

RESEARCH CONFERENCE

2013

NABTE

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NABTE Research Coordinator

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SIGNATURE PEDAGOGIES OF BUSINESS AND MARKETING EDUCATION FACULTY

EDWARD C. FLETCHER, JR., University of Florida

RESEARCH OBJECTIVES

1. What are the potential signature pedagogies in business and marketing education?
2. To what extent do demographic characteristics, course delivery mode, and academic discipline predict instructional strategy use?

METHOD

This study implemented a correlational research design using survey research. A simultaneous multiple regression analysis was performed to assess the significance of the model and the significance of the predictor variables in the model to respond to the research questions of this study. Data were analyzed using SPSS 20.0 software.

PARTICIPANTS AND PROFESSIONAL BACKGROUND

This study was comprised of 387 respondents who completed an online survey, out of 1518 potential participants, thereby resulting in a 26% response rate. In this study, all participants were currently teaching in a higher education setting and 97.6% were located in the United States including Puerto Rico, while 2.4% were outside of the United States. Of the total respondents, 52.6% were female and 47.4% were male. In terms of ethnicities, 86.8% were Caucasian, 9.9% were Black or African American, 3.3% were Hispanic, 1.9% were Asian, 1.7% were American Indian or Alaska Natives, 0.6% were bi-racial, and 0.3% were Asian American. Their ages extended from 22 to 72 years with a range of 50 years. In regard to professional positions, 4.9% were graduate assistants, 4.9% were adjunct faculty, 9.0% were instructors or lecturers, 26.9% were assistant professors, 22.5% were associate professors, and 27.4% were full professors. In addition, 2.3% held the roles of both professor and administrators, and 1.3% were Emeritus professors. With respect to disciplines in which the respondents taught, 33.1% taught in agricultural education, 30.2% were in business and/or marketing education, 17.6% were in engineering and/or technology education, 13.2% were in family and consumer sciences education, 7.5% were in trade and industrial education, 4.7% taught career and workforce education holistically, 2.6% were in health occupations education, 1.3% were in other disciplines, 1.0% were in adult education/HRD, and 0.5% were in educational leadership.

CONCLUSION

Faculty which teach business and/or marketing education courses are significantly more likely to integrate research, group and discussion-based, knowledge acquisition, and online activities in their courses.

“DON’T TELL US TO DO IT, TELL US HOW”: A QUALITATIVE STUDY OF PROFESSIONAL DEVELOPMENT NEEDS FOR READING LITERACY INTEGRATION IN BUSINESS COURSES

FREDERICK W. POLKINGHORNE, Bowling Green State University

BACKGROUND

Business education programs are required to enhance students’ business and reading skills and knowledge; although few business teachers are trained to be reading teachers.

REVIEW OF LITERATURE

It was clear that effective instruction required teachers’ to be knowledgeable about their content area, instructional context and instructional strategy (Darling-Bransford & Hammond, 2008). The literature revealed that business teachers were knowledgeable about workforce needs; however, paucity remained in relationship to instructional contexts and strategy for integrated teaching. In Further, it were revealed that teachers and their trainers alike, desired additional professional development; although the need for and characteristics of professional development were largely unexplored.

PURPOSE OF THE STUDY AND QUESTIONS

The purpose of this exploratory qualitative study was to contribute an understanding of professional development needs of in-service teachers of high school business courses, in regards to integrated reading literacy interventions. The study sought answers to the following research questions (a) do you perceive there to be a need for professional development in regards to the selection and/or implementation of integrated reading literacy interventions and (b) Under what conditions is the professional development for the selection and implementation of integrated reading literacy interventions most effective?

METHODOLOGY

The qualitative research method was utilized in this study to allow for the enhanced description of the study phenomenon and focus groups were selected to would encourage participants to honestly describe their perceptions and practices in a secure and supportive environment (Bogdan & Biklin, 1998).

FINDINGS

RQ1: Do you perceive there to be a need for professional development in regards to the selection and/or implementation of integrated reading literacy interventions? Participants in the study indicated that they felt they needed additional professional development in the area of integrated reading literacy interventions in business courses. The majority of participants indicated that they had never been “formally” trained and they indicated that they did not “know what was working” or if their efforts had a positive effect on student reading literacy skills. RQ2: Under what conditions is the professional development for the selection and implementation of integrated reading literacy interventions most effective? The participants indicated they would like more than a “packet” to learn to select and implement integrated reading literacy interventions. Further they desired long-term professional development in lieu of “quick” seminars, workshops or conferences.

RECOMMENDATIONS

It is recommended that the study be quantitatively investigated to determine the generalizability of findings beyond the participants in this study. Although additional research is needed it is further recommended that in the meantime that qualified providers’ design and delivery long-term high-quality practical professional development.

REFERENCES

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DO YOU BELIEVE IN ZERO?

WANDA L. STITT-GOHDES, The University of Georgia

Novice and experienced middle and high school teachers today face a myriad of issues. One may postulate assessment is one of the thorniest of these issues. A perusal of popular and academic literature today reveals the ever-present focus on assessment, especially with regard to the tension between teacher-made tests and standardized tests. While this remains a dilemma, what has emerged in recent years is a different sort of dilemma regarding whether or not a student should earn zero points for no effort, i.e., no work submitted OR should a student earn a minimum of 50 points (clearly based on a total of 100 points possible) for no work submitted. Thus, the purpose of this presentation is to address the question, Do you believe in students' earning zero points for work not submitted?

Clearly both pros and cons emerge regarding this issue. As so, two schools of thought seem to have emerged regarding the awarding or withholding of points for student work. One school of thought holds that if a student does no work, the student should earn zero points. The other school of thought holds that if a student does no work, the student should earn no less than 50% of the grade.

Zero Points for Zero Work: If one accepts the premise that schools are places where students learn knowledge, skills, and attitudes to carry forward into higher education and the workplace, one then might posit that students need to model workplace behavior in schools. Malia Huddle, then president of the Chesapeake Education Association, stated, "An employer won't give a zero. They'll say 'Don't come back to work'" (Roth, 2008). Downey (2012) echoes this sentiment in referring to a Georgia school district's decision not to award a grade lower than 70%, ". . . wouldn't a zero make an important statement? How else do adolescents learn that there are consequences for failure to comply with assignments? In the classroom, it is a zero. In the workplace, it is termination."

Floor for Failing Grades: This perspective is influenced by two issues. The first is the logical and mathematical business of computing grades. The second is the notion of using grading as a punishment strategy. First the math . . . most grades in middle and high schools today are not based on the four-point scales frequently used at the postsecondary level, but rather are based on a 100-point scale. And typically a 10-point interval is used, i.e., 90, 80, 70, etc. However, "the interval between the D and F is not 10 points but 60 points" (Reeves, 2004, p. 324). This also means, as Reeves points out, "the value of D is 60, then the mathematically accurate value of an F is 50 points" (p. 325). Thus the effect of awarding zero points can be devastating on a student's grade point average. Canady and Hotchkiss (1989) provide this example: assume a student has these numerical scores: 90, 92, 88, 90, 91, 89, and 91, resulting in an average grade of 90.1. If a zero grade is added, the average drops to 78.9; if a second zero is added, the grade drops to 70.1.

So What Now: The 'zeros aren't permitted' policy is based on the philosophy that students should be able to redo missed or failing work until a minimal level of mastery is demonstrated. At its most extreme, students are able to re-do any and all failed assignments which makes it not only theoretically but also practically impossible to fail a course (Carifio & Carey, 2010). Critics of the 'zeros aren't permitted' policy claim students are awarded unearned grades and are, thus, falsely rewarded. Teachers, too, are unhappy and "object to the added time and effort needed to deal with the increased make-up work" (Carifio & Carey, p. 223). Can middle ground be found? One suggestion is to move to the 4-point scale used in postsecondary education. What are your experiences? What are practices in school where your preservice folks student teach?

SELF-EFFICACY HEIGHTENING AFFORDANCES IN AN INSTRUCTIONAL DESIGN TO INCREASE SELF-EFFICACY AND CRITICAL THINKING SKILLS (ARBE-DPE DISSERTATION AWARD)

JIM LARSGAARD, Eastern Kentucky University

Recipient of the Dissertation Award from the Association of Research in Business Education—Delta Pi Epsilon

Self-efficacy, identified by Bandura as part of his Social Cognitive Theory, is the levels of confidence individuals have in their ability to execute a course of action or attain specific performance outcomes. Self-efficacy of college students has been found to be one of the best predictors of their likelihood to succeed, in terms of GPA and persistence, at a university. Research has revealed that students' level of self-efficacy can be increased through an instructional design that facilitates students experiencing self-efficacy building affordances identified by Bandura.

In contrast to a standard lecture format, when students experience self-efficacy building affordances in the classroom, they may feel more confident in their ability to succeed academically. That heightened feeling of confidence can result in student's performing better academically and result in a higher likelihood that they will persist through graduation at the university.

The primary focus of this study was to examine the effects that two instructional designs for teaching critical thinking (one that included self-efficacy building affordances and one that did not include those affordances) had on the self-efficacy of incoming freshmen at a Southeastern U.S. public university. Pre and post treatment testing was administered in this quasi-experimental research design with a treatment group, traditional group, and a control group to collect data on the student's self-efficacy and critical thinking.

The secondary focus of this research was to examine the effects the instructional design had on student's critical thinking skills. Finally, this study compared participants' change in self-efficacy with their change in critical thinking skills through the treatment.

The self-efficacy affordances research in this study failed to produce significant gain scores, possibly due to high pre-test means, as measured by the Student Strategies for Success (SSSS) instrument pre/post of the treatment. However, the instructional design developed to teach critical thinking resulted in the treatment group's critical thinking mean gain score being significantly higher than the traditional and control groups' mean scores.

STUDENT EXPECTATIONS OF ONLINE COURSES: PERCEIVED ADVANTAGES AND DISADVANTAGES

MELODY W. ALEXANDER, Ball State University

RODNEY E. DAVIS, Ball State University

ALLEN D. TRUPELL, Ball State University

PURPOSE

Becoming proficient with appropriate methods to educate students through online courses is essential for colleges and universities to keep up-to-date with market demands. One way to address proficiency is by studying the expectations of potential online learners and to implement strategies to best meet their needs. The purpose of this study, therefore, was to document college students' perceptions of the expected advantages and disadvantages of taking online courses. A secondary purpose was to identify if any differences in expectations exist within class level.

PROCEDURES

A survey instrument was developed by the researchers based on input from 43 students from a business class who provided reasons for taking or not taking online courses. The researchers' had experience with distance education courses and were preparing to teach online courses. The participants for this study consisted of students enrolled in eleven sections of a business course offered at a mid-sized, Midwestern university. A total of a total of 420 business students volunteered to participate in this study.

FINDINGS

The two main expected advantages of taking online courses as reported by over eighty percent of the participants were convenience (i.e. dress, travel) and flexibility (i.e. time, pace). The three main expected disadvantages of taking online courses as reported by approximately seventy percent of the participants were the likelihood of procrastinating, understanding content when not face-to-face with the instructor and the need for more self-discipline for reading and learning.

Four areas of significant differences were found within student expectations of the advantages of taking online courses and class level. Three areas of significant differences were found within student expectations of the disadvantages of taking online courses and class level.

CONCLUSIONS AND IMPLICATIONS FOR BUSINESS EDUCATORS

Traditional students enter the college environment with beliefs or expectations about online learning that may or may not be correct. As more and more students opt for taking courses online, business educators need to stress the requirements for successful online course completion. Although as results of this study show online courses are perceived as having many benefits, these types of courses may not fit a students' learning style. The amount of work and time required to succeed in on online course may not be clearly understood by students. Before enrolling in an online course students need to have realistic expectations and be aware of the unique challenges they will need to overcome in order to succeed.

MOTIVATING FACULTY TO ADOPT ASYNCHRONOUS ONLINE TEACHER AND LEARNING IN HIGHER EDUCATION BUSINESS COURSES: HAS ANYTHING CHANGED?

ELAINE M. ARTMAN, Mercer University
RANSOM TODD HURT, University of Georgia

In a recent study by Allen and Seaman (2011), the majority of participating institutions (65%) reported that online learning was a critical part of their long-term strategies. These findings were confirmed by a larger study completed the same year by the Pew Institute (2011), which found more than three-quarters of college presidents surveyed reported their institutions' strategic plans include online education as a substantial goal, stated their institutions currently offer at least some online courses, and predicted significant growth in online offerings over the next decade.

In order for the institutions to reach their goals of integrating online learning into their strategic plans, faculty involvement is critical to the successful implementation of online classes (Alhawite, 2011). While early studies (Author, 2003; Clay, 1999; Fisher, 2003; Rosenberg, 2001; Shifter, 2001; Thomas, 2000) repeatedly reported that institutional supports provide motivation for faculty participation in online learning programs, Allen and Seaman's later study confirmed that the number of faculty who participate in online teaching and learning remains static at less than one third (32%).

While on the one hand these studies confirmed entrenched faculty resistance to online education, on the other hand current research identifies college students as "digital natives" –those who have always had access to online learning tools, digital technology, or smart phones—who want the convenience of online learning. Because of this disconnect between students' desires for and faculty responses to online education, the researchers sought to determine whether any changes in the digital experiences of higher education faculty over the past 10 years is having any effect on their continued resistance to online education.

In the new learning society, information and communication technology is having a profound impact on the way students do and want to learn. Asynchronous online learning tools have created situations wherein students share ideas and resources, access information about current events and historical archives, interact with experts and use databases. As indicated by both the earlier and the follow-up studies, inhibitor factors have a significantly negative effect on the level of faculty participation in asynchronous online education. In the presentation, the researchers will explain how and why administrators need to address and eliminate inhibitor factors that deter faculty from participating asynchronous online education and present the ten major recommendations offered to colleges and universities choosing to increase their levels of participation in online education.

AN INVESTIGATION OF E-LEARNERS' READINESS FOR EDUCATION IN THE ONLINE ENVIRONMENT

VERSHUN L. McCLAIN, Jackson State University

RONDA G. HENDERSON, Middle Tennessee State University

INTRODUCTION

Teaching and learning has changed dramatically within the past few decades. Technology has been a significant factor in this shift. Because most people are familiar with using technology in their personal lives to socialize, communicate, and even shop, students expect to see an integration of technology in the classroom. Moreover, many students want to leverage technology to learn anytime and anywhere. As a result, the demand for online learning has grown tremendously since 2002 with 1.6 million students taking at least one online course to 6.1 million taking at least one course in 2010 (Allen & Seaman, 2011). While the rate of students taking online courses has increased, the need to assess their online readiness is critical.

PURPOSE OF THE STUDY

Distance learning and Web-based instruction has continued to evolve throughout the past few decades. While research has shown that online instruction is as effective as traditional instruction, a limited number of studies address factors that influence whether students are prepared for online instruction (Russell, 1999). This study will examine the extent to whether student online readiness is impacted by technical knowledge, student age, and number of courses taken.

RESEARCH METHODS AND PROCEDURES

The SmarterMeasure assessment was used to quantify the significance of technical knowledge based on age and number of courses taken. Data for this study was collected from undergraduate students who participated in the SmarterMeasure assessment between the dates of May 20, 2008 and September 21, 2011. The SmarterMeasure survey was issued to 4,066 undergraduate students. Of which, 3,499 of the students completed the survey to its fullest for a response rate of 86%. A Bartlett's test was conducted to investigate that all population variances are equal. The statistical package for social sciences (SPSS) version 18.0 was used to analyze the assessment data.

FINDINGS

With the majority of the students between the age of 18 and 22, their mean technical knowledge value is equal to 66.6 with a standard deviation of 11.7. This is compared to the much older student group 43 and older with a combined mean technical knowledge value of 61.4 with a standard deviation of 12.4. A 95% confidence interval on the population mean difference is 5.2 with a margin of error equal to 0.05.

The results show that the technical knowledge of a student increases as the number of online courses that a student has already taken increases. Bartlett's test for equal variance among the subgroups shows that the subgroups have equal variance [test statistics 63.7; p-value 0.128]. The ANOVA table shows that no interaction exists between age and the number of online courses taken. However, the main effects of both factors are strong statistically significant at an alpha value of 0.05.

BUSINESS APPLICATIONS OF SOCIAL MEDIA

NANCY GRONEMAN HITE, Emporia State University

OBJECTIVES

Just as business teachers ten years ago questioned “teaching technology” rather than “teaching business applications,” today’s business teachers should be asking “How is social media used in businesses and what social media knowledge can be taught in business classrooms? The objectives of this study are twofold: (1) to identify the primary forms of social media used by businesses and (2) to develop instructional activities involving critical thinking skills based on an analysis of social media usage in businesses.

METHODS

The method used to meet the first objective was to search the Internet for research related to social media usage in business and the reasons for its usage. Social media usage by 98 businesses was analyzed in a qualitative fashion based on information on the Internet; the businesses were not chosen using a random sample. After analyzing the data gathered and previous research, recommendations were made for instructional activities involving critical-thinking and decision-making skills.

FINDINGS

The analysis of 98 businesses using social media showed that Facebook is the most-used form of social media. In fact, 49 of the 98 businesses used Facebook, 37 used blogs, 31 used Twitter, 24 used YouTube videos, and 1 used LinkedIn. The primary purposes for using social media, in rank order, are (1) as a marketing tool and (2) to obtain customer feedback on products or services. Only three businesses used social media to train employees.

CONCLUSIONS AND RECOMMENDATIONS FOR INSTRUCTIONAL ACTIVITIES

This study of 98 businesses found that Facebook is the primary social media used by businesses and that blogs were the second most-used social media, an indication that instructional activities should be focused on those forms of social media. A second conclusion is that businesses primarily use social media to market a product or service. After analyzing previous research studies and the 98 business web sites/social media sites included in this study, the author recommends the following instructional activities designed to develop students’ knowledge and critical-thinking and decision-making skills:

1. In student teams, design an overall strategy to use social media and evaluate social media as a marketing tool for a small privately owned restaurant. Have each team decide the type of restaurant and food served and describe how three forms of social media could be used and the purpose(s) for each form. Have each team determine the following: (1) which employee(s) should oversee social media usage, (2) how to track its use by followers, (3) how often to update/post new information and (4) how frequently the sites should be monitored. As the instructor, decide whether the teams should actually develop some of the media such as YouTube videos and/or mock-ups of Facebook pages or Twitter messages. Have each team present their strategies to the rest of the class and discuss the pros and cons of each team’s strategies.
2. Locate blogs for five businesses—blogs that allow customers to critique their products. Also, gather information using Internet searches to answer some of the following questions. Write a report about the types of information included in the blogs and answer the following questions. If you were the CEO of each of those companies, how would you react to the information in the blogs? If you were the Marketing Department Director for each of those five businesses, how would you react? What would you do? Do you believe the blogs actually help market their products? Additionally, answer the following questions: As a potential customer, how valuable was the blog information about those five different businesses? In what way(s)? Based on the information gathered, do you believe some of the submissions may have been made by the business’ own employees? Is the information truthful in blogs? Could competing companies write disparaging comments in blogs? Should a business filter negative comments or leave them on a blog? What are the pros and cons? How does a business go about filtering comments on a daily basis? Does a blog seem more authentic if a blog has one or two negative comments rather than all positive ones?

CALL FOR PROPOSALS FOR REFEREED PRESENTATIONS

2014 BUSINESS EDUCATION RESEARCH CONFERENCE

Held in conjunction with the National Business Education Association Convention
April 15-17, 2014, in LOS ANGELES, CALIFORNIA

Sponsored by the
Association for Research in Business Education—Delta Pi Epsilon
National Association for Business Teacher Education

Proposals are requested for empirical research or applied research presentations that are related to business education and are of national/international scope and interest. **Proposals should not be submitted for studies that have been or will be formally described or presented at a professional meeting or in a journal or proceedings before this conference.** Presentation abstracts and proceedings will be posted on the ARBE–DPE and NABTE websites.

The proposals will be selected according to the following guidelines:

COVER PAGE: Proposals must have a cover page that includes the title of the presentation and the following information about the author(s): Name and title, institution, complete mailing address, email address, work phone number, and home or cell phone number. Also indicate with which *one* of the following tracks the presentation is most closely aligned (see conditions below):

- Business Teacher Education Research
- Business Education Research
- Innovative Instructional Practices / Applied Research

LENGTH/FORMAT: Proposals must be at least three pages double spaced (8½ x 11-inch page) and include the following sections related to the presentation (works in progress are not accepted):

- Purpose or objectives (current issues, questions, problems)
- Methods and procedures used to collect information/data (indicate empirical or applied research)
- Findings and results
- Conclusions and recommendations
- References

AWARDS: Two outstanding paper awards will be presented at the conference. One will be for empirical research papers; the second will be for applied research papers. The top-rated papers for the conference will be published in the *Journal for Research in Business Education* (JRBE)—formerly *The Delta Pi Epsilon Journal*—or the *Journal of Applied Research for Business Instruction* (JARBI). Only complete manuscripts will be considered for awards.

CONDITIONS: The ARBE–DPE/NABTE Research Conference Committee will review all proposals submitted. Authors will be notified by November 30, 2013, if their proposals have been accepted.

- To present at the conference, be included in the program, and listed in the proceedings, all authors must pay the NBEA Convention registration fee and hold current NBEA membership. Additionally, individuals who submit proposals for the Business Teacher Education Research track must be from a NABTE Institution or be a NABTE Associate member. Submissions for the other tracks must be from ARBE–DPE members.
- Authors are responsible for all travel, lodging, and other costs related to participation in conference.
- Abstracts of all presentations and the conference proceedings will be posted online after the conference. Handouts, if provided, are the responsibility of the authors/presenters.

PROPOSALS MUST BE SUBMITTED BY OCTOBER 1, 2013, TO:

Dr. Virginia Hemby, Middle Tennessee State University, kbhemby@mtsu.edu