

## 2018 Business Education Research Conference

### “Oh, Say, Can You See” . . . the Value of Research

The 2018 Business Education Research Conference theme ties together the first words of *The Star-Spangled Banner* (in honor of the convention location near the birthplace of our national anthem, Ft. McHenry) and our continuing focus on the value of research to our profession and to the field of business education. Our goal for this year’s Business Education Research Conference is to instill in participants that research is valuable for students, teachers, and all stakeholders who depend on data to make decisions and to drive curricula and programs in all areas of business.

#### TUESDAY, MARCH 27, 2018

8:30 a.m. to 6:00 p.m.	<b>NBEA CONVENTION REGISTRATION</b> <b>Location:</b> Grand Ballroom Registration Desk (3 <sup>rd</sup> Floor)
4:00 p.m. to 5:30 p.m.	<b>2018 BUSINESS EDUCATION RESEARCH CONFERENCE OPENING RECEPTION</b> <b>Location:</b> The Raven (1 <sup>st</sup> Floor) <b>Welcome:</b> NBEA President, Diane Fisher; ARBE President, Marcel Robles; NABTE President, Mona Schoenrock  BUSINESS EDUCATION RESEARCH CONFERENCE WINE AND CHEESE RECEPTION [sponsored by the National Association for Business Teacher Education (NABTE)]

#### WEDNESDAY, MARCH 28, 2018

8:00 a.m. to 9:30 a.m.	<b><u>General Research Session</u></b> <b>Session Liaison:</b> Marcel Robles  <b><i>Jerry W. Wickam: The story of a leader, husband, friend, and war hero</i></b>  Dr. Molly Wickam will take you on a journey of how her father-in-law, Cpl. Jerry W. Wickam, served in the U.S. Army and became a hero for which historical landmarks, organizations, and buildings are now named. By sharing stories and photos demonstrating Jerry’s values of leadership, love for family, friendship and sacrifice for his country, Dr. Wickam will invite you to remember and honor the men and women in your life who are also heroes.  <b><u>Discussant:</u></b> Molly J. Wickam, Bethel University, St. Paul, MN  <b>Strategies for Infusing Mindfulness Activities into Business Education Courses</b> <b>(*INNOVATIVE INSTRUCTIONAL PRACTICES AWARD RECIPIENT)</b> <b>Location:</b> Essex A & B (4 <sup>th</sup> Floor)  Mindfulness is sometimes defined as being in the present moment. Mindfulness techniques can be infused into
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	<p>business education courses to increase self-awareness and self-regulation that are components of emotional intelligence, an important characteristic for students and employees. Session attendees will experience mindfulness activities that address stress management and mindful communication and that they can use or adapt for use in their business education courses.</p> <p><b><u>Presenter:</u></b> Carol Blaszczynski, California State University, Los Angeles</p> <p><b><i>COFFEE BREAK</i></b> [Sponsored by Association for Research in Business Education (ARBE)]</p>	
<b>SESSION</b>	<p><b>Session Liaison:</b> Cheryl Wiedmaier <b>Location:</b> Essex A &amp; B (4<sup>th</sup> Floor)</p>	<p><b>Session Liaison:</b> Maggie O'Connor <b>Location:</b> Essex C (4<sup>th</sup> Floor)</p>
9:35 a.m. to 10:35 a.m.	<p><b>Supervising Clinical and Student Teachers in the World of Performance-Based Assessments</b></p> <p>Assessment of clinical and student teachers through observation can be subjective in nature. Through the use of a structured observation rubric and performance-based reflective questioning techniques, pre-service and student teachers were able to develop self-reflection techniques that allowed them to grow and develop as practitioners.</p> <p><b><i>Tamra S. Davis</i></b> <b><i>Illinois State University</i></b> <b><i>Normal, IL</i></b></p> <p><b><i>Kathy J. Mountjoy</i></b> <b><i>Illinois State University</i></b> <b><i>Normal, IL</i></b></p> <p><b>Advisor Council Utilization and Implementation: Perceptions of Idaho Business and Marketing Teachers</b></p> <p>Managing and leading advisory councils is an essential role that effective high school business and marketing teachers engage. This session extends previously reported findings from a study of the utilization of advisory councils by high school business programs in Idaho. Specifically, this session addresses teacher perceptions of influences, benefits and operational challenges associated with managing and leading an advisory council. The findings may be used to inform in-service teacher practice and pre-service teacher preparation.</p>	<p><b>Developing and Assessing Students' Critical Thinking Skills</b></p> <p>Instructors in our nation must teach their students to think critically by assisting them in more effectively sorting out their thoughts, identifying the extent to which external influences affect their thinking, and carefully evaluating these thoughts as they conflict with the thinking of others. In addition, instructors must assess students' critical thinking skills more effectively, reflecting up-to-date definition of critical thinking skills. Presenter will discuss experiences obtained from participating in a critical thinking seminar delivered by AACSB.</p> <p><b><i>Jorge Gaytan</i></b> <b><i>North Carolina A &amp; T State University, Greensboro, NC</i></b></p> <p><b>Exploring Critical Thinking Skills Gap in College and Career Readiness through Standards in Business Education Curriculum</b></p> <p>This session explores how business educators are closing the critical thinking skills gap in college and career readiness through the use of standards in business education curriculum. Statistics reveal that overall secondary graduates are not prepared with the necessary skills and knowledge to enter college or the workforce, however, strong evidence exists that CTE graduates are better prepared for college and career. Learn how business educators are demonstrating best practices in closing the skills gap.</p>

	<p><b>Allen Kitchel</b> <i>University of Idaho, Moscow, ID</i></p> <p><b>John Cannon</b> <i>University of Idaho, Moscow, ID</i></p> <p><b>Carol Billing</b> <i>University of Idaho, Moscow, ID</i></p>	<p><b>Karla Saeger</b> <i>University of Wisconsin-Whitewater, Sheboygan, WI</i></p>
<b>SESSION TRACKS</b>	<p><b>Session Liaison: Steve Lewis</b> <b>Location: Essex A &amp; B (4<sup>th</sup> Floor)</b></p>	<p><b>Session Liaison: Marcel Robles</b> <b>Location: Essex C (4<sup>th</sup> Floor)</b></p>
10:40 a.m. to 11:40 a.m.	<p><b>The Effects of Supplemental Learning on a Business Course</b></p> <p>This session discusses a research study conducted on an undergraduate business course. Two sections of an Introduction to Business course participated in a supplemental learning program. The class average for students who participated in the program was 7.5% higher than the classes that were not involved in the supplemental learning program. The benefits and implementation of a supplemental learning program will also be addressed.</p> <p><b>Christina Force</b> <i>Bloomsburg University of Pennsylvania, Bloomsburg, PA</i></p> <p><b>How Written and Oral Reflection in MBA Capstones Enhance the Ability to Complete a Service-Learning Project</b></p> <p>This study investigated whether reflection enhances employability skills of MBA students who participate in client-based service-learning during a capstone. Results showed that reflection enhanced the ability to complete a project through a summative paper and class discussions. Findings indicate that written and oral reflection improve ability to accomplish a team-based client project. Business needs workers who can accomplish tasks, meet deadlines, and complete projects, so business education must prepare students by building reflection into service-learning.</p> <p><b>Molly Wickam</b> <i>Bethel University, St. Paul, MN</i></p>	<p><b>Recruiting and Retaining Business Education Teachers</b></p> <p>The session will examine the issues related to business education teacher recruitment and retention. Business education teacher vacancies due to retirement and attrition show the need for and importance of recruitment and retention research and activities. Some of the possible suggestions for recruiting and retaining qualified teachers to fill the current and future business education teacher vacancies will be identified and explored.</p> <p><b>Barbara Hagler</b> <i>Southern Illinois University, Carbondale, IL</i></p> <p><b>Factors Contributing to Stress of Business/Marketing Educators</b> <b>(*BUSINESS EDUCATION RESEARCH AWARD RECIPIENT)</b></p> <p>This study was designed to identify the level of stress among secondary business educators relating to administration, school climate, and resources. Business educators indicated the need for stress management, coping strategies, and administrative support. This finding provides support for including stress management and coping strategies in business teacher education programs.</p> <p><b>Bonita M. Johnson</b> <i>Opelika, AL</i></p> <p><b>Leane B. Skinner</b> <i>Auburn University, Auburn, AL</i></p>

		<p><i>Elisha Wohleb</i> Auburn University, Auburn, AL</p> <p><i>S. Elizabeth Diamond</i> Auburn University, Auburn, AL</p>
12:00 p.m. to 1:15 p.m.	<p><b>BUSINESS EDUCATION RESEARCH CONFERENCE LUNCHEON</b> <i>Ticket Required</i> Location: Harborside Ballroom A (4<sup>th</sup> Floor)</p>	
<b>SESSION</b>	<p>Session Liaison: Marcel Robles Location: Essex A &amp; B (4<sup>th</sup> Floor)</p>	
1:30 p.m. to 2:30 p.m.	<p><b>Undergraduate Business Students Perceptions of Teaching Presence in Online Business Courses</b> <b>DOCTORAL DISSERTATION AWARD</b></p> <p>The purpose of this case study was to explore Teaching Presence in the undergraduate online Business course environment. This study explored the following three Research Questions:</p> <ol style="list-style-type: none"> <li>1. How do undergraduate Business students perceive Teaching Presence in online courses?</li> <li>2. What Teaching Presence components do undergraduate Business students find valuable in online courses?</li> <li>3. How do exemplary undergraduate online Business course faculty demonstrate Teaching Presence in online instruction?</li> </ol> <p>Lacey Finley Park University Parkville, MO</p>	
3:30 p.m. to 5:00 p.m.	<p><b>OPENING GENERAL SESSION</b> <b>NBEA NATIONAL CONVENTION</b> Location: Harborside Ballroom (4<sup>th</sup> Floor)</p>	
5:30 p.m. to 6:30 p.m.	<p><b>NABTE BUSINESS MEETING</b> Location: Grand Ballroom I (3<sup>rd</sup> Floor)</p>	
<b>THURSDAY, MARCH 29, 2018</b>		
<b>SESSION TRACKS</b>	<p>Session Liaison: Beryl McEwen Location: Essex A (4<sup>th</sup> Floor)</p>	<p>Session Liaison: Susan Hall Webb Location: Essex C (4<sup>th</sup> Floor)</p>
8:30 a.m. to 9:30 a.m.	<p><b>Critical Reading: Comprehension and Student Success</b></p> <p>The average level of critical reading skills necessary for college success is lacking in business students. To understand how to relate to a student who struggles with critical reading, it is necessary to look at the elements of the three motivations of reading: interest, dedication, and confidence. This presentation discusses how business educators can impact student ability to</p>	<p><b>Impact of Mindfulness Strategies in Secondary Education</b></p> <p>"Pay attention!" Educators speak this to their students daily. With more video and eye stimulation in society, children have a difficult time focusing. Mindfulness is a path to emotional healing for children. A snapshot of what an urban school district is doing to assist with this dilemma will be discussed. As stress continues to rise into children's lives, mindfulness techniques may be used as a</p>

	<p>achieve a focus on these reading motivations for students to become stronger readers.</p> <p><b>Marcel M. Robles</b>  <b>Eastern Kentucky University</b>  <b>Richmond, KY</b></p> <p><b>Alumni Study of Business Educators: Profession and Challenges</b></p> <p>Business Education courses are more relevant now than ever before at the K-12 level, yet educators in the field face many challenges. For example, instead of integrating more of these courses into the curriculum, some school districts have removed their business education programs to focus on core classes. This session will present findings from a study that sought to investigate the opportunities and challenges business educators face in their departments and districts.</p> <p><b>Margaret “Maggie” O’Connor</b>  <b>Bloomsburg University of Pennsylvania, Bloomsburg, PA</b></p> <p><b>Alicia Fuller</b>  <b>Bloomsburg University of Pennsylvania, Bloomsburg, PA</b></p> <p><b>Jill Kushner</b>  <b>Bloomsburg University of Pennsylvania, Bloomsburg, PA</b></p>	<p>solution. At last there is a resolution to the “Pay Attention!” dilemma.</p> <p><b>Jane Brooker</b>  <b>Bloomsburg University of Pennsylvania</b>  <b>Bloomsburg, PA</b></p> <p><b>Planning Online Course Sites for Middle and High School Courses—Begin with a Quality Course Plan</b></p> <p>The use of a learning management system in the K-12 classroom is growing. Classroom teachers are seeking out new resources and using various free learning management systems to provide student access to course assignments and support student learning. In this session, the participants will see an example course site that could be used as a template site to allow a faculty member to work independently and ensure that the K-12 Quality Matters Standards are applied.</p> <p><b>Paula Jones</b>  <b>Eastern Kentucky University/Model Lab School</b>  <b>Richmond, KY</b></p>
<p><b>SESSION TRACKS</b></p>	<p><b>Session Liaison: Larry Pagel</b>  <b>Location: Essex A (4<sup>th</sup> Floor)</b></p>	<p><b>Session Liaison: Leane Skinner</b>  <b>Location: Essex C (4<sup>th</sup> Floor)</b></p>
<p>9:35 a.m. to 10:35 a.m.</p>	<p><b>Leadership, Trust, and Participation in Virtual Teams</b></p> <p>Technology, globalization and travel costs have all caused organizations to rely more heavily on virtual teamwork. In this study, students were assigned to virtual teams led by Supportive or Commanding leaders. Trust levels were measured, and communication scripts were evaluated to provide insight about team interaction. Students in supportive leader teams reported higher levels of trust and posted more communication posts than those in the Commander leader groups and those in the control group.</p> <p><b>Gene Johnson</b>  <b>University of Hawaii at Hilo</b></p>	<p><b>Symptomatic Leadership in Business Instruction: How to Finally Teach Diversity and Inclusion for Lasting Change</b></p> <p>Do we have an obsolete approach to teaching the discipline of business, especially diversity and inclusion? 21st century business educators must enhance their pedagogical toolbox by shifting their mindset from symbolic thinking to symptomatic thought and behavior. Cutting-edge research on symbols and symptoms suggests that the refusal to examine in totality the history of discrimination and racism allows us to perpetuate a mythology of white supremacy that prohibits business transformation.</p> <p><b>Linda L. Ridley</b>  <b>CUNY Hostos Community College</b></p>

	<p><b>Hilo, HI</b></p> <p><b>Kimberly Furumo</b> <b>University of Hawaii at Hilo</b> <b>Hilo, HI</b></p> <p><b>Student Networking in Higher Education: Using a Social Capital Framework to Understand Why and How Students Network</b></p> <p>Developing a network of peers is an integral part of a student's college experience, especially for business majors as the connections made can form a valuable future resource. Using a social capital framework, the researcher explored student experiences on four campuses of a Midwestern University, focusing on the various qualities of the connections students had made. The multiple case study examined the similarities and differences of social capital development at the various campuses.</p> <p><b>Thomas Mays</b> <b>Miami University, Regional Campuses</b> <b>Middletown, OH</b></p>	<p>South Bronx, New York City, NY</p> <p><b>How Committed—and Thus How Empathic—are Institutions of Higher Education in Their Efforts to Fulfill the Aims of Diversity Initiatives?</b></p> <p>This study is aimed to extricate what “lies beneath” diversity initiatives targeted toward students of color on PWCU's and student perceptions of those initiatives. Presented by Shanita Baraka Akintonde, MBA, M.Ed., Associate Professor and Interim Program Director, Culture, Race and Media, School of Media Arts, Columbia College Chicago.</p> <p><b>Shanita Baraka Akintone</b> <b>Columbia College Chicago</b> <b>Chicago, IL</b></p>
<p><b>SESSION TRACKS</b></p>	<p><b>Session Liaison: Tracie Opolka</b> <b>Location: Essex A (4<sup>th</sup> Floor)</b></p>	<p><b>Session Liaison: Mona Schoenrock</b> <b>Location: Essex C (4<sup>th</sup> Floor)</b></p>
<p>1:30 p.m. to 2:30 p.m.</p>	<p><b>Teaching Chinese Students and United States Students Business Communication with a Special Emphasis on Intercultural Communication</b></p> <p>The purpose of the research study was to survey Chinese students and United States students in business communication classes to see how they were different or similar in terms of intercultural communication. The researcher used three inventory assessments to collect data from students in the United States and China. Data results will be presented in the session.</p> <p><b>Raholanda White</b> <b>Middle Tennessee State University</b> <b>Murfreesboro, TN</b></p>	<p><b>A Classification of job Requirements for Internships: A Perspective of Employers</b></p> <p>The purpose of this study was to identify the skills and experiences desired by employers when filling an internship position by examining emerging trends and exploring various internship requirements. The study analyzed data collected from Indeed.com regarding internship postings from four Midwestern states. The initial findings identified numerous keywords, similarities and differences, and content specific requirements. Based upon these findings, several implications and applications will be presented.</p> <p><b>Timothy Thornton</b> <b>Athens State University</b> <b>Athens, AL</b></p> <p><b>The Demise of Business Teacher Education in a Southeastern State</b></p>

		<p>This presentation will discuss the unfortunate causes and effects of the demise of business and technology teacher education programs in a southeastern state in the United States of America. A longitudinal case study design was executed, combined with both qualitative and quantitative analysis of data gathered over a four-year time period from faculty members, administrators, and former students of the business and technology teacher education programs, who were impacted by recent program closures.</p> <p><b><i>Pamela Scott Bracey</i></b>  <b><i>Mississippi State University</i></b>  <b><i>Madison, MS</i></b></p>
5:15 p.m. to 6:15 p.m.	<p><b>Association for Research in Business Education (ARBE) GENERAL MEMBERSHIP/BUSINESS MEETING</b>  (Installation of Executive Board)  <b>Location: Essex B (4<sup>th</sup> Floor)</b></p>	