

Undergraduate Students Computer-managed Homework versus In-Class Performance for Different Testing Formats

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ABSTRACT

Significant differences between undergraduate students performance on computer-managed homework versus in-class testing exists and differs by testing format. A moderate correlation between computer-managed homework and in-class testing for quantitative problems supports computer-managed homework as a value-added activity. A milder correlation in support of learning through multiple choice questions also exists. Corresponding students' performance differs by question format as undergraduates perform better on scaffolded questions than on open or partially-open questions. By nature of the problem formatting, scaffolded questions present students with the problem solving method, open-ended questions require students to develop critical problem solving, and partial questions are a hybrid of the two. Results highlight the different levels of student learning demonstrated through computer-managed homework and performance differences by testing format, and have implications for computer-managed homework designers and instructors.

KEYWORDS: Computer-managed homework, performance

The Puzzle Exercise: Interactive Teaching Strategy for a SCM Course

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ABSTRACT: This paper discusses a group exercise where participants are challenged to put together a jigsaw puzzle. Once the puzzle is completed, participants will learn to make decisions concerning Supply Chain Management concepts including lead time, profit margin, cycle time, capacity, productivity, pricing strategy, quality, and buyer-supplier negotiations. This is a tool that is excellent for the first or second day of class when teaching Supply Chain Management students or students enrolled in an introductory Supply Chain Management class. It does not require many resources and the resources can be reused in future classes. The exercise can be modified to be completed during a 50 minute class session or a 75 minute class session with additional time allotted for an out of class assignment and a 20 minute debriefing. Participants will learn the importance of working together in teams, making business decisions, solving problem, communicating with others, and gain an understanding of concepts that will be used in their supply chain management courses.

Key words: Interactive learning, teaching with games, supply chain concepts

The Applications of Online Technologies and Excel Spreadsheets in Teaching Undergraduate Introductory Business Finance Course

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Abstract

This paper examines applications of online technologies and Excel spreadsheets in teaching Business Finance. The evidence garnered from both a formative assessment and a summative assessment suggests that the web-enhanced instruction mode certainly possesses potential benefits to students enrolled in the course. The evidence also suggests that Excel should be an important and useful tool of teaching and learning. Therefore, the conclusion drawn is that a good method to deliver Business Finance is utilizing the web-enhanced instruction mode, with Excel being the primary tool for financial analyses. Hence, university administrators should provide encouragements and incentives for finance faculty members of teaching Business Finance to use Internet-based technologies and Excel spreadsheets in face-to-face instructions.

Keywords: web-enhanced instruction mode, online technology, Excel spreadsheet, formative assessment, summative assessment

A Class Exercise to Explore Crowdfunding

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ABSTRACT

This article presents an exercise in which students explore crowdfunding, a financing alternative that is gaining increased attention from entrepreneurs with start-up ideas. An entrepreneur financing a start-up business often faces choices driven by innovations and regulations in the finance industry. In this exercise, students have the opportunity to build a description of crowdfunding, compare how it works relative to traditional methods of financing, and consider the suitability of crowdfunding for a specific entrepreneur's situation. The exercise is designed for undergraduate classes in entrepreneurship or small business management. By completing this work, students should be able to explain how crowdfunding works and how entrepreneurs can research financing sources for a start-up business. This experience will apply to the broader context of examining trends and developments in the business environment that affect an entrepreneur's ability to bring new products and services to the market.

Keywords: entrepreneurship, crowdfunding, start-up financing, class exercise

Teaching Innovation Skills: Application of Design Thinking in a Graduate Marketing Course

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ABSTRACT

Innovation is a principal source of differentiation and competitive advantage in the increasingly complex and rapidly changing business environment of the 21st century. Students need to be better prepared with innovation skills to not only meet the 21st century workplace requirements but also succeed in the careers of their choice. Business educators need to be mindful of the pedagogical methods that facilitate the development of desired innovation skills among students. Innovation skills include technical skills such as discipline specific expertise, personal qualities such as creativity and open-mindedness, and social and behavioral skills such as communication and collaboration. The Design Thinking approach was chosen as a pedagogical method to teach innovation skills in an elective MBA course. The experience of the course, Design Thinking and Innovative Branding, suggests that Design Thinking approach can provide instructors with a clear pedagogical process and tools to effectively instill innovation skills such as creativity, empathy, open-mindedness, experimentation, communication, and collaboration.

Keywords

Innovation Skills, Design Thinking, Creativity, Soft Skills, Self-Awareness, Empathy, Open-mindedness, Collaboration, Innovative Problem Solving, Engaged Learning, Continuous Learning, Experimentation, Experiential Learning, Project-Based Learning

Bridging the Gap: An Applied Example of the Need to Integrate a Business Curriculum

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ABSTRACT

Recent literature suggests that business schools need to do more to integrate their curricula, particularly in light of the fact that students are exposed to certain important concepts in more than one course, often from multiple business disciplines. Confusion can arise in students when they hear differing and sometimes conflicting approaches to a single topic. This paper describes

an approach to mitigate confusion and enhance comprehension of topics that cross interdisciplinary lines.

Keywords: integrated curriculum, faculty development

Using The Fast Fashion Supply Chain To Teach Sustainability

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ABSTRACT

How can the undergraduate business student be initiated into the topic of sustainability in a manner that is both conceptually sophisticated and pedagogically engaging? This paper proposes one approach that draws upon the model of the “triple bottom line” while simultaneously focusing on an industry—fast fashion—with which the typical undergraduate student is often familiar. The approach involves introducing students to the fast fashion supply chain and its key stages—suppliers, retailers, customers, and disposal—and analyzing the social and environmental impacts at each stage.

Keywords: sustainability, supply chains, fast fashion, triple bottom line