has flexible work areas that can be re-tooled and rearranged for the changeover from one product to another in less than four hours. The pay in this Division starts at $8.25/hr for production workers and has a full benefits package. Most employees seem happy with their work. Max Thorn is generally thought of as a good, easy-going man to work for.

**Creative Development Division**

The mission statement for the Creative Development Division is:

> *In the Creative Development Division of Midwest Education, Inc. we will strive to bring our customers the most innovative and cutting-edge programs and products in the world. Our team of creative professionals is constantly working to improve, upgrade, and create the most useful products to bring to our customers. This division follows a strategy of innovation.*

The Creative Development Division has two locations; a headquarters in California and a branch located in Massachusetts. The president of the Creative Development Division is Serena Tibaldo. Ms. Tibaldo recently joined the company. Previously she was a software developer for a large computer game producer. She has a bachelor's degree in business and a computer programming master's degree, and is doing very well at Midwest.

The head of human resources for the Creative Development Division is Amelia Chi, who is located at the California headquarters. Ms. Chi has a staff of five assistants. The head of the human resource section at the Massachusetts branch is Virginia Fox. Ms Fox has a staff of two assistants.

There are 90 people employed at the California plant and 38 at the Massachusetts location. The California location opened in 1980 and the Massachusetts branch was opened in 1993. In the 1970's and 1980's many computer software programmers moved to the west coast to be located in Silicon Valley. Most people hired by Midwest

Education, Inc. transferred from wherever they lived to the Ca1ifornia branch, with the company paying all relocation expenses. By 1990 some employees desired to live in the east. The Daltons decided it was time to expand the company

and in doing so decided the next branch would be in the Massachusetts area. Most of the long time elected to remain California. The majority of recent hires are in Massachusetts.

**Transportation, Service and Maintenance Division**

The mission statement for the Transportation, Service and Maintenance Division is:

> *The Transportation, Service, and Maintenance Division is committed to providing the fastest and most cost effective way of safely shipping our product to our customers. No effort will be spared as we streamline and improve our fast and friendly service. The Transportation, Service and Maintenance Division follows a strategy of cost-reduction.*

The Transportation, Service and Maintenance Division headquarters is located in San Antonio, Texas. There are major branches in Baltimore, Maryland and Phoenix, Arizona. The President of the Transportation, Service and Maintenance Division is Mark Derrick. Mr. Derrick is based in San Antonio. Mr. Derrick has been with Midwest Education, Inc. for 13 years. He personally hires the managers for the other branches in Maryland and Arizona.

The head of human resources for the Transportation, Service and Maintenance Division is Salvador Vasquez. Mr. Vasquez has a staff of five assistants. Mr. Vasquez appoints HR heads to the other branches. Often they are employees from San Antonio that he knows well and trusts.

The Transportation, Service and Maintenance Division was originally based in Kansas City. As the company grew a decision was made to relocate the division to Texas. The other branches are newer, with Maryland opening in 1989 and Arizona in 1996. There are 55 employees in San Antonio, and 40 in each of the other two branches.

## SITUATION

Because of the overall economic growth of Midwestern Education, all divisions are currently expanding their capacities, and the company is showing stronger performance than ever before. Division presidents and human resource managers are working hand in hand to follow up and adjust the demands for future company needs. The headquarters in Kansas City is satisfied with the current performance reports, and is holding discussions as to how they should enter new markets for even more expansion. However, the manager of the Creative Department in Massachusetts, Mr. Rob White, will leave within the next two months due to severe medical problems, and he will be unable to return to the company at any point soon. He has not turned in his sick leave request yet, but the Human Resources Department feels that they have to find a quick replacement to compensate for this impending loss. In addition, the office in Massachusetts currently does not have the human resources to fit the rising demand in this area. As a result, the human resources manager has to become creative to find an adequate solution that satisfies the top executive team in Kansas City.

Judith Lund: Ladies and gentlemen, it's nice that all of you were able to make it to the meeting today, and I'm glad that the general theme of our meeting is so positive. Nevertheless, since I hope all of you have read the latest reports, I'd like to focus on the current issues that we have to face. Mrs Tibaldo would you like to fill us in?

Serena Tibaldo: Thank you Judith. I'll cut the small talk and get straight to the point. I'm able to announce good news for all of us that all our divisions are improving at such a rapid rate, and am excited about the future of our company. Sadly, I was recently informed that our manager for the office in Massachusetts, Mr. Rob White, was diagnosed with an autoimmune disease. We are all shocked, and after meetings with the executive team in Kansas City we are proud to announce that the company will support Mr. White during this time in his life. Nonetheless, Mr. White will leave us within the next two months, and will most likely not be able to return to us within the next few months or even years. For that reason, my Human Resource manager, Amelia, is currently working on a solution to fill Mr. White's position as soon as possible. Amelia, would you give a short briefing on the current progress.

Amelia Chi: Mr. White worked in his position for the last twenty years, and we are currently challenged to find somebody with equal qualifications for this position. Because a solution for our problem is currently needed, we are

trying to find an internal solution rather than spending time and money to recruit from outside the company.  In cooperation with Mr. Thorn and Mrs. Woods from the Manufacturing Division we were able to find a compromise that might work.

Janine Woods: That's correct, if I'm allowed to chime in. Our department is currently expanding as well, and we presently have the capability to meet future needs. For this reason, we worked closely with Mrs. Chi and her team to find an appropriate way to replace Mr. White. Our management and team in Kansas City is well trained, and we have five supervisors in charge. We would be able to reassign Mr. Fizer or Mrs. Cross as a replacement for Mr. White. Both actually started in the Creative Department before they were promoted and transferred to our department. Mr. Fizer has seven years of experience in the Creative Department, and Mrs. Cross five years. Both employees are reliable, and have been in the company for more than ten years each. This would make training affordable, and we could fix the issue most likely within the given time frame.

Judith Lund: Well, this sounds like we already found a good solution for our problem, but maybe it's too good to be true. Are there other ideas on how to solve this issue?

Max Thorn: If I am allowed to interrupt. Yes, it sounds too good to be true, Mrs. Lund. Unfortunately, the management situation is not the only issue for the location in Massachusetts.  Mrs. Woods is right with the fact that we are currently able to meet future needs; nevertheless, this statement is based on only the minimum requirements of our current forecast. The division is expanding at such a rapid rate that I'm having to train more supervisors, and I'm not willing nor really able to transfer my top managers to another department without doing damage to my own division.

Janine Woods: My team and I are currently training two new employees for supervisor and management positions within our department, but if we take the median or the maximum of our forecast, we'd have to train five to eight new supervisors. It would definitely slow down the expansion of our department if we have to transfer Mr. Fizer or Mrs. Cross. These people are the key players for the success in their team and for the success of the Manufacturing Division.

Judith Lund: Okay, this is something we have to discuss in a future meeting in case we are not able to find an easier solution for the issue right now. Headquarters is satisfied with the given growth ratio, and we wouldn't like to reduce this rate for any of our departments. However, Mr. Thorn mentioned that there is another problem with the location. What's this all about?

Serena Tibaldo: That's true. We currently have thirty-eight employees in the office in Massachusetts. With the forecasted growth plan, we'd have to increase this number to roughly sixty employees to stay on schedule. The problem is that we don't have the either quality or the quantity of employees in the local area to meet these demands.

Judith Lund: And so how do we plan to react to this issue?

Amelia Chi: Honestly, we have two domestic solutions to solving the problem. Our facility in California is doing great, and we have all the resources available we need to recruit in that area. We could employ additional people in California, train them and transfer them to Massachusetts, but this is, again, a time and cost intensive operation.

Judith Lund: Because we'd have to pay a lot for training and transferring, what's option number two?

Serene Tibaldo: External headhunting companies. I know it seems unconventional for us, but we're not able to find enough qualified workers for the location with our internal resources. An outside firm might be able to provide services that we simply don't have. It's risky, and I'm aware that head hunting companies are definitely not cheap, but that would be option number two. We talked to a local recruiting firm, and they have a new type of database that they use to match companies with potential employees. The company's references seem amazing, but it's only been in business for a few years and only worked with rather small companies so far. It would be a risk, but it might work.

Judith Lund: I'm not really pleased with the entire situation to be very honest. We lost our office manager and aren't able to employ enough new workers. Nevertheless, all options sound somewhat reasonable, and are attainable within

a given time frame. If we find no other solution, we're able to consider these options and move on with our expansion at a slower rate.

Frank Rose: What about Sweden?

Judith Lund: Could you elaborate that a bit more, Frank?

Frank Rose: Of course. Ladies and gentlemen, as the COO of the company, it's the job of my team and I to sometimes think outside the box. In cooperation with Mrs. Tibaldo, we worked on a plan for expanding the Creative Development Division even beyond the borders of the United States. It was a vague plan, and just briefly mentioned over a couple pages on my last report, Mrs. Lund.

Judith Lund: I remember a short mention in the last report, but didn't read it in depth. Could you give us more details?

Frank Rose: I totally understand; nobody reads every page of a 700-page report. So, we searched the European marketed to find locations, and companies we could partner with to expand in the near future. After some failed attempts in Southern and Eastern Europe, we finally found a company in Sweden that seems to match our philosophy and needs. Stockholm North is a small but very innovative company that would like to merge with us. The company has an amazing local reputation, but doesn't currently have the financial resources to expand any further.

Serena Tibaldo: I didn't want to mention it before Frank could officially announce it; but, yes, this would be an option too. Stockholm North has a very strong management team, and we could support them by sending in some mid-level managers and employees from Massachusetts.

Judith Lund: And what happens with our facility in Massachusetts?

Serena Tibaldo: We close it! Frank and I are aware of the high risk of entering a new market and closing a domestic facility at the same time, but this could be our chance. Stockholm North already has great contacts with head hunting companies in Sweden and Scandinavia, and we could supply the company with a few employee volunteers after the merger of our two companies. That would be our chance to enter the European market.

Frank Rose: Yes. Logistical and financial investment would be enormous, but, as Serena said, it would be our chance to make the jump to Europe.

Judith Lund: Seems like we have a few risky options we can chose from. Let's have a 30-minute break and then reconvene to find a solution.

**STUDENTS** will be divided into teams, with each team analyzing a different division. Each team will address the following needs for its division:

1. Provide a summary of the HR concerns and challenges of the division.
2. Define the pros and cons for every possible decision.
3. Which option would you chose? Elaborate on why you made that decision.

## AUTHOR BIOGRAPHIES

**Dr. Art Fischer** is a Professor of Management in the Department of Management and Marketing at Pittsburg State University. He is a Life Fellow of the American College of Healthcare Executives, and is a retired healthcare executive.

**George Friedrich** is a student majoring in Business Management and Marketing at Pittsburg State University. He worked as a service manager in the electronic industry, and gained international experience in areas such as administration, controlling, and human resource management.

# Feasibility Of Monetary Union In SADC: Evidence From Panel-Ardl Cointegration Of Public Debt And Budget Deficit

Ephrem Habtemichael Redda, North-West University, South Africa

## ABSTRACT

*In March 2018, 44 African countries signed an accord for the establishment of a Continental Free Trade Area (CFTA), which supports a commitment made previously to form a monetary union for the continent by the year 2021. The Southern African Development Community (SADC), like many other regional economic communities, is engaged in various forms of economic integration initiatives to support the continental grand objectives by first implementing a monetary union for its region in the near future. The purpose of this paper is to assess the feasibility of a monetary union in the SADC region by determining the relationship between two crucial fiscal variables, viz. public debt and budget deficit. The study employed various panel unit root tests to test the stationarity of variables, and a panel-ARDL model to determine whether public debt and budget deficit are cointegrated to assess economic integration in SADC. Annual data from 2000 to 2016 (255 observations for public debt and budget deficit) is used for analysis. The results of the panel-ARDL model suggested that public debt and budget deficit are cointegrated. This cointegration can be interpreted as the existence of fundamental macroeconomic factors that influence the two macroeconomic variables in the SADC region in a symmetric fashion. This cointegration can also be attributed to the uniformity with which the SADC member countries conduct their fiscal policies. Both explanations point to the possibility that monetary union could be feasible in the long run in the SADC region given the similarity of fiscal management in the region. However, given the challenges of meeting the macroeconomic convergence criteria in respect of public debt and budget deficit by a significant number of SADC member countries, it is recommended that instead of considering an SADC-wide monetary union, perhaps it would be more prudent to consider expanding the existing common monetary area (CMA) by allowing other qualifying member countries to join the grouping in an incremental manner. Future studies could focus on feasibility studies based on monetary variables such as money supply and interest rates.*

**Keywords**: Public Debt; Budget Deficit; Economic Integration; Monetary Union; Panel-ARDL, SADC

# The Good, The Bad And The Ugly Of The Online Teaching And Learning Environment: Stories From The Trenches!

Doris D. Yates, California State University, East Bay, USA

## ABSTRACT

*The workshop will focus on stories from the trenches regarding the online learners and how prepared they are for the learning environment. The discussion will focus on an upper division, general education course, which has been taught online for the last eight years with a maximum enrollment of 35 students. The following are a few of the pitfalls/challenges of online teaching and the online learner:*

- *Lack of Communication: Not able to follow the discussion board posting instructions or how to effectively communicate with their classmates and professor regarding the various discussion topics. Waiting until the last minute to post initial comments, thus limiting communication.*
- *Time Management: Not adhering to posted timelines for assignments and discussion boards, and not understanding the lag time between when a comment is posted, reviewed and time to response.*
  - *The "procrastination disease" seems to be the standard operating procedures for online learners.*
  - *Having to read the series of comments on the various discussion boards is sometimes viewed as "time-consuming."*
  - *Students are advised to check in twice a day to review and comment on the discussion boards and to help them with their time management. There does not seem to be an issue with checking in twice a day (although there have been complaints that this is excessive) but reading the variety of posts seems to be the challenge for the most part.*
  - *Participation in the discussion boards is ten percent of the course grade. A table illustrating participation grades will be part of the presentation discussion.*
- *Lack of Dedication to Online Learning: Students start out engaged, but as the term progresses (often by the end of the first week of a five-week session and/or first quiz) they seem to become disengaged. "Excuses" that impede engagement include other courses, work, travel, or forgetting that they are in an online course, and other nonrelated occurrence's when the disengagement/stop out begins. Exceptions are often requested to submit late work when there has been the disengagement. Discussion boards are available for one-week!*
- *Lack of Adherence to Rubrics: Student's work in groups to prepare the presentation and the group has the right to reject last-minute contributions and participation. Information for presentations is included in the syllabus; a checklist is available for the presentations from the beginning of the term and often ignored while preparing the group assignment. When students are preparing for presentations, there is an increase in last-minute contributions, resulting in complaints to the professor about not being able to participate in the assignment. Resulting in the non-participants losing 15% of the course grade and/or dropping from the course.*
- *Academic Dishonesty: Submitting work as their own when they did not participate in the preparation of the group presentation. Retaking quizzes/exams a second time without permission from the professor because they did not like their initial score.*
- *Dropout Rates: There is a misconception regarding the "ease" of online courses, and a technological disconnect between their varied device activities/social media, etc. and their online coursework. While many of the students engage in the usage of technology daily, there seems to be a lack of transferable skills when it comes to taking online courses.*
- *Accessibility: Those with accessibility concerns submit their documentation electronically, and there are generally no issues. The complications experienced are when the providers of the services create*

*unnecessary hurdles by not doing their jobs promptly, creating challenges for the students and professor.*

- ***Course Length:*** *The online version of the course historically has been taught over ten weeks, however during the summer of 2016 a five-week short session was offered to determine the impact on the learner.  Course length does not seem to affect the behavior of the online learner, or how they participate in the course.  A gird will be shared regarding enrollment, dropout rates, participation grades and final course grades to illustrate this point during the presentation.*

*The "ah ha" of teaching online is that those who indicate that they have never taken an online course (via a bio questionnaire at the beginning of the term) seem to do better than those that are more "seasoned" online learners.  The seasoned online learners have had a variety of experiences regarding their course work.  There is an indication that some of the online courses are set up as self-directed learning, or they read and answer questions with little if any interaction with their classmates or the professor.  Evaluative comments indicate an appreciation for the amount of engagement in the course.  The engagement contributes to a deeper understanding of the discussion topics and exposes students to a breadth of opinions that may vary from their own and helps to broaden their perspectives.*

*It also does not matter whether a millennial of other generations, the behaviors of disengagement appears to be the same.  As one that mentors online doctoral students and one that has completed a certificate online, it does not seem to matter the level of learning, i.e., undergraduate or graduate regarding disengagement.*

*This will be an interactive session, and participants will be able to discuss and examine the pitfalls of their experiences as a result of the online teaching/learning environment.  A draft of a questionnaire will be available for discussion regarding the behaviors of the learners, and how currently faculty prepares courses for delivery and participation of the students.*

# Barriers To Learning
# Observed In A Correctional School:
# An Academic Wellness Perspective

Theresa Lydia B Manzini, University of South Africa, South Africa
Magano Meahabo Dinah, University of South Africa, South Africa

## ABSTRACT

*This study focused on exploring experiences of teachers in an attempt to address the academic wellness of juvenile offender learners in a correctional school. The wellness and eco-systematic theories were used as a lens to understand the study. The study is embedded in an interpretive paradigm and adopted the qualitative method was followed. The researchers used a phenomenological approach in understanding the academic wellness of juvenile offender learners. The study was conducted at one of Gauteng Province's correctional school centres in South Africa. Purposive sampling was used, and two correctional school teachers participated voluntarily in the study. Ethical considerations were taken into account and data were collected using the semi-structured interviews. The findings revealed that there were barriers to learning affecting the academic wellness of juvenile offender learners. The level of literacy and numeracy skills was also low among juvenile offender learners. Some juvenile offender learners had a poor educational background and were not interested in learning. A recommendation was made that teachers should promote an enabling learning environment, which is stimulating, so that they could promote participation and develop the learners' learning interest.*

**Keywords:** Wellness; Correctional Teacher; Juvenile; Recidivism

## INTRODUCTION

The National Commission on Special Educational Needs and Training and the National Committee on Education Support Services (Department of Education, 1997) classify barriers to learning as factors that lead to a learning breakdown or that prevent juvenile learners from accessing learning in a correctional school. Engelbrecht and Green (2007) and Engelbrecht (2006) clarified the concept of 'barriers to learning' as closely linked to the concept of special-needs education. In an attempt to address the academic wellness of juvenile offender learners, barriers to learning include learning difficulties in reading, writing, mathematics, language, and communication (Muthukrishna & Sader, 2004). Furthermore, barriers to learning may include institutional and situational barriers imposed by the correctional centre, inappropriate attitudes, inaccessible learning environments, exclusionary practice and individual disadvantages they face in a correctional school (Department of Education, 1997; Frances, 2010; Scurrah, 2010).

According to Prinsloo (2001) and Engelbrecht (1997), teachers should embrace inclusive education in the correctional school in order to address the academic wellness of juvenile offender learners. Inclusive education in White Paper six of the Department of Education (2001) focuses on enabling learning methodologies that meet the needs of learners, and particularly the special needs of learners who experience barriers to learning (Engelbrecht & Green, 2007). Assistance and support are needed in order to address their academic wellness (Swart, Engelbrecht, Eloff & Pettipher, 2002). Hettler (1980) referred to the academic wellness of juvenile offender learners as being able to articulate critical thinking, a commitment to lifelong learning and development of academic skills and the ability to achieve a more satisfying life (Rimm-Kaufman & Chiu, 2007). The paper addresses how teachers attempted to promote the academic wellness of juvenile offender learners in a correctional school. Furthermore, the study was an attempt of curbing recidivism and improving wellness among youths so that when they return to society there is social reintegration.

**Challenges and Barriers to Learning and Teaching**

Juvenile correctional schools face several challenges and barriers (Young, Phillips & Nasir, 2010). Among these was the conflict in the goals of the correctional centre compared to that of the correctional school. One of the main goals of correctional schools was to educate juvenile offenders for the purpose of rehabilitation, but they were faced with obstacles, such as policies of incapacitation, control, retribution, and punishment from the correctional centre (DCS, 2008; Young, Phillips & Nasir et al., 2010). These policies hampered the implementation of optimal teaching (Young et al., 2010).

The South African study by Dissel (1996) found that many offenders were frustrated by the fact that they received no education or training in correctional schools, which would help them stay away from crime when they were released. They also complained that although the name of the prison centre service had changed to "correctional centre" and its aim was rehabilitation, there was no rehabilitation at all. Juvenile offenders were registered in the school and some of the juvenile offenders acted as teachers (Dissel, 1996). Above all, a lack of support for post-secondary correctional education programmes among policymakers and the public made these barriers more challenging to overcome (Erisman & Contardo, 2005). Additionally, Vacca (2004), Erisman and Contardo (2005) concurred that the correctional school education challenge was compounded by the uniqueness of correctional centre culture. These include routines such as lock-downs and head counts, juvenile offenders' hearings or meetings with lawyers, cancellation of classes when staff shortages occurred, all disrupted regular classes (Vacca, 2004; Hurry, Rogers, Simonot & Wilson, 2012). Brazzell et al. (2009) also coincided that serving short sentences was a barrier to participation in educational activities since the continuity of their learning was in relation to the length of their sentence (Francis, 2010). According to the study by Hurry et al., (2012) the violent behaviour and conflict between gangs was a barrier to learning, especially where juvenile offenders from the local area were being held. The challenge was that juvenile offender learners could not be put into the same group as other learners if they had issues around gang membership (Hurry et al., 2012).

## THEORETICAL FRAMEWORK

Hettler's (1980) wellness theory and Bronfenbrenner's theory underpinned this study (Donald, Lazarus & Lolwana, 2010). We wanted to look at the interconnected nature of the ecological systems (micro, meso, exo, chrono and macrosystems) and the academic wellness of learners and how teachers enhance it in an environment of a correctional school.

## METHOD

The study followed a qualitative phenomenological research approach that was located within an interpretive paradigm to explore the experiences of teachers in the correctional school in an attempt to address the academic wellness of juvenile offender learners (Henning, van Rensburg & Smit, 2004). The advantage of using this method was to get an in-depth, thick and rich description and understanding of lived experiences, actions and interpretation of data, rather than assuming or controlling the data (Creswell, 2007). The researchers wanted to get as close as possible to barriers to learning experienced by learners in a correctional school. Two correctional centre teachers were purposively sampled from one of the Gauteng Province correctional centres. Ethical measures were observed by the researchers, the participants were assured of anonymity and confidentiality and told that they should participate voluntarily and were free to withdraw at any time. After permission was granted, participants signed the consent forms and data were collected using interviews. The individual interviews at the correctional school took 60 minutes each after school hours when teachers were free. An audio recorder was used during interviews to capture participants' narratives. The data were transcribed from all interviews. Data were analysed manually from transcriptions, and codes were created by using colouring indicating similar meaning (Henning et al., 2004). Categories were grouped according to their meaning and, furthermore, collapsed into themes. The following themes emerged:

- There was a low level of literacy among juvenile offenders.
- The language of teaching and learning is a barrier in teaching and learning.
- Different teaching strategies are used to support learners.

- Short sentences and erratic class attendance were rife.
- Limited skills in counselling were displayed.

## DISCUSSION OF FINDINGS

### Low Level of Literacy

Findings from the current study suggested that there was a low level of literacy and numeracy skills amongst juvenile offender learners. Participant teachers suggested that the learners' deficiency in the basic skills of reading, writing and numeracy were mainly owing to the fact that a number of learners dropped out of school at levels lower than Grade 9, while others had no school background. They highlighted that most learners had difficulties with Mathematics. For instance, Participant B said: "*...learners have difficulties in learning because they have no school background.*"

Participant A: "*Learners have difficulties in writing, spelling and reading.*"

These findings concurred with research by Vacca (2004) and Strasbourg (1990), which indicated similar findings, that serious literacy and numeracy problems were far higher in correctional schools. Brazzell, Crayton, Mukamal, Solomon, and Lindahl (2009) also found that the number of juvenile offenders who could not read or write at all was high. Young et al. (2010) also agreed that challenges such as low academic levels and a history of school failure obstructed the process of learning inside the juvenile correctional school.

### The Language of Teaching and Learning is a Barrier to Teaching and Learning

With regard to the language of learning and teaching used, it was highlighted by the participants that English was used as a medium of instruction in teaching and learning. Findings from this study showed that the English language was a barrier to offender learners as they struggled to understand some words and also experienced difficulties with spelling and writing.

For instance, Participant A said: "*...learners dislike English*".

This corresponded with Norwegian research (2005), which revealed that a number of juvenile offender learners had superficial language competence. Therefore, language instruction should be adapted to the various juvenile individuals' needs, for instance, being educated in their home language (Garcia, 2013). Scurrah (2010) also argued that juvenile offenders had difficulty understanding the learning material as it was often written from the perspective of a middle-class educated person who used sophisticated English grammar and who might take the learners' level of English comprehension for granted. When participants were asked to give a follow-up question to describe how they assisted learners in this regard, Participant B said: "*I have a remedial class called 'Kha Ri Gude' (VENDA language meaning 'Let's learn')*". This class is for those who never went to school and who could not read and write.

To deal with the language barrier, teachers indicated that lessons were often explained by using juvenile learners' home language. In the current study, teachers practised the similarities in the research of Brazzell et al. (2009). The latter study stated that to deal with language barriers, the teacher had to be prepared to provide materials in other languages or assist with translation should these be necessary for a juvenile learner.

### Different Teaching Strategies Used to Support Learners

Participant B further explained the strategy of the teaching she used in the classroom. She indicated that she split learners into groups of those who had better understanding of the work and those who were at the lowest level. She classified the lowest-level learners as those having intellectual disabilities. She emphasised that having remedial classes to assist these groups of juvenile learners to improve their academic wellness, was crucial. It should be noted that this group of juvenile learners could not read or write; they needed special attention and extra time to learn.

Participant A emphasised enhancing juvenile learners' confidence in class by conferring responsibilities to a learner who understood better to lead group discussions. That made the juvenile learner feel special and become interested in learning.

Participant A said: "*I give learners responsibilities, for example, to be a group leader in class discussion, and then to give a report after their class discussion*.

It is significant that participant teachers have the ability to assess gaps in juvenile learners' abilities and design teaching strategies that meet their special needs. Teaching strategies such as peer teaching and group discussions mould a responsible character and instil awareness of leadership abilities among juvenile offender learners.

**Short sentences and erratic class attendance are barriers to learning**

With regard to the question of time management, participant responses highlighted that attendance of classes was often poor. They expressed their concern with time management as a barrier to learning in the environment of confinement.

**Participant A said: "<u>Attendance is not always good, for example, there is no school when it is searching day</u>".**
Participant B said*: "Sometimes learners are absent due to security reasons".*

It was identified from the responses of participant teachers that juvenile learners were sometimes released late from the cell sections or not released at all for a day owing to security reasons. This hindered the programme of the day's lessons in view of the fact that learners only had four hours of learning per day. Teachers expressed their concern regarding the fact that they needed more time to teach learners who could not read and write.

Participant B said: "*...need more time to teach, four hours is not enough time for learners, we need extra time for classes*". Teachers also claimed that another barrier to learning was the fact that education was not considered as a priority in the correctional school. Security was a priority. It was discovered that classes ceased when it was searching day at the cell section; no learner came to class.

Participant B said: "*There are no classes when it's searching day due to the correctional school environment rules*.".

The above statement from Participant B signified that correctional security rules impacted negatively on the duration of school hours.

With regard to the question on completion of an annual teaching plan, findings indicated that teachers failed to complete an annual teaching plan or learning programme owing to the fact that learners were sentenced for a short period. For instance, they attended classes for six months, and then they were released or moved to other correctional schools. This was evident from what Participant B said: "*...the problem we face is that the programme or the curriculum is not finished because learners come for a short time, for example six months.*"

Teachers expressed concern about this issue as a barrier to learning since they were not able to track the academic progress of juvenile offender learners. Conversely, they had to start teaching newly arrived convicted juvenile offender learners who also had different special needs that needed to be attended to. It was noted that this correctional school incarcerated juvenile learners serving short sentences.

From the interview, it was revealed that when teachers go to teach in class, juvenile learners were accompanied by a correctional security officer. Teachers emphasised their concern about this as a learning barrier, because when there were not enough security officers, learners were not released from their cell section to come to classes.

Participant A said: "*There must always be an official guard when I teach, in case learners get mischievous*."

From this response, it is clear that teachers were not able to make decisions on school activities and attendance.

                                                                              *The Clute Institute*

Findings identified other learning barriers such as that when learners did not want to learn they were disobedient and made threats. These threats impeded enhancement of academic wellness since teachers would not be at ease in class. Teachers identified threats such as juveniles writing on the classroom door: *"Today come in class at your own risk: 'lizwezwe' is inside the class"*. From the teacher's explanation 'lizwezwe' is a weapon or piece of glass.

Participant A said: "*It means today they do not want to learn or they are up to some mischief.*"

In general, teachers experienced learning barriers when teaching in correctional schools. In spite of the hardship they face, they make an effort to support and assist juvenile learners to attain optimum academic wellness by dealing with these learning barriers.

The findings of the study are similar to a study conducted by Shank (2011) who found that juvenile offender learners who had negative early schooling experiences, lacked self-confidence, and had negative attitudes towards correctional schools. Learning barriers were compounded by the uniqueness of correctional school culture: routines such as lock-downs and head counts, juvenile offenders' hearings or meetings with lawyers, cancellation of classes when staff shortages occurred all disrupted regular classes (Vacca, 2004; Hurry et al., 2012; Erisman & Contardo, 2005).

**Limited Skills in Counselling**

Findings included a lack of concentration in class as a barrier to learning. Responses of participants showed a concern that learners sometimes did not concentrate but caused problems. They liked to draw attention by misbehaving. Teachers believed that some came from dysfunctional families and they wanted attention from the teacher; so, they lacked concentration in learning and disrupted lessons. They further expressed that some learners were eager to learn while others came to class for fun, particularly those who had learning difficulties. However, findings revealed that teachers believed that it was their responsibility to be resourceful and creative, and develop ways to give support and assist them to learn. Responses were as follows:

Participant B said: "*I always observe learners' behaviours and encourage and assist them to learn.*"

Participant A said: "*Learners with problems, I call them aside and counsel them. It is the teacher's duty to support learners to learn, not to destroy them by saying negative things. I am not trained as a counsellor.*"

Research by Durlak (2000) maintained that underachievement or school dropouts of juvenile learners needed academic enhancement that included development of talents and abilities, learning how to learn, and higher order thinking skills. It demonstrated a high need to support and to enhance the academic wellness of these juvenile offender learners. Therefore, it required teachers to have lay counselling skills so that they could be in a position to counsel the offender learners. Equally, the Millennium Development Goal (MDG) in the South African Report (2013) stipulated that all learners had to achieve universal primary education, or had to have completed primary education including literacy, regardless of their age (Nayyar, 2012; Higgins, 2013).

Participants indicated that as much as non-English speaking learners were willing to participate in class, they avoided doing so openly because they were afraid to be seen as stupid or mocked by their peers. Participants further explained that the fear of failure and of being embarrassed among peers prevented learners from participating openly in class. Similarly, Scurrah (2010) pointed out that peer influence, image and peer pressure could create a significant barrier for some juvenile learners within their peer group; this might prevent them from participation and accessing learning opportunities that promoted academic wellness.

Research by Shank (2011) found that juvenile offender learners who had negative early-schooling experiences, lacked self-confidence, and had negative attitudes towards correctional school. This learning barrier was identified in this current study. Juvenile learners who did not want to attend lessons were disobedient and made threats in the classroom. These threats might impede the enhancement of academic wellness since teachers were not at ease in class.

## CONCLUSION

Although this was an exploratory study, findings established that teachers believed that they were inadequately skilled to handle diverse juvenile offender learners' unique needs of learning and challenges in the correctional environment. Regardless of the fact that those teachers had not received training on dealing with barriers to learning in the correctional environment, they found ways of teaching and addressing barriers to learning in order to enhance the academic wellness of juvenile offender learners. The teachers showed the ability to identify gaps among the juvenile learners' academic learning abilities and developed teaching strategies that improved their academic wellness by encouraging, assisting and building interest in attending classes. Moreover, teachers implemented effective systematic teaching strategies that could develop a desire to improve the level of education and enhance the academic wellness in the correctional school.

## RECOMMENDATIONS

From the above discussions, recommendations were that the Department of Correctional Services (DCS) should prioritise education in order to achieve its objective of rehabilitating juvenile learners and lowering recidivism. It should avoid a disrupting learning trajectory of juvenile learners by releasing them late from the cell sections. Furthermore, DCS should reduce idle time spent in the cell section by allocating it to correctional schools to be used effectively for enhancing and improving the academic wellness of juvenile offender learners.

Teachers should promote an interesting learning environment that encourages participation and use the learners' learning strength. To improve the use of the English language, teachers should encourage and motivate learners to practise daily communication in class, while they explain difficult concepts in their home language.

The DCS and Department of Basic Education should provide adequate teaching and learning support material that will meet the needs of the juvenile learners. Teachers should be trained regularly to be equipped to handle the special environment of a correctional centre and to be able to deal with the barriers to learning.

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# Social Wellness Of Juvenile Learner Offenders İn South African Correctional School

Forget Makhurane, University of South Africa, South Africa
Meahabo Dinah Magano, University of South Africa, South Africa

## ABSTRACT

*Juveniles in correctional centres are usually different and have various needs. Applying social wellness in correctional schools is envisaged to address the needs of diverse learners. The study focuses on how social wellness can be used as a strategy to promote the holistic development of juvenile offenders in a bid to reduce recidivism and to facilitate smooth social re-integration. The aim of the study was to investigate and explore ways in which social wellness can be used to promote rehabilitation among juvenile offenders. The ecosystemic theoretical framework was used as a lens to explore the impact of social systems in the development of juvenile offenders. Qualitative research design was used and data were collected by means of semi-structured interviews. Ten juveniles and teachers were selected in a number of correctional centres on the basis of availability and willingness. Participants were informed that their participation was voluntary and all the information concerning the study was communicated to them. They were given consent forms to complete after they had agreed to participate. Findings revealed that education at the centre promotes social wellness and had resulted in positive behavioural change among most juveniles. Relationships among juveniles and with stakeholders also improved with education received at the centre. The major challenges faced were that teachers had not received adequate training in inclusion and inadequate psycho-social support was given to inmates. It was recommended that teachers be given in-service training in inclusion and how to deal with learners with behavioural challenges. More psycho- social support should be provided and family involvement to be intensified.*

**Keywords:** Social Wellness, Juveniles, İnclusion, Teacher-Training, Psycho-Social Support

## INTRODUCTION

Juvenile crime and incarceration in South Africa has become a cause for concern for both the state and members of society at large. Between April 2010 and March 2011 alone there were 75 435 juveniles who were charged by the police (Muntingh & Ballard 2012). The greatest concern from these statistics was that most of these juveniles were convicted of crimes classified as aggressive. In 2014, the Judiciary Inspectorate for Correctional Services revealed that South Africa had the highest per capita inmate population compared to other countries of the world (Judiciary Inspectorate for Correctional Services 2014). The same report further stated that juveniles accounted to about 24 percent of the sentence population in South Africa during the same period.

The recidivism rate in South Africa especially among juvenile offenders has been reported to be high (Department of Correctional Services 2010). Some even estimated the recidivism rate to be about 80 percent of all released offenders in 2012 (ReAducate 2012). Recidivism impacts negatively not only on the safety of community members but it also leads to the increase in the population of inmates in correctional centres resulting in more expenditure by the Government in looking after inmates (Prison Studies 2011). The high rate of recidivism can also be attributed to ineffective rehabilitation. This calls for the exploration of different ways of rehabilitating offenders. As researchers we explored how social wellness can be used to prepare juveniles for reintegration.

Changing the behaviour of offenders holistically, is what rehabilitation aims at achieving to ensure that offenders move away from crime (Department of Correctional Services 2005). In South Africa however statistics have indicated that

on the contrary most offenders leave correctional centres the same or even worse off because of inadequate rehabilitation (NICRO 2009).

There has been a shift in offender rehabilitation from punishment to education and training in South Africa (Department of Correctional Services 2005). Offenders of school going age are now compelled by law to undergo some form of educational programme (Department of Correctional Services 2013). This is in line with the global trend that has been adopted by many countries in the world such as Turkey (Ozdemir 2010). The inclusion of education as the integral part of rehabilitation is justified by research findings that have revealed a positive correlation between educational attainment and low recidivism rate (Correctional Education Association 2013). The above report stated that involvement or attainment in education reduces long term recidivism by 29 percent. Offenders who are effectively reintegrated into society and do not return to crime have many advantages which include creating safe communities, reduction in crime and reducing government expenditure on inmates.

Inclusion forms an integral part of the South African educational system. The underlying principle of inclusion is that all members of society should be given the opportunity to fulfil their potential by allowing them to participate in educational programmes irrespective of their circumstances (Engelbretcht, Green, Naicker & Engelbretcht 2009). Advocates of inclusion in South Africa argue that education is a basic human right as enshrined in the constitution (Landsberg & Gericke 2006). As such learners in correctional centres should be given the same opportunities as their counterparts outside custody.

An inclusive approach in teaching and learning promotes social wellness in different ways and can be approached from different angles. It can be done through collaborative learning where learners are given the opportunity to share ideas, resources and to work towards a common goal (Clarke & Breman 2009). Working collaboratively allows learners to listen to each other, tolerate one another and acquire life skills that promote positive interaction such as anger management, resolving conflicts peacefully without violence (Clarke et al 2009). The attainment of social wellness entails working for the good of the society (Schaffer 2000). It is the conviction of the Department of Correctional Services that every individual is capable of change and transformation if given the right opportunities and resources (Department of Correctional Services 2005). Through social wellness, offenders are made to take responsibilities for their actions and see how their actions have harmed others. This may lead to change in behaviour. Once they attain social wellness, offenders get to realise and value the importance of interdependence of human beings and to pursue harmony with their immediate physical and human environment and the larger community (Schaffer 2000).

Promoting social wellness among juvenile offenders helps to prepare them for social re integration and reduce their chances of re offending. When offenders are released and show signs of change and transformation, members of the community are likely to embrace them. When this is done, a sense of belonging and personal identity is created and such individuals are likely to pursue harmony not only in their immediate environment but also in the wider community (Schaffer 2000). On the contrary, an individual who is rejected by his community despite showing signs of change may feel excluded and this may have disastrous consequences such as re offending (Horst 2005).

It should be emphasised however that in order for an individual to attain social wellness, his or her personal needs should be satisfied (Prilletensky 2000). The satisfaction of personal needs creates a sense of belonging in the community which eventually motivates the individual to work towards maintaining cohesion and harmony in society (Hetler 1976). This is in line with the notion of social wellness that says to be socially well and live healthy in society entails having as many people around an individual being healthy and well (Kirsten, Van Der Walt & Viljoen 2009).

Juvenile offenders need to attain social wellness in order for them to develop a sense of belonging and strive to work for the well being of their communities and move away from crime. This can be done by promoting social or life skills that can help them to change their attitudes and behaviour. Strategies such as teaching them problem solving skills, anger management as well as exposing them to group work where they get first hand exposure to what is expected of them in society. Other social skills such as sharing, respect and accepting criticism need to be imparted to juvenile offenders as they are vital for their survival in a diverse society (Jovanic 2011). Such skills may help the juvenile to socialise and have a commitment to be a law abiding citizen (Ozdemir 2010). By attaining social wellness, a juvenile learner should be well rehabilitated and be ready to reintegrate into his community. A well rehabilitated offender

should go back into his community reformed and be ready to conform to the societal norms and values because rehabilitation aims at reintegrating the offender into his community (Hagger & Johnson 2002).

Social skills imparted to juvenile offenders during incarceration must serve as a bridge fro successful reintegration into their communities. For this reason, it is imperative for rehabilitation to be implemented in line with social wellness in order to equip offenders with the vital skills needed to ensure they live in harmony with others in society. The researchers were curious to know how schools in correctional centres for juveniles could promote social wellness of juveniles in order to facilitate positive re integration into society. The research question that guided this study was, "How can the promotion of social wellness among juvenile learners in South African Correctional school facilitate successful offender re integration?".

## THEORETICAL FRAMEWORK

The ecosystemic theoretical framework of Uri Bronfenbrenner which is also called the bio ecological theory was used as a lens to conduct this study. This theory looks at the different systems that an individual operates in and how these systems affect his or her development (Donald, Lazarus & Lolwana 2010). The micro system is the individual's immediate environment such as the family and meso system is made up of a set of micro systems such as peers and the school (Donald et al 2010). An incarcerated learner usually gets separated from his family, peers and school and this may have a negative impact on his social wellbeing. This theory views any breakdown in the individual's immediate system especially the micro system as a hindrance to the individual's development (Addison & Eigenmenn 1999). In the absence of the major and vital role players, the researchers felt that the teacher should take the role of promoting the social wellness of juveniles so that they can be ready for social reintegration into society.

In correctional centres, juveniles are usually exposed to more violence that may influence their behaviour. These may be in the form of sexual violence, bullying and abuse by gangsters especially in South Africa (Gear 2007). Such exposure may lead to the acquisition of even more negative behavioural traits that may hamper effective rehabilitation. The teacher is therefore expected to impart the positive social skills necessary for survival in society.

## METHODOLOGY

The qualitative research design was employed in this study to allow the researchers to go into correctional centres and collect data in that natural settings (Mouton & Babbie 2002). Using the phenomenology approach, the researchers went to correctional centres to collect data on social wellness of juveniles. Data was collected from learner offenders and teachers as those were the people with first hand information and experience. Researchers went to the field free from any pre conceived ideas and conclusions (McMillan & Schumacher 2006). This also helped in analysing data because the context in which the experiences took place were taken into account. The interpretive paradigm was used in collecting data to enable the researchers to get a deep understanding of the social wellness of juveniles as they were given the platform to articulate their experiences (Henning, Smit & Van Rensburg 2010).

Although purposive sampling was used to get participants who were learners and teachers at correctional schools, participation was based on willingness to participate and availability. Ethical procedures were followed before during and after the study was done. Clearance to conduct the study was obtained from the Department of Correctional Services. The purpose and procedure to be followed were explained to participants. They were informed that participation was voluntary and that they had the right to withdraw from the study anytime without any penalty. Consent forms were given to all participants to read and sign before the commencement of the study.

Semi structured interviews were administered in data collection. Interviews with juveniles were done in the presence of security personnel in line with the policies of the Department of Correctional Services. However, a reasonable distance was maintained to ensure privacy and confidentiality.

## DATA ANALYSIS

Data was analysed qualitatively through coding and categorising. The process involved organising data into codes then putting similar codes together to form categories then later developing categories into themes (Henning et al 2010). Themes that were developed were then written as sub headings in discussing the findings.

**From interviews the following themes emerged;**

- Serious crimes committed by juveniles
- Social wellness and behaviour change promoted through education
- Positive relationships among juveniles and with officials
- Lack of psycho social support

**Themes from teachers**

- Teachers promote social wellness through different strategies
- Challenges faced in promoting social wellness
- Inadequate support structure

## DISCUSSION OF FINDINGS

**Findings from Juveniles**

*Serious Crimes Committed by Juveniles*

Most juveniles who took part in the study had committed serious crimes that could be classified as gruesome. Crimes committed included murder, rape, house breaking and car hijacking among others. These findings are similar confirms the assertion made by the Department of Correctional Services which made an observation that the number of serious crimes committed by juveniles were on the rise in 2013 (Department of Correctional Services 2013). The reasons from committing crime varied and ranged from peer pressure, poor family structures and the illicit use of drugs and alcohol. The findings further revealed that most of the inmates were functionally illiterate and this affirmed the assertion made by the Government of South Africa in the correctional services budget vote that most juveniles who commit serious crimes are school dropouts and functionally illiterate, substance abusers and often homeless (Department of Correctional Services 2014).

*Social Wellness and Behaviour Change Promoted Through Education*

Participants indicated and expressed gratitude to the education offered to them in correctional centres by acknowledging that it had led to positive behaviour change. They indicated that they had acquired social skills that would help them to be reintegrated into their communities. Skills that were acqired included conflict resolution, communication, respect for diversity and sharing. These skills form part of the tenets of social wellness and are vital for social integration (Hetler 1976).

*Positive Relationships Among Juveniles and with Officials*

Juveniles were sharing cells with fellow inmates and most of them indicated that they were having a positive and mutual relationship. Some were a bit sceptical as they expressed fear on the negative influence of gangs that may hinder positive rehabilitation. This observation was also expressed by Ozdemir (2010), who warned that peers in correctional centres may negatively influence the rehabilitation of juveniles in some instances as they may stimulate violence and aggressive behaviour. Positive peers on the contrary may lead to positive human development (Donald et al 2010). Despite the fears, most participants enjoyed working in groups with other inmates. The relationship with correctional officials was said to be mutual where respect earned respect.

*Lack of Psycho Social Support*

There are many stakeholders involved with incarcerated juveniles who are supposed to provide different forms of support. In this study, it was found that juveniles were not getting adequate support from social workers, psychologists and family members. Some juveniles had stayed for close to a year without getting any visits from their families. Similar findings were reported by Muntingh et al (2012) who also reported that family contacts with juveniles were inadequate. Services from social workers were available on request and most juveniles expressed dissatisfaction with the services provided.

Religious groups were reportedly to be actively involved in supporting offenders. They were frequently visiting correctional centres and giving support to offenders. Support given was in the form of imparting moral values and giving encouragement to juveniles to boost their self confidence and self esteem.

**Findings from Teachers**

*Teachers Promote Social Wellness Through Different Strategies*

Teachers were employing different strategies to promote social wellness among juvenile offenders. These included collaborative learning and group work. Collaborative learning is part of social wellness hence its application serves a significant role (Prilletensky 2010). Collaborative learning was used to accommodate diversity by allowing learners with different needs to share ideas and experiences in the learning situation. Group work and sharing of ideas brings about a sense of community where individuals feel a sense of belonging (Jagger & Jagger 2003). Cooperative learning was also used to give learners the opportunity to view and value the benefits of interdependence which forms part of social wellness (Hetler 1976).

Inclusion was another strategy used to promote social wellness. This was done by offering one on one support to learners depending on their needs. This is in line with the Department of Correctional Services which stipulates that the rehabilitation of offenders should be needs based and that offenders should be assessed on entry at all correctional centres (Department of Correctional Services 2005).

**Challenges Faced in Promoting Social Wellness**

*Inadequately Trained Teachers*

Juvenile offenders are different from other learners in mainstream schools in different forms. They have special needs especially behavioural challenges. Despite having teaching qualifications and experience, most teachers indicated that they were not properly trained to deal with juvenile delinquents. They lacked the skills to handle them and consequently found it difficult to implement their mandatory role of teaching them effectively. A similar observation was made by Muntingh et al (2012) who pointed out that most officials in correctional centres in South Africa were not well trained to deal children who have behavioural challenges. This challenge seems to be a global phenomenon as other research findings revealed (Jovanic 2011). In the United Kingdom research findings reported the lack of the necessary training and appropriate skills for officials working in correctional centres (Hawley 2011).

*Lack of Resources*

In most schools, lack of resources hampered the effective implementation of programmes needed to promote social wellness. Resources that were lacking include proper classrooms, books stationery and even human resources. The Department of Correctional Services also attested to that when it reported that most correctional centres were facing lack of resources (Department of Correctional Services 2011).

*Exposure to Violence*

During incarceration, juvenile offenders were exposed to violence and traumatic experiences that posed a threat to their social wellbeing or wellness. In most centres, the presence of gangs was seen as a big challenge as gangs have

the potential to influence negative behaviour. Similar studies also indicated that gangsteerism was rife in South African correctional centres and this posed a big threat to juvenile offender rehabilitation since gangs have their own norms and values (Gear 2005). These values are usually in contradiction to those required in the society.

Exposure to traumatic experiences during incarceration usually affect the effective rehabilitation of offenders as it may lead to psychiatric problems, suicidal attempts and stress related illnesses (Ramirez 2008).

*Inadequate Support*

Teachers indicated that there was not enough support given to juvenile offenders. These included family support and social workers. This trend has been reported elsewhere in Africa where it was reported that most inmates in African correctional centres are usually cut out of the outside world (Sarkin 2013).

## CONCLUSION

The white paper on corrections clearly states that rehabilitation of offenders should be needs based and that once the needs of each offender has been established, a sentence plan should be designed (Department of Correctional Services 2005). This policy is in line with the principles of inclusion which has the potential of promoting social wellness if well implemented. Findings from this study however indicated that there is still more that need to be done to implement the policies on the ground in a bid to promote social wellness with the ultimate goal of facilitating effective rehabilitation of juvenile offenders. The education provided in correctional centres were was credited for the positive change in behaviour. Despite facing challenges, teachers were trying their level best to promote the social wellness of juvenile offenders under their care. More still need to be done to ensure an effective implementation of a programme that will ensure social skills are well imparted to juvenile offenders and make them ready to start life in their communities and stay away from crime.

## RECOMMENDATIONS

In the absence of key role players like the family, the teacher is in the fore front in terms of facilitating the acquisition of key social skills necessary for survival and acceptance in the society, since findings revealed that most teachers were not well trained to deal with juvenile delinquents, we strongly recommend that teachers be given adequate in service training. Getting the necessary skills will enable them to implement the programmes set by the Department of Correctional Services. Training of teachers should be done on an ongoing process to help teachers keep up to date with any pedagogic developments in the country and globally. Subjects such as Life Orientation should be fully utilised to teach life skills necessary for reintegration.

Offenders should also be periodically assessed to evaluate the effectiveness of the rehabilitation programmes. More resources should be allocated to learners and teachers in order to make teaching and learning more effective. Psycho social support should be intensified to ensure learners are focused in the midst of all the challenges they might face in correctional centres.

## LIMITATIONS OF THE STUDY

The study was carried out in correctional centres for male inmates only and might have produced results in a female environment. All the centres were either in cities or on the outskirts of cities. Owing to the sensitivity of information requested, some participants might have withheld crucial information or make misrepresentation.

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# The Socratic Method In
# Asynchronous Online Discussions

Christopher Myers, American Public University, USA

## INTRODUCTION

### Being In The Wired-World

The "Wired World" is transforming what Heidegger called "being-in-the-world" in the existential analytic of Dasein (Da – sein; being-there; Heidegger, 1996: 53). "Being-there" is increasingly becoming beyond Heidegger's ontic world but still encompassed by the ontological care for projects and the temporal projection into the future. New forms of "being-there" and "being-with-others" in interactive modes are being enabled by technological innovation at an exponential rate. The developing technology is increasing the capacity for "real-time" communication between multiple parties and the transference of information in multiple formats, including text, audio and voice. Heidegger could have imagined such a world. The "world" for Heidegger's existentialism includes everything that an individual knows and cares about, and this includes the 24/7 asynchronous online classroom. Indeed, the asynchronous, online classroom governed by the software of a particular OLS (online learning system) or LMS (learning management system) and pedagogical methodology is a virtual "world" unto itself, mediated via the operation of a particular internet browser and the user's computer with its operating system and internet connection. Each "world" in this regard has its own idiosyncrasies facilitating an environment for the Socratic Method as a mode of "being-with-others." The online classroom as a "world" is not located geographically but by the collective projectural schemata of the participants.

### The Author's Horizon

This reflection is offered in the best sense of recognizing the author's "horizon" in the sense of Gadamer's philosophical hermeneutics, and the attempt to achieve a "fusion of horizons" with the reader on this subject matter. In one way or another, "the fusion of horizons that takes place in understanding is actually the achievement of language" (Gadamer, 1990: 378). My academic career began twenty- eight years ago, shortly after finishing the program for my Master of Divinity degree at Princeton Theological Seminary, with the publication of my first article in an academically, peer-reviewed journal. I taught my first college class in 1992. While pastoring three different churches and serving as a Campus Ministry over an eight-plus year period, I continued academic writing and conference presenting, and did extensive adjunct teaching at several colleges. After the publication of my second academic article, I began my Ph.D. at the University of Iowa, served as a Teaching Assistant for six years, continued with adjunct teaching and conference presentations, and successfully defended my 480-page dissertation in 2009. The area of my dissertation is philosophical hermeneutics – the science and art of interpreting texts, as defined by the German philosopher Hans Georg Gadamer and the French philosopher Paul Ricoeur. Focusing on communication, understanding and interpretation both ontologically and practically, philosophical hermeneutics is uniquely and ultimately positioned to contribute to pedagogy, and particularly the pedagogy of text-based, online communication. In this sense, it stands alone among the pantheon of academic fields of inquiry in relation to online education. Shortly after completing my Ph.D., I began teaching new online courses and in 2011 accepted a full-time online teaching position with American Public University. I have taught over 8000 students in four different colleges/universities in the live, traditional classroom, as well as hybrid and live, real-time classes over the ICN (Iowa Communications Network) fiber-optic network and asynchronous online formats. I have worked with eight different software learning systems. What follows comes from an on-going theoretical reflection on that practice, with a view to the text-based, asynchronous online classroom.

Gadamer wrote, "The mode of being a text has something unique and incomparable about it. It presents a specific problem of translation to the understanding. Nothing is so strange, and at the same time so demanding, as the written word." (Gadamer, 1990: 163). Indeed, the text-based, asynchronous online classroom is very demanding and time-

consuming in relation to the live classroom, for both students and instructors.  The practices of reading and writing are much more demanding than listening and speaking.  Reading and writing require the mastery of inscription.  This marks the fundamental difference between the traditional and the online classroom.

## The Traditional Professor & the Socratic Method

Here it would be helpful to take a short detour (in the best sense of Ricoeur) and share an anecdote about one of my classic and highly-esteemed professors from Princeton Theological Seminary, Diogenes Allen (yes – his name really was Diogenes!).  Diogenes Allen was my advisor for my concentration in philosophical theology.  He was a prolific author of books and journal articles and conducted seminars for churches in spirituality, being an ordained minister in the Presbyterian Church.  He was a philosophy major at the University of Kentucky and a Rhodes Scholar at Oxford where he studied under Austin Farrer.  He was a brilliant and acerbic lecturer, facilitating rigorous and confrontational Q & A discussions and debates, often reducing recalcitrant students to blubbery masses of self-contradictory rhetoric. He was not afraid to raise his voice or occasionally curse in the classroom when it was called for, especially when students asked stupid questions (a stupid question was one which demonstrated that the student had not done the assigned reading, and was trying to pretend that they had done it).  Even if one disagreed with his teaching style, there was no doubt among the faculty and students that he exemplified the Socratic Method par excellence.  When writing on the chalkboard, he occasionally misspelled key terms and names, even if they were only a few syllables long, and one day in class he confessed that he had a "touch" of dyslexia that hit him when he was overtired.  Many of these "old school" professors never learned how to type, and employed the "hunt and peck" method if they typed at all. Many of them wrote their manuscripts longhand and had secretaries, teaching assistants and wives type them up. Diogenes' classroom presence fluctuated with pressing deadlines by his editors for the latest draft of his next book, and when he had put a finished manuscript in the mail, he was as happy as a new father the next day in class.  My beloved, erudite and classic Professor Diogenes Allen has since "graduated" from this life, but it is safe to say that his academic presence, personal, pedagogical and technical, would not have translated well into a facilitating presence in the asynchronous online classroom.  He taught two classes per semester, and had teaching assistants do all the grading for one of the classes, a large one for which he simply lectured several times weekly.  He had frequent semester and year-long sabbaticals, during which he did much of his writing, as well as four months off during the regular, academic year.  He had a secretary which he shared with three other professors.  Princeton Theological Seminary is a top-ten institution in its category.  While Diogenes would not have fared well in the online classroom, online institutions can take a lesson here as they attempt to develop their academic world.

## Philosophical Hermeneutics

For a transition now to a theoretical background, it can be said that philosophical hermeneutics is the science and art of interpreting texts, and the field of study is applied here as developed by Hans Georg Gadamer and Paul Ricoeur, focusing on the written word.  The contrast is between the written word in the asynchronous, online classroom and the spoken word in the traditional, live classroom.  The classic criticism of the written word is found in Plato's dialogue Phaedrus (274).  It is ironic that this "spoken" criticism by Socrates was written by Socrates' student Plato, and we should safely assume that the irony did not escape Plato while he was writing down the words!  Nevertheless, we cannot ask Socrates or Plato about their intentions, and the charge of philosophical hermeneutics is "to the text itself!"

## Socrates' Critique of the Written Word

For Socrates, there are a number of problems with the written word.  Writing is an iconic, fixed expression of dialogue. Philosophers who rely on reference to written texts can only "remember" knowledge previously acquired, rather than develop new knowledge in dialogue with others.  In this sense, the written word is a flat representation of reality, analogous to the two-dimensional representation of a real nature scene in a "realist" painting.  In the viewing of a nature painting, there is no real interaction with nature, just as the writer of a written text has no real interaction with her reader.  Also, a text cannot tailor itself to its audience the way that the live teacher with a command of the subject and rhetoric can.  The text does not know its audience, what to leave in and what to leave out, when and how to "speak" and when to remain "silent."  However, the greatest weakness of the written word is that it cannot defend against or rescue itself from misunderstanding.  In Plato's dialogues we have a plethora of examples of Socrates and his friends and the conversational rescue from misunderstanding on the road to the appropriation of understanding.

The "Socratic Method" is dialectical, proceeding by question and answer, dialogical proposal, consideration, acceptance or rejection, correction and proceeding with a new proposal until the participants in the dialogue have reached a mutual understanding of the truth of the subject under consideration. In live dialogue, the meaning is one with the event and the spoken word is aided by the rhetorical forms of non-verbal communication that accompany speech. It is notable that in a strictly written dialogue, non-verbal cues are absent, while in modern fiction, narrative includes a plethora of methods of communicating the non-verbal cues of characters in dialogue. Plays and movies include this dramatic production under the director. Poetry is an interesting case, although it is originally and arguably still, an oral art form. One thing is clear, the absence of non-verbal cues focuses the reader's attention onto the words of the dialogue itself. The difficulty is that without the presence of the author to "direct" the dialogue, so to speak, the written dialogue has no defense against the misunderstanding of its audience.

All good teachers know and continually aspire to the joy of the discovery of truth that occurs when in live dialogue with students, guiding them through a procession of thought, students (and sometimes the teachers themselves) realize a new vista of understanding on their horizon! Here, misunderstanding is avoided and true understanding achieved by the interlocutors in the process of dialogue.

This is not the case with the written word. In truth, the Socratic Method as depicted in Plato's dialogues cannot occur in anything but live dialogue with active participants in the propinquity of the live classroom (or its technological substitute) in which the meaning of the discourse is inextricably linked with the event of live discourse. Here, what Paul Ricoeur calls "the dialectic of meaning and event" is united in an "event-meaning" (1976: 27). However, the key here is that Plato's dialogues are a *depiction* of the Socratic Method, as referred to in the explanations of pedagogy in academic instruction and customarily understood by classroom instructors.

**Rehabilitating the Written Word**

Paul Ricoeur understands Socrates' criticism of the written word and allows it a measure of validity in the search for truth. "The written word, as the deposit of this search, has severed its ties with the feeling, effort, and dynamism of thought. The breath, song, and rhythm are over and the figure takes their place. It captures and fascinates. It scatters and isolates. This is why the authentic creators such as Socrates and Jesus have left no writings, and why the genuine mystics renounce statements and articulated thought" (Ricoeur, 1976: 40). Ricoeur may or may not be correct regarding Socrates and Jesus, or Siddhartha Gautama and Muhammad, for that matter, but his point about the written word stands. In *Phaedrus* writing is compared to painting. No matter how excellent the technique of the painter, no painting of a nature scene, regardless of how realistic, can capture the essence of the natural scene itself. However, Ricoeur wants to elevate the status of painting and writing and art, in general, to a status above that of reality itself. What does that mean? Art produces what Ricoeur calls "iconic augmentation" (1976: 40). In the sense of vision this would be the focusing of attention on a particular aspect of the visual field that normally goes unnoticed in the ordinary reality of day-to-day living. "Iconicity" can present a phenomenological subject under different aspects of space and time than are ordinarily experienced. Painting can capture aspects such as the play of light or momentary facial expressions that would otherwise escape attention. Modernistic styles of painting can depict different modes of human consciousness in relation to the world. Impressionism, surrealism and abstract expressionism are prevalent examples of modern art movements that are both depictive and transformative of the human relation to the world. Technology enables perception outside the "rainbow" light spectrum, through the galactic reaches of space and at the molecular level. Still photography can capture the wings of the humming bird in flight. Time-lapse photography or cinematography can enable us to see clouds forming and flowers blossoming. In a similar but even more pronounced fashion, art can show dimensions of reality unavailable to normal vision. They enable the discerning viewer to achieve a fusion of horizons with the artwork and understand themselves and the world in a new way other than that encountered in ordinary, daily life.

Ricoeur goes on to say, "Iconicity, then, means a revelation of a real more real than ordinary reality" (1976: 42). There is no doubt that the real more real than the real is quite an aspiration! Literature does this in the projection of modes of being-in-the-world. More than simply being a redescription of reality, literature is a means of revealing being in ways that are inaccessible in everyday living. For instance, through a narrator, the reader can have access to the trains of thought of all the characters in a scene and move back and forth in time and space. Literature can encompass a single moment in time or a century. It can be about the past or the future or any place mundane or fantastical. Most

importantly, it can be about a different way of being.  "This theory of iconicity - as aesthetic augmentation of reality - gives us the key to a decisive answer to Plato's critique of writing.  Iconicity is that re-writing of reality.  Writing, in the limited sense of the word, is a particular case of iconicity.  The inscription of discourse is the transcription of the world, and transcription is not reduplication, but metamorphosis" (1976: 42).

**The Written Word in the Online Classroom**

The written communication in the asynchronous, online college classroom does not rise to the level of literature, but it proceeds via the written word and can emulate live dialogue.  At any given time, 24/7, students and instructors may log on from anywhere in the world with internet access and read posts and respond to them at will.  This takes advantage of the nature of the written word.  "Printed texts reach man in solitude . . . Abstract relations, telecommunications in the proper sense of the word, connect the scattered members of an invisible public" (1976: 43).

The online classroom is an "ideal" world where every single student may speak on every posted topic during the week and duration of the course, and every student may read and respond to the post of every classmate, as they will.  Classes are saved in the servers of educational institutions for regulated periods of times for administrators, supervisors, instructors and students.  At this point in history, there is the possibility that posted words may live forever in the cyber-sphere, readily accessible to anyone who has the right code to access them.

Ricoeur further elaborates on the nature of the text in another work.  To interpret is to render near what is far (temporally, geographically, culturally, spiritually).  In this respect, mediation by the text is like the model of a distanciation which would not be simply alienating, like the Verfremdung which Gadamer combats throughout his work . . . but which would be genuinely creative.  The text is, par excellence, the basis for communication in and through distance (Ricoeur, 2007: 107).

While the written word is, par excellence, the basis for communication in distance learning, there are definite pedagogical disadvantages in relation to the live classroom and this calls into question the meaning of "the Socratic Method" for the online classroom.  Some of the pedagogical disadvantages are practical and technological limitations, while some are institutional and methodological.  Even a full class of 35 students may only have a few students online simultaneously.  In my experience, even in classes with as many as 35 students, I have only had a maximum of seven or eight students online with me simultaneously.  This is a practical limitation.  After practical limitations, another aspect is technological limitations involving the particular learning systems and their online "world."  Here are some questions that have arisen from my experience.  Can the instructor and students immediately see who is "in" the classroom with them when they are in the classroom, and can they immediately communicate with them, via a Chat Room or Adobe Connect?  If so, does this function cross all of the instructors' and the students' classes when they are online with their teaching institution?  Can this feature extend even further, so that an instructor might see a fellow instructor online teaching the same or a similar class, and communicate with him/her, and a student might see other students simultaneously online taking the same class, but with other instructors, and still communicate with them, and their instructors?  The ideal chat function would be built into the learning system and could be accessed by simply clicking on the students' names.  These features involve significant expansions of the "world" of the isolated, online classroom and they would require significant software and technological development and could lead to things like synchronous study-groups and discussion groups led by upper-level students supervised by instructors.  A further development could be more MOOCs (Massive Open Online Courses) with student teaching assistants in various disciplines and the development of more graduate degrees, especially in the Humanities!  There is no doubt that this kind of revolutionary expansion will take a tremendous amount of resources, starting at the highest levels, including revolutionary developments institutionally and methodologically, and especially in the evaluative processes.

**Expanding the World of the Online Classroom**

Expanding the world of the online classroom will take the work and support of credentialing agencies, university administrations, whether public, private, non-profit or for-profit, and significant investments in technology and changes in methodology.  There are obvious economic investments that must be made in software systems, connectivity, and server capacity, etc.  Here the Taoist principle of *wu wei* could be applied.  Riding the wave of "natural" technological advancement takes some predictive power and involves a matter of timing, but a university

could have the administrative structure, faculty and technology in place to correlate with the technological breakthrough(s) that would promote an economically and pedagogically viable expansion of the world of the isolated classroom toward real-time communications. Perhaps the greatest hurdle to overcome will be the necessary administrative transformation of the evaluative process of students and instructors and curriculum development in the individual educational institutions. If the isolated "world" of the online classroom expands in ways as indicated above, new methods of evaluating student and instructor work and involvement will need to be incorporated into the educational process. This will be more than a technological problem. Technology already exists to track and account for rudimentary online activity, and will expand with the expanding "world" of the online classroom. Most systems incorporate software that track student and instructor activity, and supervisors and administrators have additional software to track activity. These tracking systems and the administrators using them are not perfect and there are large blind spots and imperfections in these systems, even in the most basic functions. Instructors who have telephone conversations with students, write recommendation letters for former students, continue with their online classes while traveling and presenting at international conferences, mentor former students on intellectual projects, post multiple times to individual students during the discussion week, and faithfully check student papers for plagiarism and follow-up with students on the issue, will typically not receive "credit" for these activities in formal tracking systems and will typically not receive formal recognition on performance evaluations in these and other areas that are integral to the academic process. Expanding the "world" of the online classroom will exacerbate this problem at every level. Here the online schools can learn a lesson from the traditional "brick-and-mortar" non-profit institutions with tenured faculty, extremely well-supported by academic freedom and the accreditation process and governmental economic support. The cherished concepts of academic freedom, tenure and job security lead to the flexibility and autonomy of faculty who produce superior students across all academic disciplines and cultivate students, present and former, as the next generation of leaders of the world. Beyond that, it is up to administrators to assure that students and instructors who use the expanded "world" of the online classroom will benefit from its use, both formally and informally, including evaluative procedures. There is no guarantee that students or instructors will use a new technological capability, unless it is obviously to their discernible advantage!

## Fiber Optics & The State of Iowa (ICN)

The state of Iowa in the USA is known for education and in 1994 it created the Iowa Communications Network. I was certified as an ICN instructor and have regularly taught courses over the fiber optic network for several colleges since the mid 1990s. The ICN is a fiber optic network connecting all colleges and most K-12 schools. Every ICN room is a smart room, resembling a small television studio, where the instructor can coordinate media from any source and broadcast it to multiple remote sites. Typically, I would teach courses with about twenty students in the classroom, and another twenty spread out over four or five remote sites. Every student has their own microphone, and each classroom is equipped with multiple cameras. If a student wishes to speak, she presses the microphone and her classroom camera automatically focuses on her. The instructor controls the communication between remote sites and all communication occurs in real time, literally at the speed of light. For students who are not able to attend the live event, it is recorded on university servers and they can log on and review the class in streaming mode. This technology can be duplicated by any online university with the proper investments and access to a fiber optic network or other infrastructure that can operate at light-speed, connecting students all over the world via their computers with webcams and microphones.

## The Socratic Method in the Current "World" of the Online Classroom

Having embarked on this envisioning process over the last several pages, it is time to focus on a list of practical tips for incorporating the Socratic Method into the online classroom as it currently exists. Generic instructions to a student for a weekly discussion might read something like this: Post an initial response to the question of 200 – 300 words by Wednesday or Thursday and respond to two classmates (50 – 100) words by Sunday. What does this immediately leave out? It may be that only an instructor active in the classroom on a daily basis will immediately see that this leaves out responding to the instructor! Then, it is sometimes followed up with a pre-fabricated grading rubric which does not actually represent the dynamism of online communication and also does not have a category for responding to the instructor! This can easily lead to a series of mediocre one-pa papers rather than anything resembling discussion. What could be more antithetical to the Socratic Method for an online discussion thread? It is probably all too familiar and frustrating to online instructors to respond to an extended discussion thread and then to read students' responses

to the initial student's post and realize that the students responding did not read any of the other responses in the thread, including the instructor's response which addressed the very topic at issue! Now we add to this a prescribed instructional methodology and tracking system which requires an instructor *to respond one time to a particular number of students on a particular number of days of the week,* not taking into account the conversation of a thread or repeated posts in a discussion with a particular student or group of students. All of this is patently antithetical to the Socratic Method. What is certain is that if you focus on technicalities, that is what you will get, technicalities, from both students and instructors.

**The Instructor and the Software – Ten Practical Suggestions for Now**

What can an instructor do within the confines of current systems and evaluative methodologies, given the practical limitations of the asynchronous online classroom? Here is a short list of suggestions, not in any particular order. All of the following can be done by the initiative of an instructor within current systems, and can also be facilitated with software updates within the isolated "world" of the online classroom.

1) Discussion instructions can be modified to require replies to the instructor and the instructor can count these toward the student's discussion requirements.
2) Students can be required to read and respond to the entire thread when posting to a discussion (this can be an instruction, part of grading, and could also be incorporated as a software update to the learning system in the future).
3) Students can be required to create original and substantive titles for every post (this can be conveyed by instruction, grading, and a possible software update to the learning system).
4) Instructors can communicate to the entire class and entire threads via post titles, which can be creatively provocative and inviting (Check this out class! Book recommendation! etc.) to the entire extent that they appear in collapsed discussion format, which can actually be up to fifty words!
5) Students can be given multiple options for initial posts or initial posts, per se, can be made obsolete. As an example, one strategy for provoking discussion is for the instructor to post a "quote of the day" on the general topic by a famous person or the course materials and ask for an open response to the quotation. A more progressive approach is to organize students into "small groups" with assigned topics for their own thread, which the instructor will monitor and critique during the week.
6) Refer students to each other! Currently, this can only be done manually, but a software update could link students' posts directly to other student's posts and to the instructor's prior replies to those students, and the instructor could coordinate small group, topic-based threads within the class. An extension of software modeling here would lead to "dynamic discussion thread modeling", allowing the instructor to organize threads into sub-threads according to student responses and directly connecting relevant students' posts to each other.
7) The instructor can point out excellent student posts to the class as a whole via responses with post titles: Great post John/Jane Doe!!! This encourages other students to read the post which can serve as a model and provoke greater discussion.
8) Keep discussions open for two weeks and let the students continue the conversation! In even the best classes, there will be up to 1/4th of the class that will be late, will need to re-do their initial posts, and will need to respond to classmates' and the instructor's responses from the previous week. In the asynchronous classroom, the timing can be very artificial regarding "wrap-ups" etc., and an instructor who stretches out discussions over two weeks can maximize Socratic style discussion and carry over relevant topics into "follow-up" posts the next week for students looking forward in the course. A software update could give the instructor the option to automatically forward a thread or post to the next week. Most participation posts occur late Sunday night, the last day of the week. It is pedagogically detrimental to end discussion at midnight, Sunday.
9) Have students critique peer posts! This works very well for paper and project proposals in discussion, and should include a corresponding assignment for private, instructor feedback. Sometimes students are more critical of classmates' proposals than even I as an instructor would be, but the process definitely promotes better research papers as class products. Other experimental options could include software updates, showing "read-by" icons, expanded emoticons and emojis, "like" buttons, etc., which can be incorporated into the discussion to be viewed in its collapsed format. In addition to this, red, yellow and

green light buttons could be used to indicate the direction of student responses: red – disagreement, yellow – question, green – agreeing and forwarding the discussion.  These are experimental suggestions for implementing the main concept of having students critique peer posts, which remains a separate process from instructor grading.

10) Use the gradebook as a teaching tool with narrative comments.  These comments can work their way into future discussions, as well as individual students' understanding.

## Closing Question

Could the relation between discussion threads or forums in the online classroom to live discussion in the brick and mortar classroom be considered analogous to the literary portrayal of Socrates' method of philosophizing in Plato's dialogues and the presumed dialogues actually occurring in space and time?  The Socratic Method as it occurs in the live classroom is not what is experienced in the asynchronous, online classroom, but it may be that the latter could achieve, at the ideal level, what is analogous to the actual written forms of the Platonic dialogues.  In this sense, could it be legitimate to consider the possibility of the Socratic Method in the asynchronous online discussion?

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# Talk The TOK In China: How International Baccalaureate Subject Teachers Integrate TOK In Their Teaching

Manuel Condoleon, University of Sydney, Australia

## ABSTRACT

*This study is the second of three case studies exploring how teachers of the International Baccalaureate Diploma Programme integrated the Theory of Knowledge (TOK) course in their teaching. TOK focuses on ways of knowing (WOK) and how they relate within and across various areas of knowledge, thus exposing interrelationships and connections. Areas of knowledge are typically categorised as Arts, Ethics, History, Human Sciences, Indigenous Knowledge Systems, Mathematics, Natural Sciences and Religious Knowledge Systems. Ways of knowing (WOK) include language, sense perception, emotion, reason, imagination, faith, intuition, memory and are considered essential "tools" to answer "fundamental" questions of the TOK course such as "how do I know?" or "how do we know?". Teachers often expressed a sense of confusion and lack of confidence when teaching TOK. Education scholars have also questioned the appropriateness of TOK for students of non-Western cultures considering it has grown from a programme with a strong Western humanist tradition and dominated by the Western languages. Against this backdrop, however, the International Baccalaureate (IB) is experiencing its strongest growth in the Asia Pacific region where there has been a surge in international schooling especially in non-Western contexts such as China. A qualitative case study methodology was employed focusing on an international school in China for the purpose of obtaining an intensive, holistic description and analysis of a bounded phenomenon in its real context. The study revealed that subject teachers exhibited an intellectual interpretation and construction of the TOK course where teachers and students work together, predominantly through dialogue, to develop both the critical thinking skills and epistemic awareness of students. The literature labelled this as a 'transaction orientation' to the TOK course, in contrast to the more didactic and content driven 'transmission orientation' or the politically and action driven 'transformation orientation'. Despite the importance given to the 'transformation orientation' in fostering action-based competencies that will empower future citizens to tackle the various social, political and environmental challenges of this global age, there was very little evidence to suggest that subject teachers had adopted such an orientation. The study also identified key challenges experienced by teachers and proposes potential solutions to enhance the integration of TOK in the teaching of IB Diploma subjects.*

# Do The Write Thing: Choosing And Using Social Media To Teach Writing

Margot Kinberg, National University, USA

## ABSTRACT

*As of 2016, there were reportedly over 2 billion users of social media worldwide (Chaffey, 2016). Social media has also found its way into the classroom. In fact, the use of social media for teaching purposes continues to increase. That, too, is not surprising, given the potential benefits of using social media for teaching (Abe & Jordan, 2013; Vie, 2015).*

*One of the issues with integrating social media into the classroom is choosing the appropriate social media tools and using them effectively. Teacher experiences and beliefs about social media vary widely (Owen, Fox, & Bird, 2016), and the number and kind of social media platforms continue to grow. This workshop is designed to help writing instructors choose among several social media platforms, so that those platforms can be used to their potential in the classroom. Topics included will be: selecting and articulating writing goals; selecting social media platforms that will support those goals; and, planning for the inclusion of social media in the curriculum. Participants who are not currently using social media in their courses will leave the workshop with a solid plan for integrating social media tools. Participants who do use social media will leave the workshop with a close alignment between the writing goals they have established, and available social media platforms that will help them achieve those goals.*

**NOTE:** Participants are encouraged to bring their personal laptops or tablets to the workshop, as this will make exploring some of the social media platforms more convenient.

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# Néo UQTR: Innovation In Internal And External Organizational Communication

Yvon Laplante, Université du Québec à Trois-Rivières, Canada

## ABSTRACT

*The purpose of this communication is to illustrate and expose the innovation process upstream an internal and external organizational communication strategy. Over the last two years, the Université du Québec à Trois-Rivières revised all its communication strategies and tools to enhance the dialogue with the employees, the corporate partners, the students, the media and the alumni. The results of a wide consultation process lead to a brand new multiplatform web site that allows flexibily, performance and agility through custom content. NéoUQTR happened to be the organizational answer to face numbers of communication issues.*

# Exploring Students' Learning Feedback In The Entrepreneurial Course Of MOOC

Wen-Hsiung Wu, Kaohsiung Medical University, Taiwan, ROC

## ABSTRACT

*The entrepreneurship education is more and more popular in the world. Moreover, the progress of Information and Communication Technology (ICT) applications is fast. Among them, the Massive Open Online Courses (MOOC) plays an important role of main trends. Past studies provided valuable results from the instructional standpoints. These results inspire us to understand the students' feedback from the learning perspective. Hence this study explores their feedback during the related entrepreneurial course in Coursera. This study is based on the Input-Process-Output (IPO) approach and interview of 10 learners. The main results are as below. For example, in the Input step, most of learners are involved in the international learning exchange in the beginning of class. In the Process step, sharing related entrepreneurial experiences of experts can improve the practical insufficiency of students. In the Output step, the positive and negative feedback are coexisted such as inspiring new idea from peer review or lacking of fully use of related sources. In sum, the results and findings of this study can provide an insightful implication for the issue of integrating entrepreneurship education and MOOC.*

**Keywords:** Entrepreneurial Course; MOOC; Coursera;Students' Learning Feedback

# Pedagogical Processes To
# Teaching Environmental Hazards
# In Sub-Saharan Africa

Paul Amoako Gyamfi, University of Turku, Finland

**ABSTRACT**

*Environmentally responsive Education has been identified as a major way through which knowledge about the environment is imparted to students so as its desirable behaviours. Environmental hazards as an area within Environmental Education does not only orient students on causes and effects of negative practices that ruin the environment but also position them in a way that makes the application of such acquired knowledge beneficial to their societies. It is in this light that the knowledge, behaviours and pedagogical processes designed for students of Sub-Saharan African: A Sub-region that has hugely been hit by the adverse effects of Environmental hazards such as Desertification, Deforestation, Climate Change, Indiscriminate Waste Disposal and Drought among others were assessed. An empirical study was however conducted among upper secondary school students with an average age of 17 of this area under study. Data was collected from 100 students from South Africa, Kenya, Nigeria and Ghana with 25 students representing each of the countries using a survey questionnaire. The results show a high correlation between Pedagogy and Knowledge while there was generally a marginal correlation between Knowledge and Behaviours.*

# A Comparison Between
# The Effects Of Feedback Given
# By Higher-Level Peers And By Lower-Level
# Peers In EFL Writing Context

Xiaoping Liu, Northeast Normal University, China

## ABSTRACT

*Although there has been strong interest in peer feedback in the field of learning, especially in writing instruction for decades, there are few researches to assess the quality of feedback itself, which actually plays a key role in performance improvement of the assessees. The present study examined the quality of feedback given by higher-level peers and by lower-level peers in perspectives of accuracy and constructiveness by answering the following research questions (a) In what aspects of accuracy and constructiveness are the feedback from higher-level students and from lower-level students different from each other? And how are they different from teacher feedback? (b) Does more accurate and constructive feedback lead to more performance improvement of the assessees? A feedback criteria form, which was adapted according to the research of Sluijsmans (2002) , Kim (2005) and Van Steendam al. (2010) was applied to examine the seven characteristics of accuracy and constructiveness of the two kinds of feedback. 40 English learners with 20 from Level A and 20 from Level C in their second college year from the Northeast Normal University participated in the research. Each of them was assigned to assess an essay which has been assessed by a teacher assessor. Their feedback then was delivered to the writers and the writers would revise their essays accordingly. The results reveal that compared with lower-level students, higher-level students are more accurate in error correction, able to provide more justification for their assessment, whereas the lower-level give more positive comments. Neither of them offers much thought-provoking questions. As for performance improvement of the assessees, there is no significant difference between those who received feedback from the two level assessors. The study indicates that some students lack strategies on how to give feedback, thus training should be integrated into the process. In addition, the assesses seem to more welcome "expert" feedback and suspicious of those "non-experts", but the latter makes them more motivated to make self-revision, which will result in the development of autonomous learning.*

**Keywords:** Writing; Peer-Feedback; Accuracy; Constructiveness; Improvement

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# A Study On The Art Students' EFL Learning And Their Language Learning Motivation

Shi Likun, Northeast Normal University, China

## ABSTRACT

*The present study is an attempt to investigate the EFL (English as a foreign language) learning of the Art students and their motivation towards English language learning. To perform this, 86 Art students studying at Musical School and Art School in the Northeast Normal University in China were selected to participate in this research. In order to measure the Art students' motivation toward EFL learning, a motivational questionnaire, adapted from Gardner's Attitudes/Motivation Test Battery which includes 29 items, was administrated to them. The results review that there is a strong relationship between their EFL learning effect and their language learning motivation. The authors attempt to find the real reason which blocks the Art students' EFL learning and tries to improve the current situation through this research.*

**Keywords:** EFL Learning; Language Learning Motivation; Art Students

# Municipal Emergency Services Budgets: Service Or Budget Decisions… Or Both?

Shelley M. Rinehart, University of New Brunswick Saint John, Canada
A.J. Reynolds, University of New Brunswick Saint John, Canada

## ABSTRACT

*For the past several years Police and Fire Budgets have been criticized by a number of Canadian municipal governments as straining municipal budgets and becoming an unaffordable "expense". These discussions often spark community debate around responsible fiscal management by the municipality and their responsibility to provide adequate police and fire services. Adequate is often a nebulous term found within government policies with more definitive service levels being defined in industry and association reports. The question then arises – how do we evaluate the reasonableness of our spend?*

*Emergency Services are indeed big-ticket budget items for municipalities. Budget data from on one municipality shows that emergency services account for between 34 and 35 percent of total expenditures, slightly higher than two other major centres in the same province. But 4 or 5 percent on a million and a half dollar budget is not an insignificant number. As budgets tighten the response of many municipalities is to consider department wide budget cuts, including those departments offering emergency services like police and fire. This, of course, sparks public debate around personal safety and questioning of the basis on which municipal leaders decide what is an "adequate" spend on such services.*

*Given that we are talking about service delivery, would a comparison with the more general category of services shed some light on this debate? How do retailers, for example, decide on the number of sales associates? How do lawn care service providers decide on the number of trucks and service personnel to employ? The two drivers that we see mentioned frequently are number of customers to be serviced and amount of area to be covered. Cost per square foot is not an uncommon metric in the retail sector. Would it work from the municipal perspective? Could this approach yield some direction on cost cutting and cost control measures that, at the same time, preserve service levels?*

*We often view municipal governance as "different" from basic business practice given its inherent "public responsibility". But still…. Using the municipality as a case study, author explores how it ranks among comparators when geography and population are taken into account. Compared to the other two centres, the municipality being studied has a similar population base but a geographic footprint double that of the other two municipalities. What is also interesting is that the municipality under study is the economic hub for a series of smaller towns and villages. Using productivity and cost/revenue metrics from the service sector to evaluate expenditures related to the delivery of protective and first services yields some very interesting results. Could it be that the methods used by businesses in the services sector could provide some learning opportunities for municipal governments?*

# Creating Personalized Micro-Credentials For School Districts

Julie A. Steuber, Cardinal Stritch University, USA
Lisa A. Gies, Cardinal Stritch University, USA
Lisa M. Plichta, Cardinal Stritch University, USA

## INTRODUCTION

**Why Are Micro-Credentials Relevant for Educators?**

As the department of public instruction and school districts in the state of Wisconsin seek alternative ways to measure educator effectiveness, there is a need in the market place to offer micro-credentials for educators. Similar to our neighboring states, the licensure renewal process for educators in Wisconsin has been recently modified to allow school districts the ability to verify competencies for license renewal beginning in the 2018-2019 school year (Wisconsin Education Association Council, 2018). In response to these changes, local school districts are interested in their educators participating in micro-credential experiences offered by local accredited universities that include application of content knowledge through a competency-based structure of learning and applying learning in the learning environment. Educators are more willing to participate in professional development through micro-credentials when the micro-credentials are applicable to their current classroom reality, evidence of their professional goals, validation of licensure, or tied to an educator's salary (French & Berry, 2017).

**How Are Micro-Credentials Different from Traditional Professional Development Courses?**

Micro-credentials for educators are distinctly different from traditional types of professional development in the past. Most educators are familiar with the traditional model of professional development that consists of an educator attending a graduate level course, completing required assignments, earning a grade for the course, and submitting an official transcript to their school district or state teacher-licensing agency.

Micro-credentials are digital *representations* of educational achievements that identify the specific competencies attained and how the mastery of the competencies or skill acquisition was achieved. Micro-credentials and badges represent specific content knowledge or skills obtained by the educator; however, we view the awarding of badges as purely a digital online record of achievement. Unlike the traditional model of professional development, in order to earn a micro-credential, there is an expectation that educators will apply content knowledge within their classrooms and submit artifacts as evidence of application of content knowledge to demonstrate mastery of specific knowledge and skills. Based upon this definition, we define a micro-credential consisting of following three essential elements: a digital representation, a description of the specific competency and evidence of the participant's learning and application (see Figures 1.1-1.3).

**Our First Micro-Credential Design Experience: Equity Awareness**

As a small private higher education institution, faculty members from the College of Education and Leadership (COEL) at Cardinal Stritch University in Milwaukee, Wisconsin embarked on a journey to design professional development for educators that was both personalized and relevant through the lens of micro-credentials. We were fortunate in that a local school district agreed to collaborate with our university to offer micro-credentials for all of its administrators, educators, and para professionals. The district requested that we design a micro-credential that focused on building equity awareness. Equity in terms of many dimensions such as race, ethnicity, faith/spirituality, physical ability, cognitive ability, language, class, gender and gender identity, family structure.

We launched our first district-wide Equity Awareness Micro-credential in Spring 2018. This micro-credential experience occurred within a blended format and included two half-day face-to-face sessions in the district paired with

specific online learning experiences. The face-to-face sessions focused on skill and knowledge acquisition of cultural proficiency, data analysis, and professional goal setting. The online component provided educators with multiple resources for building and sustaining an inclusive community, opportunities to reflect on their life history, and formation of their social and cultural identity through online discussion posts. At the end of the experience, educators submitted an autobiographical life map as evidence of their understanding and application of content knowledge.

**Figure 1.1.** Digital Representation (Badge)



**Figure 1.2.** Description of Specific Competencies

| Participants will create an *Autobiographical Life Map which* is an analysis of one's own experiences over time. It demonstrates thoughtful examination of the interactions of self and culture. ***It is*** a representation of your culturally bound socialization process as it relates to your individual experiences and personal identity. This serves as a demonstration of where you are and perhaps where you have been along the continuum of cultural proficiency. | Competency 1: Evidence of your cultural identity, understanding of exceptionality and diversity, and self-assessment on cultural proficiency continuum<br><br>Competency 2: Evidence of a shift in your educational practice<br><br>Competency 3: Evidence of how you will incorporate this learning into your ongoing teaching and learning next year |
|---|---|

**Figure 1.3.** Evidence of Learning and Application Rubric

**Autobiographical Life Map**
You've already rated students with this rubric. Any major changes could affect their assessment results.

| Criteria | Ratings | | Pts |
|---|---|---|---|
| Evidence of your own social and cultural identities, your understanding of exceptionality and diversity in your day to day life as an educator, and where you are along the continuum of cultural proficiency. | 10 pts<br>Verified<br><br>Assessors - please add feedback | 0 pts<br>Unverified<br><br>Assessors, please add feedback | 10 pts |
| Specific evidence of how you have shifted (or could shift) your educational practice in some way as a result of your deep and honest reflection of biases and assumptions you bring/have brought to the work you do. | 10 pts<br>Verified<br><br>Assessors, please provide feedback | 0 pts<br>unverified<br><br>Assessors, please provide feedback. | 10 pts |
| Evidence of how you can incorporate this learning into your ongoing teaching and learning (i.e. next year SLOs or PPGs) | 10 pts<br>Verified<br><br>Assessors, please provide feedback | 0 pts<br>unverified<br><br>Assessors, please provide feedback. | 10 pts |
| | | Total Points: 30 | |

**What Did We Learn from Our Micro-Credential Design Experience?**

We are excited to share our experiences with educational professionals who wish to design personalized micro-credentials. Many lessons were learned. Specifically, we will share tips for developing a micro-credential offering for your professional organization.

- ***Assemble a micro-credential team of professionals and identify a team leader:*** Developing a quality single micro-credential requires a team of professionals with specific content knowledge, expertise and a common planning time. The team leader serves as the liaison between the district and the university, schedules logistics of the experience, assists with any questions or concerns, collaborates with the team, secures instructors, and ensures content is appropriate for the specified audience.
- ***Define common academic vocabulary around micro-credentials and badges:*** The following are some of the frequently asked questions: What is a micro-credential and a badge? Is a micro-credential the same as a professional development graduate course? What is a micro-credential certificate? What is a micro-master's degree? Based on our work with the district and university professionals, we quickly realized the need to develop a common list of academic vocabulary for our instructors and educators to develop a common language around micro-credentials and badges, and we suggest you do the same.
- ***Develop a method for determining the educator's needs or interests:*** The key to engaging educators and supporting their professional development is to allow educators to have a voice in determining their path for professional growth. We suggest that districts offer educators two micro-credential pathways: First, districts can offer a menu of micro credentials for educators that were developed by professional organizations. Secondly, districts survey educators within the district to determine a common topic of interest that can be widely offered to the entire organization.
- ***Determine the micro-credential currency:*** Currency refers to the value of the micro-credential within the field of education. Incentives for completing micro-credentials vary from district to district and within higher education institutions. Some districts offer an increase in salary or demonstration of professional development hours as the result of successful completion of micro-credentials. Higher education institutions may offer micro-credential certificates that lead to additional certification or a Master's degree. We suggest that educators consider the value of the micro-credential when selecting where they choose to engage in advancing their professional growth.
- ***Determine a plan for shared micro-credential learning experience:*** When developing your own micro-credential, selecting the best learning management system (LMS) is instrumental. We utilized Canvas, our current LMS, to provide content knowledge in the form of assigned readings from research-based scholarly articles and related videos, require active participation within an online discussion, and specify the final assessment expectations. Without a LMS in place, it is difficult to ensure that all educators receive the same experience, support, and understanding of the expectations.
- ***Determine a plan for monitoring, recording, and awarding micro-credentials:*** We encountered two different ways in which this could be accomplished. First, districts can choose to identify a district micro-credential team leader or instructional coach to monitor, record, and award a micro-credential on a excel spreadsheet, google form, or other methods of internal documentation. The process for tracking the information is complex due to the sheer number of educators and micro-credential options within a district. Second, educators who enroll in micro-credentials at the university level register for micro-credentials just as they would for a graduate level course. For this method, advanced planning needs to take place so that there is enough time allotted prior to the start date of the micro-credential to ensure all participants are registered. In our case, participants were not able to access the micro-credential on our Canvas Learning Management System until their registration was complete.
- ***Provide flexible pacing for educators.*** Because so much of a classroom teacher's day is structured, educators appreciate the ability to work on their micro-credential research and activities on their own timeline. Within the micro-credential, it is important to provide educators with a reasonable time to compete the learning tasks, collect evidence of applying the knowledge within their classroom, and a clear expectation of the deadline for the final submission of evidence.
- ***Identify who will provide feedback and in what form the feedback will be provided:*** Within our model, we assembled a team of faculty members, who served as instructional coaches and were responsible for

verifying the micro-credential competencies. We defined "coaching" within our micro-credentials as instructor feedback during the learning process through online discussions and at the end of the experience through the final submission of the product/assessment. Coaches provided feedback electronically through our Canvas Learning Management System during the micro-credential process.

- *Celebrate and reflect:* As with any first experience, the learning may be overwhelming for both the provider and participants. We feel it is vital to take time after the completion of the micro-credential experience to celebrate the growth that occurred, reflect upon next steps, and make revisions to improve the next experience. Remember being a professional educator is about life-long learning.

## AUTHOR BIOGRAPHIES

**Julie Steuber,** Ph.D., is an Assistant Professor in the College of Education and Leadership at Cardinal Stritch University. Past professional experiences include work as an early childhood elementary school teacher and currently serves as the Language & Literacy and Special Education Doctoral Program Chair. Her research interests include Early Childhood Education-instruction and assessment, Vocabulary Acquisition, Word Knowledge, Curriculum and Instruction, Quantitative and Mixed Methods Methodology.

**Lisa Gies**, Ed.D, is an Assistant Professor in the College of Education and Leadership at Cardinal Stritch University. She has over twenty-five years of experience in K-12 education as a teacher and building level administrator. She currently serves as a faculty member in the Master's in Educational Leadership and Doctoral Studies programs. Her research interests include equity in education, servant leadership, and professional development.

**Lisa Plichta**, M.S., is an Assistant Professor in the College of Education and Leadership at Cardinal Stritch University. Past professional experience include work as a high school English teacher. Currently, she teaches in the undergraduate teacher education program, leads the university's new teacher mentoring project, and coordinates the college's micro-credentialing team. Her research interests include teacher coaching and mentorship, team teaching, teaching in a block schedule, and micro-credentialing in K-12 schools.

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# The Application Of Problem-Based Learning Approach In English Grammar Instruction: A Pilot Study

Bella Chiou, Chinese Culture University, Taiwan (R.O.C.)

## ABSTRACT

*Grammar that takes a significant role in English skills provides information beneficial to the learner's comprehension. It is a key in foreign language acquisition, which helps learners construct meaningful words or sentences. That is to say, a deficiency of grammar knowledge will result in poor performance in foreign language learning.*

*The study incorporates the problem-based approach (PBL) in the English class with an attempt to improve English low achievers' grammar competence pertaining to relative clauses as well as their motivation in learning English. The PBL, which is different from the traditional lecture-based pedagogical approach, is a successful instructional approach for English language learners verified by previous research studies. This approach characterizes student-centered, small groups, collaborative, self-directed learning, minimal teaching, and ill-structured problems for students to develop problem-solving skills. During the process analytical and critical thinking is strengthened.*

*Fifty students divided into 7 teams with a team leader for each were recruited. None of them were English majors. This study adopts a pre- and post-test research design as well as classroom observations and two assignments. The two tests that are in multiple-choice format, 20 questions for each. The result is used to examine the participants' learning effectiveness on relative clauses. A paired-samples t-test is to compare the scores of pretest and posttest, which suggests that the PBL approach really exerts a positive influence on the performance of the participant. The classroom observation checklist and assignments were used as an indicator to appraise the students' learning motivation and achievement in grammar as well. As observed and recorded on the classroom observation checklist, most of the participants were engaged in and motivated by collaborative learning strategy during the class in spite of the fact that a few of them were unmotivated. The assignments presented were well-done by the participants.*

*The PBL model is effectually confirmed by this study. It is an alternative for teachers who are tired of a lecture-based approach to make a change and create an innovative learning environment for students to explore new information, in their learning process, with carefully designed curriculum and prudent guide by the facilitator.*

**Keywords**: Problem-Based Learning (Pbl); English Grammar Instruction; Student-Centered; Self-Directed; Collaborative Learning

# Does Persuasion Involve Artistry?
# Teaching Argumentation Using Models
# From Literary Classics

Rathi Krishnan, Purdue University Global, USA

## ABSTRACT

*In a university setting, often first and second year composition students grapple with handling language, grammar, and punctuation, and are challenged to write coherent, solidly constructed persuasive papers, demonstrating credible research, and good command of rhetorical appeals, anticipating counterarguments and logical fallacies. In modeling sound rhetorical strategies and skillful persuasive tactics, students tread the broad open spaces between treating argumentation as an art and discipline (Michelstaedter et al, 2004)*

*This interactive presentation will discuss how persuasion can be taught and modeled; it is indeed possible for all students in class to demonstrate and articulate passion for their capstone research papers. This presenter draws from her own arsenal as a creative writer and literary background in English and American classic literary writers, such as George Eliot, Thomas Hardy, Emily Bronte, Edgar Allan Poe, J.D Salinger, Scott Fitzgerald and others. The art of using imagery, symbols, literary archetypes, and fresh and original metaphors to shape rhetoric will be discussed. When students possessing an insufficient arsenal of language skills are exposed to and inspired by concrete examples from great writers, they can more readily and thoughtfully construct strong, coherent, and impassioned arguments. Exposure to classic literary writers invites them to enjoy the intrinsic recursive process and nature of rhetoric, in particular, and of all writing, in general. They can then thrill in shaping and creating their own original, artful and insightful essays. This presentation will include icebreakers, group discussion, PowerPoint, and Q & A.*

## SUMMARY

This interactive presentation examines how skillful persuasion can be modeled, by infusing examples from literary classic writers, such as George Eliot, Thomas Hardy, Edgar Allan Poe, J.D Salinger, Scott Fitzgerald and others. The use of imagery, symbols, literary archetypes, and fresh and original metaphors to shape rhetoric will be discussed.

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# Modernization Of The Content Of School Education In The Republic Of Kazakhstan

Beibitkul Karimova, Ministry of Education and Science of the Republic of Kazakhstan, Kazakhstan
Zhanara Zharkembayeva, Ministry of Education and Science of the Republic of Kazakhstan, Kazakhstan

**ABSTRACT**

*The American philosopher Alvin Toffler predicted that in the 21st century an illiterate person is no longer someone who cannot read and write, but someone who does not know how to study, finish his studies and retrain (E.Toffler, 2002). At present, in the Republic of Kazakhstan, the society is faced with the task of constructing an effective education system, where every citizen can and must learn, complete his studies and retrain. I would like to tell you about the changes and reforms in the secondary education system that are taking place in my country and which are aimed at getting our children high-quality school education.*

**Keywords:** Modernization; Content Education, School Education.

The main task of the state educational policy is equal access of all children irrespective of age, sex, nationality, religion and state of health to receive quality education. In the 2016-17 academic years, there were 7450 schools with a contingent of 2,930,600 pupils with a contingent of teachers in 304,100 teachers in the republic (National report on the state and development of the educational system of the Republic of Kazakhstan. Astana, 2017).

The reform of modern school education in the Republic of Kazakhstan should be considered in the context of world educational trends.

Kazakhstan inherited a good education system from the Soviet period of development: almost 100% literacy of the population, universal secondary education and high level of access to higher education, free education at all levels, the scientific nature and the fundamental nature of educational programs, the diversity of research directions.

In the period of independent development, at a new stage Kazakhstan chose its own way of building the state. To date, the structure of the education system in Kazakhstan includes the following levels:

     1) Preschool education and training;
     2) Primary education;
     3) Basic secondary education;
     4) Secondary education (general secondary education, technical and vocational education);
     5) Post-secondary education;
     6) Higher education;
     7) Postgraduate education (The Law of the Republic of Kazakhstan "On Education", 2016)

Each of the levels has its own purpose. All citizens of the country must necessarily get a secondary education. A distinctive feature of the current structure of the school is that after the basic school, instruction at the senior level is conducted in two directions - natural-mathematical and social-humanitarian. This structure of the school expands opportunities for variational education and pre-university training.

In the sphere of education of the Republic of Kazakhstan, favorable conditions are created for the effective development of a national model that ensures broad access of the population to quality education at all levels. Of great importance is the development of small schools (MKH) - educational organizations with a small contingent of students, combined class-sets and with a specific form of organization of training sessions.

Such schools are typical for countries with a large territory, but with a low population density (Australia, USA, Canada, Russia, and Kazakhstan). Statistics show that of the 7,450 schools in Kazakhstan, 3,036 are MSCs, accounting for 40.7% of the total. They are characterized by extremely low occupancy and overlapping classes, multidimensionality in the load of the teacher (National report on the state and development of the educational system of the Republic of Kazakhstan Astana, 2017).

Kazakhstan's entry into the world educational space, which led to the transition to a 12-year education, requires the pedagogical community to have a new look at the professional tasks and ways of solving them, and initiates the reform and updating of the secondary education system. These reforms are based on the design and implementation of a new model of general secondary education, the solution of a whole range of issues in the organization of the educational process, based on fundamentally new approaches and technologies.

The partial reform of secondary education that was carried out before in the form of fragmentary introduction of new subjects, courses, innovative ideas was superimposed on the old content of education, which led to physical and psychological congestion of students, intensification of the educational process and the transfer of a large volume of finished information.

In addition, all the changes introduced were based on traditional knowledge-centric approaches that were not based on expected learning outcomes.

In life, it is important not only to have certain knowledge, but also be able to apply them. Modern schoolchildren do not always get to see behind strict formulas and theorems specific ways of applying such knowledge in life. Often this is the reason for the loss of interest in learning. Therefore, one of the main goals of education should be to ensure the functional literacy of schoolchildren - their readiness and ability to solve life problems through the knowledge of school subjects. This is evidenced by international monitoring studies, in particular PISA and TIMSS.

Kazakhstan participated for the first time in TIMSS-2007, in which students from 59 countries of the world participated. In mathematics, Kazakhstani schoolchildren were at the 5th position, in natural science at 11th position. In the overall standings Kazakhstan was on the 7th place (International Report of the IEA, 2011).

In TIMSS-2015 Kazakhstan entered at once three top-10 mathematics and science. According to the quality of knowledge in the field of mathematics in the eighth grades of schools, Kazakhstan is on the seventh place, in the field of natural science for the fourth grades the republic took the ninth place, and the same line was taken by the country in the field of teaching natural science for eighth-grade students.

In the international practice, the national educational systems that are leading in international comparative studies are of great interest. The State Program for the Development of Education and Science for 2016-2020 stipulates that Kazakhstan schoolchildren will take part in international studies of the quality of education PIRLS (comparison of the level and quality of reading, understanding of the text by primary school students in the countries of the world), TIMSS ADVANCED (assessment of mathematical and natural science literacy (physics) in classes with in-depth study of these subjects of 11th grade students), ICILS (computer and information literacy assessment for pupils of the 8th grade) (The State Program for the Development of Education and Science of the Republic of Kazakhstan, 2016).

In order to obtain objective information about the level of educational achievements of 15-year-old students in the world comparison, Kazakhstan for the first time took part in an international study of PISA-2009. This year, 15-year-old Kazakhstani students take part in the PISA-2018 study, where the main emphasis in the tests is made on the evaluation of the reader's literacy.

According to the results of the research, Kazakhstani 15-year-olds found it difficult to: search for information on key words; analysis of research processes; making forecasts based on available data; identification and interpretation of scientific facts and research data; interpretation of graphic information; carrying out of estimated calculations, etc (International Report of the IEA, 2011). It became obvious that a cardinal renewal of the secondary education system was necessary.

In 2012, the National Action Plan for the Development of Functional Literacy for 2012-2016 was approved, which defines the main functional qualities of the individual: initiative, the ability to think creatively and find non-standard solutions, the ability to choose a professional path, the willingness to learn during all life.

Since September 1, 2016, the Ministry of Education and Science of the Republic of Kazakhstan has begun to introduce new standards of education in schools of the republic, beginning with the first class, for gradual transition to 12-year education for 4 years. Their implementation will be completed in 2020, four years later.

Modernization of the content of education today occurs through the cardinal renewal of education standards and curricula. In them the values f upbringing and education are defined as important life guides; the importance of subjects in the natural-mathematical cycle is strengthened; the provisions of education in three languages are fully reflected; the use of the criterial evaluation system is realized. Updating the content of school education in the Republic of Kazakhstan is conducted in accordance with the goals and principles of training: (The state compulsory standard of general secondary education, 2016)

- The principle of helicity in the design of the content of the subject involves a re-examination of the material, which will become more complicated throughout the schooling;
- The hierarchy of learning objectives for the taxonomy of Bloom is based on the laws of cognition and is classified according to the most important types of subject operations;
- Cross-cutting themes serve as a means of integrating subjects, sections, themes, as well as inter-subject linkages;
- Training in three languages: target languages in Kazakhstan are Kazakh, Russian and English.
- Development of functional literacy of students (abilities of students to apply the received knowledge in real life situations);
- Improvement of pedagogical skills of teachers in the context of updating the educational program;
- Implementation of the system of criterial evaluation.

For the implementation of the National System for Evaluation of the Quality of Education, procedures for internal and external evaluation of the quality of education have been introduced, standardized assessment tools and tools for determining the level of educational achievements of students are being improved, and organizational structures that evaluate the quality of education operate.

In recent years, the system of internal assessment of schoolchildren's knowledge has changed, criterial evaluation of the students' actual results has been introduced, and the evaluation has become formative and summary.

Formative assessment or evaluation for learning is conducted at different stages of the lesson, in various forms and allows the teacher and student to adjust their work and eliminate possible gaps and shortcomings before the final work. Evaluation is carried out continuously by the teacher, provides feedback between the student and the teacher and allows you to timely adjust the educational process without putting up scores and assessments.

Summative estimation or evaluation of training, as a rule, consists of the results of formative evaluation. It is conducted after the completion of sections / cross-cutting themes of the curriculum, a certain academic period (quarter, trimester, academic year, level of secondary education), with scores and grades.

A system of criteria for assessing the results of students' achievements has been developed. For external evaluation of educational organizations, licensing, certification, accreditation, ranking, centralized testing and direct monitoring studies are provided.

In accordance with the national system for assessing the quality of education, a unified national testing of graduates of secondary schools is conducted, which results in the issuance of secondary school diplomas and a competition for the award of educational grants and educational loans. Students take part in UNT on a voluntary basis, the percentage of school-leavers' participation was up to 92%. All schoolchildren receive a certificate regardless of the evaluation received, but only students who participate in the UNT and receive at least 40 points for admission to the university have the right to enter higher education institutions and colleges

The updated programs envisage the introduction of active forms of education, the development of communicative competences: the skills of creative approach to problem solving.

The task of teachers in the application of the updated program, to instill in students basic human qualities, to create tolerance and respect for other cultures and points of view, to raise a responsible, healthy child.

Separate important directions in modernizing secondary education are education in three languages; digitalization of education; transition to the Latin schedule, providing the educational process with quality textbooks.

Let me elaborate on these areas of school education renewal.

The ongoing language policy in the Republic of Kazakhstan ensures the observance of the linguistic rights of all ethnic groups living in Kazakhstan, the equal coexistence of diverse cultures and languages as an unconditional asset in our country, and provides a free choice of language for communication, education, and creative needs.

In Kazakh schools, in addition to the compulsory Kazakh, Russian, English languages, the native languages of national minorities (Uighur, Tajik, Uzbek, Turkish German, French, Chinese, Korean, etc.) are also studied in three languages, therefore the relevance the theoretical and methodological aspects of multilingualism at all times has been and remains high.

The study of languages acquires exceptional importance and is an indispensable and integral component of the integrated vocational training of school leavers, which is aimed at training competitive specialists in various fields of science and technology. Currently, there are more than 50 specialized schools in the country with training in three languages.

Among them there are advanced, elite schools, in which it is prestigious to study: Nurorda School-Lyceum, QSI International School, Haileybury, Miras International School, Republican Physics and Mathematics School, Nazarbayev Intellectual Schools, Economic Lyceum, etc. The purpose of these schools - to educate the world level and develop a comprehensively developed harmonious personality with creative thinking (The Law of the Republic of Kazakhstan "On the status of Nazarbayev University", "Nazarbayev Intellectual Schools" and "Nazarbayev Foundation", 2012)

One of the priority directions of the work of educational institutions is the creation of conditions for identifying, supporting and realizing the opportunities of talented and gifted children throughout the country. Along with other opportunities to show their intellectual potential, the participation of schoolchildren in the Republican and international subject Olympiads is considered the most promising.

Participation in the Olympiad gives many advantages: having won the Olympics, you can protect the honor of your country, region or your city, and you can also facilitate your entry into a prestigious university. Talented schoolchildren of Kazakhstan annually participate in international and republican subject Olympiads, often take prizes.

The pledge and guarantee of ensuring successful integration into the world educational space and providing students with access to relevant information is the introduction of English into the educational process at all levels from school to universities. In the 2013-2014 academic years, English was introduced in all Kazakh schools from grade 1. In order to create an innovative, multilingual education model, the number of schools providing education in three languages is planned to increase to 700.

It is planned to introduce new subjects, according to which it is necessary to develop educational literature on a new methodology that meets all modern requirements. Trilingual instruction implies teaching: in the Kazakh language the subject "History of Kazakhstan"; in the Russian language of the subject "World History"; in English subjects "Physics", "Chemistry", "Biology", "Informatics" in high school (The state compulsory standard of general secondary education , 2016).

To fully support the educational process of the 12-year school, it is necessary to develop textbooks in accordance with new programs, the content of which corresponds to modern educational paradigms.

In recent decades, there has been a certain system for the development and publication of textbooks: - the regulatory legal base and the domestic school of textbook studies have been formed; - improved the system of examination of educational publications through the Republican Scientific and Practical Center "Textbook"; -to improve the quality of textbooks, a competitive environment for the publication of educational literature has been created. As part of the modernization of the development and publication of educational literature, a number of concrete measures have been taken:

- developed new requirements for the examination of educational literature in several stages with the strengthening of internal expertise;
- developed draft requirements for textbooks with updated content;
- Rules for the testing of textbooks in educational institutions
- There are permanent courses on training authors of textbooks and experts with the invitation of experienced foreign experts, lecturers and experts.

Textbooks and teaching and methodical complexes underwent positive changes in the scientific, pedagogical, ergonomic, content and structural directions. Particularly popular are level textbooks designed for different abilities and interests of students. One of the actual problems of the theory of the modern textbook is the generalization of the content of school education, the establishment of intersubject and intrasubject connections.

The textbooks should contain the necessary information that promotes the formation of "integrated" knowledge, showing interdisciplinary links, for example, geography with biology, physicists with chemistry, while ensuring connection with the surrounding reality.

To develop the functional literacy of schoolchildren, as well as to test its formation, actual tasks in the textbooks are being introduced to tasks of a creative nature (contextual tasks, research tasks, entertaining tasks, assignments with economic, historical content, practical tasks, etc.).

All these functional skills are formed in the conditions of the school with the direct participation of teachers. In this regard, much attention is paid to training teachers. To create a new model of the Kazakhstan school, which corresponds to the best world practices, taking into account the experience of countries such as Great Britain, Singapore, Japan, South Korea, the system of training of the pedagogical staff is being reformed. The Government of Kazakhstan is continuing its purposeful work on reformatting the system of training and upgrading the skills of teaching staff.

Kazakhstani universities are training specialists in accordance with updated state standards, which provide for continuous pedagogical practice, the number of loans increased from 6 to 20.

In the educational process of developed countries, the concept of continuous professional development of teachers has been strengthened and the role of teacher training has been strengthened. The large-scale measures for the qualitative preparation of pedagogical personnel, the strengthening of state support and the stimulation of the teacher's work for the first time are defined in the State Program for the Development of Education for 2011-2020

For qualitative rendering of educational services, since 2012 the format of continuing education of teachers has changed. At present Kazakhstan teachers have 3 categories, they will be additionally supplemented by 3 more skill levels. Thus, Kazakhstan will pass to 6 qualification grades, which is accepted in many developed countries.To pass the first level of qualification in the republic there are Centers of Excellence ("Center of Excellence") at the "Nazarbayev Intellectual Schools", and 10 Centers of Excellence for Universities have been created, including 8 pedagogical universities (The Law of the Republic of Kazakhstan "On the status of Nazarbayev University", "Nazarbayev Intellectual Schools" and "Nazarbayev Foundation, 2012)

The most important of the areas of modernization of education is the digitalization of education. This project will fully automate the learning process. Students will be provided with on-line access to all the world's educational resources,

the educational process (e-planning, electronic journals, electronic libraries, electronic teacher's, SMS-notification of parents, etc.) is automated. By 2020, this project will cover 90% of schools.

Thanks to the connection of schools to broadband Internet, digital educational resources are provided to schoolchildren: electronic textbooks and libraries, access to the best world educational resources at any time.

In October 2017, the decree "On translating the Kazakh alphabet from Cyrillic alphabet to the Latin script" was signed. The Kazakh language will be phased in from Cyrillic to Latin script until 2025. The transition to the Latin alphabet is a very complex process, the goal of which is to create conditions for the further development of the Kazakh language and its inclusion in the global information space. In this connection, the society faced the task of developing a plan, its phased implementation, as well as the need to train teachers and the methodological and resource base for the introduction of a new alphabet into the education system.

At the governmental level, a decision was made to re-issue textbooks on the Latin chart for all subjects for general education schools with Kazakh language of instruction, on academic subjects "Kazakh language and literature" for schools with non-Kazakh language of instruction. In the schedule of the transition of the Kazakh alphabet to the Latin alphabet in the sphere of education, it is envisaged to organize refresher courses for school teachers. The terms for the development and translation of textbooks, teaching and methodical complexes for Latin graphics by classes up to 2025 are determined.

Within the framework of this epoch-making event, work is underway on the project "New Humanitarian Knowledge. 100 new textbooks in the Kazakh language "in the social and human sciences. It is planned to translate in the coming years the 100 best textbooks of the world from different languages in all directions of humanitarian knowledge into the Kazakh language and to enable Kazakhstani youth to learn from the best world standards. In April this year, the presentation of the first 18 textbooks from the series translated into Kazakh

Already in the 2018-2019 school years, it is planned to start training students on these textbooks.

Reissue of textbooks on the Latin chart on all subjects for general schools with Kazakh language of instruction, on academic subjects "Kazakh language and literature" for schools with non-Kazakh language of instruction and organization of textbooks purchase by local executive bodies will be carried out in the designated order.

In recent decades, there has been a certain system for the development and publication of textbooks:

- the regulatory legal base and the domestic school of textbook studies have been formed;
- improved the system of examination of educational publications through the Republican Scientific and Practical Center "Textbook";
- to improve the quality of textbooks, a competitive environment for the publication of educational literature has been created.

We still have a lot of work to do to update the content and improve the quality of education. raising the professional level of teachers.

The main pedagogical goal of school education is to educate an educated citizen. This goal assumes that all graduates of the secondary school must achieve a level of elementary literacy, functional literacy, and general cultural competence.

**AUTHOR BIOGRAPHIES**

**Karimova Babitkul** Candidate of Philology, has got experience of working in the country's educational system for more than 20 years, 8 of them are as Director of the Republican Scientific and Practical Center "Textbook" of the Ministry of Education and Science of the Republic of Kazakhstan. Karimova B.S. is the author of 2 monographs, as well as numerous scientific articles published in scientific journals with a high impact factor and in republican journals and bulletins recommended by CCSON.

**Zharkambayeva Zhanar** Master of Economic Sciences, the total length of service in the country's education system is 16 years, 8 years of them in the Republican Scientific and Practical Center "Textbook" of the Ministry of Education and Science of the Republic of Kazakhstan.Zharkembaeva Zh.A. 5 years is the head of the laboratory of monitoring and approbation in the Center, has more than 20 scientific articles published in scientific journals with high impact factor and in republican journals and bulletins recommended by CCKSON.

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# Micro-Credentialing: A New Perspective On Professional Development

Lisa Plichta, Cardinal Stritch University, USA
Julie Steuber, Cardinal Stritch University, USA
Eric Dimmitt, Cardinal Stritch University, USA

## WORKSHOP AGENDA

- Connector:  Professional Competencies and evidence
- Input #1:  Background on micro-credentialing and related academic language
- Input #2:  Planning and implementation of micro-credentials
- Participant Application:  Brainstorming using micro-credential template
- Closure:  Sharing of participant brainstorming

## WORKSHOP ABSTRACT

How can we create meaningful, competency-based professional development experiences for educators that will directly impact the student learning environment?  Our response – Micro-credentials.

Micro-credentials are digital representations of educational achievements that identify the specific competencies attained and how the mastery of the competencies or skill acquisition was achieved. Micro-credentials for educators are distinctly different from traditional types of professional development such as the graduate level course which includes completing required assignments, earning a grade for the course, and submitting an official transcript to the school district or state teacher-licensing agency.

In this workshop, participants will explore key understandings of creating and offering micro-credentials for educators. We will discuss the importance of developing specific competencies and providing evidence of educator learning and the application of that learning within the student learning environment.  We will also examine background information on micro-credentialing and highlight academic language that will be necessary to define within an organization in order to have a common vocabulary and vision around micro-credentials.

Next, we will share our experiences and lessons learned from creating and facilitating micro-credentials with local school districts in the state of Wisconsin and how we plan to strategically expand our micro-credential work in the future. Finally, using a template, participants will have the opportunity to begin to brainstorm and develop a potential micro-credential experience for educators in their area.  We will conclude by sharing our learning and brainstorming in small groups.

## AUTHOR BIOGRAPHIES

**Lisa Plichta**, M.S., is an Assistant Professor in the College of Education and Leadership at Cardinal Stritch University. Past professional experience include work as a high school English teacher. Currently, she teaches in the undergraduate teacher education program, leads the university's new teacher mentoring project, and coordinates the college's micro-credentialing team.  Her research interests include teacher coaching and mentorship, team teaching, teaching in a block schedule, and micro-credentialing in K-12 schools.

**Julie Steuber**, Ph.D., is an Assistant Professor in the College of Education and Leadership at Cardinal Stritch University. Past professional experiences include work as an early childhood elementary school teacher and currently serves as the Language & Literacy and Special Education Doctoral Program Chair. Her research interests include

Early Childhood Education-instruction and assessment, Vocabulary Acquisition, Word Knowledge, Curriculum and Instruction, Quantitative and Mixed Methods Methodology.

**Dr. Eric Dimmitt**, Ph.D, is an Assistant Professor in the College of Education and Leadership at Cardinal Stritch University. He teaches organizational, learning and leadership theory in graduate and doctorate classes. He has twenty plus years of experience in K-12 education as a teacher, building level administrator, and central office administrator along with serving as department chair for a Master of Educational Leadership program. His scholarship includes studying arts integration in educational leadership programs and the graduate student experience in online learning environments.

# The Populist Right In Germany
# And The Future Of The European Union

Marcus Stadelmann, University of Texas at Tyler, USA

**ABSTRACT**

*In the fall of 2017, a new populist right party in Germany shocked the political world. For the first time since 1949, an extreme right party, Die Alternative fuer Deutschland, or simply AfD, managed to win seats in the German parliament. Not only did the AfD win seats in parliament, but it managed to come in third in the elections is today the major opposition party in parliament, controlling several committees, including the all-important budget committee.*

*Die Alternative fuer Deutschland is the newest party on the German political scene. It was founded only five years ago, in April of 2013, by a group of German intellectuals, economists, and business leaders. They opposed Chancellor Merkel's bailout policies of Southern Europe, especially Greece, believing that the German taxpayer was forced to pay for the mismanagement of Southern European economies and therefore not only called for an immediate end to the bailout of Southern Europe but also an and to the Euro and any further European integration. This paper will analyze the rise of the populist right in Germany, now sitting at 17 percent support according to a recent August 2018 poll, and having a chance to become the second largest party in Germany in the next parliamentary election.*

*The paper will further discuss the implications of the rise of the right in Germany for the future of the European Union and the role Germany will play in the international economic system.*

# The Human Side Of
# Healthcare Mergers & Acquisitions

Angie Kovarik, Bemidji State University, USA

## ABSTRACT

*Mergers and acquisitions (M&A) have a failure rate of over 50%; yet continue to grow with 1 out of 3 workers experiencing an M&A at some point in their career. Since the introduction of the Affordable Healthcare Act, the number of healthcare M&As has doubled. Many of the findings for M&A failure have been inconclusive with numerous researchers focusing on the financial side in lieu of the human side. The purpose of this descriptive case study was to determine what strategies healthcare leaders use to influence the human side of M&As. The study population consisted of 8 employees at a healthcare facility in the North Central United States. Half of those interviewed were in supervisory positions and the others in non-supervisory positions. All participants interviewed were employed at the facility prior to, during, and postmerger. Semistructured interviews were audio recorded and used as a data collection instrument. Employee handbooks and other company materials were also reviewed for triangulation. Intentional, structured leadership, positive corporate culture, and increased focus on human resources were prevailing themes revealed during data analysis. Postmerger, leaders of this organization had implemented changes regarding positive corporate culture, encouraged transparent leadership, and promoted an increased focus on human resources. These findings may assist healthcare leaders who are going through an M&A with increasing employee satisfaction and engagement.*

# Dutch National Populism And The Future Of The European Union

Jill Nichole Carter, The University of Texas at Tyler, USA

## ABSTRACT

*The European Union, founded in part to guard against radical nationalism, is now being threatened by the new wave of nativism that is taking root in Europe. The Netherlands has experienced a rise in right-winged national populist parties over the past two decades. The forerunner for Dutch national populism was Pim Fortuyn, who formed the Pim Fortuyn List (LPF) in 2002, and campaigned on a platform that championed Dutch liberal values and anti-immigration policies. Fortuyn was assassinated days before the election, however, the LPF won seventeen percent of the electoral vote that year. The success of the LPF represented a shift in Dutch politics and opened the door for national populist politicians like Geert Wilders. Wilders' Party for Freedom (PVV) has been increasingly successful since 2006, and is currently the second largest party in the Dutch Parliament. The PVV's ideology is centered around Dutch nationalism, anti-immigration, anti-Islam, and Euroscepticism. Wilder's political strategy, along with the party's policies and agenda, has attracted a wide variety of voters and has forced other political parties to shift their discourse toward the right. In the most recent elections, Wilder's has focused more on Dutch national identify and immigration because anti-European Union rhetoric has become more widely used, and accepted, in the Netherlands. This paper examines the rise of Dutch national populist parties and explores the socio-economic factors that have driven voters to embrace these party's brand of Dutch nationalism and their hostility towards the European Union. The ability of right-winged national populist parties to change the Dutch political landscape, and to push mainstream politics towards the right, will have a lasting impact on Dutch nation identity, the Netherland's relationship with the European Union, and could result in a "Nexit" if these parties continue to gain support.*

# Teacher Education:
# Emphasis On Engineering Majors

Silvia Gaia, Federal University of Technology at Parana State, Brazil
Lidia Silva, Federal University of Technology at Parana State, Brazil
Wesley Norton da Cruz, Federal University of Technology at Parana State, Brazil

**ABSTRACT**

*As expectations of teachers' knowledge and skills grow, policies have been enacted with ambitious standards for learning tied to more challenging subject matter content, as well as to get students thinking critically, innovating, solving complex problems, rather than get them performing routine tasks. However, such policies have not provided an improvement on teacher education program. Teaching is lacking licensing and accreditation policies that create a greater professional program. Considering engineering majors, most professors have not undergone a teacher education program. They are engineers working as professors/teachers. Responsibilities developed by engineers while their profession is exercised in the industrial field can be used in the teaching process, but they are enough. The fact that pedagogical training is considered an ancillary activity for engineers who teach in universities makes the quality of teaching proposed doubtful, which makes the scope of this study. This study aims to trace the professional profile of these professionals and the impacts caused within the classroom. Investigating the need for pedagogical training or not, this article uses current references that propose some characteristics that professors/teachers must acquire in order to teach his/her classes in a way that students can have a clear understanding of the discipline, also discussing the reality required by the legislation in force in Brazil and requirements in public policies. With the use of a qualitative methodology, the teaching staff of Production Engineering Program at the Federal University of Technology at Paraná - Campus Ponta Grossa (UTFPR - PG) were interviewed through a questionnaire developed specifically for this work, individually and without revealing their identity, to verify the predominance of pedagogical training, their professional trajectories and their satisfaction regarding the teaching profession at higher education level.*

# The Trade Effects Of US Anti-Dumping Actions For Crystalline Silicon Photovoltaic Products On Taiwan

Jin-Long Liu, National Central University, Taiwan
Pin-Chun Lin, National Central University, Taiwan

**ABSTRACT**

Anti-dumping actions play an important role to counter unfair competition and pursuit fair trade.  In response to the *petitions filed by US crystalline silicon photovoltaic (CSPF) manufacturing knowns as "SolarWorld" on Oct. 2011, the US government issued antidumping and countervailing duty orders on those goods imported from China on Dec. 2012 (CSPV 1 order).  Due to the estimates that 70% of CSPF products exporting to the US used the cells made in Taiwan, SolarWorld filed the petitions again against China and Taiwan on Dec. 2013.  The US government determined that the industry is materially injured by those imports subsidized by the government of China but Taiwan on Feb. 2015 (CSPV 2 order).*

*The purpose of this study is to examine the trade effects of US anti-dumping actions on Taiwan.  By collecting the monthly exporting data of CSPF products to the China and the US between Jan. 2010 and Dec. 2016, we estimate the impacts on the different stages of the US anti-dumping actions.  Our results show that export values of CSPF goods to China decreased at the first 6-month after the investigation and the determination, but export values to US increased after the investigation and decreased after the determination on the phase of CSPV 1 order.  Furthermore, the estimates indicate that export values to US decreased but those values to China increased after the investigation, however, there was no effects after the determination on the phase of CSPV 2 order.  Our results imply that the US anti-dumping actions have shown the impacts on the global supply chains.*

# General Electric And Boeing: Leaders In Underfunded Single Employer Pension Plans

Clemense Ehoff Jr., Central Washington University
Jennifer Cravens, Central Washington University

**ABSTRACT**

Last year, Kochkodin and Meisler noted that 200 of the S&P 500's largest defined-benefit pension plans were underfunded by $382 billion. General Electric and Boeing accounted for the largest shortfalls: $31billion and $20 billion respectively. In this analysis we examine how the companies amassed the underfunding and critique their plans for mitigating the problem.

# A Directional View Of
# Solar Power Generation

Jack Fuller, West Virginia University, USA

## ABSTRACT

*The popularity and importance of solar power generation in the United States (U.S.) continues to increase. This research effort will investigate the present status of solar power generation in the U.S. with respect to the current solar photovoltaic (PV) installation of several cities in the U.S. that have significant solar installations. The solar installation incentives provided by federal and state governments, including the 30 percent federal income tax credit (ITC), the Renewable Portfolio Standard (RPS), and net metering approaches will be investigated. It was determined through this research effort that certain states are leading in solar energy installations due to, among other things, better policy support.*

**Note:** The material in this abstract and the associated research work that went with it were developed solely by myself.

# Breaking The 'Culture Of Silence' Through Peer-Based Pasifika Pedagogies In A New Zealand Tertiary Environment

Juliet Mavis Boon-Nanai, Auckland University of Technology, New Zealand

**ABSTRACT**

*Pasifika[1] peer-based pedagogies (PPbP) were identified in a Learning and Teaching project as a culturally responsive practice that can break the culture of silence among Pasifika young males in tertiary education. This paper explores the 'voices' of four Pasifika young men who acknowledged five approaches they considered having assisted in their learning to become high achievers not only within the Physiotherapy courses but also within the health faculty tertiary environment. Using an interpretive inquiry framework, the young men highlighted that in a chronological order, making Pasifika connections were voiced as most important. Second, adapting technologies to suit their learning needs were critical for sharing challenges when trying to make sense of content knowledge after attending a lecture. Third, blending mnemonics, acronyms, and narratives were considered useful in translating concepts that required rote learning because they were pertinent to the course requirements. Fourth, the reciprocal exchange of knowledge through food sharing assisted in internalising and making sense of technical knowledge to enhance Pasifika young men's learning. Overall, viewing learning as a collective experience like a family within a familiar Pasifika learning village analogy was essential to break down any barriers in a university learning environment. While the five approaches may not appear conventional from a western perspective, it attempts to make philosophical sense of Pasifika young men's ontological positions in how they bridge cultural perspectives while navigating within a tertiary environment.*

**Keywords**: Culture of Silence; Peer-Based Pasifika; Pedagogies; Young Males in Tertiary Education; Learning and Teaching

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[1] Pasifika is Pacific. *Pasifika* refers to Pacific Island peoples in New Zealand, their languages/cultures, values, activities and perspectives (Boon-Nanai, Ponton, Haxell, & Rasheed, 2017; Tuafuti, 2010).

# Building Resilience:
# Using A Strengths-Based Approach
# During A Graduate Study Abroad

Matthew L. Wilmes, Winona State University, USA
Karen R. Sullivan, Winona State University, USA
Chelsea K. Dresen, Winona State University, USA
Theresa A. Waterbury, Winona State University, USA

## ABSTRACT

*The benefits of short-term study abroad programs remain of critical interest to educators and scholars; however, little research exists on the benefits for working adult graduate students. Additionally, the effects of utilizing a strengths-based education during a short-term study abroad program have not yet been fully explored. This study sought to examine how utilizing a strengths-based education contributes to the development of resiliency in students during a graduate study abroad. Resilience, as indicated in research, is developed through designed activities and unexpected challenges. Online, open-ended surveys and in-person interviews were the sources of data for this study. Surveys were distributed to eleven students who participated in a graduate study abroad in New Zealand. Survey and interview responses were analyzed to determine how students built resiliency during the program. This study found that semi-structured activities have a more significant effect on resiliency-growth than structured activities. Participants indicated that strengths-based education mediated their responses to individual challenges and contributed to knowledge of their strengths. Responses showed that during challenging situations, most participants drew on strengths in the relationship-building domain of the Clifton Strengths.*

# At What Point Does The
# Out-Group Become The In-Group?

Beverly Carolann Muhammad, Colorado Global Campus, USA
Kim Critchlow, Walden University, USA
Edward Walker, Walden University, USA
Jamie Patterson, Walden University, USA

## ABSTRACT

*The purpose of the scholarly essay was to examine past leadership and management theorists' contributions to the foundation of the notion of an in-group and an out-group, which later gave rise to the leader-member exchange theory (LMX). The examination took place while simultaneously contemplating the question, at what point does the out-group become the in-group? The principal results were that indeed the earlier leadership theorists engaged in inclusion and exclusion tactics amongst themselves first, and propagated to such notions in their theories. As a result of managers and leaders ascribing to the inclusion and exclusion practices, the conventions are perpetuated in present day business practices and in the human conditions, from the workplace and work teams, to public services and schools, to have limited to no ability to be heard and effect change. The conclusion is that the social contract, which everyone in society shares, is being maladministered resulting in marginalization. As the stewards of the universe, the educated, the academics have the responsibility to stand up and speak out against actions and normalizations contrary to the social contract. They must stand for those who may be powerless to stand for themselves.*

## INTRODUCTION

There are immeasurable leadership theories taught throughout universities by academics; and as stewards of knowledge, it is critically important that we correct history, and be nonbiased in the advancement of knowledge. Past theorists were practicing their societal beliefs, and some ignored the valuable contributions of their peers, thus certainly creating the notion of exclusion.

Carlyle (1841) wrote an essay emphasizing the unique characteristics of a leader who could capture the attention and following of masses. Carlyle ignored great women such as Joan of Arc, Elizabeth I, and Catherine the Great despite their outstanding, unique leadership characteristics (Bass, 1990). Additionally, Philis Wheatley's work was not recognized until much later (Loving, 2016). Similarly, the trait theories of leadership contained the notions that some leaders possessed several traits that made them leaders and those who did not possess those traits, were not leaders. Although perhaps unintentional, these myopic views of leadership certainly are indicative of an in-group and an out-group.

Today, copious research studies contain focus related to best practices of leadership, and it influences on the work groups, and minimal research related to destructive leadership or concepts; albeit there are actual employee whispers concerning leaders whose leadership styles are destructive thus causing the creations of out-groups. The question posed here is: At what point does the out-group become the in-group?

Historically, there are some management and leadership concepts when created appear narrow-minded in focus, while others, when practiced, generated the splintering of groups (i.e., in-groups and out groups). A chronological exploration of some seminal business leaders' work that was ignored, concepts that spurred the creation of in-groups and out groups, the outward practices of these concepts on society, and the implications of these concepts on future business practice and social change cause plausible reasons to pause for contemplation.

**EXPLORATION OF SEMINAL BUSINESS LEADERS' WORK**

The antebellum Madame C.J. Walker (1908), the first African American female millionaire known in history, created hair products and formed the walker system, a system used to stimulate hair growth via her manufacturing company (Lasky & Bennett, 2000 ). Madame Walker began slowly selling her products door-to-door and later opened the Mme.C.J. Walker Manufacturing Company in Denver, Colorado, and later expanded to Indianapolis. She established beauty parlors in major cities and became well known in the beauty industry.  Her personal achievements prompted women and others to invite her to speak and lecture sharing her business best practices (Blackpast.org Remembered and Reclaimed, 2017). She was eventually recognized by the Black intellects and noted as a successful female business leader.  There is evidence that she was an advocate for social change by making lynching a crime by law (Blackpast.org Remembered and Reclaimed, 2017).  She had limited ability to truly contribute her ideas and practices to the prestigious realm of academia for recognition to advance business theories and concepts. Certainly, there must be concepts and practices she advanced that failed recognition by her peers, thus advancing the notion of an in-group and an out-group.

Frederick Winslow Taylor (1911) as chief engineer, of a steel company, introduced the premise of scientific management. The principles he emphasized were (a) the effective management use of workplace standards whereby the manager established higher than normal goals for employee achievement, (b) the establishment of undeviating work processes to ensure workers could achieve their goals, (c) specialized job placement, (d) supervisor processes, and  (e ) incentive schemes.  Taylor felt establishing these principles when applied would help the managers practice operational efficiency, motivate employees, and pay workers fairly for their daily job performances (Hatch, 2013). Taylor's mission to create greater incentives was the notion of a "first-class man" analogous to  the term "person-job fit." The idea was the worker's physique would govern the amount of work and the stronger, the higher amount of work (Wren & Bedeian, 2009). Categorizing employees, particularly by physical characteristic, certainly suggest s doing so was exclusionary thus causing the onset of an out-group.

Lillian Gilbreth (1924), known as the first lady of management certainly encountered obstacles before establishing her place in history because of her gender (Graham, 1999). She remained steadfast as a member of the out-group and publicly urged the end to discriminatory practices especially related to the hiring and retention of workers over 40-years-old.  She suggested research based on job performance by age (Wren & Bedeian, 2009).

Henry Fayol (1919) created the principles of management and gained recognition as an outstanding CEO because he turned a failing mining company into a profitable one.  During retirement, he had the desire to pass on his principles of success and wrote the book General and Industrial Management to include the principles, span of control, delegation, departmentalization and the unity of command.  It seems he delved deeper into the notion of unity from employees having only one boss to esprit de corps the premise that there should be unity among the employees to ensure a smooth functioning department (Hatch & Cunliffe, 2013).  Although Fayol created some principles directed toward the profitability of the organization they were critical for success. The principle of unity of command certainly implies the recognition of an in-group and out-group and including the principle was an initial step to establish unity and harmony among the workers.  Similarly,  Max Weber (1922), a German sociologist, had an interest in the relationship between individuals' cultural values and beliefs, social behaviors, and the organization's success (Hatch & Cunliffe).  The idea that Weber studied these values and beliefs suggests he recognized the in-group and the out-group and the need to understand these perceived nuances.

Mary Parker Follett (1926) introduced the management theory, which proposed the notion that power was a source of energy and that authority over others was only one of three sources for conflict resolution (as cited in Kanter, 2003). She suggested compromise and integration as the second and third sources for conflict resolution (Hatch, 2013).  In fact,  the notion of compromise and integration of everyone's' interests was a different concept and implied giving equal power to the group and not just to those whose power was relegated through their bloodlines as noted by Max Weber who proposed a new authority structure a departure from the traditional authority approach (Hatch, 2013).

Similarly, Chester Bernard (1906) furthered the notion of power to the group by introducing the concept of cooperative systems via his seminal work of *The Functions of the Executive*. Using his personal, organizational experience, he suggested that a leader is a leader if the group accepts his lead and that individuals have the option to decide whether

to join the organization and cooperate to achieve the organization's goal. He introduced the acceptance theory of authority. Bernard proposed the executive had to "provide a system of communication, promote and secure essential efforts and define purpose"(Wren & Bedeian, 2009, p. 328). Although the application of each function was the beginning for viewing the organization as a cooperative system, Bernard considered the internal formal group and its inception and the informal group (i.e., external to the organization) as being instrumental in the efficient operation of the organization. Both Follet and Bernard were the bridges for attempting to close the gap between scientific management and the social epoch (Wren & Bedeian, 2009). Follet and Bernard introducing their theories of management and the acceptance theory of authority respectively, unknowingly of course later spurred additional discourse concerning the group concept.

Douglas McGregor (1953) changed the concept of management with the two-part assumption theory of theory X and theory Y.  McGregor felt that appealing to the positive nature of man the manager could make basic assumptions to achieve the organization's goals.  Theory X had to do with the manager's assumption that the employee hated work and must have the manager direct, and monitor the tasks assigned and the employee did not want the responsibility. Conversely, theory Y contains the premise that the manager assumes the employee preferred this management style. Further, the manager could shift personal assumptions to that of respect for the employee and assumes the employee inherently enjoys his work. The manager also felt the employee who is self-directed and controlled, committed to the organizational objective, sought responsibilities, and aligned with helping, given the appropriate environment would see the organization as a win-win for the achievement of personal and organizational objectives (Wren & Bedeian, 2009). These works certainly are evidence of the recognition of the "In group" and the "out-group."

Many leadership researchers (Bass, 1985; Burns, 1978; Fiedler, 1967; House, 1976; Graen, & Uhl-Bien, 1995; Lewin, 1947; Likert, 1967) paved the way for discourse. This discourse had to do with leaders and employee group interactions and the notion of management and leadership (Wren & Bedeian, 1990). Although critical to understanding the concepts of leadership, particular focus on the leader-member exchange theory(LMX) as an aspect of social theory will cause you to pause and contemplate the question: *At what point does the out-group become in-group?*

Social identity recognized as a depersonalized leader-membership exchange has importance more than ever today. However, in the past leadership effectiveness that depersonalized leadership was not the preference of a collectivist (van Knippenberg et al., 2004). The LMX theory contains the conception that low-importance groups preferred personalized leadership, and high-importance groups did not. According to Van Knippenberg et al. (2004), leaders were not born; but developed in non-obvious ways. The researchers suggested that personal compatibility to develop proper fit must be in cooperation with the leader's organization. Leadership competencies linked, with the right combination produced powerful results for effective leadership. A range of mediators and theories provides different accounts of how LMX leads to performance-based management, leadership and working relationships with organizational members. Clarity of role, role theory, social exchange theory, self-determination theory, job satisfaction and motivation are mediators.

Taking into account a leader's capacity, and compatibility using leadership skill sets and the members of the organization, the (LMX) theory has obvious relevance to the in-group and out-group concept. There is meta-analytic evidence showing that LMX is positively related to citizenship performance (Dulebohn et al., 2012; Ilies , Nahrgang, & Morgeson, 2007; Scott, Craven, & Green, 2006).

An identification of leadership efficiency needed for employee selection, development, and organizational growth improvement for today's leaders facing dynamic and complex situations is ubiquitous in many textbooks and literature. Studying leadership and the spurring of in-groups and out-groups is indicative that inequitable treatment from the leader to the employee within the organization was and continues to be commonplace and a resolution to the issue is necessary.

According to Martin, Guillaume, Thomas, Lee, and Epitropaki (2016), meta-analysis makes some contributions to examining the LMX Theory. Drawing from social and or the political influences of the LMX concepts of current leadership literature the applicability of an in-group and out-group concept amplify the notion of management associated with employee performance. Thus, if you are in the in-group, your work performance is elevated versus those in the out-group. The premise of the LMX theory is that relationship quality determines outcomes. Epitropaki

et al. (2016) conducted a two-part study and examined three levels of LMX differentiation (i.e., individual-level, mesolevel, and group-level LMX differentiation). These researchers found that employees who were more political benefitted from the differentiation of the groups. Although the concepts of isolationism, and normalization, and the social norm theory, social contract theory, social impact theory, normative social influence all have relevance here, further discussion concerning their importance to that of the in-group and out-group are topics for the future.

## PRACTICES OF CONCEPTS ON SOCIETY

One recent depiction of the in-group and out-group conundrum is evident in the proposed Humana and Aetna Insurance Companies Merger. Competition among insurance companies enables the consumer to have some semblance of control over their choices of goods and services. When competition is minimal, the in-group, the service-provider, is advantaged, and the out-group, the consumer, is disadvantaged. The balance of control transferred to the corporations who are more concerned with stakeholder returns on investment, which usually means higher prices, creates an opposing group, the out-group. Aetna, Inc. and Humana, Inc., insurance companies, whom separately, already had a high market share of the Medicare Advantage market, were planning a $37 billion merger (Gluck & Greaney, 2017) that was struck down by the Department of Justice (United States District Court, 2017) in January, 2017, "because it would have anti-competitive effects in violation of federal antitrust laws" (Gluck & Greaney, 2017). The decision by the Department of Justice was significant in support of the largest generation group as they, the baby boomers, become eligible for retirement and Medicare products on the public exchange. Although the Department of Justice rejected this proposal, and this is progress, there may be more institutions that will continue the in-group and out-group process thus not considering the implications of inequitable conditions.

Another example of the in-group and out-group conundrum is that of Uber Technologies Inc. recent change of alignment with the President's business advisory council is a prime example of how a leader must continue proper fit within the leader's organization (Lee, 2017). The Uber CEO established its positions with stakeholders internally and externally about the ban of immigrants from seven-majority Muslim countries. The actions of Uber's CEO aligns with the LMX Theory that there are low-importance groups, such as Uber's drivers that are independent contractors, who cannot return to the United States ( out-group) for a pre-determined time and those who are citizens (in-group) who will not suffer any penalties as a result of the ban on immigrants. Uber CEO Travis Kalanick decided because these drivers were losing wages, he would pay them. This incidence is one of many that is certainly indicative of an in-group and an out-group.

Witnessing these events may be indicative of some progress. In fact, the two examples may cause individuals to say there are leaders of institutions who are trying to mitigate the notion of an in-group and an out-group and the disparities between them. However, what are the implications for practicing some of the concepts taught throughout history that spur the notion of an in-group and an out-group, on future business practices and social change?

## IMPLICATIONS FOR FUTURE BUSINESS PRACTICE AND SOCIAL CHANGE

The social contract theory contains the documented system society accepts as the norm. In fact, it was Hobbes who created the theory. Hobbes adopted the premise that each human being is by nature, free, and through freedom may use his or her passion to pursue desires until death and these human beings argee to live together in acceptance of laws that govern the social contract (Internet Encyclopedia of Philosophy, n.d.). Later, Locke and Rousseau modified Hobbes' premise to include the protection of a free society. Locke and Rousse,au caused society to become engaged in this premise and regulated the relationships of members connected by the social contract (Ward, et al., 2009).

The social contract is an unofficial agreement shared by everyone in a society in which they give up some freedom for security. The philosopher Jean-Jacques Rousseau popularized the idea of the social contract in the 1700s (Gough, 1936), and it is just as applicable today as being the social norm. The social norm theory contains an emphasis on the notion that individual behavior influences incorrect perceptions of how other members of our social groups think and act (Blitz, 2004). In other words, the key constructs of the social norm theory is that there are perceived norms rather than actual norms and the difference between the two are misperceptions(Berkowitz). These various forms of misperception relevant to social norms although not correct include (a) pluralistic ignorance, (b) false consensus, and (c) false uniqueness. Pluralistic ignorance is when the majority of group members privately discards the norms of the

group and believe he or she is the only different individual or is a member of the different minority (Miller & McFarland, 1987). In essence, it is a false belief, and the individual is unaware that he or she is not alone and members of the group feel the same and are hiding their beliefs as well (Horrens, 2011). The notion of false consensus is belief that the majority of individuals possessing a particular characteristic is higher than actual (Horrens). False uniqueness, is diametrically opposite false consensus in that the belief that the majority of individuals possessing a particular characteristic is lower than actual (Horrens). In fact, this uniqueness is an absolute fallacy and causes the individuals to underestimate their personal behaviors to believe they are unique when comparing their behaviors to that of others. These individuals somehow believe, they are better-off and more knowledgeable than others (Miller & McFarland). Overall, these beliefs (i.e., pluralistic ignorance, false consensus and false uniqueness) are misconceptions and must not be carried forward in our future development of leaders.

The future development of leadership relevant to discovering important values such as a humanistic approach, being a positive thinker, ethics, and an achievement orientation for effective leadership is in demand. Developing a hypothesis of theoretical issues for practical application to topics such as employing a balanced approach to leadership, and organizational membership with an emphasis on inclusion could be an effective path.

It is the responsibility of the academics, those who have acquired higher education, advanced degrees, to be the stewards of the universe. Further, it is the responsibility of the academics to be the educators of the leaders who manage the free world, the way of things in life, individual's livelihood. This academic responsibility is the proper order of things, the *prescribed doctrine, the political dogma.* Otherwise, things can become imbalanced leading to discord or lawlessness. As the academics learn and grow, they teach and grow the leaders whom in turn apply the learnings for the greater good of all people. Academics have to teach leaders how to recognize propaganda and agenda designed to identify dissimilarity in citizens, more so, than to find and celebrate individual contributions to the whole of the diverse universe and not make it a social norm but rather social change. Focusing on dissimilarities can lead to unintelligible changes in social rules.

Marginalization, exclusion, and even isolationism might be a manifestation of the errant focus, and then normalization. Social theorists have theorized about social norms, their creation, and normalization thereof (Keeling, 1999; Miller & McFarland, 1987). Academics have performed case studies to study socialization and to provide context around particular social theories (Kissinger, 2003; O'Gorman, 2001). An academic's work is never done, as the steward of the universe, to maintain proper order and balance. There are times when the academics must rise and come together in concordance to cultivate, advance, and ratify proper perceptions and relations, or to impugn, exscind, and expunge speculations, pronouncements, and behaviors that go against the social contract. The social contract, that which individuals have an understanding and agreement of the acceptable morals and political obligations for the society in which they live (Gough, 1936). This was the iterative idea first brought forward by the academics, philosophers, teachers, Hobbes, Locke, Rousseau, Kant, or Rawls, as an example (Kissinger, 2003). This is the expectation of society, and of the people and the implications of these concepts for future business practice and social change cause plausible reasons to pause for contemplation and question " *at what point does the out-group become the in-group.*"

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# Strategies To Facilitate
# Online Discussion Forums

Dr. Leon Daniel Jr., Ashford University, USA

**ABSTRACT**

*This presentation will offer some working alternates to minimizing some of the challenges that instructors or facilitators deals with using online discussion forums. Online instructional tools such as discussion forums has provide a unique benefits for instructor or facilitator to engage students in different activities and offer a special dimension for interaction which encourages the process of learning while challenging the role of instructor or facilitator to foster critical thinking, provide students with specific and challenging feedback to extend their learning, defining and communicating clear expectations encourages active engagement, promoting a collaborative community of learners through active relationships and encourage student comprehension and application through the sharing of instructor knowledge and experiences. In addition, the presentation will provide examples for the use of multiple medium of instruction in order to enrich the communication context and enhanced the learning process.*

# Labor Market And Human Resources Development For Social Integration Of Female Married Immigrants In Korea

Namchul Lee, Korea Research Institute for Vocational Education & Training, Emeritus Researcher, South Korea

## ABSTRACT

*This paper examines the labor market and human resources development for social integration of female married immigrants in Korea. Social integration policy of female married immigrants is a very important issue for the efficient utilization of the labor market and human resources development at the national levels as well as the adaptation of immigrants and their descendants to society. Therefore, we have proposed a practical and systematic approach to how to achieve social integration through proper human resources development for female married immigrants. The purpose of the research is to explore policies to develop and apply labor market and human resources development of female married immigrants in Korea.*

*This paper carried out literature reviews and analysis of the results of national survey on the current state of female married immigrants. Section II explores the concept of social integration and female married immigrant. Section III analyzes the characteristics of female married immigrant demographics, economy and labor market. Section IV explains the current status and problems of female married immigrants in human resources development and labor market were identified. Also, Chapter IV analyzes in depth the government policy for social integration of female married immigrants. For this purpose, national survey results and literature analyzes were conducted Finally, chapter V presents conclusions and policy suggestions.*

**Keywords:** Human Resources Development; Social Integration; Female Married Immigrant; Korea Policy

## 1. INTRODUCTION

Recently the role of Korea in international migration continues to expand. The stock of foreign residents in South Korea has been steadily increasing and at the end of 2016 it reached 2.05 million, 4% of the national population. The number of long-staying resident migrants increased from 1.47 million at the end of 2015 to 1.53 million one year later. The number of ethic Korean (22% of the foreign residents) increased by 5% compared to 2014, with the number of other registered foreigners up by 13%. Korean witnessed relatively high immigration levels in 2016, with increases ranging from 16% to compared to 2015 levels. In absolute terms, Korea received approximately 88,000 new migrants. (OECD, 2018). The total number of female married immigrants living in Korea has increased steadily to 122,552 in 2008, 141,654 in 2010, 151,608 in 2015, and 155,417 in 2017 (Korea Immigration Service, 2018). As the number of female married immigrants is increasing year by year, the social integration policy of female married immigrants is a very important issue for the efficiency utilization of labor market and human resources at the national level as well as social adaptation of immigrants and their descendants. So far, support for female married immigrants and second generation immigrants have focused on adaptation and integration into Korean society.

In the future, it is necessary to pursue employment support policy for female married immigrants and the second generation under the comprehensive view of labor market integration. For this purpose, active labor market programs such as employment support, education and training should be operates. Also, systematic measures for transition from school to labor market have to carry out for the female married immigrants and the second generation. Above all, it is imperative to establish policies to actively cope with the international movement of manpower, the foreigner manpower inflow policy, and the expansion of the workforce overseas.

Efforts related to the development of human resources development and the provision of jobs considering the characteristics such as education, age, and nationality of female married immigrant families and their children are insufficient. Some municipalities are promoting projects such as social networking support, women's welfare promotion, employment skill education, job placement and cultural exchange. This paper analyzes the concept of social integration of female married immigrants in Chapter 2, the characteristics of marriage immigrant population, economy and labor market in Chapter 3. In addition, the current status and problems of female married immigrant in labor market and human resources development were identified. Chapter 4 analyzes in depth the government policy for social integration of female married immigrants. Chapter 5 presents conclusions and suggestions of policy. For this purpose, national survey results and literature analyzes were conducted.

## 2. SOCIAL INTEGRATION OF FEMALE MARRIED IMMIGRANTS

### 2.1 Concept of Social Integration

Social integration is the process during which newcomers or minorities are incorporated into the social structure of the host society (*Alba, Richard and Nee, Victor (1997)*. Integration was the first studied by Park and Burgess in 1921 through the concept of assimilation. They defined it as 'a process of interpenetration and fusion in which persons and groups acquire the memories, sentiments, and attitude of other persons and groups and, by sharing their experience and history, are incorporated with them in a common cultural life (Park, Robert E and Burgess, Ernest, 1969). The term of social integration is often mentioned, but it is difficult to find a precise concept that is socially agreed. One study on social integration indicators broadly defines social integration as 'protecting members of society from social risks and reducing the size of social conflicts so that members of society feel their belonging to the community'.

Paradoxically, the issue of social integration in the country or society is highlighted when social conflict becomes prominent. The existence of many unemployed and poor people during the 1998 IMF financial crisis prompted the strengthening of the social safety net. This system was intended to strengthen social integration by reducing social exclusion. The surge of naturalization due to marriage to foreigners living in Korea since 2000 has once again highlighted social integration as a major policy issue. If the existing social integration was a problem for the social security of the hierarchical subgroup of the economic weak or the poor, the problem of social integration due to the increase of foreigners is focused on the acceptance of heterogeneity in the homogeneous Korean society.

International organization for migration (IOM, 2018) refers to integration as 'the process by which immigrants are accepted into the society, either individually or as a group', and refers to the interaction between immigrants and the resident society. The specific demands accepted by the locals vary greatly. Integration includes the need for immigrants, the rights and duties of indigenous peoples.

Social integration into immigrants in Europe, where social integration has been initiated as a policy in consideration of social minorities rather than immigrants, differs in the priority areas of integration for each country, with varying experiences of immigration within the member states of the European Union. For example, the Netherlands and Denmark emphasize citizenship and participation in local communities through social integration, giving priority to the level of employment, language and education and housing. On the other hand, Spain and Italy focus on the process of promoting the migration of immigrants to the social class by emphasizing socio-economic integration based on the concept of sociological integration.

In Korea, the Presidential Committee for Social Integration is a presidential organization established to effectively promote policies and projects for the harmonization and integration of various social groups. In December 2009, the commission was appointed by the Prime Minister as the first chairperson. In the case of the Republic of Korea, the Presidential Committee on Social Integration was established. However, it is difficult to formally define the definition of social integration in the installation regulations or the committee website. Only, it is necessary to improve the social consensus and promote communication (Article 2). It is considered to be for the purpose of social integration. Thus, social integration is expressed by two concepts of 'activation of communication between groups' and 'dissolution of conflict'.

In 2013, a new government was launched and dissolved, and the Presidential Committee for National Cohesion (PCNC) was established. PCNC is the Presidential Advisory Committee based on the provisions on the establishment and operation of the National Grand Union Committee. It was established as a member of the presidency in order to heal the injuries and conflicts inherent in Korea society, to settle the culture of coexistence, and to consult with the President on policies and projects to derive new values of the Republic of Korea. This committee was dissolved on June 30, 2017.

**2.2 Social Integration of Marriage Immigrants**

The concept of social integration of immigrants can be inferred from the Act on Treatment of Foreigners Residing in the Republic of Korea and Multicultural Families Support Act. According to the Act on Treatment of Foreigners Residing in the Republic of Korea, foreigners in Korea are able to adapt to the Korean society and fully demonstrate their individual abilities, and the social environment in which Koreans and foreigners understand and respect each other contributes to development and social integration. It is possible to make a logical guess. In other words, it can be seen that social integration is viewed as 'demonstrating individual ability' and 'understanding and respecting each other'.

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**「Act on Treatment of Foreigners Residing in the Republic of Korea」**

Article 1 (Purpose): The purpose of this Act is to prescribe basic matters relating to the treatment, etc. of foreigners residing in the Republic of Korea to help them adjust to Korean society to make full use of their abilities and to create a social environment in which Korean nationals and foreigners in Korea understand and respect one another, thereby contributing to the development and social integration of the Republic of Korea.

**Article 2 (Definitions):**

The definitions of terms used in this Act shall be as follows:

1. The term 'foreigners in Korea' means those who do not possess the nationality of the Republic of Korea and who legally stay in Korea for the purpose of residing in Korea;
2. The term 'treatment of foreigners in Korea' means the treatment of foreigners in Korea by the State and local governments according to their legal status;
3. The term 'immigrant by marriage' means any foreigner in Korea who had or has a marital relationship with a Korean national.

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**Sources:** Korea Immigration Service (www.immigration.go.kr). Ministry of Government Legislation( http://law.go.kr/engls).

The concept of social integration of female married immigrants is derived from the 'Multicultural Families Support Act'. According to this law, it is possible to make a logical assumption that 'a stable family life for multicultural family members contributes to the improvement of quality of life and social cohesion'. As shown in the provisions of this law, social integration of female married immigrants presupposes a stable family life and shows that they are vulnerable to the concept of social integration of female married immigrants who are out of the family.

「**Multicultural Families Support Act**」

Article 1 (Purpose): The purpose of this Act is to help multicultural family members enjoy a stable family life and fulfill roles and responsibilities as members of society, and therefore contribute to the improvement of the quality of life of multicultural family members and their integration into society.  <Amended by Act No. 13604, Dec. 22, 2015>.

**Article 2 (Definitions):**

The terms used in this Act shall be defined as follows:  <Amended by Act No. 10534, Apr. 4, 2011; Act No. 13536, Dec. 1, 2015>.

 1. The term 'multicultural family' means any of the following families:
    (a) A family comprised of an immigrant by marriage defined in subparagraph 3 of Article 2 of the Framework Act on Treatment of Foreigners Residing in the Republic of Korea and a person who has acquired nationality of the Republic of Korea pursuant to Articles 2 through 4 of the Nationality Act;
    (b) A family comprised of a person who has acquired nationality of the Republic of Korea pursuant to Articles 3 and 4 of the Nationality Act and a person who has acquired nationality of the Republic of Korea pursuant to Articles 2 through 4 of the aforementioned Act;
 2. The term 'immigrant by marriage, etc.' means any of the following persons:
    (a) An immigrant by marriage defined in subparagraph 3 of Article 2 of the Framework Act on Treatment of Foreigners Residing in the Republic of Korea;
    (b) A person who obtained permission for naturalization under Article 4 of the Nationality Act.
 3. The term 'children and youth' means persons aged 24 years or younger.

**Sources:** Korea Immigration Service (www.immigration.go.kr). Ministry of Government Legislation (http://law.go.kr/engls).

Domestic studies related to the subject of this research include those by Y. Kim et al. (2008), N. Lee et al. (2009), H. Kim et al. (2010). However, precedent studies on marriage immigrants often simply concentrated on the adaptation and the integration to Korean society by marriage immigrants. Systematic measures operating job support policy for marriage immigrants under the comprehensive framework of integration of the labor market and within the category of an aggressive labor market program as job support and education and training are in poor condition. Lee, N.C et al (2012) analyzed the current status of economic activities to suggest improvement plans and policy tasks for skills development and employment for marriage immigrant women. To fulfill the purposes of the study various kinds of methodologies are adopted to conduct this study; literature survey, analysis of related material, survey on the best foreign cases, experts conferences, interview survey, and policy forum. Kim, H. S (2010) reviewed immigrants' social integration policies focusing on female married immigrants and multicultural families. In this study, literature analysis was used as a research method. The definition of social integration policy and problems of policy promotion system were raised, and the goal and character of social integration policy were defined as research project of social integration policy of marriage immigrant and multicultural family. Lee, N. C et al (2009) analyzed the problems of children's status and support policies of multicultural families and suggested policy measures for the development of human resources for children of multicultural families. This study analyzed in-depth research on foreign children and international married immigrants who migrated to Korea, as well as surveys, interviews and cases of major countries such as U.S.A., Canada, France. The questionnaires were conducted to analyze the present status and problems of education for multicultural families and children in elementary, middle and high school students, teachers, parents, and institutions supporting multicultural families. In particular, the analysis of cases in major countries has revealed implications for Korea through multiculturalism, multicultural policy, and multicultural education policy analysis. Kim, Y. S, et al (2008) developed a bridge program for social and economic integration of married immigrants. In particular, we sought cooperation between institutions at the local level to promote an integrated bridge program through economic integration, social integration, and citizen participation. As a research method of this study, they conducted literature analysis, actual research and interviews, case studies, expert workshops, and policy seminars.

## 3. CHARACTERISTICS OF FEMALE MARRIED IMMIGRANTS AND NATURALIZED PERSONS

### 3.1 Demographic Characteristics

The National Multi-Cultural Family Survey (2015) analyzed the distribution of female married immigrants and naturalized persons from different countries. This data is revised, supplemented and analyzed with reference to '2015

National Multi-cultural Family Survey Report' of Ministry of Gender Equality and Family (2017). The survey was conducted on marriage immigrants from national level in Korea, with 65.8% of the total sample households (27,120 households) responding (17,849 households). The survey items are marital life of married immigrants and naturalized persons, family relationship, child care, social life and support services, economic activity status, nationality acquisition status, and health status. In particular, economic activity includes employment and job search activities by gender, age, education level, residence period, country of origin, residential area, and household income. According to the distribution of marriage immigrants and naturalized persons by country, Chinese accounted for 37.1% (Han Chinese and other ethnic Chinese 23.2% and Korean- Chinese 13.9%). In addition, Vietnam was followed by 27.1%, Japan 8.6%, the Philippines 7.6%, and others. (Refers to <Table 1>). A total of 304,516 married immigrants and naturalized residents are estimated to live in the country by 2015, a 7.5% increase over the previous year. Gender was classified as 81.5% of women and 18.5% of men (2012 years: 79.8% of women and 20.2% of men).

**Table 1.** Demographic Characteristics of Marriage Immigrants (2017)
(Unit: Person, percent)

| Country | Total | Female | Male | % of Female | % of Male | Proportion by nationality |
|---|---|---|---|---|---|---|
| Total | 155,457 | 130,227 | 25,230 | 83.8 | 16.2 | 100.0 |
| | | 130227 | 25230 | 83.8 | 16.2 | 100.0 |
| China | 57,644 | 45,528 | 12,116 | 79.0 | 21.0 | 37.1 |
| | 57644 | | | 79.0 | 21.0 | 37.1 |
| - Han Chinese and other ethnic Chinese | 36,123 | 31,164 | 4,959 | 86.3 | 13.7 | 23.2 |
| | 36123 | 31164 | 4959 | 86.3 | 13.7 | 23.2 |
| - Korean-Chinese | 21,521 | 14,364 | 7,157 | 66.7 | 33.3 | 13.8 |
| | 21521 | 14364 | 7157 | 66.7 | 33.3 | 13.8 |
| Vietnam | 42,205 | 40,443 | 1,762 | 95.8 | 4.2 | 27.1 |
| | 42205 | 40443 | 1762 | 95.8 | 4.2 | 27.1 |
| Philippines | 11,783 | 11,415 | 368 | 96.9 | 3.1 | 7.6 |
| | 11783 | 11415 | 368 | 96.9 | 3.1 | 7.6 |
| Japan | 13,400 | 12,177 | 1,223 | 90.9 | 9.1 | 8.6 |
| | 13400 | 12177 | 1223 | 90.9 | 9.1 | 8.6 |
| Cambodia | 4,459 | 4,340 | 119 | 97.3 | 2.7 | 2.9 |
| | 4459 | 4340 | 119 | 97.3 | 2.7 | 2.9 |
| Mongolia | 2,396 | 2,266 | 130 | 94.6 | 5.4 | 1.5 |
| | 2396 | 2266 | 130 | 94.6 | 5.4 | 1.5 |
| Thailand | 3,671 | 3,588 | 83 | 97.7 | 2.3 | 2.4 |
| | 3671 | 3588 | 83 | 97.7 | 2.3 | 2.4 |
| Uzbekistan | 2,367 | 2,268 | 99 | 95.8 | 4.2 | 1.5 |
| | 2367 | 2268 | 99 | 95.8 | 4.2 | 1.5 |
| U.S.A | 3,471 | 874 | 2,597 | 25.2 | 74.8 | 2.2 |
| | 3471 | 874 | 2597 | 25.2 | 74.8 | 2.2 |
| Canada | 1,345 | 218 | 1,127 | 16.2 | 83.8 | 0.9 |
| | 1345 | 218 | 1127 | 16.2 | 83.8 | 0.9 |
| Russia | 1,367 | 1,270 | 97 | 92.9 | 7.1 | 0.9 |
| | 1367 | 1270 | 97 | 92.9 | 7.1 | 0.9 |

*The Clute Institute*

| | | | | | | |
|---|---|---|---|---|---|---|
| Nepal | 974 | 813 | 161 | 83.5 | 16.5 | 0.6 |
| | 974 | 813 | 161 | 83.5 | 16.5 | 0.6 |
| Pakistan | 937 | 134 | 803 | 14.3 | 85.7 | 0.6 |
| | 937 | 134 | 803 | 14.3 | 85.7 | 0.6 |
| Others | 9,438 | 4,893 | 4,545 | 51.8 | 48.2 | 6.1 |
| | 9438 | 4893 | 4545 | 51.8 | 48.2 | |

**Source:** Korea Women's Development Institute (KWDI). Statistics DB. Retrieved August 19, 2018, from http://gsis.kwdi.re.kr.

On the marriage route, 27.4% of the respondents were female married immigrants, naturalized friends, and friends, followed by 25.0% themselves, family and relatives introducing 21.1% and marriage brokers 20.8% (MOGEF, 2018). 84% of female married immigrants and naturalized person have resided in Korea for 5 years or more, and 47.9% (11.8% increases from 2012 years) have resided for 10 years or more. 40.9% of female married immigrants were acquired nationality (37.1% in 2012), and 54.8% of those who have not obtained nationality are planning to acquire nationality and 21.2% will acquire only permanent residence (Refers to <Table 2>).

**Table 2.** Intention to Acquire Korean Nationality for Female Married Immigrants Who Have Not Yet Obtained Nationality

(Unit: %)

| Will receive Korean nationality | Will only get permanent residence. | Do not plan to get Korean nationality or permanent residence. | Do not know |
|---|---|---|---|
| 54.8 | 21.2 | 7.0 | 16.9 |

**Source:** Ministry of Gender Equality and Family (2016). A survey of the nationwide multicultural families by 2015.

The age distribution of female marriage immigrants was 23.0% in 20s, 32.6% in 30s, 24.3% in 40s, 13.4% in 50s, and 6.6% in 60s and over. 20s and 30s account for 55.6%. Distribution by educational background is 10.7% for elementary school, 21.8% for middle school, 43.5% for high school, and 24.0% for university and higher. Marital status was 88.0% for spouses, 3.7% for divorce and separation, 3.1% for bereaved and 2.0% for single. The duration of residence was 24.2% for less than 2 years, 26.8% for less than 4 years, 16.5% for less than 4 years and 32.5% for more than 6 years. The recent increase in international marriage shows that the number of women who migrated has risen sharply (MOGEF, 2018). Overall education level of female married immigrants is 36.1% for under middle school graduates, 42.3% for high school graduates, and 20.6% for college graduates. Since 2005, the distribution of female married immigrants by educational level is 70.8% for under elementary school, 66.5% for middle school, 51.2% for high school, and 44.0% for college. Overall, this shows that the education level of female married immigrants is proportional to the period of residence in Korea. The educational level of female married immigrants who have been in Korea for a long time has been generally higher, and recent marriage immigrants are less educated than those who have been married (National Multi-Cultural Family Revision Research, 2016). These important factors should be taken into account when utilizing the labor market and human resources development.

### 3.2. Economic Characteristics of Marriage Immigrants and Naturalized Persons

The employment rate of all married immigrants was 63.9%. The employment rate is 60.3% based on the survey of the economically active population in 2015. Considering this point, it can be seen that the marriage immigrant group has a somewhat higher proportion of employed than the whole working age population group in Korea. According to gender, 83.4 % of male marriage immigrants are employed, but the employment rate of female marriage immigrants is 59.5%, which is much lower than that of men. According to the employment rate by age, people aged 60 and over were the lowest at 40.2 percent, while those in their 50s and 40s were 78.9% and 75.9%, respectively.

According to education level, low-educated marriage immigrants (54.1%) have a significantly lower employment rate, while the other educational groups do not have much difference in employment rate (64% for middle school graduates, 65.7% for high school graduates and 64.6% for college graduates higher). Ministry of Gender Equality

and Family (2016). The average household income of female married immigrants and naturalized persons in 2015 is 30.4% less than 2 ~ 3 million won, 23.8% less than 1 ~ 2 million won, and 20.5% less than 3 ~ 4 million won (around US dollar; Korea Won, 1: 1,100, 2018). Compared to 12 years, the portion of income less than 3 million won decreased by 10.3% and the proportion of households over 4 million won increased by 5.6%. Among female married immigrants and naturalized persons, 63.9% (59.5% of women, 83.4% of men) were higher than the total employment rate of Korea (60.3%). Compared with the total employment rate in Korea in 2015, both women (49.9%) and men (71.1%) are 10% higher than those of Korea, and also increased compared to the 2012 survey (53% for women and 80.3% for men). (MOGEF, 2018). In the case of female married immigrants and naturalized immigrants working in Korea, 39.6% (8.2% increase compared to the previous year) of respondents answered that there was no difficulty, 14.7% fewer salaries, 11.0% long working hours, 10.1% . Table 6 shows that the ddifficulties that immigrants and naturalized Koreans felt while working in Korea.

**Table 3.** Difficulties that Immigrants and Naturalized Koreans Felt while Working in Korea.

(Unit: %)

| No difficulty | Difficulty in Korean conversation | A hard and dangerous job | Too long working hours | Receive a little money | Problem with your boss or colleague | Discrimination against foreigners | Difficulty in raising children | Group work difficulty | Etc. |
|---|---|---|---|---|---|---|---|---|---|
| 39.6 | 10.1 | 6.8 | 11.0 | 14.7 | 2.0 | 3.9 | 5.2 | 5.7 | 1.1 |

**Source:** Ministry of Gender Equality and Family (2016). A survey of the nationwide multicultural families by 2015.

In 2015, occupations of female married immigrants and naturalized workers accounted for 29.0% for janitor, 18.7% for service workers, 14.6% for equipment handling and assembling workers, and 12.2% for experts and related workers (Refers to <Table 4>). <Table 4> shows the comparative analysis of female married immigrants and naturalized persons by occupation. As a matter of fact, marriage immigrants and naturalized persons showed a low ratio in occupation of professionals, related workers and office workers. On the other hand, the ratio of service worker and janitor labor worker was high.

**Table 4.** Occupations of Marriage Immigrants and Naturalized Persons

(Unit: %)

| Classification | Manager | Experts and related workers | Office worker | Service worker | Salesperson | Experts in agriculture and forestry fishing | Functional Person and Related Function Person | Devices • Machine operators and assembly workers | Janitor |
|---|---|---|---|---|---|---|---|---|---|
| Marriage Immigrants & Naturalization | 0.1 | 12.2 | 4.6 | 18.7 | 7.6 | 2.9 | 10.2 | 14.6 | 29.0 |
| Ordinary people | 1.3 | 19.8 | 16.8 | 10.5 | 11.8 | 5.4 | 9.0 | 12.0 | 13.4 |

**Source:** Ministry of Gender Equality and Family (2016). A survey of the nationwide multicultural families by 2015.

<Table 5> compares the occupations of female married immigrants and naturalized persons between 2015 and 2012. In the 2012 survey, the most significant jobs were distributed similar to 2015, followed by 28.6 % for janitor workers, 19.5 % for service jobs, and 14.1 % for device, machine, and assembly workers. Compared to the 2012, the number of manager decreased by 0.6% and office workers decreased by 0.5%.

**Table 5.** Marriage Immigrants and Naturalization Jobs

(Unit: %)

| Classification | Manager | Experts and related workers | Office worker | Service worker | Sales person | Experts in agriculture and forestry fishing | Functional Person and Related Function Person | Devices • Machine operators and assembly workers | Janitor |
|---|---|---|---|---|---|---|---|---|---|
| 2015 | 0.1 | 12.2 | 4.6 | 18.7 | 7.6 | 2.9 | 10.2 | 14.6 | 29.0 |
| 2012 | 0.7 | 13.2 | 5.1 | 19.5 | 6.0 | 3.4 | 9.3 | 14.1 | 28.6 |

**Source:** Ministry of Gender Equality and Family (2016). A survey of the nationwide multicultural families by 2015.

### 3.3. Characteristics of Human Resources Development of Female Married Immigrants

Human resource development of the marriage immigrants and naturalized persons is an important indicator of vocational education or vocational training opportunities outside of regular education. Only 10.4% of the participation rate of vocational training for female marriage immigrants was found to be very low due to the lack of government and training institutions funding and support. (Refers <Table 6>). On the other hand, 72.8% of the respondents indicated that they intend to participate in future vocational training. Therefore, it is very important that the vocational training programs of public institutions such as the Women's New Labor Center of the Ministry of Gender Equality and Family are operated.

**Table 6.** Participation in Vocational Training for Married Immigrants and Naturalized Persons

| Classification | Participation in vocational training | | Intention to participate in vocational training in the future | |
|---|---|---|---|---|
| | Analysis target | Participation (participation rate) | Analysis target | Intention to Participate in Vocational Training (Percent) |
| Total | 125,486 | 13,101(10.4) | 125,504 | 91,367(72.8) |
| Male | 10,815 | 654(6.1) | 10,703 | 5,330(49.8) |
| Female | 114,671 | 12,447(10.9) | 114,801 | 86,037(74.9) |

**Source:** Ministry of Health and Welfare. Ministry of Justice, Ministry of Gender Equality and Family, Korea Institute for Health and Social Affairs. '2009 National Multicultural Family Survey.'.

Vocational training is a key means of human resources development as well as verbal communication of married immigrants and naturalized persons. Especially, it is very important for marriage immigrants to get stable income through job training in adapting to Korean society. The Ministry of Employment and Labor provides services such as job counseling through collective counseling programs, job acquisition and job placement, job information provision in accordance with local conditions, job training links and job placement through individual counseling. To this end, it operates 155 'women's New Work centers nationwide. The Ministry of Gender Equality and Family and Women's Re-employment Centers supports the systematic vocational training of female married immigrants. The number of vocational training participants in this center is 9,000 in 2012 and 14,000 in 2016. (Ministry of Gender Equality and Family, https://saeil.mogef.go.kr, 2018).

Recently, the Board of Audit and Inspection analyzed the status of married immigrants who had received job training at the Multicultural Families Support Center in 2009 (as of the end of October 2010), and organized and operated 281 training courses at 96 centers. Of the 5,716 trainees, 4,671 were completed, but only 23.3% (1,090) of them were employed. In addition, the number of part-time and daily workers accounted for 74.6 percent (813 persons), of which jobs were unstable.

Human resources development for social integration encourages female married immigrants who lack understanding of Korean language and profession to participate in vocational training courses operated by specialized vocational training institutions such as the Women's New Labor Center. In order to do this, the Ministry of Gender Equality and Family, the Ministry of Employment and Labor and the local governments should cooperate with each other to conduct a demand survey on the vocational training courses required by female married immigrants, so that they can organize many suitable training courses for employment. In addition, it is necessary to provide various incentives for training institutions with high employment rates for female married immigrants, such as granting points for evaluation and supporting operating expenses.

The Ministry of Justice is promoting the following social integration programs. The Social integration program was developed so that foreigners living in Korea could develop basic fundamentals (Korean language, culture, understanding of Korean society, etc.)

The social integration program is a social integration education developed to systematically develop the basic literacy (Korean, Korean culture, understanding of Korean society) necessary for foreigners living in Korea to live as members of the Korean society. Since 2009, this social integration program has been helping integration with understanding Korea language, society and culture. It is opened at 308 locations (universities, local governments, multicultural family support centers, etc.) and grants various benefits, such as exemption from taking the written test for naturalization (Korea Immigration Services, http://www.moj.go.kr , 2018).

According to the 2015 survey on married immigrants, 80.2% of the total number of married immigrant has worked in their home countries. There was no significant difference in gender, age, or academic level. However, the employment rate for married immigrants who have no experience working in their home country is slightly higher, according to a survey. The employment rate is 65.3% for those who have no experience in their home country and 63.5% for those who have no job experience in their home country. (Refers to <Table 7>).

**Table 7.** Employment Status and Working Experience of Immigrant in their Home Country

(Unit: percent, person)

| Total | | Employment | Unemployment | Total |
|---|---|---|---|---|
| Total | | 63.9 (194,641) | 36.1 (109,875) | 100 (304,516) |
| Job Experience In Home Country | Yes | 63.6 | 36.4 | 100.0 |
| | NO | 65.3 | 34.7 | 100.0 |

**Source:** Ministry of Gender Equality and Family (2016). A survey of the nationwide multicultural families by 2015.

## 4. GOVERNMENT SUPPORT POLICY AND PROBLEMS

For this study, national survey results and literature analyzes and interview was conducted. For interviews with female married immigrants, 22 persons were selected. By country, there are eight Filipinos, seven Vietnamese, four Chinese (including Chinese Korean), two Japanese and one Mongolian. This study analyzed the difficulties in the Korean situation, obstacles to labor market participation, and the in-depth interviews on social integration through female married immigrant labor market participation. It is very important to look at the grievance of labor market and human resources development and utilization for female married immigrants. This is because the female married immigrants play a role as head of household of a family as well as the role of human capital as a member in Korean society. In addition, female married immigrants need to solve the problems of education and nurturing of their families, so that they can fully demonstrate their abilities in Korean society.

**4.1 Low-Quality Jobs**

According to the results of this study, female married immigrants work more than ordinary people but have lower quality of work. They should, therefore, assist them in finding jobs with good qualifications. It is also necessary to supervise unfair discrimination in jobs.

**4.2 Disapproval of Qualification and Career in the Home Country**

Female married immigrants are not recognized for their experience or qualifications in their motherland in a highly educated group. Also, female married immigrants argue about the difficulty of finding a job in Korea for lack of experience in Korea

**4.3 Vocational Skills Development and Employment Programs with High Limitations**

First, there are many areas in which vocational abilities programs for female married immigrants do not reflect local characteristics. In the case of female married immigrants, it is dispersed in rural areas and cities. Returnees are scattered in rural areas and cities. Second, female married immigrants have different age at the time of entry into Korea. Also, education background and work experience are different in home country. In this situation, there is a problem in the effectiveness of vocational ability development because the uniform education and training is being implemented.

**4.4 Unsatisfied with the Needs of the Female Married Immigrants**

Most of the female married immigrants who participated in the 'multicultural family survey' (2016) and interview for this study answered that they had worked in the home country. In addition, following the experience of working in the home country, the experience of working in Korea in the past reveals that many of the currently unemployed women have had previous employment experience in Korea.

**4.5 Desire and Difficulty to Startups**

As a result of the interviews, wholesale and retail businesses were the most preferred entrepreneurship sectors, followed by food service, language school, and manufacturing. Most female married immigrants who responded that they would like to start a business in Korea responded that they were willing to participate in an education and training program to help them startup and prepare. Many of the difficulties that female married immigrants face in raising funds for starting a business are the difficulties of 'establishing a startup funding' and the difficulty of 'obtaining a license'.

**4.6 Budget and Lack of Specialists**

At present, the multicultural support center is making a lot of effort with a small number of people and a shortage of budget. However, the lack of experts has revealed many problems in the interview for this study.

## 5. CONCLUSIONS AND POLICY SUGGESTIONS

**5.1 Conclusions**

According to the experience of traditional immigration countries as well as the EU member countries, integration of labor markets is very important as a factor that promotes social integration of immigrants. Immigrants face lower income and higher unemployment than national persons because of constraints such as language, culture, social norms, quality of education and skills. In terms of wages, immigrants have relatively low performance compared to workers in the host country, and labor market integration is a problem, which is no exception to Korea. The low income problems of marriage immigrants and the relative backwardness in human resources development are expected to become major policy issues in the future, so policy support for their social integration needs to be more actively implemented

**5.2 Policy Suggestions**

The Government of the Republic of Korea actively promotes various labor market, human resources development and social integration policies for female married immigrants. To this end, we are striving to improve the law, change the

system, and raise the budget. Enterprises and NGOs also provide vocational training and jobs for them. However, policies for female married immigrants who are more advanced and efficient in various fields should be pursued. The policy suggestions for the development of labor market and human resources for social integration of female married immigrants are as follows.

First, according to 2015 actual survey results, the total number of female marriage immigrants was 305,516. This is 7.52% more than in 2012. Among married immigrants, the number of those in their 30s and those in their 50s or older also increased. In addition, the number of residents increased for more than 10 years. As the number of people over 50 increases, a policy reflecting the nature and needs of middle and old aged married immigrants should be established and implemented. There are an increasing number of middle and old aged female married immigrants who are concerned about complex issues due to changes in social and economic circumstances or family relationships. Therefore, relevant policies and service plans should be considered as important. In particular, it is necessary to provide employment support and job matching support specific to the elderly group than in the younger generation.

Second, it is necessary to establish an authentication system for home country career and qualification Third, it is necessary to set up a system for authentication of home country experience and qualifications for highly educated married women so that they can be considered for employment in Korea Because it is necessary to review policies from a mid- to long-term perspective to provide career development assistance programs that allow them to develop their skills in their home country.

Third, with the development of customized skills, employment support projects for female married immigrants should be expanded and improved in terms of both quantity and quality.

Fourth, it is necessary to support appropriate job creation and customized job skills development, and to enhance the professionalism and efficiency of the job promotion organization and its manager.

Fifth, it is necessary to realize the characteristics, aptitude, and competence of female married immigrants to establish their desired field and to carry out a professional vocational ability development program in accordance with them. Also, it is necessary to develop occupations of various fields in accordance with the aptitude and capability of female married immigrants.

Sixth, it is necessary to develop and support customized entrepreneurship education courses for female married immigrants. In addition, it is necessary to revitalize the entrepreneurship support system in which female married immigrants can gain job opportunities and gain employment by supporting various businesses and organizations.
Seventh, it is necessary to strengthen the linkage with related organizations for job skill development and job creation support. Seventh, because female married immigrants are not familiar with employment information and culture in Korea, active employment guidance is needed to help them get a job. Eighth, support for employment activities and post - employment management should be done. To help female married immigrants participate in social activities and expand economic independence, it is necessary to support economic independence by providing job-related information and linking them with employment agencies.

Finally, governments, local governments, enterprises and NGO groups should recognize that participation of labor market through human resources development of female married immigrants is the best way for social integration in Korea.

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# The Effects Of Students' Learning Styles On Business Strategy Game Performance

Brad Mayer, Lamar University, USA
Kathy Fraccastoro, Lamar University, USA
Kathleen Dale, Minnesota State University, USA

## ABSTRACT

*The study will utilize students from the capstone strategic management class using the Business Strategy Game in a regional university in Southeast Texas. The Business Strategy Game offers an assurance of learning report that measures the level of business understanding and decision-making performance of each student in the class (Thompson, Stappenbeck, Reidenbach, Thrasher, and Harms, 2019). Measures of assurance of learning in the Business Strategy Game include leadership skills, collaboration and teamwork, analytical skills, operations management, financial management, marketing management, human resource management, and strategic planning and analysis.*

*In the beginning of the semester, students will fill out the Learning Style Survey that will assess their own learning styles (Cohen, Oxford, and Chi, 2001). The Learning Style Survey measures 11 aspects of a student's learning style. The results of the survey will group a student into various aspects of their learning style including how they use physical senses (visual auditory, tactile/kinesthetic), how they expose themselves to learning situations (extroverted, introverted), how they handle possibilities (random-intuitive, concrete-sequential), how they deal with ambiguity and deadlines (closure-oriented, open) how they receive information (global, particular), how the process information (synthesizing, analytic), how they commit material to memory (sharpener, leveler), how they deal with language rules (deductive, inductive), how they deal with multiple inputs (field independent, field-dependent), how they deal with response time (impulsive, reflective), and how literally they take reality (metaphoric, literal).*

*At the end of the semester and upon completion of the Business Strategy Game, the assurance of learning results will be assessed using t tests to evaluate the mean differences between the various categories of the learning styles. Chi square analysis will be used to test for any gender or major differences in learning styles. Finally, to further investigate the relationship between Business Simulation Performance (using the Business Strategy Game comprehensive exam) and the predictive variables, a series of step wise regressions will be run using gender, major, and the various learning styles.*

# Using E-Books To Achieve Deeper Learning In The Graduate Leadership Education Classroom

Barbara Holmes, Winona State University
Kendall Larson, Winona State University
Brad Hak, Winona State University

## INTRODUCTION

Providing proper instruction for graduate students is one of the aims of education at the graduate level. Graduate instructors are aware of the many factors that contribute to graduate student isolation and attrition. Tinto (2016) posits that institutions should motivate graduate students to increase their level of engagement in learning, as it is beneficial. Shon's theory of reflective practice suggests using multiple opportunities to practice skills being learned. Reflective practice facilitates the acquisition of improved introspection, communication skills, and personal development. Also, Astin's 1985 theory of student involvement further explains that one way to promote students' change and personal growth is to provide more opportunities for students to work together. The integration of the e-book into leadership learning provided such an occasion.

Congruent with an institutional strategic goal focused on digital teaching and learning, faculty in a change leadership course decided to integrate the development of an e-book into leadership learning. During the 2017-2018 academic year, leadership education graduate students were tasked with engaging in activities that demonstrated mastery of leadership knowledge and skills, developing personal leadership philosophy statements, interviewing effective leaders, studying leadership theories and analyzing leadership case studies. To achieve deeper learning in the subject matter, students worked collaboratively on real-time projects in a teamed leadership context.

Neer (2014) explains that deeper learning encompasses student knowledge acquisition that goes beyond content mastery and includes intellectual skills such as critical thinking, collaboration, creativity and problem-solving. The Hewlett Foundation's study on Deeper Learning, identified six essential competencies of deeper learning: 1) Master core academic content; 2) Think critically and solve complex problems; 3) Work collaboratively; 4) Communicate effectively; 5) Learn how to learn; and 6) Develop academic mindsets (Retrieved from https://dataworks-ed.com/blog/2014/10/diving-deeper-into-learning). The tenets of deeper learning closely align with the proponents of 21st-century leadership skills that include: communication, creativity, collaboration and critical thinking. These collective competencies were merged into assigned leadership tasks.

In the report entitled Preparing Leaders for Deeper Learning, Cator, Lathram, Sneider and Ark (2015) explain that leadership development needs to focus on two essential skills: a theory of action and agreement crafting. The e-book project provided an opportunity for graduate students to work on these skills in the implementation of the writing assignment and to produce the assigned instructional outcomes. Students focused on authentic leadership activities that connect leaders to followers and facilitates self-awareness. Students demonstrate agreement crafting in building the production schedule along with writing and editing tasks.

In assigning the e-book project, the instructional goals guiding the assignment included:

1. Achieve deeper learning of course content
2. Demonstrate 21sr century leadership skills: collaboration, communication, critical thinking and creativity
3. Implement authentic student-regulated learning
4. Enhance graduate students' writing skills

5.    Practice leadership team building skills in real-time within a classroom setting

The technology goals guiding the project were based on the International Society for Technology in Education (ISTE) standards (2007). The National Education Technology Standards (NETS) relevant to this project include:

1. Getting students in charge of their writing
2. Enabling students to communicate their ideas more easily
3. Improving writing through peer editing
4. Enhancing conversations about writing
5. Making iterative revisions fun
6. Creating pride in the writing product
7. Creating a buzz about becoming a published author
8. Forays into a rhetorical expression
9. Managing the writing discipline

[source: Available from
http://www.iste.org/Content/NavigationMenu/NETS/ForStudents/2007Standards/NETS_for_Students_2007.htm]

To get the e-book project off the ground, students received training in the process and procedures of e-book development. This objective was completed by partnering with the Digital Tools Librarian to access the available tools and resources needed for e-book production.

The underlying goal of this project was to use current technology to improve learning. In implementing this project, the class collaborated with the University Library and the Digital Tools Librarian. The librarian provided a live demonstration and training of Press Books software. The partnership with the library was a viable connection for understanding how to use digital tools to complement learning.  The contributing authors, who were all enrolled graduate students, expressed excitement about participating in a project that put collaborative leadership in action. Students in the class were able to brainstorm the e-book topic, select the individual subtopics, develop a project management schedule, implement an editorial review process and select a book editor.

## METHOD

This action research was implemented using participatory action research (PAR).  This type of action research enables the researcher to explore the lived experiences of the informants and give voice to their concerns and views. Researchers' method facilitated a PAR focus group consisting of all members of the class and tasking them with reviewing and examining what actions needed to be taken to improve leadership learning using digital tools.

Sager and Williams (2017) define action research as an investigation conducted by the people empowered to take action concerning their actions for improvement. The people involved in this investigation were all associated with the leadership education class and were vested in making learning more engaging for graduate students.

In reflecting on learning in the leadership class, student comments expand beyond direct instruction to include their personal growth experience in the level. Illustrative student comments are detailed below:

**Justin**

The second major area of personal growth in leadership has come in my writing. My ability to organize thoughts and put them down in writing was an area that needed improvement. Through writing assignments varying from memos to essays to a chapter for a book on essential relationships in leadership, I have learned more about the writing process and more effective ways to arrange my thoughts to deliver my intended message. Although I have much to learn as a writer, significant progress has been made. I am eager to continue to learn and grow as a writer throughout my graduate school experience.

**Stephen**

In addition to the factual knowledge gained while being a part of a community of learners, the relationships that I have developed with these individuals has been something that I will take with me throughout my career. It is incredible how like-minded people come together and can create an instant bond with a shared goal. Being a graduate student is a tough task. We learn to balance work, life, and school very well. These are people that I had never thought I would see myself being in a group with, but now that I am into the program, I understand that this group of learners is one I am supposed to be in.

**Marcus**

In this course, it has helped me become more confident in seeing myself as more of a leader.  I am not as terrified to show up to class and talk in front of people.  I can speak out more in class and the community and feel like I can share ideas with people outside of class.  I know that I have a lot of learning left to do, but I feel like taking this course was a big success in helping me accomplish some of my personal goals for the class.  It will also be a big help for learning and continuing the next chapter of my life.  I will always be a student of leadership, whether I am the leader or the follower.

**Brad**

Working as the editor of our class eBook, I was able to learn first-hand what each class member had to offer as an aspiring leader. The task helped me to understand the qualities of a successful leader better….. The eBook editor position was pivotal in my growth as a leader.

**Patrick**

Each semester presents with unique opportunities to learn both formally and informally. This semester has been no different and no less important than any previous one. In truth, this semester has clarified a great many things for me regarding leadership. I think that most people begin this Graduate program somehow still linking leadership with management, I know that was my experience. This semester has finally opened my eyes to that difference and in so doing has opened the possibility of being not just a better manager, but also genuinely assuming a leadership role creating and motivating others to positive change.

**Brittany**

Through every class, conversation, and assignment I find myself growing. My learning opportunities feel limitless in this program. Students and Professors are invested in one another's learning and consistently try to provide thoughtful educational experiences. I know that my time at Winona State University is worth every minute and dollar, as the benefits of the Organizational Leadership programming are already making an impact on me has a person, student, and leader.

**Dustin**

I think that a large part of leadership is comfortability in one's self. Our class was an open discussion classroom where everyone had an opinion and shared their view without fear of being wrong. We were all in the same boat focused on becoming stronger leaders through knowledge, and we all knew that about each other. In our class, we had multiple character changes from people who became more open and comfortable as the semester moved one. One of our students was a very quiet and reserved individual who was hiding their true self under hats and behind books. This student spent a week doing their best to avoid answering questions and having a discussion, when called upon the student would stutter and rush through solving the problem to get it over with. One day out of nowhere the student volunteered to edit our class newsletter and stopped hiding their personality. By the end of our class, this student was on a first name basis with the entire class and always had an answer to any question that was asked. Having witnessed this, I genuinely feel that over time this student became more confident in their abilities and stopped avoiding the

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spotlight out of the fear of uncomfortableness because it was no longer applicable. We, as a class, were supporting one another through positive means, opening opportunities for others to enhance their skills of leadership.

**York**

Learning leadership in such a tightly knit community of passionate graduate students paved the road to the finish line. During this time, I have realized that I want to create my destiny and build relationships along the way. Furthermore, the progress of my maturity has been exposed to recognizing potential and unintended consequences. Lastly, my confidence has solidified my current situation and is guiding me towards more success. These reflections deliver gratitude and motivation to finish strong on the last leg of this journey.

**Vanessa**

This class, Change Leadership, marks the halfway point of me completing the Professional Leadership program. I have officially started seeing how all the courses are coming together to paint a real-world picture of how leadership can look and how I can apply it to my work. I find it difficult to say precisely what leadership looks like because I've learned that administration takes many forms and follows many different processes depending on situations, followers, resources, along with a leader's personality, and skills. While I don't have an exact formula or definition for what leadership is, time and time again, I'm reminded that a strong leader is one that thinks big picture and understand a world of interdependencies prior making a decision.

**Chenxiao**

Overall, in our community of learning, I participated, and it's incredible! We are going to publish the e-book, we did the newsletter, and we wrote the suggestions to Graduate Student Experience Committee. Also, my classmates participated in the international conference to share their ideas that they learned from our course! These achievements have made me very proud and have given me more confidence in my future studies. I hope and believe that I can become an outstanding leader!

**From the Student Editor's Perspective (Brad)**

Tasked with editing an e-book with no prior experience was an immersion course in not only the mechanics of publishing but also in leadership. This type of leadership represented a level of difficulty never before experienced. Editing a collection of writings by your peers presented leadership learning that people with only positional leadership will never experience. Becoming the eBook editor indeed makes the classroom a relational space with real-world goals and not a transactional area built for grades. As e-book editor, I became well versed in

- Problem Solving
- Time Management
- Relationship building and strategies
- Utilizing technological tools
- Team cohesion practices
- Deadline submissions
- Team Communication
- Innovation
- Empathy
- Collaboration

Individual and whole class learning experienced throughout the production process manifested regularly. However, one aspect of learning experienced by all was how to persevere as individuals in a collaborative setting. Every person that contributed to the eBook went through various rewrites and drafts before final submissions were accepted. All members did this under quick submission deadlines so that the book as a whole was on time. We considered the project a collection of individual actions for group achievement. Other various skills learned included assertiveness,

accepting criticism, selflessness, team cohesion, communication, and the importance of not only leading but also the importance of following.

**Leadership Learning**

The eBook experience represented real-life interaction with follower collaboration and leadership. This assignment involved much more in-depth inquiry and thought processes than any other graduate school assignment dictated by course text. It is not often that students get the chance to interact in real life experiences to better their subject knowledge and leadership learning. This assignment improved every classmate involved, and due to the workload and responsibility brought on by the editorial role, it was invaluable in my growth as a leader.

# Branding Startups Entrepreneurial Disruptive Innovation Ventures: Theoretical Perspectives

Falih M. Alsaaty, Bowie State University, USA
Granville Sawyer, Bowie State University, USA

**ABSTRACT**

*The purpose of this paper was to develop a theoretical framework for branding entrepreneurial startup disruptive innovation ventures. The theory of disruptive innovation stipulates that innovative startup develop new business models, create new markets, or introduce innovative, low-cost products. Branding is a business strategy intended to capture the attention and interest of a population segment for a product, place, corporation, or new venture to achieve desired goals. Many new promising ventures are in need for financing, strategic guidance, and marketing skills to enable them to contribute to national technological advancement and economic prosperity. Venture branding could enable entrepreneurs to entice investors, secure funding, and attain venture growth.*

# We Define The Future: A Collaborative Approach To Student Success

Shari McMahan, California State University San Bernardino, USA

**ABSTRACT**

*Student success is at the forefront of every university in America. Critical to achieving this success is the ability to work across divisions, particularly among academic and student affairs. However, it is no surprise, and as well intended campuses are, these divisions operate in silos. Last year, our campus launched a new brand identity, We Define the Future. "We Define the Future" is more than a tagline. It is our promise that we will be a partner in changing the landscape of our region for the better for generations to come. It promises Bold Vision, Coyote Pride, Affordable Excellence, Life and Career Ready and Human Impact. These promises are being delivered through strategically placing our academic and student affairs teams together. This presentation highlights some of our collaborative activities including our African–American Recruitment and Retention Task Force, Faculty in Residence Program, Athletics Honor a Faculty Member Program and Career Center Internship Program.*

# Using Teacher Professional Development To Manage Disruptive Behavior In Schools

Dr. Barbara Holmes, Winona State University, Minnesota

Courtney Holmes, Osseo Area Schools District 279, Minnesota

**ABSTRACT**

*Disruptive student behavior remains one of the biggest challenges faced by the nation's public schools. More alarming is the disproportionality that exists in suspension rates between minority students and their White counterparts due to behavioral issues. Given that classroom teachers are with students the majority of the school day, providing teachers with the tools and resources to effectively manage behavior may be an effective way to respond to these challenges. Working with special education teachers over the past two years has revealed effective ways to enable teachers to develop a repertoire of skills to maintain order in the classroom.*

*The implemented professional development activities enabled teachers to regulate behavior in the classroom and help students regulate individual behavior issues. The cornerstone components of the professional development activities included: (1) Culturally Responsive behavior interventions (2) Relationship building with students (3) Establishing behavioral expectations for students with parental support and understanding.*

*The researcher used qualitative feedback from informants that showed the increase in teacher self-efficacy in responding to challenging behavioral issues. Workshop evaluation forms from 40 teachers indicated that regular professional development was valued and the commitment from the school district was important in improving and maintaining a safe learning environment for students and their teachers.*

# Maximizing The Graduate Student Experience: Scholarship, Engagement And Leadership

Christopher Hahn, CreateMe Marketing, USA
Carson Perrry, Aquinas College, USA

**ABSTRACT**

*Maximizing The Graduate Student Experience: Scholarship, Engagement, and Leadership Workshop utilizes leading practices for graduate student success as identified by major universities, perspectives of current students enrolled in graduate programs, and the presenters lived experiences to guide attendees through the development of a plan to maximize the graduate student's individual experience. Attendees will be asked to evaluate their participation with relevant scholarship, current co-curricular engagement, and perceptions of personal leadership capacity. Workshop attendees will create a plan identifying strategies and tactics to best maximize the graduate student experience.*

# Learning Agility: Implications For Educational Leaders

Don Beach, Tarleton State University & Texas A&M University System

## ABSTRACT

*The purpose of this paper was to describe the aspects of learning agility that have implications for school leaders. Implications for educational leaders include both breadth (quick and agile learners, qualified for senior positions, highly curious with many interests, adjust well to ambiguity and complexity, unaccepting of status quo, push the envelope) and depth (technical or managerial expert, consistent superior performance annually, comprehensive organizational knowledge, trusted and valued resource for other, difficult to replace, recognized outside the organization, love what they do) of learning agility. The main factors related to learning agility include: results agility, mental agility, people agility, change agility and self-awareness. Using an instrument developed to assess educational leader learning agility, the paper described how the instrument can be used in not only assessing but in developing learning agile leaders.*

# Preparing University Adjunct Faculty To Teach

DeJuanna M. Parker, Lord Fairfax Community College, USA
Leo T. McAuley Brown, Dekalb County School District, USA
Barbara D. Holmes, Winona State University, USA

## ABSTRACT

*Colleges and universities employ adjunct faculty to fill personnel needs not met when availability of full-time faculty is insufficient; as such, academic leaders should find ways to ensure the success of this vitally important faculty group. This qualitative research inquiry studied adjunct faculty perceptions regarding factors deemed necessary to acquire and hone pedagogical competence in university settings. Using a phenomenological approach, the research team studied how eight college and university adjunct faculty, both pre-service and in-service, perceived teaching preparation. Deliberate Practice Theory undergirded this inquiry. Three themes emerged from the study: preparation to teach, teaching content, and institutional support. The research team recommends the following practices to prepare adjunct faculty for teaching success: construct job embedded professional development, foster a robust system of observation and feedback, and create adjunct faculty mentoring programs.*

**Keywords**: Adjunct Faculty; Institutional Support; Professional Development; Promising Practices

## INTRODUCTION

**Increasing Role of Adjunct Faculty**

In a national context, colleges and universities report that contingent faculty now comprises up to 75% of instructional faculty (Magness, 2017). Grave concern is evident in relation to the university's dependence upon adjunct faculty and the effects this phenomenon may have on student academic outcomes, retention, and university graduation rates. Research shows, however, that engagement in high quality professional development activities may improve adjunct teaching practices. Kelly (2013) asserts that part-time faculty are inclined to use research-based pedagogical practices when the university provides relevant professional development. Not only are instructors affected, but improved student outcomes become evident (Kelly, 2013). Many college and university students do not reap the benefits of being taught by the most prepared instructors, as most campuses do not place professional development for adjunct faculty as a high priority (Eagan, et al., 2014).

Parker (2016) purports that meaningful professional development is a vital component in efforts towards improving instruction, which echoes in instructor' satisfaction and improved student learning outcomes. Yet, these activities continue to be low priorities, as they are omitted from university strategic plans, as well as budget processes. Research evidence, however, indicates that meaningful, ongoing professional development is related to instructional development and connectedness, which in turn, positively influences student academic performance and engagement, as well as student and faculty retention (Condon et al., 2016).

College and university contingent faculty desire high-quality professional development, and perceive it to be essential to career growth (Flaherty, 2015; Hart Research Associates, 2015). As recognition of the need for effective instruction has become evident, university teaching and learning centers have gained in popularity and significance; however, many of them are grant-funded, and thereby, have programmatic limitations on the professional development they are able to provide (Gyurko, et al., 2016). The result is that the will of post-secondary educators to improve pedagogical practices is present, the means by which to effectuate this needed improvement are lacking. In turn, these critically important faculty members engage in historically teacher-centered practices such as lecturing, the effectiveness of which continues to be debated in the extant literature (Kuh et al., 2006; Loes & Pascarella, 2015).

## STATEMENT OF THE PROBLEM

While there is evidence of connectedness between teaching quality, satisfaction, and learning outcomes in higher education, adjunct faculty rarely have opportunities to gain and to improve pedagogical skills, many of which are the focus of professional development.

## RESEARCH QUESTION

To address the problem, this study sought to answer the following research question: What are adjunct faculty perceptions of factors needed to achieve pedagogical competence?

## DESIGN OF THE STUDY

The design for this study was qualitative in nature. Christiansen, Johnson, and Turner (2010) maintain the primary purpose of phenomenological inquiry is to elucidate meaning of experiences of a group of people around a specific phenomenon. Additionally, unlike other approaches, phenomenological study begins with the phenomenon under consideration, rather than a theory. Qualitative inquiry requires researchers to use methods to elicit rich descriptions and thick recollections of experiences.

## DELIMITATIONS AND LIMITATIONS

Limitations on this study are ones typically associated with qualitative inquiry. The percentage of completion and return of the questionnaire, and participant willingness to respond truthfully and candidly were limitations of the study. The study was delimited by researchers' use of an electronic questionnaire, and selection of pre-service and in-service university adjunct faculty as informants.

## THEORETICAL FRAMEWORK

This qualitative investigation employed the deliberate practice theory by Ericsson, Krampe, and Tesch-Romer (1993). Deliberate practice theory asserts that learners can obtain expert performance with highly structured learning and development activities (Edwards, 2012). Deliberate practice is essential to learning and effective because it allows participants to identify performance deficiencies, implement corrective measures, and sustain growth (Coughlan et al., 2014; Edwards, 2012).

The theory is exemplified in an environment conducive to teaching and acquisition of knowledge (Edwards, 2012). This setting allows for the facilitator to observe the learner demonstrating the learned skills. Accordingly, the setting must also allow for the learner the ability to engage in practice of the skills. Essentially, the core construct of deliberate practice theory is the continuous improvement of performance through learning and development (Coughlan et al., 2014; Sternad, 2015).

Deliberate practice occurs within constructs of time and resources (Ericsson et al., 1993). It can take up to 10 years for the participant to operate at an expert level. Further, resources such as training materials and teachers are needed in order to transfer knowledge to the participant and a setting in which learning can effectively occur. Secondly, there is a lack of motivation with deliberate practice. Those who participate in deliberate practice receive fulfillment from achieving the result of engaging in the process. Lastly, participating in deliberate practice requires a conscious effort for a limited amount of time. Theorists posited that effective engagement in deliberate practice occurs using a systematic, time-limited approach, to avoid becoming exhausted with the learning process.

## METHODOLOGY

**Sampling**

Purposeful sampling was the chosen method for identifying an appropriate participant pool for the study. Patton (2002) asserts purposeful sampling (also called purposive sampling) serves as a way to select information-rich cases to assist

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the researcher in illuminating questions under study. Eight pre-service and in-service university adjunct instructors participated in this study.

## Data Collection

The phenomenological approach to data collection employed an electronic interview protocol comprised one closed question and three open-ended questions to ascertain understanding of adjunct instructors' experiences regarding preparation to teach in the university setting (Patton, 2002). Researchers triangulated data collection by including two variant types of questions in the online interview protocol.

## Data Analysis

Data analysis involved thematic analysis of open-ended questions contained in the questionnaire, as well as basic statistical analysis of the closed question on the questionnaire. Open coding was the primary method of analysis, with axial coding as the secondary analytic method.

## FINDINGS

Four questions formed the basis of data collection for this study. Responses to each question are included in this section.

## Factors Related to Adjunct Success

The first question asked participants to rank the importance of ten factors related to perceived success in the position of adjunct instructor. The table below illustrates participants' responses.

**Table 1.** Ranking by Percentage of Factors Related to Adjunct Instructor Success

| Factor | Percentage |
|---|---|
| Orientation/Onboarding | 100% |
| Previous Teaching Experience | 67.67% |
| Professional Development | 67.67% |
| Recognition of Quality Work | 67.67% |
| Availability of Existing Syllabus | 50% |
| Departmental Support | 50% |
| Institutional Bonding | 50% |
| Mentor | 33.33% |
| Peer Guidance/Support | 33.33% |
| Pedagogical Training | 16.67% |

Onboarding and orientation were the primary concerns of the participants. Each of the contingent university faculty members perceived initial introductory protocol that familiarizes staff with the university, its processes, and procedures were the most important factors for success. Conversely, participants listed pedagogical training, or strategies to teach content, as the least concerning to teaching success at the university.

## Preparation to Teach

The second question asked participants how the university prepared adjunct faculty to teach. Responses to this question were as follows:

Participant 1 iterated the university did nothing in the area of preparation to teach. The onboarding process includes training on the learning management system, university history, orientation, and six weeks of foundational training; however, this respondent did not see the onboarding and orientation as instructional grounding. Respondent 5 answered the question in this way:

The university really hasn't done much to prepare me to teach. I might receive a syllabus, but it's left up to me to creatively engage students so that they learn the material. I did have an opportunity to meet some of the faculty beforehand, and that was helpful so I at least have a relationship with colleagues.

In contrast, Participant 4 perceived the onboarding process as a means of instructional preparation. Additionally, Participants 2 and 7 co-teach a Master's class with a full-time instructor, and each shared that collaboration is an effective model for pedagogical training.

**Teaching Content**

The third question focused on subject matter. The question asked participants to discuss concerns related to teaching the content for assigned courses. Unlike the other questions where the participants returned varied responses, answers to this item were unanimous, in that each participant was confident with course content. Other subject matter-related issues, however, were noted as cause for some concern. Ensuring that students master course content, providing multiple opportunities for learning, and aligning content with previous and future learning within the students' programs of study were areas of concern for participants.

**Institutional Support**

All respondents believed the university showed support generally. When asked about actions the institution might take to help adjunct faculty develop instructional efficacy, participants mentioned two areas where support is still needed. Communication and availability of resources were the two areas that participants realized a need for support from the university.

Participant 3 shared the following suggestion:

> Provide mentor/coach and descriptive feedback for continuous improvement.
> Participant 4 added

I would also like some feedback into my teaching, but not sure how that will happen in online instruction; certainly it must be more than a student evaluation.

Participant 6 mentioned the following:

> Provide a mentor or coach to give descriptive feedback for continuous improvement.

Other respondents iterated a desire for meaningful professional development, as well as opportunities to connect with individual deans and department faculty to gain a sense of belonging in the organization.

## SUMMARY

The online interview protocol included questions related to success factors, preparation to teach, teaching content, and institutional support. Onboarding was the unanimous factor of success as an adjunct faculty member. Teaching preparation, while an area of concern, was defined differently by participants, but most respondents agreed that professional development was critical to teaching success. All participants iterated a degree of confidence in content knowledge, and described institutional support as sufficient. However, access to resources, including professional development were areas of need.

## DISCUSSION

Deliberate practice theory is identified by the presence of continuous learning focused on maximizing participant performance (Coughlan et al., 2014; Ericsson, 1993). Effective performance occurs due to the existence of a proper learning environment punctuated with activities that allow learners to hone skills to expert level (Edwards, 2012).

Deliberate practice theory contains specific time constraints, resources (space and facilitators), and extrinsic motivation (Ericsson et al., 1993). Research findings support the framework of Deliberate Practice Theory.

Research participants indicated professional development as a factor related to adjunct instructor success. Additionally, participants discussed the need to bolster knowledge of the subject matter to be effective contingent faculty. Interestingly, contingent faculty also intimated the need for mentoring. Mentoring also is a form of professional development and is aligned with deliberate practice. Contingent faculty studied also noted feedback as a part of institutional support as a major contributor to success. Faculty who participated in the study desired performance feedback to improve their teaching practice. Participants desired this feedback to be descriptive and specific. This notion of feedback to improve performance is embedded in deliberate practice theory and allows for a complete cycle of learning and implementing corrective action (Coughlan et al., 2014; Ericsson, 1993).

Moreover, contingent faculty who participated in the study also listed the broad themes relative to faculty support. Within these themes faculty mentioned support from the institution and department as contributors to faculty teaching success. More specifically, participants mentioned orientation and onboarding, institutional bonding and peer guidance. These indirectly relate to deliberate practice, for with the right circumstances, each can systemically be implemented to contribute to maximum performance.

## CONCLUSION

As the numbers of adjunct faculty increases, colleges and universities have a fiduciary responsibility to ensure their success. Colleges and universities should implement professional development for adjunct faculty to ensure teaching success which translates to increased student outcomes. Researchers have identified the top three *Principles to Preparation* for adjunct faculty.

### Construct Job Embedded Professional Development

Adjunct faculty desire learning opportunities geared at increasing their effectiveness in the classroom. Institutions should plan professional development activities focused on curriculum and content, navigating the idiosyncrasies of the institution, and pedagogy.

### Foster a Robust System of Observation and Feedback

Contingent faculty want to be observed and receive feedback to improve their teaching practice. Institutions should prepare a codified meaning of feedback for adjunct faculty. This feedback should be consistent and based on objective observations of the teaching practice.

### Create an Adjunct Faculty Mentoring Program

Learning from peers and senior faculty is important to adjunct faculty. Adjunct faculty consider mentoring as a key contributor to their success. Institutions should implement and encourage formal and informal mentoring to facilitate learning among all faculty.

Implementing these principles allow for increased adjunct faculty effectiveness, an engaged corps of faculty, and better student outcomes.

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# Factors That Effect Student Retention

Mohammed Miah, University of Phoenix, USA
Josh Rumlow, University of Phoenix, USA
Roy Whitmore, University of Phoenix, USA

## ABSTRACT

*The graduation rate of students can evaluate the success of a degree-granting institution. High school graduation rate continues to decline despite efforts taken by private and public sectors. (Colbert, 2013). The Low rate is even significant when compared with various racial and ethnic groups. Of those who graduate from high school and enter college degree programs, many of them do not finish their degree on time, and some become college dropouts. Many colleges and universities have taken the position that admissions selectivity is the best pathway to improved graduation rates (Schreiner, 2015); as a result, students from overseas have become their primary source of revenue. In a worst-case scenario, if this trend continues, in the next 20/30 years, US universities will primarily educate students from overseas. An educated workforce is the backbone of an economy. Government guaranteed student loans are made widely available to US students to support their college education. However, this has created a massive debt issue for many students (Elliott & Nam, 2013). Many students who do not complete their degrees or over-borrow and are unable to pay back their debt.*

*The object of the current article is to review the factors that affect student retention at the college level and thereby increase graduation rates. Much emphasis was given on curriculum refinements and faculty training to improve student retention. Although these initiatives created some positive results, the drop rate among US college students remained very high (Goral, 2016). This means that the curriculum and faculty teaching skill is only a part of the solution. Other factors that affect student retention are 1. Psychological, 2. Technological, 3. Expectation gap, 4. College preparation, 5. Available support, and 6. Student mindset and motivation.*

*The world of education has changed in many ways; the students and teachers are trying to adapt to that change; none the less, most institutions have yet to find an efficient point. This article assumes that such an efficient point exists and is achievable only through collaboration among the students, teachers, and administrative personals.*

*This article postulated that student's **motivation and appropriate level of nurtured learning environment** has a synergistic effect on student's academic success. This synergistic effect is almost an interaction effect proposed in statistical analysis. That is, in the absence of one, the impact of other reduces significantly; however, when both are present, the chances of student success improve significantly. Narrative analysis of students' responses during informal discussions was used to clarify the notion of the interaction, mentioned above, effect on student's success. However, the article also analyzed students' behavioral aspect that significantly influences their academic success in a nurturing environment. The article identified various character traits as the most potent resistance to many students' academic success. The students' interaction revealed that many students could identify these character traits easily by doing a self-analysis on the pathways through those manifests in their school work; these pathways are reasons, justifications, and complaints. When a student spends a disproportional amount of time to find reasons why they do not complete their school work on time, use their circumstances to justify their low performance, or complain relentlessly about the difficulties of the subject, these are indications that those students are reluctant to assume much responsibilities for academic success. The article suggests that the school is a training ground for real life, and the character traits of most of the students would significantly influence their professional lives. Therefore, it is in the students' self-interest in doing their best in difficult situations to produce optimum results.*

**Keywords:** Institutional Responsibility; Academic Success; Motivation; Nurtured Environment; Synergistic Effect

## INTRODUCTION

The decline in graduation rate has challenged many degree-granting institutions in the US. Although many institutions continued to revise strategies with hope for improving student retention, a satisfactory solution seems to remain elusive. Positive attitude toward the self is often identified as a determining factor (Dweck, 2016) for success at the college level. However, social scientists have yet to find a clear answer to why some students, despite many difficulties, persist and complete their college degrees and some others do not. Although individual perceptions of their circumstances play a part in the process of deciding on continuing with school, some students become performance drifter. Consistently poor performance is the sign of vulnerability that the student may eventually drift away from school. It is also claimed that students' mindsets influence their performance in school (Dweck, 2016); however, many students enter a college program with a very positive mindset; thereafter, their perceived difficulties with school work and their consistently poor performance in college create dents or even alters their mindset. Their decision to drop out of school some time can be explained by utility theory. Information asymmetry can also, in part, explain why one student persists in college and another drops out. The argument assumes that a student who persists may have some information advantage over a student who does not. Even if both have the same information available, individual assessment of the available information for those two individuals could be significantly different. Each of their assessments can also be tainted by their beliefs, desires, and their perceptions of circumstances. Many other factors influence their evaluation of individual realities.

## INFLUENCING FACTORS

When studying the factors of student retention, one needs to examine the factors that lead to student dropout since the retention equation can be written as $R\ (Retention) = E\ (Enrolled) - D\ (Dropped\ out)$. From this equation, one can easily conclude that high retention rate over time ($dR/dt$) not necessarily always means the low drop rate ($dd/dt$); This is because the retention generally reported as a relative change in enrolment numbers with the dropout numbers. For that reason, if the enrolment rate ($dE/dt$) drops, this may inflate the reported retention figures. The factors that influence the drop rate includes the following:

**Psychological Factor**

When a problem is assigned in a classroom, students approach the assigned problem in different ways. Some of them try to relate it with the materials covered in the class, some others try to solve it with the knowledge they already mastered long before they registered for the class, yet some others try to guess the answer. Among a large class of students, it is likely to have some students who would have an initial assessment of the given problem; and shortly thereafter, they will wait for the answer from other students or from the teacher. This shows that different students, depending on their problem-solving skills, usually take different approaches when trying to solve the same problem. Life is filled with problems. "Even when we go on vacations to escape our problems, we quickly discover that vacations merely bring problems that differ in kind or magnitude from the ones of daily living" (Davidson & Sternberg, 2003, p. ix). When the solution to a problem has specific numerical value, the students can be taught the methodical steps necessary to find the solution. There are cases when the answers, even if numeric, simply represents a chance of an event. For example, if a student is asked to compute the probability of the number 11 as a sum of the numbers showed in two unbiased rolled dice. S/he can use the probability theory, in this case the ratio of favorable cases divided by the total number of cases, to calculate the probability of that event. In this case, s/he can determine that there are only two favorable cases that the sum can be 11; by calculating the total number of possible outcomes, which is 36, s/he has the answer 1/18. For many questions in life, there is no correct formula. The answers to those depend on the mental map or the paradigm (Covey, 2013) of the person who is trying to find the answer. Some questions are of specific category of probability; such as the one described by Tversky & Kahneman, (1982), "What is the probability that the process B will generate even A" (p. 4).

To many students, the process B mentioned above includes, at present, all the activities s/he must engage in life, and the event A is the completion of his or her degree; and as a result, improve his or her life situation. To many students, this probability is not a concrete number; it is a feeling of possibility—either positive or negative and are often associated to their performance in school. Positive feelings propel them to engage in school work along with life's other responsibilities; negative feelings often become a drag—it pushes the student in the opposite direction he or she

is trying to move.  This drag is self-generated since its origin is in his or her subjective analysis of reality that leads him or her to inferential bias.  The psychological processes that lead to judgement are often weakened by the fact that the students may have blind spots and often fail to see how s/he is contributing to the causes and conditions that are resulting to negative outcomes related to school work.  Some students find school work getting increasingly difficult.  David (assumed name) is a 35-year-old manager.  He is hardworking and well-liked by his peers.  He has come to school because of his desire to climb the corporate ladder, and for that reason, he would like to complete his degree, but after spending one year in college, he finds the courses are becoming increasingly difficult.  He has a family to take care off and a demanding job; now he is not even sure if he would be able to finish his degree.  He is so stressed out that he feels like he has reached his limit.  In response to the question, if he knew that school will demand work and it will take good chunk of his time to deliver those, he said, "Yes, I was aware that school is not going to be joyride; it will test my stamina.  I knew that I would have to stay up late at night to do the homework for school, and I was ready for it, but now my gut feeling is that I may not make it." Although in this case there are two mutually exclusive possible outcomes—either the student will make it, or he will not; a Binomial, success failure, model cannot be used to estimate those event probabilities.

One can use empirical data to estimate what proportion of students drops out of college programs; yet, that estimate may not apply for David since he can deliberately influence the outcome if he chooses to do so.  But then again, his course of actions will be influenced by his intuitive judgment for assessing the uncertainty of the outcome. According to Tversky & Kahneman, (2009), in absence of a formal model for computing probabilities, in many cases, intuitive judgment may be the only practical method of assessing uncertainty of an event.

**Faith Factor**

If two students are asked to assign probability value of the same event by using their intuitive judgements, it is highly likely that they will assign two different values.  Intuitive judgments are influenced by their beliefs.  However, as Loeb (2003) claimed, "beliefs are assessed epistemically with reference to the underlying intellectual character or disposition that produces them" (p. 13).  All beliefs are justified, meaning that those are formed through education, personal experience, or by blind faith—it is often rational to have blind faith since all knowledge in life cannot be verified through personal experience, detail understanding of rigorous proof, or experimentation. For an individual, all facts and information cannot be acquired through experience or education, nor can s/he acquire those through theoretical or practical understanding of a subject.  Thus, s/he must depend on the findings of others and accept those as true—believe by faith. According to Bishop (2007), "believing by faith as, rather, a matter of *taking a proposition to be true in one's practical reasoning* while recognizing its lack of adequate evidential support" (p. 11). In this contest, two relevant questions need to be addressed; first, is to what extent an individual should depend on faith to chart the course of his or her life. The second question is to what extent faith plays a role in shaping actions for short- and long-term goals.

For example, when encountering a reasonably difficult math problem, if a student, assume her name is Carrie, has a very strong belief that she is bad in math, she always was, and it is something inherent, her course of action will be different than a student, assume named Jammie, who has the exact opposite belief.  Pessimistic beliefs magnify learning difficulties, and that leads to unnecessary stress, whereas optimistic beliefs help a student to take reasonable steps to overcome difficulties.  Social scientists claimed that optimism can be taught, learned, and improved.  It is a matter of developing appropriate belief or changing the belief on holds regarding a specific situation and taking appropriate actions to produce some results. Individual's preexisting belief has definite influence on action s/he chooses in response to a specific situation.  However, Rochelle (2012) stated, "Some people believe that every human action has a cause beyond the control of the individual" (p. 153).  Holding such a belief is a serious obstacle to personal and professional growth of an individual; in such a case, the individual is better served by helping to change the belief directly instead of subjecting him or her to regimentation and expecting a change through habituation.

 A very powerful tool for changing belief is a "thought experiment."  Asking Carrie to think for impossible possible is the beginning of the experiment.  Telling her to imagine that all math concepts in the book are based on two basic propositions: one is x + x = 2x, and the other is x*x = x2.  The first proposition tells you that if one 'x' is added with another "x," it will give you "2x."  In this proposition, we do not know what x is; however, what we know is that both x's used in the proposition are identical in all respect; therefore.it will hold true if x is replaced with any real object.

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To Carrie, the question remains: if x represents a pen, then how do you add one pen with another, or how can you multiply one pen with another? It should be clarified to her that in mathematics, numbers do not represent the characteristics of the object of operation (Courant & Robbins, 1996). In this case, 2 represents either coefficient or exponent to indicate if the operation was addition or multiplication. Carrie needs to understand that "x" means "one x;" for that reason, one x + one x = (one + one) x = 2x. The operation, in this case, serves as the count for identical objects. Once this is understood, Carrie can generalize this concept to 3x + 5x = 8x. Mathematical operations are performed on the natural numbers; and not on the objects. Thus, mathematical statements should be reduced to the statement about natural numbers. Once a student feels comfortable with one topic, his or her self-confidence improves. Understanding and memorizing are two basic learning prerequisites, after that, it is matter of practice and application. One of reasons many students find mathematics a dry subject is because they cannot associate their thought in much of its contents. To some of them, it is all about rules and formulas that makes very little sense to them. However, many students' emphasis is usually more on memorizing and less on understanding. Trying to memorize mostly irrelevant and unrelated facts may create undue pressure on brain cells involved in learning.

Repeatedly learning and forgetting frustrates many students; to them the more they study, the more they forget. The brain is created to learn continuously (Sprenger, 1999). If that is the case, then why there is such a challenge for some students to remember what is learned last month or even last week? The answer to the age-old question is not very easy to find since there are many different causes that lead to forgetting what is learned. For most of the school work, the effective learning depends on the cognitive process used when the knowledge is acquired, and the same cognitive process is used during practice to make the acquired knowledge to record in long-term memory. Use of the cognitive process in learning increases students' self-confidence, especially for technical subjects, since this process does not require them to repeat steps shown in examples and ask them to follow these steps to answer questions without a proper understanding of the logic behind those steps. Faith in oneself for one's ability to perform in any area improves when the individual can demonstrate a successful performance. However, gaining proficiency in most areas requires the individual to be versatile—especially in appropriate technology.

**Technology Factor**

Access to technology and one's ability to use it effectively is also an influential factor for a superior performance in school. For higher performance in school, assuming everything else fixed, the student those who are proficient in technology have an advantage over those who are not. This assumes that all students have access to technology; this is not an unreasonable assumption since most colleges spend a fortune to make technology available to the students. Besides, the price of personal computers has significantly dropped relative what those were even five years ago. Best use of technology depends on what the students would like to do with it; for example, if they want to be a producer or consumer. The student who would like to be a consumer may spend most of his or her time on internet surfing only to find news and articles that interests him or her but of little relevance to the learning objective of the class for which the technology is available in the first place. Some students use technology to get engaged in social media to voice his or her opinion on various subjects that have little or no relevance to their school homework. Producers, on the other hand, use technology to their advantage to improve their performance in coursework.

Jacob (assumed name) a 27-year-old account manager comes to the class with his cell phone. He does not carry any book notepad or even a pen. He believes that in the age of technology, he does not need to carry these extra materials when he can get access to the learning materials through his cell. During the group discussion, when there is need to get access to the book, he tries to read it from his cell; since it is impractical to read and comprehend a several pages of the textbook on the cell because of the fragmented view and small prints, he hardly participates in the class discussions. When the teacher writes on the board to explain a concept, he takes the picture of the board although other students use pencil and paper to write the steps to confirm their understanding of the materials for later review. During the time of a practice session, he usually asks a classmate to lend him a page and a pen; during the practice session, he scribbles on the page and is often frustrated as he cannot relate to what he is expected to do and what he read on the cell. For him, it seems, technology has become a barrier not because he does not have access but because of his perceived view on why it was made available to him. Although technology was made available to him as a tool to make learning easier, his class performance shows gradual deterioration.

Many universities and colleges are using technology to easily track student progress through assessment; the institutions also made technology available to students so that they can take advantage of it to learn their course materials easily.  However, for technology to work effectively and enhance learning outcomes, there are issues yet to be solved (Bauer & Kenton, 2005). Most universities and colleges spend a significant amount of their resources to address first-order barriers to technology; such as, teacher training, administrative support, maintenance, and upkeep of the technology.  There is a second-order barrier yet to be addressed by many institutions.  This is a perception barrier for students, faculty, and decision-makers in the administration.  The student perception barrier is that many students thinks that in the age of technology, all knowledge can be on the server and they do not need to carry information in their heads; they need to have access to the server to extract information when needed.  Such thought is at best partially correct only when one considers that human brain is not designed to be used as a database; the brain has tremendous creative power; but then again, it can only create something out of preexisting knowledge. Factual and conceptual knowledge are needed to support learning with understanding (Donovan & Bransford, 2005).  Therefore, learning with understanding requires that some of the facts reside in learners' brain—not on the server. Technology is not there to replace the thinking of the learner but to support the thinking process by providing raw data when necessary, but critical thinking must be done by the learner, which always requires readily accessible information imbedded in experience. Many theories are developed through years of research, and the understanding of those cannot be achieved through personal experience; those must be acquired through careful study and correct acquisition verified through demonstration such as homework and exams. Even the best technology can only be successful when the students know how to use it and then use it to their advantage.  Metacognition includes the knowledge about the self about what s/he needs to do to learn and remember what is learned. "Burden of learning does not fall on the teacher alone" (Donovan & Bransford, 2005, p. 10).

One of the second-order barriers for teachers includes the failure to see that technology can be used to increase teaching efficiency to reach out to students and help them organize the knowledge they are gaining around the basic ideas of the discipline.  When a student fails to organize the gained knowledge around that basic ideas, the knowledge becomes disconnected, a disconnected knowledge unit is difficult to recall and at time impossible to apply in situations when needed.  Technology gives a teacher the advantage of accumulating, in digital form, the responses needed to help the student clarify and organize the subject related knowledge and use those quickly to help the students.  Those responses are not the handouts but response to the students' specific questions. Those response are to include explanations on what a student needs to know to understand the steps leading to the answer to his or her question.  Teachers can decide what technology can be used under what situation.  Hard work without a good strategy is less effective than moderate work with an effective strategy.  The second-order barrier for administration is their emphasis on using specific technology in the classroom even if that technology is not completely integrated with individual subject (Thompson & Bieger, 2006).  From students to teacher to college administrators, the expectation is that the technology will make life easy, but often technology simply brings additional frustration because the gap between what is expected before a technology is adapted and what is observed after its adaption.

**Expectation Gap**

It is not unlikely to have a discrepancy between what a student wants from a university and what s/he gets; also, what teachers want from students and what they get. This difference is defined here as an expectation gap. Nothing frustrates a teacher more than observing a general lack of interest shown by the students in learning. To a teacher, the major burden of blame for this expectation gap is usually on the students.  Students, on the other hand, have an expectation of what they would like to consider a desirable class experience.  When there is an expectation gap, to a student the major burden of blame is usually on the teacher. Sometimes some students expect a better grade with a minimum effort but dwelling far too much on poor performers increase teacher's frustration. There are many students in each class interested in more than just the grades.  Maintaining the synergy of the class with those motivated students increases the chance to engage the less motivated students.

Some students expect that the subject would be interesting and should have contents that can draw their attention. The slightest amount of difficulties draws their attention out of the class; even during the discussion, they often engage in side conversations or even internet surfing with the cell or lap top.  Disengaged students usually fall behind the class; as a result, their grades suffer. Persistent low performance makes them vulnerable to become college drop outs. Lowering the class expectation is a way to keep the unmotivated student motivated; but then again, this creates a grade

inflation issue.  For some Universities or Colleges, there is a tendency to reward the students by giving them an easy grade and a sense of achievement (Rojstaczer, 1999).  Higher tuition may also be a reason for the expectation gap for students.  The students are collecting a massive amount of debt for going to college. For some student, the expectation is that the journey should be easy.  The journey can be relatively easy only when they have the proper preparation and appropriate skill set for college level courses.

**College Preparation**

One of the most important determinants of college success is the skill set and college preparation.  For many college going students, there is a life outside the college:  They have a job and family with all its responsibilities.  Daily activities they must do come first; as a result, some time school work may get second priority.  According to Hofstadter & Hardy (1952) "The higher learning is not synonymous with life, it is not the whole of man's activity" (p. vii).  Most students realize that their future financial well-being is some how tied to higher education, but also realize that s/he must do everything necessary for the present.  Finding the balance between the need of today and the need of the future requires careful planning and execution.  One of the basic principles of economics is that the real price of getting anything in life is what one must give up.  The student who is not fully prepared for college level courses needs to give up, even more, to make up for the preparation gap.  Failing to do so will invariably make their journey treacherous and make them vulnerable to becoming a college dropout.

College preparation is not limited to the skill of reading, writing, and arithmetic; a significant part of it is the comprehension skill, discipline, and ability to cope with stress.  An individual's ability to process what s/he read or what is being presented and integrate it with something s/he already knows is essential for keeping or entrenching the new information for future use.  Some students complain that they forget what they read, some others complain that what they read makes no sense to them.  There are two issues at work here; first is the need for, the mindful reading and undivided attention to what is being presented, and the second is the cognitive dissonance.  The student who fails to pay attention always ends up producing academically less-desirable results than they are capable of.  This is because attention is the prerequisite to cognition—the process of knowing.  Cognitive dissonance is also a serious impediment to that process because it interferes with both cognitive input and output.

To clarify the effect of cognitive dissonance, consider the student who name was identified by a pseudo name Carrie.  She has a strong belief that she is very bad in math; she always was.  The subject was never easy for her, and she accepted that she will never grasp many of the math concepts; but she at the same time believes that to graduate, she must pass the current math class she is in now.  To pass the math class, she must complete the homework assignments and pass the midterm and the final exam.  This requires her to have a fair amount of understanding of the subject.  Carrie is holding two contradictory beliefs; those beliefs are interfering with her cognitive input and output.  She was studying the chapter on scientific notations and got confused about how the decimals are converted into scientific notations.  Following one of the exercises, she was frustrated with:

Express: $\frac{1}{125} \times 10^{12}$ in scientific notation.

The steps shown in the book were as follows:

$$\frac{1}{125} \times 10^{12}$$

$$= 0.008 \times 10^{12}$$

$$= 8 \times 10^{9}$$

She was having difficulties understanding how .008 is converted to 8 and why $10^{12}$ in changed to $10^9$.  The class teacher explained to her that $0.008 \times 1000 = 8$ and $10^{12} = 1000 \times 10^9$; therefore, $0.008 \times 10^{12} = 8 \times 10^9$.  She then interpreted this as a formula: when you move the decimal to the right, you reduce the exponents by the number of digits to which the decimal is moved to the right.  In her opinion, it is more difficult to understand and apply

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$0.008 \times 1000 = 8$, then to memorize the pattern: $0.008 \times 10^{12} = 8 \times 10^9$. When the teacher confronted her that she will have difficulties in recalling this formula, her response was that she knows that she is bad in math and will have difficulties understanding the reason behind the step that $0.008 \times 1000 = 8$; therefore, memorizing is the best alternative. She was able to apply the formula she memorized and apply it to the next three or four exercises, but got stuck again with the following exercise:

Express: $325 \times 10^7$ in scientific notation.

The steps shown in the book were as follows:

$325 \times 10^7$

$= 3.25 \times 10^2 \times 10^7$

$= 3.25 \times 10^9$

She was having difficulties understanding how 325 is converted to $3.25 \times 10^2$. The class teacher explained to her that according to the definition of scientific notation, you are only allowed to have a single digit before the two decimals in the stand alone factor; therefore 325 must be changed to 3.25, and that $325 = 3.25 \times 100$; therefore, it is written as $325 = 3.25 \times 10^2$. Once again, she then interpreted this as a formula: when you move the decimal to the two-digit left, you increase the exponents by the number of digits to which the decimal is moved to the left.

In the following class session, the instructor wanted to see how many students can apply what they learned in the last session and assigned them an in-class practice session which included an exercise that asked for the conversion to scientific notation. Many students answered all the questions some were having difficulties with the scientific notation, but Carrie was totally lost. She was looking at her notes repeatedly and could not recall the formula she proposed last week. Carrie was having difficulties with both cognitive input and output. Her issue with cognitive input was due to her belief that she is bad a math; therefore, she avoided any logical steps and explanations necessary to grasp the underlying properties of decimal to integer conversion and vice versa.

Schunk (1996) proposed the information processing theory that can explain how people learn. The process has four basic stages: first, attend to input, second, store or encode information to be learned in temporary memory, third, store the new knowledge into long-term memory, and fourth. retrieve when necessary. It is very important to pay attention to what is being encoded; during encoding, new knowledge is linked with a relevant existing knowledge in the memory. If there is a bug (like) computer program, retrieval will slow down, or knowledge will not be encoded properly. What Carrie needed to know in this case is understand that .3 is same as 3/10 or .04 is same as 4/100. This would have helped her to understand $0.3 = 3 \times 10^{-1}$; sometime students memorize the basic logical steps without understanding those. Such memorization is a mistake, and such errors when repeated on a regular basis, cause the learning to become progressively and significantly difficult.

Math difficulties, for most students, exists because the basic information related to the subject is not coded properly. Students are often asked to memorize instead of thinking and relating one concept with another; they are asked to solve one problem after another by following the steps shows in workout examples in the book or by following the steps a teacher shows them. If they would be asked to think and relate the concepts with one another and understand the logic of how one concept lead to another, they would be much better off. To clarify this claim, consider the following. When the concept of exponential numbers is introduced, the students are familiarized with one of the properties of exponential numbers shown in the following identity:

$x^a \times x^b = x^{a+b}$

After that, they are asked to use this property to answer varieties of similar questions where they are supposed to simplify or evaluate expressions such as:

1. $3^4 \times 3^5$
2. $4^7 \times 4^9$
3. $10^5 \times 10^9$

After they become familiar and comfortable with the steps, the next property of the exponential number is introduced, and the steps of practice continue. The emphasis is on the method of applying the properties of exponential numbers to answer various questions; it is up to the students to figure out why these properties work in the first place. Most students try to memorize these formulas; in this example, some students even try to make it easy for them by remembering that when you multiply two exponential numbers with the same base, you add the exponents. It is beyond the scope of the practice to analyze why this property works in the first place and how this property may lead to other properties of exponential numbers. In this scenario, it is difficult for a student to remember and recall all the properties of exponential numbers when those are encoded as knowledge units totally disconnected with each other except that these are all properties of exponential numbers.

It would be beneficial to students if they were told the $3^4$ is a symbol which represents an operation, and the operation is the multiplication of 3 with itself four times; that is $3^4 = 3 \times 3 \times 3 \times 3$; in this identity $3^4$ is a symbol, and the right side is the operation. In this identity "=" represents "means." The student would be better off reading this identity as $3^4$ means $3 \times 3 \times 3 \times 3$ which is equal to 81. Once they understood and code this information, they will be able to extend it to interpret the meaning of $5^6$. Also, they will not only be able to evaluate $3^4 \times 3^5$ but also will be able to evaluate $3^4 \times 5^6$. Notice, that in this case, the evaluation or simplification cannot be completed by using the property of exponential number shown above. The argument, in this case, is that effective encoding of new information regarding the meaning of $3^4 \times 5^6$ relies on the preexisting information about the meaning of $3^4 \times 3^5$, which intern encoded on the preexisting information vis-à-vis the meaning of $3^4$.

College preparation is not all about how much a student already knows; it is mostly on how much time the student can devote to effectively encode, organize, and recall the information s/he is presented with during his or her coursework. An effective strategy is necessary for encoding, organizing, and ease of recalling. Many students just do not have time to develop such a strategy since it requires them to learn about learning strategy which is not a part of the curriculum, and they are busy reading the course materials, doing the homework, and preparing for the exams. In spite of doing their best, many students find that their performance is far below their expectation. Appropriate levels of support can mitigate the frustration due to the gap between their performance expectation and performance outcome.

**Available Support**

Many colleges and universities made available various resources to support students in improving their academic performance. Those are in the form of an online library, writing or math lab, free tutoring on a specific subject such as math or writing, or even counseling for specific issues. Help on developing effective learning strategies could be very effective for many students. One of the well-known facts is that mastering new knowledge requires repetition. Contextual interference improves the acquisition of motor skill (Shea & Morgan, 1979); Battig (1972) suggested that this is because the learner needs to overcome this interference by using a deeper cognitive processing; although this interference will slow down the initial learning if applied properly, retention of learned item will improve. Although their argument is applied for motor skill, it is equally applicable when a student is studying a technical subject such as math; for example, about the discussion presented in the previous section, suppose a student is learning the properties of exponential number. Following steps shows how it may work:

Step 1: learn that $3^4$ means $3 \times 3 \times 3 \times 3$
Step 2: we will represent this as $3^4 = 3 \times 3 \times 3 \times 3$; at this stage, the student must understand that $3^4$ is a symbol; it is not a math operation; $3 \times 3 \times 3 \times 3$ is the operation; in other words, whenever we use the symbol $3^4$, we can replace that symbol with the corresponding operation.
Step 3: express the following symbols into corresponding operations: $3^5$, $5^7$, $8^4$, $10^3$
Step 4: express the following symbol into corresponding operation: $(1/2)^2$, $(2/3)^4$, $(3/5)^6$

When a student understands step 1 and step 2, s/he will be able to complete step 3 and step 4 just by using the definition used in step 1 and 2.   In last two steps; that is, in step 3 and 4, s/he is just repeating the definition, and the exercises will be less challenging as s/he proceeds.  Now look at step 5 to 9 below:

Step 5: express the following symbols into corresponding operations: $3^4 \times 3^2$, $3^7 \times 3^3$, $5^4 \times 3^2 \times 2^3$

In step 5, the student realizes that the symbols are put together with mathematical operation although no mathematical operation can be performed on symbol; therefore, for this compound symbol, s/he must expand each of the factors to its respective mathematical operation.  Expressing $3^4 \times 3^2$ $as$  $3 \times 3 \times 3 \times 3 \times 3 \times 3$ is straightforward; however, she learns that when mathematical operations are shown on symbols, each symbol must be written in their respective mathematical operation.  Now the interfering steps:

Step 6: express each of the following symbol with a single factor equivalent $3^4 \times 3^2$, $3^7 \times 3^3$

To answer step 6, s/he must reflect on the definition of the symbols first, but s/he must do it at a much deeper level of understanding; s/he will note that by definition, $3 \times 3 \times 3 \times 3 \times 3 \times 3$ can be written as $3^7$; therefore, the single factor representation of  $3^4 \times 3^2$ must be $3^6$.  Through a deeper level of thinking, s/he realizes that math operation on symbols can be accomplished through the related numbers the symbols represent.

Step 7: Is it possible to express the following factors by a single factor expression?  Why or why not? $5^4 \times 3^2 \times 2^3$

The step 7 is vastly different from the previous 6 output steps.  The mental process relating to input, output and how the input information is stored and retrieved to guide output is the core learning at school.  For that reason, practice is very important; in that sense, practice is not just repetition.  It is perceiving, understanding, and storing information, and then retrieving and using the stored information to respond to a situation appropriately.

The appropriate level of support can make a difference in student learning experience.  Support is not limited to giving them access to an electronic library or making various labs and tutoring available to them.  It is mainly helping them become a self-guided learner. Koenig, (2010) asserted:  "Teaching the learner how to learn as well as what is to be learned takes time" (p. xi).  Most students have time constraints; as a result, they are more focused on test and exams.  Effective learning and efficient information processing require the best use of human intelligence, memorizing events, formulas, and methods frustrates that intelligence; that could be the reason why many students forgets most of the contents learned during last semester.  A very important support for the student is helping them to know how they can use very little information to solve vast amount of problems; but then, such support calls for teaching them critical thinking and creative thinking through which the students can solve problems or pose questions that leads to solution.  Reuven Feuerstein (1980) showed that instructional strategy could significantly improve students' intelligence.  This finding can be generalized to conclude that the appropriate level of support can also do the same—that change students' intelligence.  However, the support can only produce results if the students are willing to use learning strategy, change their way of thinking, and take action that are consistent with desired outcomes.  This depends largely on the students' mindset and motivation.

**Mindset and Motivation**

Attention and memory have a direct effect on students' academic performance.  Those two factors can be the result of the way one thinks but are an immediate precursor for academic achievement.  Belief has an influence on what a person thinks about himself or herself; not only that, it also influences how s/he interprets the events of life.  It also determines a persons' accomplishment since it influences how a person leads his or her life (Dweck, 2016).  According to Dweck, the mindset is the cornerstone of success in school and in real life, and the mindset is the view one carries for oneself.  The discussion on faith in an earlier section of this article presented a discussion on the importance of faith.  Faith is believing in a proposition prior to seeing it as true.  Mind creates reality; according to Steven Covey, everything man has created, was created in his mind first.  The main point is that one can work hard, but hard work is not enough for success if it is not created in mind first.

People pay attention to what matters to them and act according to their belief, and action produce results; this is true not only for school work but also in real world. An important question is can a person change his or her belief. If the answer is yes, then the question is how. First step is to identify if there is a belief that is hindering one's growth in some areas. This can be identified by monitoring self-talk. Monitoring one's attitude may be difficult, but monitoring self-talk is easy; one just need to listen what he or she is telling themselves during most of his/her awaking hours. Sometime thoughts (especially negative thoughts) just appears out of nowhere and persists until interrupted intentionally.

No one can deny the power of repetition; it leads to habituation, and this is the hope for a change. Attention to self-talk is the first step. Evaluation of those talks is the second step. This evaluation is not for right or wrong, good or bad, but for the alignment with the expected result. Harry (assumed name) is a 28-year-old school literature teacher. He is pursuing higher education to further his career. At the beginning of a required math class, he had a chat with his teacher. He started the discussion saying, "I am in this class because this is a required course, and I must pass this class. I am an English teacher, and I was never good at math as long as I can remember. Math is simply not my subject; I know I will struggle in this class; however, I am willing to keeping an open mind and doing my due diligence with a hope that I can pass this class. I know that I will never need this kind of math in my career."

Several points to note in Harry's discussion. First, his motive: he is taking this class simply because it is a required course. This means that his focus is passing the class and not learning from it. Second, his belief: He was always bad in math, and math is not his subject. This means that he has a mindset that is contradictory to his goal because to pass this class, he is expected to learn from the class and demonstrate that he has done so through homework and exams. Third, he has a belief that he will struggle, and the belief is so strong that he already knows that he will struggle in this class. The fourth point is that he already knows that the information he will learn in this class will never be useful to him in his career. He can find a reason to justify each of these beliefs he is holding, but none of these will help him pass the class. Even when he is willing to keep an open mind and work hard, his belief system will work against his goal of passing this class, and it is highly likely that his performance in this class will be less than what could produce.

Attention is guided by the thoughts one holds firmly. Cowan (1995) stated clearly, "Everyone knows what attention is. It is the taking possession of the mind, in clear and vivid form, of one out of what seem several simultaneously possible objects or trains of thought" (p. 4). Attention is something one can control; but then again, attention mostly governed by inner belief since one can pay attention to one point at a time.

To increase student retention, college and universities need to pay attention to the factors beyond teacher training and curriculum updates. They need to focus on learners, help them to identify the weaknesses in their blind spots and provide appropriate support so that they can overcome that weakness.

**DISCLAIMER**

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# Developing System Shows Government Sectors Performance, And Stimulates Employees Of Sectors, Which Get Highest Efficiency

Mohammed Alshahrani, King Fahd Security College, Saudi Arabia

## 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.

**Keywords:** Gross Domestic Product (GDP); Project Management; Knowledge; Incentive System; Motivation

# Differences In Minority Success Rates In Undergraduate General Chemistry I At A Small Liberal Arts College

Darin Bell, Saint Leo University, USA

## ABSTRACT

*While the is no chemistry major at Saint Leo University, general chemistry is a giant obstacle to student success in biology, one of the largest majors at the university. The withdrawal/failure rate of General Chemistry I is over 30%. At first glance, there were only small differences between the students' grade point averages based on race. However, separating the grade point averages of immigrant minority students and native minority students revealed large differences between these two subsets. This study looks at this dilemma, the results of previous attempts to narrow the gap, and future solutions, particularly the introduction of a minority mentorship.*

# Event Marketing: A Marketing Study
# Of A Sponsored Event In A Small Town

Bailey Newton, Lamar University, USA
Komal Karani, Lamar University, USA
Katherine A. Fraccastoro, Lamar University, USA

## ABSTRACT

*This study examines the promotion and event marketing of a nationally sponsored event in a small town. Small to medium sized towns do not have the same number of resources to market events that can draw large tourism dollars as large cities do. Partnering with a sponsored event can be a means to increase the marketing effort and, thereby, the success of a major event. Sponsored events are especially important to small and medium sized towns that rely on these events to bring in revenues by way of tourism. These events are usually promoted using cooperative advertising, with both the sponsors and town investing in different advertising mediums. This study addresses several issues related to a nationally sponsored event held in a small town: 1) what types of advertising and promotion are used by the sponsor compared to the town? 2) are more attendees drawn to the event in response to advertising by the sponsor or advertising by the town? 3) does the sponsored event draw in tourists from distant locations or only local crowds? and 4) do other businesses or venues benefit from the spillover effect of the main event? The findings of this study can be used to assess the marketing needs and efficient use of promotional tools by small towns in promoting sponsored events in their area as well as their potential impact on tourism revenue. Future research includes assessing multiple events in different size cities to determine the impact of different promotional methods on tourism revenue.*

# Health Benefits And Barriers To Physical Activity Among Secondary School Students

Hashem Kilani**,** University of Jordan, Jordan

## ABSTRACT

*This study investigated public secondary school students' perceived health benefits and barriers to physical activity in the United Arab Emirates (UAE). A sample of 585 secondary school students (288 males, 297 females), currently taking physical education, were asked to voluntary participate in this study from the City of Al-Ain, Abu-Dhabi, UAE. For research purposes, perceived benefits and perceived barriers were evaluated by perceived health benefits and exercise barriers of physical activity questionnaire. It was comprised of two scales: perceived health benefits to physical activity (PA) and perceived exercise barriers to PA. The health benefit scale consisted of 40 items and they were divided into 5 subscales while the perceived exercise barrier scale was consisted of 24 items and were divided into 4 subscales. This study utilized both descriptive and inferential research methods to determine students' perceived health benefits of and barriers to physical activity. Students' education levels played a role in the perception of health benefits and PA barriers. Gender differences were also existed between health benefits and barriers of PA. it was indicated that almost all secondary school students either agreed or strongly agreed with all of the health benefit statements. Developing physical fitness subscale got the highest level of agreement among participating students followed by promoting psychological health, and then preventing hypokinetic diseases subscales. Barriers such as climate, changing clothes, physical education grades are not counted, and not prefer wearing sport uniforms were the most ranked scores. From the benefits list, males and females were significantly different in their perceptions of maintaining healthy lifestyle behaviors, promoting psychological health, and promoting social health. As for the barriers, secondary school male students reported significantly greater physical health barriers than secondary school female students. It was suggested to reschedule the time of PA and find ways to overcome most barriers since all students' perception to PA benefits was high.*

**Keywords**: Health Benefits; Exercise Barriers; Physical Activity, UAE

# Qualitative Research And Special Education

Mariam Alnaim, Saint Louis University, USA

**ABSTRACT**

*Qualitative research methods constitute the bulk of scientific design in the special education field because of their flexibility, open-ended nature, and the delivered ability to explore a complex reality with more insights and greater detail. To add, the qualitative design has been gaining even more attention in the recent decades, becoming a whole trend in special education literature. Based on the latter, the purpose of this research paper is to trace the usefulness and limitations of the qualitative methodology used in special education research in order to single out those methods which will appear the most applicable and practical in the field. Hence, the study design involves a literature review of five scientific articles devoted to qualitative research methods in special education research. The findings prove qualitative research methods as those which provide coherent, descriptive knowledge, help the researchers to get to the causes of the studied phenomena, structure the received data, and plan their further actions. The research paper also succeeds in defining three major qualitative methods, namely case studies in general, collective case studies, and ethnography, which seem the most hopeful in the special education field. The use of each depends on the specificity of data required, along with the challenges of the participants. At the same time, the study happens to reveal a number of challenges, which a scholar should be aware of in case of employing the qualitative design in special education research. Specifically, the research paper emphasizes various ethical issues that arise when one deals with the participants having special needs. In this case, a researcher should assure the safety and privacy of his or her target population; effective communication strategies are also to be set.*

# Are There Biases In Civil Trials Due To Demographics?

Denis O. Boudreaux, University of Louisiana at Lafayette, USA
Spuma Rao, University of Louisiana at Lafayette, USA
Chase Edwards, University of Louisiana at Lafayette, USA

## ABSTRACT

*This research extends the original investigation of the implications of the demographics of jury members and its influence on their findings. A written civil case where the defendant was at fault but the property damage, business loss and personal injury claims were equally believable on both the plaintiff and defense sides was presented to a random group of potential jurors. A survey instrument collected demographic information from the participants and questioned how they would rule as to injury and damage awards were they juror. The sample was analyzed as to the difference in their finding of fault and award recommendation based on the jurors' demographic characteristics. Findings indicate that a juror's recommendation regarding medical expense award, property damage and business damage award is not independent of demographics.*

# Teachers' Attitudes Towards The Development And Implementation Of Professional Learning Communities; Lessons For Administrators

Amuhelang (Amu) Magaya, Georgian Court University, USA

## ABSTRACT

*The study examined the perception of 288 public elementary and high school teachers toward the development and implementation of professional learning communities within selected school districts in central New Jersey. The study explored the perceptions of teachers on the six characteristics of effective PLCs (shared and supportive leadership, shared values and vision, collective learning and application, shared personal practice, and supportive conditions. Data were analyzed through the use of descriptive and inferential statistics. The results indicate that teachers had a general positive perception on the development and implementation of PLCs in their school and district. The results indicate that teachers have a favorable perception on how they shared information and related to one another as teachers. The lowest perceptions were in the 'Supportive Conditions" and "Shared and Supportive Leadership", which are the two categories that involve administrators. Teachers' concerns were heavily clustered around the area of shared leadership and the leadership structure's (administration) ability to support them. One way ANOVA at alpha .05 was conducted on all the six PLC categories to find out if there was any significance difference in the responses based on gender, tenure, numbers of years employed, type of school (District Group Factors) and grade level taught. The results show that there was no statistical difference based on tenure, number of years employed, and school type, however there was significance difference based on gender in the following categories: "Collective Learning Application" (\*p = .021), and Supportive Conditions Structure (\* p= .001). The results further indicated that there was significance difference based on grade level taught under the following PLC categories: Shared Personal Practice (\*p=039) and also under the Supportive Conditions Relations (\*p= .030).*

# Stimulating Student Engagement:
# Finding The Dots Vs. Connecting The Dots

Debra Fleming, Ursuline College, USA
Mark Kelnhofer, Ursuline College and Ohio State University , USA

**ABSTRACT**

*This research study analyzes the process of using entrepreneurial teaching and learning strategies to stimulate student engagement in business courses. A focal point of this analysis is to determine how to bridge the theory to application gap between "finding the dots vs. connecting the dots" when analyzing how to solve business problems and improve decision-making processes. Building upon previous research in the area of developing higher-order thinking skills, the conceptual framework used to support this process focuses on the cognitive domain of learning in Bloom's Taxonomy as a primary analysis tool (Bloom, 1956). This research provides recommendations on how to use a distinctive managerial accounting approach to design case study materials to connect the gap between understanding theoretical concepts and knowing how to apply those concepts to solve business problems and improve an organization's competitive position. Emphasis is placed on how to use innovative recipe costing methods and creative menu engineering methods within the food service industry to improve operational effectiveness. This study concludes that an entrepreneurial case study approach can be used as an instructional method within the educational environment and in business organizations to enhance managerial decision-making processes. Focusing on procedures used in the food, beverage, and restaurant industry stimulates students' engagement in the learning process because they typically have personal experiences related to food services that help them to connect theoretical concepts to real-world business issues.*

# Business Decision Failures –
# Post-Mortem Analysis

Gregory C. McLaughlin, Park University, USA
Heidi M. McLaughlin, Park University, USA

**ABSTRACT**

*The loss to a business when a decision fails can vary anywhere from an unexpected consequence to a failed (shuttered) business. When decision outcomes are different than expected, or have failed, decision weaknesses are present. These weaknesses exist when items or elements needed to make the decision are missing, incomplete or have failed. This paper will discuss these weaknesses (identified as flaws) and provide a tool used to identify and prioritize these weaknesses. By eliminating these flaws, the decision-maker improves their overall chance for future decision-making success.*

**Keywords:** Business Decisions, Critical Business Decisions, Decision Weaknesses/Flaws, Post-Mortem Analysis
Introduction

There are many decision-making models and approaches. Our interest is in what influences and defines a business decision. Business decisions involve both structure and influence and are tempered by human emotions and previous experiences. The success or failure of a business decision is linked with its origin, intent, and application. To prevent a decision failure, understand how the decision is made, what influenced the decision-maker and why the outcome must meet both expectations and requirements.
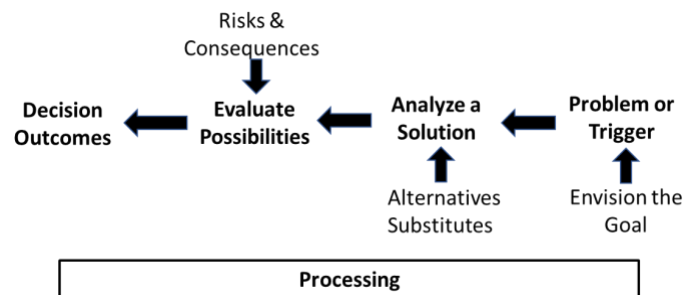
**Business Decision-Making**

Although there are numerous approaches for making a business decision, the actual decision, from an individual's viewpoint, is either made consciously (with thought) or unconsciously (instinctively). Conscious decisions are further distinguished by the amount, quality, and intensity of thought put into making the choice and the risk/reward (upside/downside), complexity and consequences that distinguish the type of decision made.

All businesses make conscious decisions to alleviate problems or seize opportunities. The process of decision-making is generally dependent upon the outcome or solution desired. Traditionally, decision-making has been a sequential process:

- Identify the trigger (reason for the decision)
- Analyze the possible solutions (consider alternatives and substitutes)
- Evaluate the possibilities that are likely to bring you closer to your goal (consider risks and consequences)
- Make the decision, decision outcome (Martin, 2015).

For most people this seems reasonable and acceptable. First, identify the problem, opportunity, or need; second, analyze a possible solution, and so on…, it is sequential (Figure 1).

**Figure 1:** Traditional Decision-making



One analogy, useful for explaining decision-making, is that of a "Chef" The decision-making process is the integration of information, instinct, and experience to achieve a desired result. The process is like following a recipe; carefully measuring and applying the decision criteria (mixing the ingredients, setting a proper oven temperature, allowing time to bake, etc.). Certain ingredients are more critical to and when applied in different amounts, will add a different flavor profile. These ingredients become critical and descriptive of the recipe.

Add to that, the chef's creative expression that directly impacts the outcome expected (visual presentation, taste, moistness, etc.). Like a recipe, there is room for adjustment and modification. Business Decision-making is more a recipe than a pure mathematical formula. The decision-making process (like a recipe) allows for modification, creativity, adjustment and balance for preferences. Like business decisions, the more complicated the recipe, the greater the chance of failure.

For simple decisions using a traditional approach makes sense. We make hundreds of these decisions a day without any fear of failure. Our instinct, feelings, and experiences provide an excellent input for this method of decision - making. This method works well for a decision requiring an immediate response or for simple, repetitive decisions. However, businesses must make tougher decisions, ones that can challenge the very survival of the business. These critical decisions vary in cost, complexity, risk and consequences. Typical examples include: Payroll, Hiring, Investments, Competitive Positioning, Pricing, etc. These decisions can be repetitive (occurring frequently throughout the year) or unexpected (Examples include: New Competitors, the need to raise capital, moving from a public to private corporation, etc.).

Many executives rely on a tradional decision-making approach that uses personal intuition and gut feelings, previous experiences, history, and emotions (Marks, 2014; Elliott, 2007; Wolf, 2013) when making critical business decisions. The process of using these human/intuitive factors is referred to as *Uniformed decision-making (UDM)*. Studies (Wolf, 2013) suggest that up to 90% of businesses rely on and use the same repeated process, irrespective of the complexity, importance or criticality of the decision being made. Reliance on one method to make a decision has resulted in Decision-makers beccoming:

- Decision-adverse (avoiding decision-making when possible)
- Afraid of the consequences of making a bad decision
- Unaware of comprehensive alternatives
- Complacent with the wrong decision criteria and inaccurate information
- Unduly influenced by emotions, feelings, or instinct
- Hostile to seeking or acquiring expert opinion
- Avoid or limit stakeholder input, agreement, and buy-in

When facing a decision with significant complexity, risk, cost, or consequences a very different approach is required. **Informed decision-making (IDM)** integrates the intuitive aspects of uninformed decision-making with information and logic providing the decision-maker a significantly better chance of a successful outcome.

Informed decision-making is an effective method for improving the probability of success for those decisions, such as Critical Decisions, that require a more integrated, information-supported approach (Figure 2).

The decision model (figure 2) is focused on assessment, planning, evaluation and influences in an environment with data and information used to validate the decision.
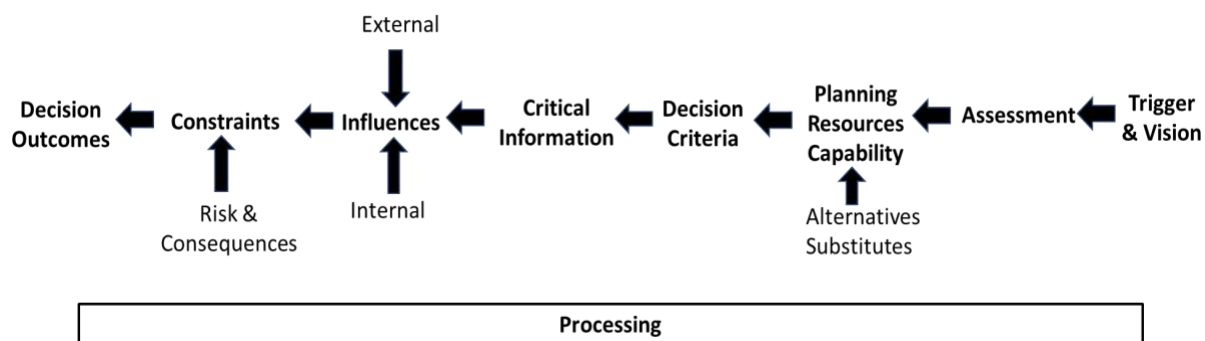
Yet, failures will occur within and outside of the process due to various conditions both within and outside of the control of the decision-maker. The decision-maker must remember the three "C's" of decision-making:

Control – You control and influence more than you think when it comes to decision-making.

Choice – You can choose what to decide upon and how to do it, but never forget why the decision is made – its value and its purpose.

Consequence – There is always a consequence or effect (impact) of any decision.

**Figure 2.** Informed Decision-making (Critical decisions)



Many individuals and organizations don't realize how decision-deficient they are and that consequences result in business decision failures.

**Business Decision Failures**

The universal problem is that over 33% of business decisions fail (Grabmeier, 2002). Up to 50% of these failures are critical business decisions which directly influence businesses survival rate (Nutt, 2015). The consequence of a failed critical decision could be lost revenue, bankruptcy or closure. According to the U.S. Bureau of Labor Statistics, about 50% of all businesses survive 5 years or more, and about one-third survive 10-years or more years (Meszaros, 2016).

What is the cost (and loss suffered) of a failed decision? Toyota was fined over $1 billion dollars (in 2011) because of unexpected acceleration (the company knew of the problem but did not inform National Highway Traffic Safety Administration). BP was fined $4.5 billion dollars due to negligence and misconduct associated with the Deepwater Horizon rig in 2010 (Cooper, 2012). Not only was the fine large, but economic and environmental effects are expected to last over 30 years. The cost of being wrong can be staggering, but it also can become a major threat to future success.

Research at the University of Ohio was conducted that included a study of hundreds of CEO's regarding their decision-making practices. Their findings concluded that:

- 55% of executives would rather use ad hoc methods than any kind of formalized decision process (Elliott, 2007).
- 50% of executives are afraid of the consequences of making a bad decision, so they rely heavily on

experiences, history, and intuition (Elliott, 2007). Relying on these characteristics is important, but often insufficient given the complexity of the decision or risk/consequences involved.

• 30% of the time poor decision-making structures were the common cause of failed decisions (Elliott, 2007).

Precisely because critical choices are such important types of decisions, loaded with anxiety and uncertainty, people start to rely on intuition and gut feeling; overestimating their chances of success (Marks, 2017). Most business decisions are made emotionally and justified rationally (Marks, 2017). Yet, the best decisions integrate feelings of trust, security, comfort, etc. with rational information (Hwang, 2013).

Failures will occur, especially for critical decisions that are more complex, have higher risk, and whose outcome may be difficult to predict. When a failure occurs, there are specific reasons and issues that contribute to these failures.

**Decision Weaknesses**

When critical decisions fail, there is often little effort in identifying the reasons and causes of the failure. Without identifying the cause, the decision-maker is often doomed to make the same mistake over and over again. To prevent reoccurrence, it is recommended that businesses identify the root causes of the failure. These causes and reasons are labelled as "weaknesses or flaws."

Weaknesses can be internal or external contributors to a decision failure. Weaknesses or deficiencies in making the decision (internal) can be just as devastating as those outside influences (external) that can result in a failure. The sheer number of failures suggests the business community is suffering from "deciion deficiency syndrome;" a pandemic type of crisis in business decision-making that has received little attention.

Typical decision weaknesses or errors would include:

a. Unplanned or unknown risk or consequences;
b. Personal bias, self-limiting beliefs, and limited knowledge;
c. Unknown alternatives or substitutes;
d. Poor planning and communications;
e. Any missing, incorrect or defective assumptions;
f. Missing, incorrect, or misinterpreted relevant facts, data or information;
g. Heavy reliance on soft factors (emotions/feelings, experiences, past history)
h. Inconsistent decision-making processes, including the decision-maker.

Errors directly affect decision failures. A common decision deficiency is the failure to act on recent and relevant business research information that suggests an existing competitive threat. In simple terms, the problem is that many businesses fail to adequately evaluate or assess competitive threats that make the business vulnerable.

Another common error involves managers, leaders and executives who make critical decisions with the wrong information or data, presented in the wrong content and context. This results in an ongoing influence of decision defects, leading to more decision failures. Awareness of these behaviors is the first step to remediation. This awareness begins with analyzing the following: How did we get to this point? What are my decision weaknesses? How can these be prevented?

These decisions come with alternative choices and consequences (not always known), and risk, which may vary depending on the knowledge, experience, and history of similar past decisions. The decision weaknesses often come from the method used to make the decision. In simple terms, the process used to make a critical decision is a major cause of escalating corporate failures. The more complex or critical the decision, the higher the rate of failure.

**The Consequences of Failure**

Consider the case of Eastman Kodak:

This company controlled the largest share of the photographic market from cameras and film to memories and magic. The company was able to convert its product into something everyone wanted and everyone needed. However, when technology changed (Kodak invented digital photography) the company decided to stay within a market it knew. The company lacked the insight or information to appreciate that the new technology would revolutionize photography and move it from a chemically based process (that required additional processing) to a digital-based, real-time feature. The business went from a Dow Jones composite company to bankruptcy. The failure was inevitably due to decisions that changed the entire company. The question that remains – what causes management to make a decision that fails?

**An Initial Strategy - Post Mortem Analysis**

To understand the causes of what made the decision fail, it is best to begin by understanding what influences or affects a decision. Begin by understanding the causes and reasons for the flaw.

The most difficult aspect of a decision-making is acknowledging a failure. Yet, we learn best from our failures. The strategy is to identify the root causes of the failure and those weaknesses that enabled the decision outcome failure.

The goal is to identify the core reasons for the failure; begin by asking five simple questions:

1. What decision outcome was expected but failed to materialize?
2. What differentiates the business from a customers' and competitor's perspective.
3. Did the decision fail because of what we did or failed to do?
4. If similar decisions in the past succeeded, what made the failed decision different?
5. Examine past decision failures for specific individual and interrelated defects using the "Decision Post-Mortem Analysis.

Next, identify the weaknesses in the actions, plans, strategies, and directives that directly influenced the decision failure. To determine the cause(s), identify various departures and abnormalities for each step of the process.
Figure 2 presents a simple decision weakness post-mortem analysis. To complete the post-Mortem analysis, follow these simple instructions:

1. Identify a set of critical outcomes, associated with the failure
2. What was the effect on the outcome? – List each effect in the first column
3. Identify one or more decision weaknesses or errors with each effect, record this list in Column 2 – the reasons why the product or service did not meet the need.
4. Evaluate each weakness and its Impact, Influence, and Importance (Priority). Definitions of each evaluating variable on located at the bottom of the chart.

Note: An excel version is available from the authors. The tool is useful in preventing future critical decision-making failures by highlight which weakness contributed most to the decision failure.

**Consequence of Failure: Post Mortem – Eastman Kodak**

Eastman Kodak made a critical decision to remain in the business it had established. The reasons for the decision seemed sound at the time (digital pictures were grainy, could only be seen on a computer or camera). The problem was that the quality of digital pictures was becoming vastly better (technology improving) and digital pictures offered greater value to the customer.

In addition, the decision to sell the digital photography patents (competitive) opportunity was based upon the need for an infusion of cash and the fact that digital photography was becoming the preferred method. Figure 3 is a Post-Mortem Analysis of the Kodak decision.

We have all encountered defects in our decisions. A failed decision requires us to re-evaluate and reconsider alternatives. Yet, how often did we consider the risks and consequences of the decisions we make? We are all victims of this "disease," but how does it affect us? Are we even aware of these decision defects?

Once these defects are highlighted, an effective strategy can be formulated to address and prevent these from causing decision failures in the future.

**Figure 3.** Post Mortem Analysis (available in Excel format)

| Post-Mortem Decision Analysis | | Scale for Impact<br>1: None<br>3: Moderate<br>5: Full | Scale for Influence<br>1: No<br>3: Moderate<br>5: Major | Priority Scale<br>1: None<br>3: Moderate<br>5: Major | |
|---|---|---|---|---|---|
| **Effect on Outcome** | **Decision Weakness or Error** | **Impact** | **Influence** | **Priority** | **Score** |
| Digital was grainy and poor (would always be) | Picture Quality | 5 | 3 | 3 | 45 |
| Could not see beyond the use of a camera | Limited View Picture | 3 | 3 | 3 | 27 |
| Sell Patents | Cash Needed | 3 | 5 | 5 | 75 |
| Kodak not profitable in camera business | Requires Investment | 5 | 3 | 3 | 45 |
| Technology considered in infant stage | New Technology | 5 | 5 | 5 | 125 |
| Requires new design | Needs special camera | 3 | 3 | 3 | 27 |
| Customers wants physical prints | Availability | 5 | 5 | 3 | 75 |
| People do not want to change | Improved Experiences | 3 | 5 | 5 | 75 |
| Would not be consequential | Competitors | 5 | 5 | 5 | 125 |

| **Evaluate each Decision Flaw** |
|---|
| Impact - Overall effect of the Influencer or Decision Criteria.<br>Influence - Overall ability to change or modify decision outcome.<br>Priority - Importance to overall decision success. |
| The highest score is the critical decision flaw (prime root cause) |

**Common Decision Weaknesses**

Two most common sources of decision weaknesses are the lack of information concerning the fundamental issues regarding the customer and competitor. Businesses believe that they "know" these two entities, as Eastman Kodak did, but in reality, its lack of knowledge nearly destroyed the company.

**Weakness 1:** "What you do not know"

For most small and medium-sized businesses, information on and about the customer and competitor is limited. Businesses assume:

- The customers want (and need) their products or services
- Customers are happy (satisfied) with products and services
- Complaints are few, customers are loyal
- Customers would automatically repurchase
- Switching to a competitor is rarely considered
- The value offered by a competitor is the same or less than what the business offers

But assumptions without verification are merely guesses; not a good approach to running a business. This is an example of the information that the business needs to know! The Information/Wisdom Funnel[1] provides the process for capturing (extracting) this data.

Knowledge regarding the customer and competitor can come from a number of sources:

- Customers themselves via surveys, focus groups, or structured interviews
- Internal employees that work extensively with the customer

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[1] Information on this technique is available from the authors.

- Outside resources (big data, analytics, marketing firms, internet resources)
- Library/database research

**Weakness 2:** Situational and environmental issues

Rapid changes affect decision-making as a result of situational modifications. There must be some flexibility to adjust to differing conditions or events. This means that decision-making must focus on the goal more than the situation. A new competitor entering the area is less about its overall impact and more about the strategies needed to overcome its entry. This situation should give added weight to exceeding customer needs and wants.

Environmental issues include the economy, new technology, industry and competitor advances, etc. Weaknesses occur when a business under compensates or overrates the environment in which it must function. This is often outside of the control of the decision-maker but may affect the final outcome. The advice the authors provide is to create an early warning indicator to monitor pervasive change.

**Weakness 3:** Lack of information

The most common source of decision weaknesses is the lack of information concerning the fundamental issues regarding the customer and competitor. Businesses believe that they "know" these two entities, as Eastman Kodak did, but in reality, its lack of knowledge nearly destroyed the company.

**Weakness 4:** The Process and Decision-maker

Finally, the Decision-maker is "chef" that combines influence factors and critical information to achieve the expected outcome. In addition, the decision-maker may consider alternatives or substitutes to achieve the desired outcome. Yet, the best recipe for a decision is often a mix of these criteria, modified by business factors such as risk and consequences. The best strategy is to know the limits of your expected outcome, the risk of failure (can be estimated), and impact on the business of such a failure.

The primary weaknesses associated with the decision-maker include:

1. Relying only on experience, history, and gut feel.
2. Self-limiting beliefs, ego, and bias.
3. Treating each decision uniquely rather than examining it as a process.
4. Thinking that all the information they need to decide is readily available and ready to use.
5. Making decisions in a vacuum, rather than using a customized decision support team.

Again, these are longer-term initiatives to correct. The Decision-maker must be honest with themselves to determine what role and what influence they exert in the decision-making process.

## SUMMARY

Executive decision-making is at a pivotal point. Failed decisions will continue to increase and will slow down business creation, new product introductions, the ability to meet competitive challenges. Critical decisions that fail can have extreme repercussions. Businesses and organizations need to be able to diagnose their decisions and learn from both successes and failures. Today's challenge is to accept that decision-making has and is changing. Information and data play a key role in providing evidence and reasoning for a decision. For those business decisions that failed, step back and examine what went wrong. Identify the root cause and the factors and criteria (the weaknesses) that caused the decision to fail.

Failing to acknowledge the crisis could weaken the business' resolve to remain competitive, limiting innovation, growth, and financial security. The time has come to face the fact that how a decision is made is central to making the right decision. Businesses can increase their Probability of Success (POS) by implementing a process such as Informed Decision-making. The time to act is now!

## AUTHOR BIOGRAPHIES

**Dr. Greg McLaughlin** is a thought leader and practitioner in developing and implementing Informed decision-making. Dr. McLaughlin has held a variety of executive positions and founded a successful consulting firm to assist businesses in implementing an effective decision support system that uses timely, accurate, and relevant information. Greg is a Six Sigma Senior Master Black Belt. Through his mentoring, a net saving of over $300 million was realized by his clients. He has developed the ability to look beyond the numbers to find actionable insights and can forecast perceptions and behaviors with his Predictive Surveys.

**Dr. Heidi McLaughlin**, an education executive for 25 years, has created and directed marketing and branding campaigns as well as collaborations with public and private organizations to ensure market driven academic program development for major universities across the country.

Dr. McLaughlin currently serves as an Instructor, course and curriculum developer at Park University in Missouri, Instructor at Ottawa University in Kansas, Instructor for Grand Canyon University in Arizona and Visiting Professor at DeVry University; primarily graduate level Marketing coursework. She has expertise in all major online platforms as well as extensive experience in ground based and blended course delivery.

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# Student And Teachers' Opinions On Seating Arrangement In Korean University ELT Classrooms

Chris Kobylinski, Hanguk University of Foreign Studies, Seoul Korea

## ABSTRACT

*Why do teachers set up classrooms like they do and how do students feel about these seating arrangements? These are the two commonly overlooked questions that this study explored, in order to better understand the classroom seating environment in the Korean university ELT (English Language Teaching) context. The surveying of 12 teachers showed that three types of seating arrangements: traditional rows, cluster seating, and U-shaped seating, were used in most settings and teachers favored using traditional rows and cluster seating, while students preferred sitting in clusters or a u-shaped arrangement. The study also compared how students in large classes, roughly 30 students, and small classes, under 15 students, felt about the various seating arrangements. While these findings were interesting, the discussion focused more on having teachers take a second look at what they are doing with seating arrangements and why they are doing it, rather than recommending the use of one specific type of arrangement over the others.*

## INTRODUCTION

Classroom seating arrangement is a very important yet often overlooked part of the classroom environment. It is very important for teachers to consider seating arrangements, because it directly influences what teachers are able to do and how they are able to do it (Scrivener 2012). In addition, effective classroom management is essential for achieving educational outcomes (Emmer & Stough 2001). Many teachers use the same type of seating arrangement throughout the whole year and continue to do so year after year, but is enough thought given to why those seating arrangements are employed and if they are effective? In order to better understand which seating arrangement or arrangements should be used in the classroom, teachers must first ask what the purpose of seating arrangements is and then decide which one or ones match that purpose.

Wang contends that seating arrangements should be used for two purposes, to maximize task achievement and to minimize problems, specifically behavioral problems (Wong 2007). While these goals are probably applicable to all classrooms, they might not specifically match the goals of a university level class, where behavior problems aren't often seen as an obstacle or an issue. In addition, teaching English as Foreign Language has some unique issues that might make some seating arrangements more useful than others. Rates argues that in addition to supporting task achievement, that seating arrangements in EFL classrooms should also support the interaction between students and the interactions between the teacher and the students (Rates 2009). This concept is probably more applicable to the EFL classroom, where a bigger emphasis is placed both on student-to-student interaction and teacher-to student interaction.

Given the importance of seating arrangements in the classroom and some of the unique aspects of teaching EFL, specifically in the South Korean university context, this study examined how and why teachers set up their classrooms and then surveyed students to see how they felt about some of the most common classroom arrangements. 12 teachers were asked how and why they set up their classrooms and then 95 students were asked how they felt about the various types of classroom arrangement. In addition, students from two different class sizes, large (around 30 students) and smaller (under 15 students), were surveyed to see if the opinions differed base on class sizes.

## RESEARCH QUESTION

How and why are teachers setting up their classroom seating arrangements and how do students feel about the arrangements that are being used?

## LITERATURE REVIEW

Classroom management and seating arrangements are very important and therefore, many books have examined the importance of classroom management and about how various seating arrangements influence classroom interactions and discussions (Harmer 2008; Scrivener 2012; Wong, Wong, Jondahl, & Ferguson 2014). In addition, previous research on seating arrangements has looked at how seating arrangements influenced both task and academic achievement (Hastings & Schweiso 1995; Wannarka & Ruhl 2008). The purpose of this study wasn't to see how the arraignments affected performance or task research, rather the purpose was to get an idea of what type of seating arrangements were being used in Korean university EFL classrooms and how the students felt about the arrangements that were typically being employed by the teachers.

After the teachers were surveyed, it became clear that despite the variety of arrangements available, only a few were actually being utilized by the teachers. In fact, the teachers surveyed only used three types of seating arrangements: traditional rows, cluster seating, and the u-shaped seating arrangement. In order to see why these three types might be more popular, a further examination of their pros and cons is warranted.

**Traditional Rows**

The use of rows is probably the most common seating arrangement in most classrooms around the world, and for good reason. First, it is convenient and it is the classroom that most teachers were taught in before they themselves became teachers. In addition, there are also some benefits to this traditional layout. First, the teacher can stand at the front of the classroom and can be seen and heard by all students and this promotes the "sage on the stage" style of teaching. Second, it allows teachers to move around the classroom easily. And last, it is often seen as the best arrangement for test taking and individual assignments (Displays2go 2016). Many EFL teachers would argue that this type of classroom isn't ideal for group or partner discussions, but there may be some advantages to using this type of arrangement for EFL classes. This arrangement can be good for reading and listening activities (Rates 2009).

While there are some advantages to this arrangement, there are also many disadvantages. Most EFL teachers believe that this arrangement limits group activities and discussions, but there are also other limitations and problems with this arrangement. One such problem is with the fact that students don't view all the seats within this arrangement as equally beneficial. Park and Choi highlighted this biased view towards certain seats by saying that a "Golden Zone" and a "Shadow Zone" exist in this traditional layout (2014). The "Golden Zone" is made up of areas that students really like and the "Shadow Zone" is an area in the back of the classroom that most students dislike. While the use of traditional rows is familiar and convenient, it is an arrangement with some problems, especially in EFL classrooms.

**Cluster Arrangement**

Another very common seating arrangement is the cluster arrangement. Clusters are groups of desks or a table with chairs where students gather in small groups. In classrooms with desks, clusters are often groups of four desks put together in a square shape. While rows are seen as being great for individual activities, clusters are wonderful for group activities. Clusters are good for collaborative learning and discussions (Currie & Ly 2016; Emmer & Stough 2001). Clusters might be the easiest way to introduce group activities into the classroom. This is extremely important, because a study by Artini, Ratminingsih, & Padmadewi found that students responded favorably to group activities in EFL classrooms (2018).

Despite the positive aspects in regard to group work and collaborative learning, the cluster arrangement does have some drawbacks. One of the most common criticisms of cluster seating is that it often allows students to get off task. Another criticism is that in almost all classrooms, cluster seating prevents some of the students from seeing the board or screen (Earp 2017).

**U-Shaped Arrangement**

The last arrangement discussed in this study is the u-shaped arrangement. In this arrangement, the desks are arranged in a u-shape. This allows the teacher to stand at the front of the classroom or walk around the inside of the u-shape and gives all students a clear view of each other, the teacher, and the front of the classroom. This arrangement is recommended for smaller classes and allows students to make eye contact with everyone and creates an environment that facilitates communication (Scrivener 2012).

While this arrangement has many positive attributes, its main limitation is that it is only good for small class sizes. The shape itself becomes impossible because of the size restrictions of most classrooms. While some teachers recommend using a double u-shaped arrangement for larger classes, this shape negates the benefit of eye contact, because some students are seated directly in front of other students.

## METHODOLOGY

**Participants**

*The Teachers*

Twenty Native English Speaking (NES) teachers who teach EFL in South Korean universities were surveyed about how they arranged their classes and why. The teachers all teach first or second year classes designed for non-English majors that are a required class in most Korean universities. The teachers had between 3 and 18 years of experience teaching university classes in South Korea and had taught at various universities. Although this wasn't a random sampling, it was thought to give a good representation of different levels of universities in different regions of the country.

*The Students*

95 students were surveyed in this study. All students gave consent and came from two different groups. 82 of the students came from three large classes of 28-30 students and 13 of the students came from one smaller class of 14 students. Two different class sizes were surveyed to see if class size made any difference in regard to seating arrangement preference. All of the students were from courses that were similar or identical to the courses that the surveyed teachers teach.

**Research Design and Procedure**

*The Survey Given to the Teachers*

The teachers were given a survey that showed five of the most common seating arrangements used in most EFL classrooms and a blank space that said others where they could describe another arrangement that wasn't shown on the survey. Teachers were asked to check which seating arrangement they used in their classroom during the previous semester. Teachers were also told that if they used more than one, that they should check all that were used and note an approximate percentage of how often each arrangement was used throughout the semester. Finally, the teachers were asked to give some qualitative feedback on why they used the arrangements that they used.

This survey was done first and after the results were analyzed, it was determined that only three types of classroom seating arrangements were used. This was then used to determine what types of seating arraignments the students would receive and be surveyed about.

*The Survey Given to the Students*

The students experienced all three types of seating arrangements throughout their semester and then were asked at the end of the semester to complete a survey about the three types of seating arrangements.  The survey listed the three types of arrangements and the students were asked to rank the seating arrangements from 1 (being the best) to three

(being the worst). The students were also asked to give qualitative feedback by listing what they liked and what they didn't like about each type of arrangement. The three large classes and one smaller class were given the same survey.

After the surveys were completed, the data was analyzed to see if any preferences or patterns emerged.

**Results and Analysis**

*Quantitative Data from the Survey Given to the Teachers*

As alluded to in the previous section, only three types of seating arrangements were used by the teachers surveyed, and two arrangements were the most common. Five teachers responded that they used a traditional seating arrangement of rows, four said they preferred a form of the cluster arrangement, two employed the u-shaped arrangement, and one replied with other. Upon analysis of the information provided, it was determined that the other arrangement was actually a cluster arrangement and not another unique seating arrangement. Therefore, the final results of the survey revealed that five teachers used traditional rows, five used cluster formations, and two used the u-shaped classroom. Even though it was a small sample size, it was thought that there would be more variation and the fact that the teachers used only three different styles was quite surprising, although not completely unexpected. A previous study of 50 elementary school teachers found that 48% used small groups, and 40 % used traditional rows (Gremmen, van den Berg, Segers, Cillessen 2016). Additionally, although teachers were encouraged to mark more than one seating arrangement if they had used more than one arrangement in class, none of the respondents did so.

*Qualitative Data from the Survey Given to the Teachers*

The qualitative data collected from the teachers was in line with what most of the previous research and books had said about the strengths of each type of seating arrangement, but one common response might be unique to the Korean context. Three of the 5 teachers that used traditional rows, said they did so because they felt that Korean students were accustomed to this layout and were therefore more comfortable sitting in rows. Additionally, four of the 5 respondents said that time, convenience, and classroom limitations were major factors in choosing to have students sit in traditional rows.

All 5 of the teachers that used cluster seating commented that they used this type of arrangement because it created a better environment for communicating in class. One teacher commented that the cluster arrangement was the only arrangement that "encouraged students to communicate when they were with a partner, in a group, or speaking with the entire class."

Ease of communication was also given as the primary reason by the two teachers who used the u-shaped arrangement. One teacher commented that the u-shaped classroom had a unique advantage over other arrangements because it allowed the teacher to shift from student discussions to teacher centered instruction effortlessly. "This shape allows me to walk around and listen to the students discuss topics, yet it also allows me to get their attention and show them certain teaching points on the board."

*Quantitative Data from the Survey Given to the Students*

82 students from three large classes were surveyed and asked to rank the three classroom arrangements from best to worst. Of the students surveyed, 39 ranked cluster seating as the best arrangement, 37 favored the u-shaped arrangement, and 6 listed traditional rows as the best. In the smaller class where 13 of the 14 students completed the survey, the results were slightly different, and 9 students said u-shaped seating was the best, four said they liked cluster seating the best, and none of the students listed rows as the best arrangement. These findings were interesting, because three of the 5 teachers that used rows said they thought that Korean students were more comfortable sitting in rows.

This perceived preference for sitting in rows also wasn't evident when the data for the least favorite arrangement was analyzed. Overwhelmingly, rows were ranked as the least favorite arrangement by both the students in the larger classes and in the smaller class. Out of the 83 students surveyed from the larger classes, 60 ranked rows as their least favorite arrangements while 11 students ranked both clusters and the u-shape as their least favorite arraignment. In the

smaller class, 10 students said rows were their least favorite, while two students listed clusters, and one student said the u-shape was their least favorite. While there were some differences between the two groups about which arrangement was preferred, both groups displayed a negative bias towards sitting in rows.

*Qualitative Data from the Survey Given to the Students*

The feedback provided by the students shed some light on why the students preferred certain arrangements more. Most of the feedback for traditional rows focused on how it was difficult to interact with other students. Most of the positive comments about the rows had to do with convenience. One student summed up these feelings by saying, "I don't like rows, because I can't talk to others. But I like not moving desks. It's not good, but it's easier than the other styles."

Most of the comments about both clusters and the u-shaped seating highlighted that these arrangements were better for partner and group work. A majority of the negative comments for both arrangements were about the lack of space in some of the classrooms. Overall, the qualitative data supported the quantitative results and the feedback was consistent with most common thoughts about each arrangement.

## DISCUSSION AND RECOMMENDATIONS

The results of this study revealed some interesting information which should be looked at and considered by teachers teaching ELT in Korean universities. First, the survey of the teachers showed that teachers employ very few types of classroom seating arrangements and tend to stick with the same arrangement throughout the semester. This is something that should probably be examined by all teachers. Teachers should ask themselves why they are using the arrangement that they prefer and should see if this arrangement is the best one for what and how they are teaching. Additionally, teachers shouldn't be afraid to change the seating arrangement throughout the semester. If the activities and assignments are changing, should the seating arrangements also change?

Additionally, ELT teachers in the Korean context should reevaluate why they are using the seating arrangements that they currently use. While three out of 5 teachers in this survey said that they felt that Korean students were used to and therefore more comfortable sitting in traditional rows, the vast majority of the students in this study didn't share that belief. Many pointed out that they felt the other arrangements were more suitable for an ELT class. Teachers shouldn't assume that just because students are accustomed to something, that they necessarily like it.

ELT teachers in Korea and elsewhere are often looking for ways to improve their classes, yet many might be overlooking a very simple way to do so. While this study showed that students preferred other methods over rows, it doesn't mean that every teacher should blindly start using cluster seating in large classes and u-shaped seating in smaller classes. Instead, teachers should analyze their class and their lessons and try to find the best arrangements to deliver the best class possible. This self-reflection will probably cause teachers to use a few different arrangements throughout the semester.

## LIMITATIONS

There are a few limitations to this study. First, the sample size of the teachers surveyed was quite small and wasn't a random sampling. While the sample was thought to represent a large portion of the types of classes NES in Korean universities experience, a large and random sample would have been much better and will be used in a future study.

Another major limitation of this survey was that it asked students to rank the three seating arrangements from best to worst. Although this showed clearly which arrangements were preferred and which ones weren't, it probably would have been more informative and accurate to use a Likert scale, rather than an absolute ranking system. In a future study, a Likert scale will be used and this will probably lead to less dramatic differences.

## CONCLUSION

The results of this study don't prove that one seating arrangement is better than other styles of seating arrangement, rather it shows that teachers aren't always willing to experiment with seating arrangements, while students, particularly

in Korean university ELT class are more receptive to arrangements that encourage communication. Teachers might be less receptive to using various seating arrangements because of classroom limitations, yet most classrooms have some flexibility to allow for various seating arrangements. As teachers create lessons and use classroom activities that require more group communication, teachers should think more about the importance of seating arrangements. In addition to the activities, teachers must also consider the opinions and needs of the students. Park and Choi pointed out that student opinion and feedback about classroom experience is important (2014). When choosing a seating arrangement, teachers must not only consider classroom restrictions, but also the activities being used in class and the opinions of the students. Often this will result in teachers using more than one seating arrangement during the semester or even more than one seating arrangement in a class.

## ACKNOWLEDGEMENT

## AUTHOR BIOGRAPHY

Chris Kobylinski has taught communicative English at Hanguk University of Foreign Studies in Seoul, South Korea for more than a decade. He has a BA in English from the College of the Holy Cross and a Masters in TESOL from Framingham State University. He can be contacted at chriskoby@hufs.ac.kr

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# Making It Personal: Valuable Connections In Online Learning Environments For Pre-Service Teachers

Loren B. Naffziger, Walden University, USA
Jessica Alvarado, National University, USA

## ABSTRACT

*The importance of social-emotional learning as an essential consideration in pre-Kindergarten through 12th grade has been well established in the literature (e. g., Taylor, Oberle, Durlak, & Weissberg, 2017). Emotional intelligence constructs include being self-aware, which allows for self-management as well as the social awareness. The development of relationship skills and responsible decision-making are the final core competencies in the Collaborative for Academic, Social, and Emotional Learning paradigm (2018). These competencies can be integrated into pre-Kindergarten through higher education settings. Social presence is a consideration for Teacher Preparation programs as well as higher education settings of all types. This study in progress will be examining the connections between social presence and core social emotional learning constructs.*

**Keywords:** Social-Emotional Learning; Emotional Intelligence; Social Presence; Synchronous Technology

## INTRODUCTION

There is a body of research that connects social-emotional learning to academic achievement in pre-Kindergarten through 12th grade settings (Collaborative for Academic, Social, and Emotional Learning, 2017). The positive impact of integrating social-emotional learning principles in curriculum and practices in pre-Kindergarten through 12th grade includes "building young people's positive personal competencies, social skills, and attitudes" (Taylor, Oberle, Durlak, & Weissberg, 2017, p. 1156). Taylor et al. note that through increased positive relationships, social supports, and opportunities" (p. 1156) youth flourish within their school and home environments.

The importance of emotional intelligence as an asset for leaders is established for industry as well, which has implications for educational leaders including those who are teachers. Inspiring teachers have two fundamental characteristics, which are enthusiasm and the ability to build positive relationships with their students (Sammons, Kington, Lindorff-Vijayendran, & Ortega, 2014). The core competencies of social-emotional learning espoused by the Collaborative for Academic, Social, and Emotional Learning (CASEL) are given as self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. The modeling of these characteristics is essential for educators in any setting.

Garner and Rouse (2016) examined the factors influencing student perceptions of engagement. The importance of social presence was documented as an important factor in a blended learning model. The authors noted that social presence was a contributing factor to teacher education students being successful in their studies. The value of collaborations was noted as the "difference between simply downloading the information provided and engaging in collaborative shared learning" (Garner & Rouse, 2016, p. 27). The amount engagement participants have in online learning community is predictive of the group development and subsequent success of the students in their studies according to the authors.

Creating environments that model the desired attributes of an inspiring classroom are important considerations for a Teacher Preparation program (Yamagata-Lynch, 2014). Social presence in the online learning community can be accomplished by using synchronous as well as asynchronous technologies. For example, Blackboard offers its own

synchronous technology (Blackboard Ultra), but to be successful, students need to know how to use the live features including audio and video feeds. Yamagata-Lynch (2014) noted that "Students shared that being a part of an online blended synchronous and asynchronous course gave them the opportunity to experience a higher level of participation in a flexible learning environment" (p. 201).

## LITERATURE REVIEW

Foundational, if not seminal, literature (Palloff & Pratt, 2007) suggests that presence creates a sense of community (or connectedness). In the beginning of designing online learning environments, there was a focus on discussion boards being the place to create a positive learning community. Developing teacher-to-student and student-to-student relationships in asynchronous learning environments has been presented as an effective means for social presence.

Han and Johnson (2012) present evidence supporting the interdependence of emotions, cognition, and behavior. Specifically, Han and Johnson (2012) cite evidence that there is a positive relationship between social bonding and academic achievement. The authors state, "statistically significant relationships were found between students' emotional intelligence, social bond, and the interactions that occurred naturally in the educational setting" (p. 78). Han and Johnson present a three-dimensional conceptual framework (see figure 1) that is similar to the CASEL (2018) model. Self-awareness is the fundamental aspect of the model that connects online interactions to a social bond for online learners.
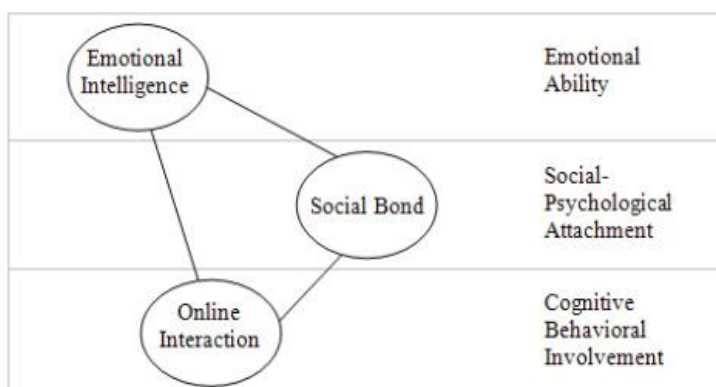


*Figure 1.* Conceptual Framework for Emotional Intelligence, Social Bond, and Interactions in Online Learning
(Han & Johnson, 2012, p. 79)

Arghode (2013) suggests the emotional and social intelligence competence of instructors is a critical aspect of education. Social interactions and creating a positive connection in a course can promote learning. Arghode suggests that "Emotions are a source of energy" (p. 70). The potential of the energy to focus students on their learning through collaborations and interactions in synchronous as well as asynchronous aspects of an online course poses possibilities for educators to explore in their practices. It is important to note that Arghode indicates that instructors should be aware of their own emotional and mental abilities. This self-awareness can help instructors in many ways. Ability to control emotions and effectively utilize emotional energy will help instructors in improving their instruction. (p. 74)

The study provides evidence of the value of recognizing the emotions and managing the online learning environment in a manner that provides positive learning outcomes.

Han (2013) provides evidence that suggests video casting in synchronous activities provides a significant positive effect on the students' sense of connectedness to their instructor. The emotional cues from instructors in a synchronous online environment are important to students (Han, 2013). Creating the social bond that connects students to their instructors and peers is important for retention as well as academic success.

**Learner Engagement Matters**

Martin and Bollinger (2018) presented findings supporting the premise that engaging students improves learner satisfaction, increases a sense of connectedness, and improves student performance in online courses. Engaging learners by allowing for open questioning as well as affirmation of participation promotes learner satisfaction. Increasing satisfaction in participation improves connectedness to the learning environment, which can promote student success. When students are engaged in their learning, they will have a greater opportunity for academic success.

Redman, Abawi, Brown, Henderson, Heffernan (2018) provide a conceptual framework for defining online student engagement. The three key areas of online student engagement include behavioral, emotional, and engagement are noted as motivating factors for students' success. Noting the dynamics of an adult learning in the online learning environment in higher education include specific needs, the authors provide a five-dimensional framework for examining the interactions in online learning. Specifically, social engagement, cognitive engagement, behavioral engagement, collaborative engagement, and emotional engagement are constructs for examining student engagement.

**Synchronous Online Learning**

Han (2013) presents findings that support the premise that video casting helps students overcome transactional distance. As noted earlier, Blackboard Collaborate Ultra is an example of a synchronous technology, which can remove distance between students and the instructor. Connecting live with students is an aspect of teaching online that can promote engagement and social connectedness.

Similarly, Yamagata-Lynch (2014) presents evidence indicating the structured uses of synchronous learning increase students' sense of stability and connectedness. In a self-study, the author found students appreciated the options for synchronous interactions and the building of relationships. Student comments supported the premise that connecting to students in live situations allows for a strong social bond.

**Gap in the Literature**

Yamagata-Lynch (2014) states that her findings "indicate that there is room for future investigations related to synchronous online learning and its impact on social presence" (p. 204). The effective use of synchronous technologies requires an instructional design that promotes interactions. Positive interactions between the students and the instructor as well as student-to-student needs to be purposeful in promoting learning.

The importance of this research is supported by the findings of (Fasso, 2013) who presents evidence of the positive relationship between social connectedness and academic achievement. Intuitively, one may assume that promoting engagement will increase learning by the students. However, it is important to consider how to use the synchronous learning technologies available today to ensure learning is facilitated by its use.

Others have recommended the use of synchronous learning design as an improvement in online education (Chang & Hannafin, 2015). In their work, the authors noted that there are misuses of technology as well as proper uses. Connecting the use of synchronous technology to strong pedagogical or andragogical strategies is an important consideration in online learning environments.

**Research Proposal**

The topic for this research is the effectiveness of synchronous options in establishing the online community and sense of belonging for students. Recognizing the importance of the five competencies presented by CASEL (2018) as well as the paradigm presented by Redmond et al. (2018) needs to be studied to inform the literature and promote the effective use of synchronous technology. This self-study of the practices of practitioners taught by Palloff and Pratt to teach in the virtual classroom will form the foundation of this study.

**Purpose Statement**

The purpose of this qualitative study is to investigate include how synchronous sessions and screencasts foster positive relationships as well as support academic performance.

**Research Questions**

1. How does the use of synchronous collaboration, including Blackboard Collaborate, and lecture capturing effect the perception of social belongingness amongst students?
2. How does a sense of belongingness effect academic performance in the online courses in Teacher Education programs?

## METHODOLOGY

Qualitative studies provide an opportunity to document the perspectives of the participants (Yates & Leggett, 2016). Qualitative research gets at the how and why of the story" (Yates & Leggett, 2016, p. 225). Caution to avoid bias is imperative and the use of surveys, interviews, and observations will allow for the triangulation of the data. Central themes of the benefits and challenges of the practices espoused by previous researchers will be examined.

**Participants**

The study will use a convenience sample strategy with the targeting of students who have completed online courses in the Teacher Education program. A survey will be sent via email to the former students of the researcher after IRB approval has been obtained. Those who participate in the online survey will be offered the opportunity to be a participant in an online or telephone interview with researcher. As practitioners in online education, the researchers will provide observation data as well.

**Data Collection, Survey, and Interviews**

The use of the Online Student Connectedness Survey (OSCS) will be used to elicit the perspectives of students who have participated in online courses with synchronous components (Bollinger & Inan, 2012). The instrument consists of 25 items that address four scales, which are identified as community, comfort, facilitation, and interactions as well as collaborations. The use of this data collection instrument has been validated by Zimmerman and Nimon (2017) for use in higher education.

Bollinger and Inan (2012) note the growth of online courses, programs, colleges increases the concern for addressing the possibility of students feeling isolated or disconnected in their virtual classrooms. The researchers in this study have over a decade of experience with online as well as blended learning. The observations of skilled educators will add to this study.

Interviews will be used to provide data on the students' perspectives of connectedness and suggestions for improving practices. As researchers, we will utilize the best practices of interviewing participants including the use of open-ended questions. The ability to work with diverse participants in a collegial manner is assumed for this study.

**Data Collection, Survey, and Interviews**

The researcher will use open-ended questions to elicit the former students' perspectives on their sense of belongingness in their online courses. Students may also choose to present their journals or responses to current surveys as a part of the data collection. Additionally, the researcher will be asking for suggestions for the participants' on how to improve synchronous activities.

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# Canadian Aboriginal Internet Use: Evidence For Change

Kathryn M. Kimery, Saint Mary's University, Canada
Samad Amir Khalkhali, Saint Mary's University, Canada

## ABSTRACT

*Comparison of data from the Aboriginal Peoples Surveys in 2000 and 2006 demonstrates that the demographic profile of non-reserve, Aboriginal Internet users in Canada has changed significantly. Users in 2006 are more likely to be older, to live in rural areas or the far north, to be less educated, and to have a higher household income than in 2000.*

**Keywords:** Canadian Aboriginal Peoples; Canadian Aboriginal Internet Use; Canadian Internet Use

## I. INTRODUCTION

It is widely accepted that the Internet has the potential to inform, educate, deliver services, and connect individuals across the globe. Policy-makers, business leaders, and researchers have all come to recognize the importance and complexity of expanding Internet-based communication technology (ICT) access and use across all segments of the population. In Canada, Aboriginal Peoples continue to face many social and economic challenges and represent one segment of the wider Canadian population that has much to gain from improved ICT access and use.

This research builds on a previously published conceptual framework for a comprehensive study of the state of ICT access and adoption among Canadian Aboriginal Peoples [1]. This paper reports on changes in the demographic profile of Aboriginal Internet users between 2000, as reported in Crompton [2], and 2006, as documented in the Aboriginal Peoples Survey [3].

## II. ABORIGINAL PEOPLES IN CANADA

"Aboriginal" is the term used in the Canadian Constitution Act of 1982 to describe the descendants of the original inhabitants of Canada. Three distinct ethnic groups are recognized as comprising Aboriginal peoples: First Nations, Inuit, and Métis. First Nations are organized politically and socially into bands or governments, each with its own governing council. There are currently more than 630 recognized First Nations bands in Canada. First Nations members may live on lands specifically held for them by the government of Canada (reserves) or may live off-reserve in rural areas or urban centers across Canada. The Inuit have traditionally occupied the arctic and sub-arctic regions of what is now Canada, an area referred to collectively as the far north. The Inuit homeland in Canada includes portions of Labrador, Northern Quebec, and the territories of Nunavut, the Yukon, and the Northwest Territories. The Métis are descendants of First Nations or Inuit and early European immigrants, largely French-Canadian traders or Scottish and British farmers. The Métis culture, language, and religion reflect syntheses of those brought together by their ancestors. The Métis have been recognized as a distinct group of Aboriginal people with rights and protections under the Constitution Act and subsequent court rulings [4].

Based on census data collected in 2006, a total of 1,172,790 people self-identify as First Nations, Inuit, or Métis in Canada, representing almost 4% of the total Canadian population. The number of Aboriginal people in Canada is growing much faster than the non-Aboriginal population. In 2006, the Aboriginal population had increased by 45% over that recorded in 1996. While a portion of this growth can be attributed to declining Aboriginal infant mortality rates and a birthrate that is 1.5 times that of non-Aboriginals, it is suggested by Statistics Canada that up to half of the growth may be the result of increased awareness of Aboriginal roots and willingness to self-identify as Aboriginal. In the 2006 census, 62% of Aboriginal people in Canada identify themselves as First Nations, while another 30% identify as Métis, and only 5% as Inuit. The Aboriginal population is also relatively young, with a median age of 27 years compared to 40 years for non-Aboriginals in Canada [3].

While widely recognized as a multi-cultural society, Canadians of non-European descent continue to have reduced access to economic power and privilege in Canada [5]. Aboriginal peoples in Canada exhibit all of the socio-economic characteristics of marginalized populations. While health and social conditions have improved over time, Aboriginal peoples continue to experience higher rates of serious health problems (including diabetes, obesity, cancer, cardiovascular disease, infant mortality), mental health issues, and environment-related diseases than do non-Aboriginal Canadians. Higher rates of unemployment and poverty, substance abuse, sexual assault, and domestic violence are all documented, as well as higher rates of infant mortality and suicide, and a shorter life expectancy [6], [7], [8], [9]. Aboriginal groups have a substantially lower level of educational attainment and are more likely to leave school without graduating from high school than other Canadians [10]. There is a significantly earnings gap between Aboriginal and non-Aboriginal Canadians, a gap that is not eliminated when education or other human capital variables are controlled [10], [5].

Over the past 20 years, federal and provincial governments, along with Aboriginal groups, have been working independently and in concert to make ICTs more available and useful for Aboriginal Canadians. In support of this effort, Statistics Canada added a series of questions related to Internet and computer use to the Aboriginal Peoples Survey in 2000. The Aboriginal Peoples Survey is a comprehensive lifestyle census of Aboriginal Canadians living off-reserve. It is administered every six years to all Canadians who self-identify as being of aboriginal origin on the full Canadian Census. The APS 2006 included responses from over 30,000 individuals. The APS 2006 survey is the key data source for the current analysis.

## III.  RESULTS

In "Off-Reserve Aboriginal Internet Users" [2], Susan Crompton describes the demographic structure of Aboriginal Internet use revealed in the 2000 APS data. Using Crompton's descriptions as a baseline, corresponding data from the 2006 APS survey are examined to highlight how demographic descriptions of Aboriginal Internet users have changed over this six-year period. Sex, employment status, place of residence, education, and household income are all considered.

Table I reveals that there is no significant change between 2000 and 2006 in terms of the sex or employment status of Aboriginal Internet users. Evidence of aging in the Aboriginal Internet community is apparent, however, with increased representation of those in the 45-54 and 55-and-over age groups. Representation of users between 45 and 54 years of age grew over three percentage points (14% in 2000 to 17.6% in 2006) and users 55 years of age or older grew four-and-a-half percentage points (5% in 2000 to 9.5% in 2006) over the six years. The 2006 data, also, highlights a relative increase in Internet users living in rural areas and in the far north, with rural inhabitants making up 25% of Aboriginal Internet users in 2006, an increase of three percentage points over 2000, and residents of the far north making up eight percent of all Aboriginal users, an increase of six percentage points.

Looking further, the data show significant change in terms of highest educational attainment and household income. Table II presents these findings. In 2006, Aboriginal Internet users are more likely to be either less-educated (without a high school diploma) or highly educated (having earned a degree or diploma from a post-secondary institution). Less-educated individuals increased from 22% of Internet users in 2000 to over 26% of users in 2006. The proportion of total Aboriginal Internet users from the most educated group also increased, but only two percentage points from 39% in 2000 to 41.6% six years later. The proportion of Internet users holding high school diplomas remains substantially unchanged, while those who have completed some post-secondary education actually fell from 23% of the total to less than 17%. Between 2000 and 2006, household income among Internet users became even more skewed toward those in higher income levels. While the APS changed the boundaries between the lowest income categories and, as a result, data for income groups up to $60,000 had to be combined for comparison, Internet users with household incomes below $60,000 actually declined as a percentage of the total (from 55% in 2000 to less than 42% in 2006), while those earning $100,000 or more represent an even larger percentage of all users in 2006 (from 14% in 2000 to more than 23% in 2006).

Another way to describe changes in Aboriginal Internet use over this six-year period is to compare specific Internet usage rates within selected demographic segments. Tables III and IV present these additional comparisons. Internet use among the youngest age category, 15-24 years of age, has grown to a high of 95%, representing an increase of

over 13 percentage points. This represents a growth rate of 16% over six years. A more dramatic growth in Internet use comes from the oldest age group, 55 years of age and older. The rate of Internet use in this age group increased from 25% in 2000 to 41% in 2006. This represents a 16 percentage point increase, which equates to a 64% increase in the Internet usage rate for this age group. Individuals living in urban centers, rural areas, or in the far north have substantially different rates of Internet use. Again, growth has been most notable in the residential category with the lowest Internet use rate, the far north. The usage rates among those individuals living in urban and non-northern rural areas remain fairly constant, but Internet use among those respondents living in the far north grew over 20% between 2000 and 2006.

**Table I.** Sex, Employment, & Age Group

|  | Internet Users 2000 | Internet Users 2006 |
|---|---|---|
| **Sex** |  |  |
| Male | 45% | 0.441 |
| Female | 55% | 0.559 |
|  |  |  |
| **Employment Status** |  |  |
| Employed | 68% | 68% |
| Unemployed | 8% | 7% |
| Not in labor force | 24% | 24% |
|  |  |  |
| **Age Group** |  |  |
| 15 to 24 | 31% | 29.1% |
| 25 to 34 | 25% | **21.5%*** |
| 35 to 44 | 25% | **22.3%*** |
| 45 to 54 | 14% | **17.6%*** |
| 55 and over | 5% | **9.5%*** |
|  |  |  |
| **Residence** |  |  |
| Urban | 77% | **66.7%*** |
| Rural | 22% | **25.1%*** |
| North | 2% | **8%*** |
|  |  |  |
| * significant α<.05 |  |  |

**Table II.** Education & Income

|  | Internet Users 2000 | Internet Users 2006 |
|---|---|---|
| **Highest Education** |  |  |
| Less than secondary | 22% | **26.7%*** |
| Secondary completion | 14% | 14.6% |
| Some post-secondary | 23% | 16.7%* |
| Post-secondary completion | 39% | **41.6%*** |
|  |  |  |
| **Household Income** |  |  |
| Less than $60,000 | 55% | **46.8%*** |
| $60,000-$79,999 | 19% | **16.4%*** |
| $80,000-$99,999 | 12% | 13% |
| $100,000 and over | 14% | **23.6%*** |
|  |  |  |
| * significant α<.05 |  |  |

**Table III.** Growth Rates for Age & Residence

|  | Internet Use Rate 2000 | Internet Use Rate 2006 | Growth Rate |
|---|---|---|---|
| **Age** |  |  |  |
| 15-24 years | 81.7% | 95% | 16.2% |
| 55 years and over | 25% | 41% | 64% |
|  |  |  |  |
| **Residence** |  |  |  |
| Urban | 71% | 71% | -- |
| Rural | 59% | 60% | 1.7% |
| North | 44% | 53% | 20.4% |

Finally, Internet use has increased across the educational spectrum for Canada's aboriginal population. Consistent with trends identified in the general Canadian population, the most dramatic increase in Internet use has been among those in the category of least educational attainment. The data show an increase of greater than 16 percentage points in Internet use rate for individuals who have attained less than a high school diploma (representing growth of 35.7% between 2000 and 2006). Growth in Internet use within other educational categories ranges from 9.3% for individuals with some post-secondary education, 14.4% for graduates of post-secondary institutions, and 18.6% for those with a high school diploma as the highest educational attainment.

**Table IV.** Growth rate by Education

|  | Internet Use Rate 2000 | Internet Use Rate 2006 | Growth Rate |
|---|---|---|---|
| **Highest Education** |  |  |  |
| Less than secondary | 45.3% | 61.5% | 35.7% |
| Secondary completion | 66% | 78.3% | 18.6% |
| Some post-secondary | 80% | 87.5% | 9.3% |
| Post-second. completion | 78% | 89.2% | 14.4% |

## IV. CONCLUSIONS

Comparing results presented by Crompton [2] and data included in the 2006 Aboriginal Peoples Survey, a number of significant differences can be identified in the demographic profiles of Aboriginal Internet users. The most noticeable change is a growth in participation from categories of individuals that were least likely to be Internet users in 2000. The data suggest that users over the age of 44 and those residing in the Canadian far north are adopting Internet use at a faster rate than younger, urban individuals. This suggestion is reinforced when changes in usage rates within categories are examined. While the usage rate among those in the youngest, most Internet-active, age group grew a respectable 16.2%, the usage rate among respondents 55 years of age or older grew by a dramatic 64%. These results certainly suggest that Internet interest, access, and skills are approaching a more age-neutral status.

Similarly, in 2000, 77% of Internet users lived in urban and metropolitan areas, with only 22% living in rural areas and a meager 2% living in the far north. By 2006, the likelihood that an Aboriginal Internet user is a rural-dweller increased marginally over 2000 (by just over 14%), but the likelihood that they lived in the far north increased 200%. The Internet usage rate among residents of the far north increased from 44% in 2000 to over 53% in 2006, certainly suggesting that those with the most restricted access to the Internet in 2000 have had some improvement in terms of Internet access during these six years.

The global Internet population has long been described as being proportionately better educated that the non-Internet population, and respondents in the 2000 and 2006 surveys both support that picture. In 2000, 30% of Internet users held a degree or diploma from a post-secondary institution, and by 2006, this proportion had increased to over 41%. Interestingly, however, the greatest percentage growth in Internet use during this period is associated with those

individuals without a high school diploma (usage rate of 45% in 2000 and 61.5% in 2006) and those who finished high school, but did not pursue any post-secondary education (usage rate of 66% in 2000 and over 78% in 2006). These results suggest that Internet interest, access, and skills are being driven beyond the confines of formal educational institutions.

Changes in Aboriginal Internet user profiles, along with usage rate shifts for various demographic segments, are most likely explained by two complementary phenomena:  1) the "natural" maturing lifecycle of ICT technologies, and 2) efforts to develop and expand access to ICT devices, networks, and computer skills. During the six years between the 2000 and 2006 data collections, the fundamental technology related to Internet use—network infrastructures, personal computers, smart phones, and mobile devices—has matured into a relatively stable, familiar, and comfortable part of the social and technical landscape.  Individuals have enjoyed considerable exposure to the technologies, their functions, their challenges, and their range of uses.  Early Internet adopters in the 1990s have helped ease the way for others to more comfortably discover, consider, and adopt Internet use as a part of their lives.  As with most product lifecycles, maturity of ICT technology has been associated with lower costs for equipment and related services, which positively affects adoption, along with enhanced technical features, expanded content, and increased utility as the technology infrastructure has expended, economies of scale have been realized, and extended networks of users make the technology more useful and appealing.

Growth in Internet diffusion and adoption has also been positively impacted by policies and initiatives designed specifically to remove barriers to Internet use by Aboriginal Peoples in Canada. Federal and provincial governments, along with Aboriginal councils and advocacy groups, have been working independently and in concert to make ICTs more available and useful for Aboriginal Canadians. Government programs, such as the Community Access Program [11], Broadband for Rural and Northern Development [12], Connect Yukon project [13], and the First Nations SchoolNet Network [14], have provided financial and technical support for expanded ICT distribution into rural and remote locations.  They have also designed and delivered Internet content that is more relevant and meaningful to Aboriginal citizens.

## V.  FUTURE RESEARCH

This paper presents only a small picture of results from an on-going program of research.  The mission of this larger project is to better understand how the Internet and its associated technologies are perceived, accessed, used, and supported by Aboriginal Peoples.  With this understanding, the project can pursue the development and implementation of effective public policy, educational programs, social initiatives to strengthen and enhance the social, economic, and health status of Aboriginal Peoples in a modern Canada.

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# The Effect IFRS 9
# On Banks' Lending Behavior

Joonhei Cheung, Daegu University, South Korea

## ABSTRACT

*Since 2011, the Korean banking supervisor has implemented a unique regime for loan loss provisions, which consists of (i) accounting standards (IAS 39) based on backward-looking, incurred loss criteria and (ii) supervisory provisioning requirements based on forward-looking criteria (FLC). Using regulatory database on Korean banks, we find evidence that: (i) the Korean regime has been effective in generating (higher) provisions than expected under IAS 39; and (ii) more discretion permitted under the FLC approach has encouraged banks' procyclical provisioning behaviours incorporating information on macroeconomic outlooks in collective provisions. The results suggest that discretion enhanced under IFRS 9 may have countervailing effects, promoting safety and soundness of individual banks but having a potential of the unintended consequences of amplified procyclical behaviours.*

# Utilizing The Monopoly® Board Game To Enhance The Cultural Experience Of A Study Abroad Option In An Introductory Financial Accounting Course

Stephen B. Shanklin, Tennessee State University, USA
Craig R. Ehlen, University of Southern Indiana, USA
Thomas A. Lechner, Tennessee State University, USA

## ABSTRACT

*Utilizing the Monopoly® board game in the first collegiate financial accounting course is an accepted pedagogical practice (Shanklin & Ehlen, 2007a, 2007b, 2017). This paper expands the use of the Monopoly® board game to an extended study abroad setting. Utilizing the board game quickly increases students' exposure to and understanding of how the accounting cycle impacts financial statements used to evaluate management performance. When used in a study abroad setting, this approach also augments the international cultural experience.*

*This pedagogical approach uses the rules and strategies of a familiar iconic American board game to create a simulation of business and economic realities, which then becomes an effective, interactive, in-class financial accounting practice set with an international cultural twist. By using the Monopoly® board games published for each of the countries of study, an opportunity for greater cultural emersion exists in the classroom time spent studying the basic account practices.*

*This instructional approach can embrace the U.S. students' technological dependence and leverage it to increase each student's immersion into the culture of the nations visited, rather than just "transplanting" the class from a U.S. campus to a foreign classroom without any significant international impact or experience.*

*In pilot testing the use of this adapted pedagogical technique, iterations using the international versions of the Monopoly® board game were conducted in Paris, Brussels, Amsterdam, and Berlin over a three-year period. Individual students' willingness to embrace learning some basics in another language had a great deal of impact on the outcome of their study abroad experience.*

**Keywords:** Study Abroad; Games; Accounting Cycle

# Strategies To Publish
# More For Busy Professors

Timothy F. Slater, University of Wyoming, USA

## ABSTRACT

*If part of your job description includes publishing peer-reviewed articles, writing conference abstracts and proceedings, creating winning grant proposals, or filing performance reports, you need dedicated time to think and write alongside action-oriented get-it-done productivity strategies to get the writing done correctly and efficiently the first time. Unquestionably, if you want to enhance your credibility, visibility, and value across the academic community, writing more is the fastest way to do this. Whether right or wrong, professors who have more words in print are afforded more opportunity than those professors who write less. Prolific authors are more often those who are solicited to serve on the most productive committees, highest profile national task forces, field-shaping federal agency grant proposal review boards, and for influential professional society leadership positions. A well-rounded curriculum vita and performance report includes a varied portfolio of writing that includes: top-tier, peer reviewed journals; 2nd-tier, peer reviewed journals; books and book chapters; professional conference proceedings; newsletter contributions for professional societies and organizations; newspaper columns; university alumni magazines; magazine articles not intended for your professional peers, but for the public; and textbooks that are potentially read by thousands of college students and their professors. Long-standing strategies exist to help busy professors find time to write and publish more, once they are purposefully implemented.*

# Invasion Of The Cognitive Scientists

Stephanie J. Slater, CAPER Center for Astronomy & Physics Education Research, USA

## ABSTRACT

*Much of the rhetoric focused on improving undergraduate science instruction calls for a student-centered, inquiry-oriented approach. Although it is unclear precisely how to accomplish such a laudable teaching goal, recent advances in cognitive science offer new pathways for building effective and engaging learning experiences in the introductory laboratory setting for non-majors. Our work illustrates that a backwards-faded scaffolding approach dramatically enhances students' understanding of the nature of scientific inquiry, as well as their conceptual understanding of science.*

## AUTHOR BIOGRAPHY

Dr. Stephanie Slater is a discipline-based education researcher working at the intersection of cognitive science and teacher-education. She began her studies at MIT in Planetary Sciences and eventually earned her Ph.D. at the University of Arizona in Teaching, Learning & Socio-Cultural Studies where she studied the educational impact of undergraduate research experiences of women in astronomy. Initially funded by NSF and NASA, much of her work focuses on improving science survey laboratory courses for undergraduate non-science majors and future teachers, particularly those serving highly diverse student populations.

# Cooperative Centrality, Cooperative Aggressiveness, And Performance – A Study Of Global Aviation Industry

Keng-Hsiang Cheng, Chinese Culture University, Taiwan, R.O.C.

## ABSTRACT

*The focus of this research is to investigate how the positions of focal firm in a cooperative network and how cooperative aggressiveness of the firm affect its performance. Incorporating the concept of social network and competitive dynamics theory, this research explains how firms with key position and with agressiveness take advantage of awareness-motivation-capability aspects which further affects the performance. Examining a sample of global 46 airlines by collecting cooperative relationships of each airline and 593 cooperative actions of 3,461 global competitive interactions news articles from 2009 to 2016, this study found that: (1) A firm with higher centrality position of cooperative network positively affect its own performance.; (2) the level of cooperative aggressiveness of a firm positively affect its own performance. Those findings provide some interesting theoretical insights into this significant phenomenon. Both breadth and depth of cooperation of a firm have implications for the performance.*

**Keywords:** Competitive Dynamics; Social Network; Cooperative Centrality; Cooperative Aggressiveness; Performance

# Currencies Or Tulip Bulbs? – The Confusing History Of Cryptocurrencies And The Promise Of Blockchain Technology

Eric E. Lewis, Cornell University, USA
Joseph E. Lewi, Cornell University, USA

## ABSTRACT

*The Bitcoin phenomenon has spawned a host of more than 1,600 alternate cryptocurrencies. The majority of these have appeared in the last few years. The high price volatility of most of these digital currencies provides fertile ground for speculative investing, and the promised anonymity of transacting parties has made Bitcoin, and its many cousins, a popular means of transferring value for illicit purposes. Governments around the world have scrambled to understand, monitor, and regulate these pseudo-currencies, with disparate and conflicting policies, and decidedly mixed results. As businesses, consumers, regulators, and law enforcement form their approaches to Bitcoin and the medium that it has created, the technology that underlies the cryptocurrency may hold the greatest promise as a force of positive disruption. With the potential to completely remake financial markets and the intermediary function, the Blockchain architecture that saw Bitcoin as its first commercial instance may hold the key to an "internet level" remake of broker/dealer, escrow and agency functions.*

**Keywords:** Bitcoin; Currency; Cryptography

# Congress May Need To
# "Make A Call To The Bullpen"

James Groark, Lazard Consulting
John Mckinley – Cornell University, USA
Eric Lewis, Cornell University, USA

## ABSTRACT

*The Tax Cuts and Jobs Act of 2017 (TCJA) was passed with the goals of revitalizing the United States' economy and delivering historic tax relief to workers, families, and local job creators. With lower tax brackets now being offered to individuals and businesses under the TCJA, the government has had to modify other provisions of the Internal Revenue Code (IRC) in order to offset lost revenues earned from the previously higher rates. In making these modifications, Congress specifically altered the rules of IRC §1031 like-kind exchanges to only allow gain-deferral for exchanges of "real property." While this change was intended to mostly apply to farmers, manufacturers, and other business owners that could previously swap certain personal property tax-free, it will also affect all US professional sports franchises, who will now have to pay capital gains taxes on player-for-player trades. Accordingly, to compute the capital gains taxes that they owe on player-for-player trades, sports franchises will need to establish a fair market value for the player exchanged in order to determine how much the player has appreciated compared to their basis in the player's contract. However, determining a viable valuation methodology to appraise the fair market value of a player has perplexed teams as there is currently no such guidance on how to do so. This has left professional sports leagues in a distressed position, and Major League Baseball has already indicated its intention to begin lobbying for legislation where player trades are again exempt from capital gains taxes. As of this time, however, no such legislation appears imminent, and the imposition of capital gains taxes on trades may ultimately dissuade franchises from executing trades altogether.*

*This paper aims to provide an overview of the change to IRC §1031, a proposal on how to compute capital gains tax obligations on player trades, and a discussion of the potential consequences that may result from the imposition of capital gains taxes on player trades.*

# Keynote:
# Leadership Development
# Competencies For Global Communities

Ann Toler Hilliard, Bowie State University, USA

## ABSTRACT

*Being prepared to serve as a leader in an effective manner in global communities is a high order, because there is a need for global competence. Global leadership development should be available for leaders at all levels so when serving in global communities these leaders would be confident and competent. The flexibility of acting with high levels of cognitive ability and being able to manage the complexity and constant change is typical in global business communities. Leaders must have an attitude of openness, respect, being willing to learn quickly and showing acceptance of cultural diversity. The keynote speaker will include a discussion regarding the <u>current</u> leadership development competencies that are needed in order to effectively lead in global communities.*

## AUTHOR BIOGRAPHY

**Dr. Ann Toler Hilliard** is an associate professor who teaches in the Department of Educational Studies and Leadership at Bowie State University, U.S.A. Dr. Hilliard's education includes: Ed.D. degree, George Washington University; M.S. degree, The Johns Hopkins University; M.A.T. degree, Trinity University-Washington; B.S. degree, Elizabeth City State University, and Certificate for Consulting from Harvard University