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TECHNOLOGY, ENTREPRENEURSHIP AND NURSING “TEN”

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ABSTRACT

As students enter college classrooms across the country they bring with them a familiarity to technology that has not been seen in previous generations. From millennials who are considered digital natives to our older digital immigrant students who have come to embrace technology, there is an expectation that multimedia will be utilized as part of their college experience. An expectation of a college education includes preparing students to become productive employees. This demands that technology they will utilize in their future work be part of the classroom learning experience. Research also supports that the use of technology and active learning experiences supports student learning (Wilson & Gerber, 2008). This paper will discuss ten technologies used in business, economics, and nursing that could be utilized within other academic disciplines to prepare students for beyond college.

Keywords:

Technology, innovation, business, nursing, student engagement, economics.

TECHNOLOGIES IN BUSINESS

ON-LINE CLASSES

The first on-line degrees were in the mid 1990s with little incentive for students to consider this route. In the mid 90's the personal computer was still finding the way into society, the world was still dealing with dial-up, and government financial aid could not be applied to this type of education. There were a few pioneers that were not afraid to explore the trials of distance learning, but the graduation rates were low and employers did not seem even a little bit impressed with this new type of learning.

Businesses wanted very little to do with a prospective employee that attended an online college because the fear that the diploma came from some type of **perceived paper mill** where a "student" mailed in a few hundred dollars and a graduation certificate would show up in the mail a few weeks later. Fake diplomas became so popular

that employers were forced at one point to ignore any type of college education that did not come from a well-known traditional university.

Today, nearly two-thirds of the credit hours taken in the School of Business and Economics are scheduled on-line. The on-line programs have allowed the university to offer the same degree programs to distance learners as it does for the face-to-face students. The technology behind the course materials allow instructors to measure the amount of time a student is on-line and shows the information the student's access during their time on-line.

On-line classes have become a great avenue for students to complete a degree they started and interrupted for many reasons. A large percentage of on-line students are in the military, raising families, holding professional careers and experiencing medical situations. Fortunately, many employers today have become comfortable with the on-line delivery of education and much of that acceptance could be credited to the creditability of the accreditation bodies.

STOCK MARKET SIMULATION

Stock market simulations are speculative simulations which allows individuals to trade stocks, futures, or currency in a virtual or simulated market environment.

Stock market simulations exist in a variety of formats but the basic underlying concept is that these simulations allow individuals to gain experience or just entertainment by trading stocks in a virtual world where there is no real risk. Some stock market simulations do not involve real money. Individuals compete with each other to see who can predict the direction the stock markets will go next. Many stock market simulations are based on real life stocks from the NASDAQ, NYSE, AMEX or other major market indexes.

Stock market simulations are used for educational purposes to teach potential stock traders and future stock brokers how to trade stocks. Stock market simulations can also be used for entertainment purposes and to engage in fantasy trading competitions.

Before utilizing this simulation in class, it was difficult to get a traditional students to discuss business. The students rarely understood the connection to business growth, financial responsibility and industry market share. Allowing students to invest a virtual \$100,000 and borrow on the equity (at 7% interest) creates an environment whereas the students take their portfolio serious and begin to learn about business.

Students now engage in conversations about business with their professors, other students, community members and their families. Experiencing the Stock Market Simulation, fosters growth in business knowledge and application. It has become competitive and the students compete with other university groups around the state.

VIRTUAL REALITY

Virtual reality is the creation of a virtual environment presented to our senses in such a way that we experience it as if we were really there. It uses a host of technologies to achieve this goal and is a technically complex feat that has to account for our perception and cognition. It has both entertainment and serious uses. The technology is becoming cheaper and more widespread. We can expect to see many more innovative uses for the technology in the future and perhaps a fundamental way in which we communicate and work such as in Business, Education, Health Care and Social Science.

It's been four years since we first introduced students to Virtual Reality at the university. The attraction was strong at the university and the regional high schools. While it

has taken the four years to fully implement the VR, it has been worth the time spent. Starting with a Beta of Oculus to utilizing today's VIVE, the VR is a unit students engage with and create conversation around learning.

Discussion around VR include case studies as to how it was created, how it was marketed and the investment and return on the investment. Software for VR has grown and simulations for several disciplines are now available from Nursing to Criminal Justice, Business, Public Speaking and History.

3D PRINTING

3D printing is an innovative technology that allows individuals to create a physical object from a digital model. It started in the 80's under the name '*rapid prototyping*' because this was the purpose of the technology: to prototype faster and cheaper. A lot's changed since then, and today 3D printers offer amazing results and let you create anything you can imagine utilizing one of several cad design software programs.

3D printing became popular at our university after a high school student created a prototype for his business plan which he was presenting to the university professor for a competition. Today, we utilizing 3D printing to encourage students to learning how to create products utilizing basic cad design software. We utilize case studies to begin conversations around products and we create a hands on environment whereas students get excited to learn.

YOUTUBE

Founded in 2005, YouTube is one of the most popular video sites on the Web today. Millions of videos have been uploaded and shared, ranging from movie trailers to amateur videos of cats—and everything in between.

Anyone with an Internet connection can share content on YouTube, whether they are organizations with large budgets or an individual with a video camera. YouTube is owned by Google, and is one of their most popular peripheral properties.

YouTube was the first large-scale video sharing site on the Web, and it is available in nearly every country and over fifty different languages. Anyone can upload content, which makes for an utterly astonishing array of watchable content.

Students engage with YouTube and many instructors are finding ways to include YouTube videos into the classroom, face to face class or an on-line structure. Instructors encourage students to create YouTube videos as part of projects and presentations. Many students turn to You-

Tube for clarification on projects and YouTube has become a major resource in education.

One significant impact YouTube has experienced is the competitive nature for viewership. YouTube has become a companion and a competitor to cable and network broadcasting. In business, we broadcast a television show monthly and the majority of the views are from YouTube.

TECHNOLOGIES USED IN NURSING

Providing nursing students with skills they will need in their future practice is crucial. A focus on teamwork, technology, and critical thinking is essential for the nurse of the 21st century. Millennial health care students are primed for health care reform, which emphasizes team-based care and inter professional education (Blue & Henson, 2015). They also have a comfort with technology not experienced with prior generations. Introducing them to technology that will be applicable to them as nurses should occur in educational preparation. A discussion of five essential technologies to be used in nursing education is provided.

ELECTRONIC HEALTH RECORDS

With passage of the Affordable Care Act and the financial assistance provided as part of the "meaningful use" program from the American Recovery and Reinvestment Act of 2009, use of electronic health records (EHR) has become widely adopted in health care (Fontenot, 2013; Williamson, Fineout-Overholt, Kent, & Hutchison, 2011). Students will be required to navigate and chart in an EHR in their practice as a registered nurse. An EHR is basically an electronic version of the traditional paper medical record. There is a learning curve for students to understand using the EHR, what pertinent data should be recorded and where, all of the templates related to patient care, and how to access previously entered data to identify trends and improve the quality of patient care. Including the use of an EHR system in clinical and didactic coursework will assist students to be prepared to transition to practice as a registered nurse. Students can use the EHR when providing clinical care, as part of their lab practice, and even when completing assignments such as case studies. There are numerous commercially available EHRs for schools to utilize as well as the option for IT development of a test system for schools. The practice of providing real-life charting opportunities for students is another step in preparing nurses to be competent nursing professionals.

SIMULATION AND VIRTUAL SIMULATION

Another technology to be utilized in nursing education is simulation. Simulation is a technique that has been used in other industries for some time and gained greater acceptance in nursing education in the nineties (Sanko, 2017). Simulation is the use of low and high-tech equipment in simulated "real-life" situations (Williamson, Fineout-Overholt, Kent, & Hutchison, 2011). It can range from using standardized patients, to a high-fidelity patient simulator, to using virtual reality. The aviation industry discovered years before healthcare that simulation was uniquely suited for crisis management and team-based training (Sanko, 2017). With the increased acuity of patients and the need to work effectively in teams for improved patient safety and to reduce errors, simulation provides students the opportunity to experience clinical scenarios in a controlled environment. The growing nursing shortage and the need to prepare more registered nurses, while being faced with limited clinical sites, has provided an additional opportunity for implementing simulation in nursing education. Simulation-based education includes three phases beginning with prework or briefing, followed by a hands-on/psychomotor or immersive experience, and culminating with a debriefing (Aebersold & Tschannen, 2013). There has been a lot of research on simulation conducted in recent years. Support for supplementing clinical time with simulation and research supporting simulation demonstrates equivalent outcomes as traditional clinical provides further support for implementing simulation (Hayden, Smiley, Alexander, Kardong-Edgren, & Jefferies, 2014; Schlairet & Pollock, 2010). Although more research is needed to determine if simulation leads to improved patient outcomes, the use of simulation provides students with realistic opportunities for repeated practice of critical situations in a safe way.

UNFOLDING VIDEO CASES

In nursing education, providing students with an opportunity to use clinical reasoning to make decisions and see the ramification of their choices is part of experiential learning. Unfolding video cases provide students with a patient scenario and an opportunity to make clinical decisions in a safe environment, aiding in learning. Students can see the outcomes of their decisions and also have the option to see the outcome for the patient if they had made a different choice. Unfolding cases combine the power of storytelling with the experiential nature of simulation scenarios (NLN, 2018). Classroom use of unfolding case studies provide a way to bring clinical into the classroom and help meet the diverse learning styles of students. High-quality unfolding case studies are available at no

cost from some organizations, can be developed by faculty or students, as well as being available for purchase.

SMART PHONE TECHNOLOGY

The availability of smart phones in the student population offers a usable technology for classroom learning. The use of a device that students already purchase for everyday life provides a unique classroom opportunity. The opportunities available for smart phones are constantly changing with the development of social networking platforms, phone accessories, and app development. The growth of apps available for smart phone use continues to grow at an unprecedented rate (Wong & Tan, 2012). With the ability to audio record, video record, take photos, and instantaneously reach out to millions of people it can be a valuable and economical tool in the classroom. One example is the use of audience response systems also known as clickers. A few years ago using clickers in a classroom required purchase of clicker equipment and a financial investment by the educational institution. Now through the use of low cost or free apps, on a device that students already own, clicker technology can be readily utilized in the classroom. Smart phones allow students to use social networking sites for discussions, complete in-class quizzes or practice questions, access health care resources in clinical when providing patient care, and to scan QR codes for research activities to name a few. The use of smart phone technology in the classroom and within health care offers unlimited opportunities for engaging students in active learning.

SECURE COMPUTERIZED TESTING

Undergraduate nursing students are required to successfully pass the National Council Licensure Examination (NCLEX) in order to be a registered nurse. NCLEX utilizes computerized adaptive testing during the examination. It is imperative that students are exposed to computerized testing during their nursing program in order to be prepared for taking the NCLEX (Dosch, 2012). Testing students on the computer can present several challenges, in particular preventing students from accessing online resources that they will not be able to use during NCLEX. Secure computerized testing provides students the opportunity to practice in an environment similar to what they will experience when taking the NCLEX. Secure computerized testing locks down the browser so students are only in the test mode once the exam starts and they are unable to browse, search, or received communications from classmates. There are several options for secure computerized testing available. It is an essential component of undergraduate nursing education and

other health care programs. Students will also encounter computerized testing into their nursing career. Whether it be completing certifications to demonstrate nursing excellence, completing standardized examinations for entry into graduate programs, or required annual competency testing for their job, being adept at computerized testing is a necessary skill.

CONCLUSION

Technology will continue to evolve and new innovations will provide more opportunities for utilizing technology in the classroom. Academic systems have an ethical responsibility to use resources available to integrate them into the curriculum (Williamson, Fineout-Overholt, Kent, & Hutchison, 2011). Faculty must continue to embrace and incorporate meaningful technology into student learning to adequately prepare the next generation of knowledge workers. This requires a commitment to continued professional development and an openness to embrace innovation.

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CHALLENGES AND BARRIERS TO SUCCESS AS EXPERIENCE BY ONE INTERNATIONAL GRADUATE STUDENT DURING CROSS-CULTURAL TRANSITION

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ABSTRACT

International students' enrollment in post-secondary degrees in the US has increased considerably during the last years. Students from all over the world travel to the United States with the desire to achieve a better education than their home country can provide for them. They seek an education that will stimulate their intellectual and emotional development and have a positive impact on future working careers. With or without the support of their families, students face diverse challenges and barriers adapting to the new American culture.

Challenges and barriers to success experienced by the IGS during the Acculturation / Cross-Cultural Process as the student progressed from Stage One (The Honeymoon) to Stage Two (Culture Shock) to Stage Three (Gradual Adjustment) included: feelings of cultural and biological shock, homesickness, isolation, and adjustments involving adaptation to new teaching/learning environments and legal systems. Three Categories of Meaning emerged and were identified by the investigator as result of examination and categorization of the student's reflective journal entries detailing challenges and barriers to success experienced by the IGS. The Three Categories of Meaning were labeled as follows: Biological Category of Meaning, Psychosocial Category of Meaning, and Academic Category of Meaning.

This study chronicles the progression of one International graduate student through the Acculturation / Cross-Cultural Transition Process involving all Three Categories of Meaning during Phase One (Spring / Summer 2017) and Phase Two (Fall 2017 / Spring 2018). As a result of the student's adaptation to the challenges and barriers to success within the new culture during Phase One and Phase Two, comparisons were made and conclusions were drawn placing the International graduate student in either Stage One (The Honeymoon), Stage Two (Culture Shock), or Stage Three (Cultural Adjustment).

Despite limitation of this study to one international graduate student at one university, this research emphasizes the need for further studies regarding this significant human experience. The extension of this research could provide the university with a better understanding of the needs of International students who are enrolled in higher education programs. Consequently, education institutions could provide these students with more positive support and implement resources in a more effective manner, leaving no room for feelings of frustration, anxiety, and despondency as reflected throughout the participant's personal journal entries describing transition experiences during Stages: One, Two, and Three of the Acculturation Process.

INTRODUCTION

International students' enrollment in Superior Education in the U.S. has augmented considerably in the last few years. Between the academic years of 2011 – 2017 this population increased by 355,545. In 2017, the International Student population was 1,078,822 and its net financial contribution have resulted in significant economic growth for the U.S. (Institute of International Education, 2017). Within 2013-2014 academic year, the economic benefit that International Students and their families brought to the U.S. was equivalent to \$26.8 billion. Meanwhile, the supported number of jobs that these two populations brought to the country corresponded to 340,000 within the same period. State universities have found that increased enrollment of international students contributes directly to the success of higher educational systems and their regional economies (NAFSA: Association of International Educators, 2014).

Since 2008, the presence of International Graduate students in U.S. has been developing gradually. During 2016-2017, there was an increase of 7,189 Graduate International Students, which translates to a rise of 1.8 percent in the Graduate International Population in the United States (IIE). Considering the pronounced growth of this population (IS), it has become essential for public and private educational entities to generate retention strategies for this particular group of students. In order to address this specific need (retention), it is imperative for higher education personnel to evaluate particular challenges that International Graduate students face during the first three stages of Princeton's Four Common Stages of Cultural Adjustment (2012):

STAGE 1: 'THE HONEYMOON' INITIAL EUPHORIA--EXCITEMENT

The international student is showing enthusiasm for everything that is new to the senses, exhibiting interest in learning things about the new culture and contrasting them with the old one. The international student demonstrates willingness to be involved in a superficial way with the host culture and has a positive attitude including feelings of motivation and the desire to be cooperative.

STAGE 2: 'CULTURE SHOCK' IRRITATION--HOSTILITY

Euphoria about the new culture has ended, and the international student is focusing primarily on differences between the home and host culture. The international student experiences feelings of homesickness and often stereotypes local people as snobbish and/or unhelpful and

exaggerates small problems in addition to missing friends and searching for new ones in the host culture.

STAGE 3: 'GRADUAL ADJUSTMENT' HUMOR--PERSPECTIVE

There is familiarization of the individual with the new culture's logic and values. The feeling of isolation decreases; cues from the host's culture become easier to understand. During this period, there is a preference for aspects of the new culture, and a sense of humor returns (begins to laugh at things that at the beginning were annoying). An experience of emotional polarization starts taking place (feeling very well or very badly) and a deeper learning derives from emotional adjustment as well as development of a new perspective towards life (either very enthusiastic or very upsetting).

The adaptation process of International Graduate Students (IGS) to the American way of life as they pursue a higher education degree is usually difficult, as these students face specific challenges and / or obstacles that naturally arise and may contribute to substantial levels of stress during the initial transition process. These students experience (in varying degrees) culture shock regarding adapting to new teaching and learning environments, understanding the American higher education system, understanding U.S. social norms, and adapting to food, climate, legal systems, as well as experiencing feelings of homesickness and isolation (Wu, Garza, Guzman, 2015).

Therefore, it is important to identify the timeline and contexts within which these particular challenges usually arise, which ultimately defines the course that the acculturation process is taking within the IGS's higher education experience. In the same way, it is also highly significant to recognize factors that positively boost the acculturation process for this specific group of students. Institutions of Higher Learning would have basis for development of a strategic plan to support IGS by identifying and studying the Three Stages of their acculturation process and the contexts within which challenges occur. More supportive measures would guarantee recruitment and retention of more IGS. At present, some of the best schools in America are currently implementing programs that directly focus on instituting strategies that would mitigate the challenges of the IGS's acculturation process. Therefore, this particular study focused on the progression and experiences of one International Graduate Student (IGS) through the Acculturation / Cross-Cultural Transition Process in all Three Categories of Meaning during Phase One (Spring / Summer 2017) and Phase Two (Fall 2017 / Spring 2018).

METHODOLOGY

Because of the nature of the inquiry, the investigator took a qualitative stance in examining the responses of one international graduate student's challenges and barriers to success that emerged during the cross-cultural transition process during Phase One (Spring / Summer 2017) and Phase Two (Fall 2017 / Spring 2018) at Middle Tennessee State University. The qualitative study was structured using a set of overarching questions, which served as a framework to be responded to by the participant within the personal journal format (Craig, 2009). The personal journal format encourages depth of reflective discourse and is a form of personal reflection, thought, and reaction that differs from face-to-face interaction and provides an opportunity for sharing personal thoughts and ideas in an authentic and non-threatening format (Corbin & Strauss, 2015). As a result, examination and categorization of the reflective journal entries allowed themes and / or categories of meaning to emerge and be identified by the investigator. The findings are reported in a thick narrative that provides descriptive, interpretive accounts of the naturally occurring acculturation experiences of the International Graduate Student during the first year of cross-cultural transition (Bogdan & Biklen, 2007; Corbin & Strauss, 2015; Craig, 2009; Craig & Young, 2009; Young, 1994). As a result of the student's adaptation to the challenges and barriers to success within the new culture during Phase One and Phase Two, comparisons were made and conclusions were drawn placing the International Graduate Student in either Stage 1 (The Honeymoon), Stage 2 (Culture Shock), or Stage 3 (Cultural Adjustment). For the purpose of this study, the Biological Category of Meaning (BCM) refers to all factors that alter the regular biological processes of a human being; the Psychosocial Category of Meaning (PCM) refers to psychological aspects and sociological aspects; and the Academic Category of Meaning (ACM) refers all classroom experiences involving learning.

QUESTIONS INCLUDED DURING PHASE ONE:

1. As an IGS at Middle Tennessee State University, what would you identify as some of the major challenges and / or barriers to your success within the Biological Category of Meaning that occurred during Phase One?
2. As an IGS at Middle Tennessee State University, what would you identify as some of the major challenges and / or barriers to your success in the Psychosocial Category of Meaning that occurred during Phase One?
3. As an IGS at Middle Tennessee State University, what would you identify as some of the major challenges and / or barriers to your success in the Academic Category of Meaning that occurred during Phase One?
4. As an IGS at Middle Tennessee State University, what are some strategies for success you used to overcome these challenges and / or barriers to success that occurred during Phase One?

Questions included during Phase Two of the study:

5. As an IGS at Middle Tennessee State University, what would you identify as some of the major challenges and / or barriers to your success in the Biological Category of Meaning that occurred during Phase Two?
6. As an IGS student at Middle Tennessee State University, what would you identify as some of the major challenges and / or barriers to your success in the Psychosocial Category of Meaning that occurred during Phase Two?
7. As an IGS at Middle Tennessee State University, what would you identify as some of the major challenges and / or barriers to success in the Academic Category of Meaning that occurred during Phase Two?
8. As an IGS at Middle Tennessee State University, what are some strategies for success you used to overcome these challenges or barriers to your success that occurred during Phase Two?

FINDINGS

Analysis and categorization of the International Graduate Student's reflective journal entries revealed that the IGS experienced a plethora of challenges and barriers to success during Phase One and Phase Two of the cross-cultural transition experience. Three general Categories of Meaning emerged: (1) Biological (refers to all factors that alter the regular biological process of a human being), (2) Psychosocial (refers to psychological aspects and sociological aspects), and (3) Academic (refers all classroom experiences involving learning).

Detailed personal journal entries illustrate difficulties and barriers to success that the IGS faced during the Biological, Psychosocial, and Academic Categories of Meaning in both Phase One and Phase Two of the cross-cultural transition process as the IGS moved from Stage 1 (Honeymoon) to Stage 2 (Cultural Shock) to Stage 3 (Cultural Adjustment). Differences and similarities among the entries of the acculturation experiences were highlighted

and carefully analyzed thus providing understanding of the IGS's cross-cultural transition process during each phase.

Journal entries pertaining to cultural differences resulting in major challenges or barriers to success in the Biological Category of Meaning (BCM) focused on diet, adaptation to climate change, sleeping patterns, fast-paced life style, and emerging health-related issues.

Challenges and Barriers to Success as Experienced by One International Graduate Student Personal Journal Entries of the International Graduate Student

Phase One (Spring 2017 / Summer 2017) Biological Category of Meaning (BCM):

During my first month since my arrival to the U.S. I started experiencing extreme feelings of exhaustion, as I arrived to TN during winter season. My biological clock has always been used to all year-round summer. It was quite a shock to find out that daylight in TN only lasted nine hours. Days during this holiday season in Murfreesboro starts at 7a.m. with the first sunrise, and are limited at 4 p.m. by twilight, which announces the arrival of darkness that consumes the city's energy. (Journal Entry, January 18, 2017)

My body's dehydration due to constant extreme climate changes, was, and still is a critical point for my physiological adjustment to this country. The sudden change from a light wardrobe to a heavy one is awful. I would have thought that it would have been better if I had had a gradual physiological transition. Ideally starting from the summer. (Journal Entry, January 17, 2017)

Adjustment to new set of eating habits played a fundamental part of my physiological adaptation to the U.S. Quantification of the serving portions in this nation and kind of food prepared are extremely distinctive from Colombia's. In this country, serving portions are much lighter during lunch and heavier during dinner. (Journal Entry, January 19, 2017)

Last night's meal was a total success. However, I still have to work on calculating the right serving portions for a typical American dinner. These days I have work hard on improving my cooking skills. There still is a huge temptation on just going out to eat to a restaurant. In U.S., there is a wide variety of restaurants and dishes at every price range.

There is even food which price wonders around \$2-3 dollars. Food is accessible in every corner and tastes good. In the downside, American food usually brings many calories. I have gained about four pounds since I got here, and I am trying to go to the gym more often as my schedule allows me to, usually about two times per week. (Journal Entries, May 23 2017)

Phase Two (Fall 2017 / Spring 2018) Biological Category of Meaning (BCM):

I am back to the in USA after a warm summer Christmas in Cali. Everything seems to be dull, cold and grey. The smell of cinnamon and pumpkin spice is still around the air. I am happy to be back to my new home, much more peaceful and organize. At the same time, my heart is full of sadness and sorrow from leaving my once home country. It was a heavy blow being back to reality. I have had a hard time with my emotions transitioning from a great state of excitement, product of being with family and friends to a state dullness as I am on my own again. My face feels weird, my skin feels dry as the skin of an old prune, and my feet are very swollen after the abrupt temperature change from coming back to the States. I think that I have gained about seven pounds after visiting Colombia. During my stayed in Cali, I stuffed myself with all the local food that I could possibly had after not seeing any for one year.

Since I arrived to TN, I have not change the time zone on my watch. I guess I lost every notion of time after traveling for two days to the U. S. My thoughts are still a mix between English and Spanish. It is taking me time to make my brain switch back to English mode after spending so many days in Cali. Being tired from all the travel does not help either with this task. (Journal entry, January 17, 2018)

Throughout the last months of winter and fall, I have had several health issues related to the abrupt seasonal weather changes in the area. My allergies have gone wild! I have experienced four allergy attacks during the last two months. My body has not adjusted well to these drastic climate changes. The health-care center at the University is not good at all. For start, a Dr. never examines me when I go. It blows my mind when I try to process how expensive health care is for international students in this country. I cannot believe either how inadequate the healthcare reimbursements are for

any illness or doctor visits. I had to schedule all of my appointments in Colombia to get myself check with real Doctors instead of nurses.

When I came back to the United States in January, I had to book an appointment with a private allergist who thankfully is now treating me. The health center at school confused my allergy symptoms with a simple cold. Having to take all these new medicines and being on a special diet has increase my anxiety as I am starting to become extremely cautious. I hope that by the end of this year my body will adapt fully to these drastic changes in the weather. (Journal entry, January 12, 2018)

The preceding journal entries indicate that the IGS is still exhibiting signs of cultural shock in the Biological Category of Meaning (BCM) in both Phases One and Two. In fact, adaptation within the BCM emerged as more difficult during Phase Two and impacted the IGS's lifestyle even more drastically during the second phase. Therefore, the IGS seemed to be stuck in Stage Two "Culture Shock" of the Acculturation Process. Strategies used by the IGS during Phase One to mitigate the negative biological processes were not successful in Phase Two. As a result, the IGS experienced significant mental fatigue resulting in increased anxiety that interrupted daily lifestyle activities such as sleeping and eating and exaggerated other existing BCM issues.

"All of these chores in addition to work and study are time consuming and exhausting." (Journal Entry, May 23, 2017) Journal entries pertaining to cultural differences resulting in major challenges or barriers to success in the Psychosocial Category of Meaning (PCM) focused on pace and rhythm of the American way of life, feelings of isolation and emotional distress, lack of social inclusion, and difficulty with communication in social situations:

Challenges and Barriers to Success as Experienced by One International Graduate Student Personal Journal Entries of the International Graduate Student Phase One (Spring 2017 / Summer 2017) Psychosocial Category of Meaning (PCM):

I've always thought Americans had a rapid pace of living, this is, from what I've previously observed in the media, and the goal driven behavior of my sponsor's family (as they tend to accomplish everything days before hand). But the reality is that pace of living in the U.S. is extremely fast. In this land, everything is detailed and synchronized. Most of the activities in this coun-

try are on the go. Now, I get why there is a drive thru in every corner. Americans time management is very precise. When a meeting or a date is settled, people expect you to arrive 10-15 minutes prior to the appointment. Being exactly on time is late and I am always anxious and nervous. (Journal Entry, January 22, 2017)

Journal entries such as the following, "The constant fluctuation of emotions during the first two months, the feelings of social isolation that comes within the abrupt emerging into a new culture, and the emotional fatigue, were some of the psychological experiences that were, and still are challenging for my adjustment as an International student" reflected emotional stress (Journal Entry, March 28, 2017).

Journal entries made during the first two months of stay were especially detailed regarding this emotional distress and feeling of isolation due to separation from family and friends and difficulties resulting from lack of social inclusion due to age and cultural differences as well as understanding of common sayings and slang:

My emotions during the first period in the States fluctuated from one extreme to another. I was excited about getting to know another culture, and traditions. I was excited about singing Christmas carols, getting a real Christmas tree, having a Christmas Eve dinner, things that I have grew fond from previous observations during my short vacationing trips to this country, and Hallmark movies. On the other hand, I felt devastated when I pictured my family in Colombia spending quality time together during holidays. (Journal Entry, January 28, 2017)

I began to feel social isolated after the first couple of weeks from the arrival to the U.S., especially, after the holidays. Because of my inability of meeting new people, I took refuge on prolonged Colombian telephone/video calls with friends via Skype or WhatsApp. I spent most of my days before school started, watching movies on Netflix, and talking to the only supporting network I had ever known. My room became a cave, a shelter, a refugee from a new culture that terrified me to get to know. Going out to meet people was far away from my comfort zone. (Journal Entry, February 5, 2017)

As days go by, I feel I have less time to communicate with family and friends in Colombia. I have started to come up with the necessity of relating to new people. I have tried talking to classmates

from school, but they seem careless about making new friends. People my age are usually engaged, married with kids, or going thru a divorce.

I have been feeling frustrated at times for not being able to communicate my thoughts, and beliefs at a fast pace, especially when it involves the explanation of complicated things. Not understanding slang and common sayings makes things worst, especially when I know that I can give much more intellectually and emotionally during conversations. (Journal Entry, February 7, 2017)

One journal entry made at a later date was especially poignant:

At the end of the week, I was invited for coffee by one of the girls that I had previously met in networking meetings held in Nashville. She had asked me to help her expand her Spanish lexicon. I was excited with the idea of making a new friend. After meeting her, I realized the intentions of this woman were not genuine and I was disappointed. All she wanted was sell cosmetic products. (Journal Entry, April 7, 2017)

Phase Two (Spring 2017 / Summer 2017) Psychosocial Category of Meaning:

My close family is finally reunited. Everyone has arrived in different days to the states. It is somewhat hard to settle everyone in the house, but it is worth having my family here. One of the most valuable things in life is to cherish every happy moment with your family. It was the first time I have seen my family reunited altogether in one place for about seven months. My mom could not come for the family meeting in TN, I feel bad for her. I do understand that my dad is worst every day, his diabetes is consuming his legs slowly, he is losing mobility, and his temper is increasing. I think he is denying what it is occurring to his health and is just taking it out on everyone. I am worried about how this situation will affect both mom's and dad's mental health. Being handicap and having a third party to look after a handicap person is not an easy task especially when the third person is someone who has been emotionally involucrate with the handicap person.

My family already flew back to Colombia. I am glad that I had the chance to see them. I also feel sad since I started realizing that it was only a flash visit. I have been feeling depressed, sad, and vulnerable. It feels like I am waking up from a dream,

a very quick dream. Talking in Spanish and seeing your family, using your common slang, and colloquial habits, even having some of the typical food for a while... makes me feel back in Colombia for a couple of minutes. I feel like I have been drinking a cocktail of mixed emotions. I do not know if I want to feel all of these emotions at the same time, it is aggravating, confusing I feel exasperated. All of my emotions are drowning my energy down. In addition to my emotional day, I can tell that I experienced an abrupt impact as I returned to the regular routine the next day. I had to go back to work, and the online summer courses started. Days went back to grey again. I just want to get in my bed, under the covers, shut my eyes, and stay there for a good while. Time seems to go slow once more. (Journal entry May 16, 2017)

In the following journal entries relating to the PCM, the IGS expresses feelings of homesickness which indicate the IGS is still in Stage 2 "Culture Shock" of the Acculturation Process. At this point in time though, the IGS's personal journal entries do indicate gradual adjustment and movement from Stage 2 "Culture Shock" to Stage 3 "Cultural Adjustment" of the Acculturation Process as the IGS moves forward in adaptation to American culture.

It has been a year since I came to the USA. I feel that my life has turn around 360 degrees. I recently came from a trip to Colombia for the holidays. A trip in which I got engaged. It was astonishing to see how everything had changed back at home: family, friends and the city itself. The City seemed to be growing and becoming more modern. It is incredible how my perspective of the Colombian culture has drastically changed. I had the opportunity to see how the culture, the society works with a completely new pair of eyes.

I had nearly everything prepared beforehand before JC and I traveled to Colombia: The itinerary, which included places to visit; a list of people to see, and numerous events to assist. My fiancé was mesmerized about the time management in Colombia. No one was ever on time. It took most of my family around one day to get two things done, sometimes even only one thing. People never showed up on time. As terrible, as it sounds close friends tried to take advantage us, as they knew the currency-exchange rate of the dollar. Only one or two were thrilled about having us there, and actually invited as to have dinner.

Colombia is still a country with old patriarchy culture. Everything floats around the male figure.

Young girls are raised-up to serve the males in the house. Specifically, in Cali, women are obsessed with getting men's attention. This issue has turn the city into the capital of the plastic surgery.

Even though Colombia is supposed to be a 90% catholic country second and third generations from urban areas seem that call themselves believers and practitioners but at the end, most of the values and rites that are supposed to be involve within the culture are not taking place. Younger generations hardly go to mass. In the other hand, people from the rural areas seem to have a greater believe and better Christian practices. I wonder if most of the cultural differences within this country and the US have to do to the demography and the importance that the local people in Colombia give to having a good nightlife in big cities. Does the Big Nightlife help Caleños overcome harsh realities within the city such as violence, macho culture, and poverty? (Journal from, January 18, 2018)

The following journal entry highlights the IGS's transition process from Stage 2 to Stage 3 of the Acculturation Process within the PCM. At this point, the IGS is starting to see the humor in some of the situations rather than becoming anxious or frustrated with the situation. This indicates a change in perspective and viewpoint of the IGS regarding both cultures.

Yesterday was the first day within weeks where I evidence a high anxiety moment. I had an issue with my car and the insurance company did not understand on the phone what was going on with the machine. In fact, I did not understand what they were saying either. The person on the phone was very rude and hung up on me. After this moment of misunderstanding, I decided to call my fiancé for support with this situation. He did not come to help me since he lives about 45 minutes away from me. The number of friends and family near me is very low, so facing these kinds of situations by myself is frustrating and down lifting. I felt hopeless for a moment. Labor here in the U.S. is just so expensive, and sometimes unreachable. A clear example is that calling a mechanic for help could mean to pay half of salary or more to cover the expenses. That night I had to deal with battery changes and other mechanical stuff, which left me exhausted for the rest of the day. I did not go to bed until 1 am. Car issues has been a problem since I got here.

I have been having mental breakdowns more of-

ten. Feeling of hopelessness have surrounded me various times this month I have tried to get up every morning and try to do everything well again, but sometimes it seems that the harder I tried the harder it is for me to get things done. Days do not seem to be stable at all. I have a either a very good day or a very bad day. I have not been able to find the stability that I have been longing for quite a while. I have not found what I should be calling home yet. This leaves me in my opinion emotionally instable. I am going to start the search of psychological and spiritual guidance. Writing helps a lot with the liberation of my feelings and negative thoughts. Reading other blogs from international people who are on the same page (situation) comforts me. Knowing that there's somebody else facing the same situation really helps coping difficult moments in this country. (Journal from, February 19, 2018)

At this point, the journal entries of the IGS is definitely showing changes in original values and beliefs. The IGS questions some of the logic and behaviors of the population of her country of origin which indicates a wider perspective and more global view of society and culture and re-evaluates the positives and negatives in both cultures. A wider perspective takes place after the IGS goes back to the country of origin during school break as shown by the following segment in the previous journal entry:

I wonder if most of the cultural differences within this country and the US have to do to the demography and the importance of having a good nightlife in big Colombian cities. Does the Big Nightlife help Caleños overcome harsh realities within the city such as violence, macho culture, and poverty? (Journal from, January 18, 2018)

At this point, the IGS is actively in the process of transitioning from Stage 2 "Culture Shock" to Stage 3 "Cultural Adjustment" although some anxiety and issues remain.

Journal entries pertaining to academic difficulties resulting in major challenges or barriers to success in the Academic Category of Meaning (ACM) focused on time management, communication with peers and professors, dynamics of class interaction, understanding specific requirements for assignment completion, as well as being successful within the online class format.

Challenges and Barriers to Success as Experienced by One International Graduate Student Personal Journal Entries of the International Graduate Student

Phase One (Spring 2017 / Summer 2017) Academic Category of Meaning (ACM):

With regard to major challenges or barriers to success in the academic context specific to MTSU, journal entries noted confusion, fatigue, and a need for more supportive guidance and specific advisement than what was provided by the International Affairs Center. The IGS was in need of additional support, guidance, and resources with regard to the amount of required paperwork and monetary expenses associated with acquiring international health-care insurance and a social security number, filling out I-20 and I-94 immigration forms, understanding and completing a pre-contract and final contract, acquiring a state driver's license, paying and understanding campus and special installation fees, understanding the physical layout of the university campus and its many buildings as well as its parking requirements, second language issues involving lack of understanding and difficulty communicating within the academic discipline of study, problems resulting from lack of experience within the virtual classroom environment (online classes) utilized in MTSU's Master in Business Administration program of study, and difficulties arising from navigation of MTSU's online site including completion of the online registration process for enrollment in courses.

As a result, journal entries described extreme anxiousness and resulting stress:

This is practically the last week of the first term from the Master's program. Everything has been squished in for this week, since promptly there's going to be a Spring Break. I hardly think there's time for getting things done. On Friday, I went again to the Social Security Office. It amazes me the number of things I've to do before getting settled in this region. I feel like I've been going back and forth the whole time between Payroll, Human resources, and the social security office. Just in the Social Security office, I had to wait for about three hours to get attended. (Journal Entry, February 20, 2017)

In addition to the time management challenges and resulting stress mentioned in the preceding journal entries, there was also an entry describing illness:

With all the stress, I got a Cold. I had a strong headache, and throat inflammation. There was no one to take care of me. This is the moment when you start missing your family the most. I stayed almost the whole weekend in bed. Couldn't get much homework done. It's very difficult to handle all of this commotion with climate changes. As days goes by it gets cooler and cooler. My body and

mind feel exhausted. (Journal Entry, February 10, 2017)

Numerous journal entries described difficulties with achievement and frustration within the academic context due to second language issues involving communication, reading, writing, and comprehension compounded by lack of experience within the virtual classroom environment and unfamiliarity with navigation and format of D2L online and hybrid courses required in the MTSU Master in Business Administration degree program. In addition, the D2L specific course email versus MT regular email, navigation of the MTSU RaiderNet website involving online registration, online access for the library, and online payment of expenses and fees were confusing, stressful, and frustrating as detailed:

Grades from the first accelerated courses of the MBA were uploaded. It was for my amaze to find out that I made an average grade on my digital class, when I knew that I've completed assignments on time. I decided to e-mail the professor and ask him about it, but he did not respond about eight days afterwards (when courses were close). I feel very upset, frustrated that he scored me zero on this part of the assignments after all the hard work I invested on this class. Communication within online classes is a true barrier. (Journal Entry, March 16, 2017)

Journal entries for March 2017 and April 2017 reflected increasing anxiety, frustration, and feelings of helplessness and lack of support with regard to the academic context. The following Journal Entry dated April 11, 2017, is the most detailed:

Yesterday was one of the hardest days of my second academic term. Everything that made me anxious from last week, and the beginning of this week, exploded. Last week was just a terrible week. I felt like every academic activity was squished in all together. I had to turn in projects, assignments, and take two tests and one quiz in a row. Two of them, which were held on the same day. Academic pressure has become overwhelming. I feel tense, like carrying a bag full of rocks that's pulling me down to the center of the earth every time a want to give a step forward. I barely got four hours of sleeping between nights. Coffee has become my best friend, my catalyzer.

Days seemed long, and prolonged. I spent two nights with my accounting study group studying for a midterm exam. I felt frustrated most of the week trying to keep up with specific vocabulary words for school's lectures. Practically most of the

time I feel I'm expressing myself like high school student, and not like a grad student who has the information to build and give a well-spoken argument.

I'm becoming more and more anxious trying to understand school's online courses. They hold a completely different approach for my education. Trying to keep up with more than one online course at the same time is just excessive with my language struggle, and more when professor's does not comprehend that my language issue is not the same as having an issue understanding the course's content. Short limited time of nearly 50 seconds per question to approach an online evaluation is nearly impossible to make an outstanding grade in a second language. It takes me at least twice as much time just to comprehend what is being asked. This situation is very frustrating.

A Journal Entry dated April 12, 2017, contained a list of suggested strategies used to meet the challenges and barriers leading to success that emerged during Phase One of the Acculturation (cross-cultural transition) Process that required psychological, sociocultural, and physical / biological adaptation:

1. Get organized, get an agenda schedule, do everything beforehand.
2. Go to tutoring.
3. Bring lunch to school.
4. Seek friends (American).
5. Get close to people from same ethnic community. Give support to them as well.
6. Drink at least three bottles of water per day, use warm clothes, hydrate skin constantly, have a big breakfast.
7. Exercise at least twice of week; get a good night's sleep.
8. Talk about problems. Seek help.
9. Get involved in after school activities.
10. Set at least one goal per week.
11. Read a lot; employ new words in every written paper and conversation.
12. Work out problems as they occur, one at a time.

Challenges and Barriers to Success as Experienced by One International Graduate Student Personal Journal Entries of the International Graduate Student Phase Two (Fall 2017 / Spring 2018) Academic Category of Meaning (ACM):

Classes started this week, and with them came new debts. Starting the second part of the academic year only means that my budget gets shorter one more time, as bills increase. As an international graduate student, I can say for fact that the only time that I had to save some money was during the summer term. Summer is the only time a year where I am allowed to take more than one online course.

I am very excited to start new courses though I cannot lie about not feeling nervous with my new accounting course. The professor has already left some homework, a very long study case before the actual class started. There were no supporting tools or presentations within the d2l course.

Costs of books once again are supremely expensive and health and car insurance rate increased one more time. How can I not be in debt when my salary is less than a minimum wage and everything else costs three times more than the prices that local people get (car insurance, health insurance, school etc.)

Overall, I can say that I least I had a very good summer. Where I get to do more activities that I really like. (Journal entry, August 28, 2017)

At this point, the IGS is adjusting and starting to handle the academic challenges in a more positive manner as shown in the following journal entries, and transition has occurred from Stage 2 to Stage 3 in the Acculturation Process:

A new year at the MBA program. I still get nervous and jitters on my stomach caused by the anxiousness of getting into new classes. Unlike a year ago, now I know somewhat how to navigate around the University and its courses. I am glad to say that nowadays I have some acquaintances in my MBA classes and is so much easier to communicate my thoughts and ideas to them. I am starting to understand some mannerisms, and class didactics. I comprehend better that most of the teachers are here to support the students' success instead of criticizing them. Therefore, I feel much more relieve when asking questions. The support

of group working in the classroom is essential; I pick up most of my new vocabulary from them. It is nice to see how people really support each other in a genuine way in a classroom environment.

I have seen this year that some of teachers within the MBA program are willing to improve their teaching methods by making the class more didactic and fun to work at. Going to work is not as physically hard as it used to be when I initially arrived to the States. I am starting to get the trend of how things work around here. My toughest courses are still the ones related with IT and accounting, though, I do not get as frustrated as I did at the beginning of the year.

Nowadays I try to work out strategies to solve problems as they appear. This year, I have started to feel that my fear of communicating doubts to my professors have started to banish. I feel more confident about myself. Honestly if it was not for Dr. Y's support at MTSU in the academic and working environment and my fiancé's support with communication skills, I would have tried to change to another University. I consider myself blessed as I have found quality people along the way who gave me the hand and supported me when I needed it the most.

By the end of last year after some self-evaluation, I found out that my personality inclines to be more goal oriented rather than detail and analytical. Working at my pace has allow me to do things in a more effective manner. Currently I am setting small goals or tasks each day. Seeing the smaller picture helps a lot. Work has suddenly become something approachable and achievable. Seeing the bigger picture in a completely different language than your mother tongue could be somehow overwhelming. At least now, I do not have to go back to a piece of writing four times

I go back twice at the most. Trying not to compare myself with other people helps me a lot with my anxiety. (February 1, 2018)

At this moment, school has become a secondary thing. Dealing with the stress of so many other things like money, finding a place to live, thinking what to eat on a daily budget, trying to find a job without knowing when I am going to be able to work at all, as a normal person is just hard. All I do with the money that I get from working at school is pay health insurance, pay car insurance,

books, gas, and additional school fees the last ones, which comes up \$500 every term. I am tired, I feel exhausted most of the time. I do not think I have the same energy or spark that I used to have when I just move to this country. Not being able to stand on your own and knowing that you have the capability to do it is just depressing. I feel vulnerable, I feel fragile, as if I lack air in my lungs. (Journal Entry, February 22, 2018)

The preceding journal entry reflects that the IGS is definitely transitioning from Stage 2 to Stage 3 and adjusting in a positive manner to the new host culture. The IGS shows familiarity with courses, classes and classmates. This familiarity has lead the student towards improvement in time management and effectiveness with work. Anxiety experienced by the IGS's has significantly increased though as the economic issues have become a significantly more important in Phase Two. The inability of the student to work more than the required hours as stipulated by the immigration laws has lead IGS into depression due to financial difficulties.

Journal entries dated March 1, 2018, contained an additional list of strategies used to meet challenges and success used by the IGS during Phase Two of the acculturation process:

1. Write weekly positive thoughts in Journal.
2. Create a Supporting network of least one individual who will support you at school and work, an individual that will guide you emotionally as friend, and an individual who will guide you spiritually or in a family environment.
3. Read monthly, if not every 15 days, a book related to personal growth.
4. Decide on a long-term objective.
5. Divide big tasks into smaller weekly or daily tasks.
6. Do one thing a day out of your comfort zone in school.
7. Employ one new word a day.
8. Build a dream board at home.
9. Wake up early to be productive during the day (it would also help you with insomnia).
10. Listen to audio books for personal growing or from your academic field as this will help expand your vocabulary, learn American mannerism, and set a positive attitude toward learning.

11. Be the first one to greet others at a networking event.
12. Re-read journal entries and evaluate the new positive things in your life.
13. Terminate old friendships and habits that do not help with personal growth.
14. Team-up with your professor to solve potential academic difficulties.

CONCLUSIONS—IMPLICATIONS—LIMITATIONS

The study utilized qualitative methodology to explore the Challenges and Barriers to Success experienced by one International Graduate Student within the Biological, Psychosocial, and Academic Categories of Meaning that emerged over the course of Phase One (Spring 2017 / Summer 2017) and Phase Two (Fall 2017 / Spring 2018) at MTSU. These findings indicated that this international graduate student faced a series of significant transitional difficulties during the first semester of graduate study in the United States at MTSU in the Biological, Psychosocial, and Academic Categories of Meaning. The student's reflective journal entries expressed feelings of frustration and lack of support and / or resources provided by university personal and professors in all three Categories of Meaning during Stage 1 (The Honeymoon) and Stage 2 (Culture Shock). Although the IGS was able to develop new strategies to deal with these cross-cultural transitional challenges, a need for more support and additional resources provided by university personnel and professors was indicated by the student during this most crucial acculturation time. Since the IGS begins the cross-cultural transition process at the university, it makes sense that the university should focus on challenges faced by the international student and provide more adequate support for the IGS during the initial phase of cross-cultural transition.

A culturally diverse approach by faculty and staff towards these international students is necessary within the higher education system in order to ensure a symbiotic and positive relationship for both students and university personnel in order to produce a long-term positive impact on society. Currently, the maintenance of good international affairs has become essential for different organizational systems since the world is globalizing more and more due to technological advancements and treaties between different communities and countries. Specifically, understanding of international communities and their interactions, the process of adaptation, and their contributions to the common welfare, in this case, to the U.S. society, has become essential and fundamental. The understand-

ing of these items within the higher education system is crucial since higher education is the open door leading to the formation of the world's future contemporary leaders.

International students require professors and university personnel who are willing to go the extra mile for them and be prepared not only academically but also socially and culturally to meet the needs of these students during this most crucial initial cross-cultural transition time. As a result, supporting faculty and university personnel should consider the major challenges facing international students as well as what is refreshing about working with these special students, expand supportive measures, and increase resources to ensure a positive cultural and academic experience.

The inclusion of bridge programs such as Pathways Program: Gateway to Graduate School Bridge Program / University of Georgia (<http://grad.uga.edu/index.php/diversity/current-students/pathways-program-gateway-to-graduate-school-bridge-program/>) during the summer for International Graduate Students could be the first step toward supporting International Graduate Students in their cross-cultural transition process. This support is crucial to ensure a successful transition resulting in retention and graduation by the IGS.

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INTEGRATING THE CORE: IMPLEMENTING A NEW MANAGEMENT CURRICULUM TO EMPOWER OUR STUDENTS

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ABSTRACT

This paper explains how we introduced a new management curriculum to replace our old curriculum, with what went well and what not so well. It also describes what happened after introduction with a turnover of instructors, which adversely affected the planned integration of courses. The lessons we learned is that we should have planned the transition period and the sustainability of the spirit of the new curriculum better, as these are vital parts of any new curriculum introductions.

INTRODUCTION

We related in previous papers (Desman et al., 2011; Brawley et al., 2013) what were the challenges with our old core management curriculum, and how we intended to address these challenges with our new set of management core courses. In this paper, we will relate how we introduced our new set of core courses and the resulting challenges.

To summarize, we replaced three old courses that could be taken in any sequence with four new courses that had to be

taken in a given sequence. We introduced our changeover over two years. During this time we offered both sets of courses. We encouraged students who had already started the old set to finish with the old set. However, we strongly discouraged any student who had not started any of the old set of courses from taking the old courses. However, KSU has a rule that students can take an old curriculum that was active at their first date of matriculation.

This meant it was very difficult to decide on the right combination of sections for both the old and new courses.

Students had an incentive to take the old courses as they could all be taken at the same time, while three terms were needed to complete the new set.

LITERATURE REVIEW

We examined some research on changing curricula in both K-12 and university settings. Most such research concentrates on what to change and how to decide on any changes. The selected research below looked at problems that arouse in curriculum change execution.

Johnson (2001) did a study of schools not universities that found an area that did appear to have a strong significance to successful curriculum change was the in-service training component.

“Consistency of review and on-going assistance were two areas additionally emphasized. Teachers and principals both agreed that the traditional “one-shot” in-service program was inadequate. Personal ownership within the curriculum revision process was vital. It is important to note the statistical results indicated the effectiveness rate was considerably higher when the curriculum was reviewed, rewritten, and established by practitioners directly using the program.”

Johnson, on the basis of this investigation, the review of literature, and the conclusions developed from prescribed data of the study, made the following recommendations.

1. Practicing educators, both administrators and classroom instructors, must be directly involved in successful curriculum revision processes.
2. The time frame for training and revision procedures should be of short duration.
3. The review process must be consistent throughout an extended period of revision.
4. Participants in the revision process should have access to continuous assistance, opportunity for frequent discussion, and periodic review throughout the entire process. This will increase the essential “buy-in” noted so often as vital for effective curriculum reform.
5. In-house expertise must be combined with external experts to better accommodate demands and the expectations of the curricular revision procedures.
6. Better understanding of the curriculum, curricular revision, and curriculum needs are being developed. Further need exists, however, as indicated by the lack of change in classroom instruction.

The National Center for Academic Transformation (2007) identified the five most important implementation issues that they encountered when changing curricula in universities.

These were:

1. Prepare students (and their parents) and the campus for changes in the courses.
2. Train instructors, graduate teaching assistants (GTAs), and undergraduate peer tutors.
3. Ensure an adequate technological infrastructure to support the redesign as planned.
4. Achieve initial and ongoing faculty consensus about the redesign.
5. Avoid backsliding by building ongoing institutional commitment to the redesign.

Bernier et al. (2000) reported on two dissimilar medical schools that changed their teaching programs. A major lesson they learned was “the importance of widespread inclusion of faculty and students in the process of change. Indeed, the process depended on buy-in by critical faculty, students, and, most important, department chairs. The critical step in each school’s change was the willingness of the faculty to cede authority to a new curriculum committee before the design of the curriculum was complete.”

Ali and Baig (2012) learnt that any curriculum change management plan should ensure:

1. Continuity of policies and commitment at governmental level
2. Shared vision of faculty and administrators
3. Continuity of committed faculty
4. Gradual phase-in of the curricular change ensuring that all modifications are appropriate inclusive of the student assessment system
5. Provision for continued financial and technical support
6. Monitoring of the process of implementation at the programmatic and institutional level from the initiation of the project
7. Participation and involvement of all stakeholders at all levels from the beginning of the planning process.

Kiguli-Malwaddeet al. (2006) stated that “change in curriculum at Makerere Medical School has not been easy and several challenges have been faced. For example, not all the teachers have welcomed the changes. A lot of fears have been expressed There is a fear that as experts their

roles are not clear in the new curriculum. Some of the members have not yet clearly understood the new curriculum. Some have said that tutoring is not rewarding while it is time consuming. Some think that since planning and implementation are going on concurrently this delays the process. Some feel that the students are overloaded with work. There is fear that the new curriculum requires more human resources than the traditional curriculum. Some members of staff feel that the change was introduced hurriedly and had limited departmental involvement and that that is the reason some have found difficulty implementing it.”

The major lesson from this research was that faculty and student buy-in and continued training are important components for successful deployment of a new curriculum.

HISTORY

We introduced the new curriculum in 2013 and 2014. We ran overlapping programs and courses for two years, which strained our teaching capacity. We have now have all students on the new curriculum, which has just become the old curriculum. We used the same structure to introduce a new entrepreneurship major curriculum. Note that we introduced prerequisites for our major core courses. MGT 3100 was a prerequisite for MGT 4002. MGT 3200 was a prerequisite for MGT 4003. MGT 4001 led to MGT 4002 and MGT 4003, with both need to do MGT 4004. Thus, students needed at least three terms to complete our compulsory major core courses after taking the introductory course MGT 3100. We also introduced a minor that only required MGT 4001 and any three other MGT 4000 level courses.

CHALLENGES FOR STUDENTS

Transition

This was a difficult transition for students. Students did not care about the changes, did not understand why there was a change, and were confused on what was needed to graduate. Despite holding many short briefings in classes, briefing advisors, and producing a video about the change, many students did not realize there was a change. There was lots of communications to management majors but not much to non-majors. Communication is still inadequate. We lost a lot of non-majors taking our courses, especially due to new prerequisite requirements.

For example, some students did not realize we replaced MGT 4190 with MGT 4004 as our capstone course almost immediately, with waived prerequisites for existing majors. We also hoped more students would do these

courses as a cohort, so they could keep the same teams and get to know well other students. This generally has not occurred.

Transfer Students

We had unexpected problems with transfer students as our course formats did not fit into other schools courses and vice versa. Transferring became more difficult because the KSU set of management core courses is unique and is not the same as in other institutions. All these changes lowered RPG.

CHALLENGES FOR FACULTY

General

Faculty had to change, not just students. Some faculty resisted even after passing the agreement to change at a faculty meeting. There was trouble with migrating faculty moving to the new courses trying to adapt their old course syllabi to the new one courses, rather than using the new syllabi.

Many faculty cared that, as the major core now took three semesters instead of one, this new curriculum would cause the total number of management majors to fall. One of the major rationales for the change was that the number of management majors was declining in a university that was growing. However, after the first two years where there was a drop in numbers, we have now recovered to our previous numbers.

Managing Organizations (MGT 4001)

This course was a completely new course that had its own purpose built textbook. We made major changes in the course after implementation. Also the faculty teaching this course changed almost immediately after start up. The new faculty changed parts of the course, like teaming, that subsequent courses needed. They also did not fully understand the subsequent courses. We are working on properly briefing these instructors on the needs of the whole program.

Managing People (MGT 4002)

There turned out to be an overlap between the Management and Behavioral Sciences course (MGT 3100), which is part of the college core, and Managing People (MGT 4002). This was difficult to resolve as the college sets the syllabi of college core courses, not the departments. Ideally, we would like to change the MGT 3100 syllabus,

and we have done so as far as we can without treading on the college's toes. We need to adapt MGT 3100 as a lead in course in the future. We should have next instructors of MGT 4001 pre-visit to MGT 3100 to help integrate courses.

This brand new course reinforced the program thematic objectives, which are the following:

A. Systems Thinking

1. "Mapping the Territory" overview to create understanding regarding the context of managerial effectiveness.
2. People practices create organizational capabilities that drive customer value, which in turn creates economic value.
3. Learning organization concepts as a future focused approach for increasing firm competitiveness in challenging global and technology rich environments.

B. Decision Making & Problem Solving

1. Managerial problem solving model introduced early to provide a foundation approach for addressing human resource practice cases throughout the course.
2. Employee selection decisions, correcting performance assessment problems, and merit raise allocation choices
3. Evidence based decision making covering employee selection and performance evaluation with racial, gender, and age discrimination charges.

C. Group Processes

1. Team charters to support the successful formation and development of effective student project groups.
2. Problem solving group based assignments.
3. Student team peer evaluations at the completion of the course to assess each team member's contribution to overall team assignments.

D. Communication & Professionalism

1. Role-playing exercises of common managerial tasks, such as selection interviewing and correcting performance issues.
2. Strategies to leverage personal and professional career growth with emphasis on acquiring self-management skills for a lifetime.

3. Professional career development assignments.

Based on student feedback and high course evaluation ratings initial sections, students well received this new course and the integrated core approach.

Positive comments focused on the active learning exercises built into the course to enhance individual student growth and effectiveness at common managerial tasks. Students valued the focus on career planning and development of self-management skills, and the challenging real world problem solving cases anchored in local businesses

In addition, the college introduced three compulsory college zero credit courses (Hughes courses) for all business majors, which covered a lot of the same material as MGT 4002. The designer of both courses was the same person. This means we now had to redesign MGT 4002. So we are redesigned MGT 4002 with new content, mainly taken from MGT 4004.

Areas for improvement for MGT 4002 centered on the lack of a unifying textbook addressing both human resource management practices and personal career development strategies, and that some students felt the amount of work was beyond the normal academic norm. Some students mentioned that a slower classroom pace would increase content retention.

Managing Projects (MGT 4003)

The new Managing Projects (MGT 4003) course cannot accept many non-majors because of its prerequisites. We used to have many non-majors do our old Project Management elective course. This led to faculty having to turn away non-majors from these courses. We temporarily set up waivers for some particular programs. The final solution maybe is that we need sections just for non-majors with no prerequisites. However, this would create a problem with course management and explaining to our majors and the university undergraduate curriculum committee why they need prerequisites and non-majors do not. We would need a new course number to get over this problem, which would lead to instructor resource problems.

The new course relied on MGT 4001 to teach teaming, as this was no longer in the project management course. However, some instructors who were not involved in the original design omitted teaming from MG 4001.

Some other colleges at KSU now offer project management courses, as we cannot accept their majors. For example, the Construction Management major require project management to graduate but do as their students do not do our prerequisite they now run their own project management course based on MGT 4003..

Managing Your Company (MGT 4004)

The old (MGT 4190) capstone course was attractive to non-majors; these non-majors cannot do the new capstone course, Managing our Company (MGT 4004), because of its prerequisites. MGT 4004 has had a lot of instructor turnover, which did not help finalize the best design. It also had too much material for one course. We later moved some of the excess material to MGT 4002.

The college also started a new minor, a very selective honors program of 20 students each year. This scholars program is not linked to our major at all, so we need integrate our honors class.

Instructors

We found the need for powerful teachers in major core courses. The department had a trend to let the best teachers teach electives, which we are now trying to reverse.

Nearly all the original founding faculty were promoted to administration jobs, retired, or moved on to other tasks. Faculty buy-in and commitment from new faculty assigned to these new courses was small, and many of the new faculty made major changes in syllabi that affected the following courses. Also new faculty taught courses differently, even if syllabi was not changed. For example, some instructors took team charters out of MGT 4001, which was needed for MGT 4003.

The department has made a major effort to educate new faculty not to make major changes in core courses. We need to get to know fellow faculty better and what they are doing in their courses and not rely on student comments. The hardest part was integration, as most faculty are not used to working with other faculty on teaching, and some faculty pushed back on this, by not working hard at integration. As KSU is short of office space, faculty are being encouraged to give up offices and work from home. This may make faculty coordination even more difficult.

This inter-faculty communication is being made more difficult as KSU has absorbed another university (SPSU), which had its own business department. The management department absorbed six new faculty, who were not used to and knew little about KSU and Coles College. Many of them are now teaching these courses.

Good Effects

The program is contemporary, unique, and integrated. Our new core is powerful and caused us to put life into tired old courses. Many faculty found it fun to work with other faculty; students seem more enthusiastic and the students affected by the change have graduated.

Students liked the cohort affect. The emphasis on teaming, with students using same teams in different courses due to cohort effect, helps bind students together. We encourage this by having a hybrid version of MGT 4002 and MGT 4002 on the same time slot, so that students could schedule both courses at the same time. However, many students cannot effectively study in cohorts because of work schedules, which creates some problems

CONCLUSIONS

When introducing a new curriculum for a program, one must plan the transition carefully. As it is very difficult to get students to read any non-graded material, one has to assume some students will not understand the changes and manage accordingly.

As much of the research shows, faculty buy-in, especially of those faculty not involved in the new curriculum design is vital. We failed to do this and, as a result, the original integration of the courses no longer really exists. For sustainability, one must plan for new faculty taking over without removing the spirit of the new curriculum.

FUTURE WORK

Academia needs more research on how one can build buy-in to the spirit of curriculum from new faculty taking over courses from the original involved faculty. Faculty naturally want to teach a course their way and have different views on what is important. How thus one achieves integration in a non-cohort program is difficult.

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CONSTRUCTING FUTURE BUSINESS LEADERS: EVALUATING A MIXED METHODS APPROACH TO LEADERSHIP EDUCATION IN AN MBA CURRICULUM

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ABSTRACT

The current study is an empirical examination of the effectiveness of a business schools constructionist perspective and subsequently mixed methods approach to leadership pedagogy. A leadership learning rubric was used to reify and illustrate the assurance of learning requirements of the Association for the Advancement of Collegiate Schools of Business (AACSB). Students in two different types of M.B.A. programs (traditional and non-traditional accelerated), taught by two different instructors, with different teaching methods were administered the leadership learning rubric. Over a period of three years 120 students completed the rubric at time 1 (the beginning of the semester) and time 2 (the end of the semester). A paired samples T-test was used to analyze student responses on three factors in the leadership learning rubric. Results of the study suggest that a constructionist perspective on learning using a mixed methods approach to graduate leadership education can be effective across all three rubric factors (affective, behavioral, and cognitive) and differing program types. The large effect sizes for each factor also indicate the presence of a very robust learning environment given the relatively short time between measurements.

INTRODUCTION

The Association for the Advancement of Collegiate Schools of Business (AACSB) expects that accredited business programs across the globe teach and assess leadership. The major challenges for business schools is not the capability to teach leadership or even incorporate it into the graduate business curriculum; rather, the major challenge is how to adequately assess the academic teaching of leadership. In fact, the notion of assessing the teaching of leadership itself is one that is very abstract. Does assessing the teaching of leadership merely mean measuring the filling of students' heads with facts and theories that are easily regurgitated back or is there more to assessing the teaching of leadership than what we first think? Is it the responsibility of business schools to merely lay a foundation of leadership knowledge that can be easily assessed in

students through a simple test, or should they forge ahead with some type of leadership development in hopes that their graduates will emerge from their programs ready to be business leaders? The simple answer is, well, yes! Most business schools probably recognize that students need head knowledge about the subject of leadership, but they probably also need to acquire at least a modicum of leadership skills before they graduate. However, most business schools do not necessarily have top companies clamoring for their graduates to become part of top management teams like Harvard or Yale. Therefore, business schools need to produce students that have knowledge of leadership concepts, some leadership skills, and perhaps more importantly, students who have enough of an understanding of themselves and self-leadership to be open to further development as they move into the business world.

Literature Overview and Hypothesis Development

A mixed methods approach to teaching leadership is needed in business schools to facilitate student cognitive learning of leadership concepts, leadership skills or behaviors, and an openness or positive affective response to further developing leadership expertise. Therefore, the focus of this manuscript is an empirical investigation of the use of traditional MBA teaching methods coupled with self and team-analysis and reflective assignments and their effect on leadership learning outcomes as assessed through an AACSB-reportable rubric. Student leadership learning in classes in two graduate leadership programs taught by two different instructors, one traditional two-year MBA program and a one-year Accelerated MBA program at the same institution, were assessed.

TRADITIONAL TEACHING METHODS

Traditional methods of teaching were employed in both programs. Instructors lectured on such topics as basic leadership theories, emotional intelligence, and strategic leadership, to name a few. In addition, students were assigned a leadership specific topic to research and present on and ample time was given for class discussion of leadership topics. Some additional readings were also brought into class to further develop student's breadth of leadership knowledge.

Self-Analysis/Reflective Teaching Methods

According to Berry (2011, p. 1) every top leader in today's organizations exclaims "how important the Socrates version of 'know thyself' plays out into reality". Students seeking to enter the business world and ultimately become leaders have a need to understand themselves. In fact, "individuals who are definitely on the leadership path or in a succession plan for a leadership role within the corporate structure must be willing to take the plunge into real self-analysis", (Berry, 2011, p. 2). Therefore, business schools, in an effort to be responsive to their students, should help them to understand the importance of self-analysis but also help them to begin the journey of self-discovery as an ongoing life-long pursuit of leadership development.

Self and team-analysis and reflection were introduced into the leadership curriculum in varying ways depending upon the instructor. One method was to first give students an array of self-assessments focusing on different leadership and individual differences variables. Then, students were put into teams and asked to complete a project where they analyzed their individual assessment data, the team's composite assessment data, and applied the results. Another method to introduce self-analysis and reflection was to have students role play different leadership scenari-

os then try to incorporate feedback given by the instructor into the next scenario. Other in-person leadership experiences were provided as part of the classes but also varied widely; however, they all had some self- and or team-analysis and reflective component.

Current learning theory focuses on what is called a constructivist perspective. This contemporary approach to learning views the learning process as a composite of simple knowledge acquisition, prior learner knowledge, and the assimilation of knowledge given its importance in the current social context, working together to ultimately bring about a change in the learner's behavior, (Foster, Angus, & Rahinel, 2008). As a result, traditional methods of teaching can account for simple knowledge acquisition and expanding student exposure to leadership concepts. However, Billsberry (2013, p. 682) discusses the importance of "helping students understand their own definition of leadership", which only comes from introspection and understanding in a social context. Thus, individual self-analysis and reflection methods facilitate students' understanding of their prior knowledge of leadership concepts and their new found understanding of leadership concepts, while team-analysis and reflection methods provide students the opportunity to assimilate leadership knowledge given a social context.

Assessment of Student Leadership Learning

To assess both traditional methods of leadership teaching and self- and team-analysis and reflection methods a leadership learning rubric was used. The leadership learning rubric was developed in an attempt to adequately assess student learning of each of the three major streams of leadership research (trait, behavior, and contingency). Therefore, the rubric is a three-part instrument (affective, behavioral, and cognitive). The affective domain of the rubric was to assess whether "students had developed some positive or negative feelings in regard to learning about their own individual traits (e.g. personality, strengths, learning styles, etc.) and how those traits related to leadership", (Moore, Tarnoff, & Harley, 2011, p. 44). Frederickson (1998, 2004) discusses how having a positive affect regarding a topic to be learned enables the learner to "broaden and build" their knowledge. Simply put, a positive attitude towards a topic helps to motivate individuals to learn more than about the topic than they would if they did not have positive feelings towards the topic. The behavioral domain of the rubric was developed to measure the actual leadership behaviors exhibited by students, (Moore, Tarnoff, & Harley, 2011). Finally, the cognitive domain of the rubric is "intended to capture facets of traditional information assimilation expected in a collegiate environment as well as aspects of the contingency stream

of leadership research”, (Moore, Tarnoff, & Harley, 2011, p. 45).

With the understanding that today’s organizations are demanding MBA graduates with burgeoning leadership knowledge and skills, business schools are striving to meet that demand through dedicated leadership curricula. Traditional teaching methods are employed in conjunction with self and team-analysis and reflection methods. Thus, these teaching methods can be mixed to be consistent with the constructionist perspective on learning. As a result, the following hypothesis is developed:

Hypothesis: A mixed methods approach to leadership education will lead to significant improvements in the a) affective learning domain, b) cognitive learning domain, and c) behavioral learning domain.

or second author. Participants completed the leadership rubric described above (see Appendix for the full assessment) prior to the start of the semester (Time 1) and again at the conclusion of the semester (Time 2). The leadership rubric measures the affective learning domain using 14 items (Time 1 $\alpha = .851$; Time 2 $\alpha = .907$), the cognitive learning domain using 15 items (Time 1 $\alpha = .864$; Time 2 $\alpha = .869$), and the behavioral learning domain using 13 items (Time 1 $\alpha = .851$; Time 2 $\alpha = .852$).

RESULTS AND IMPLICATIONS

See Tables 1 and 2 for means, standard deviations, and bivariate correlations among the study variables at Time 1 and Time 2. As predicted, our mixed methods approach to teaching leadership resulted in a significant improvement in affective learning ($t(120) = 3.91, p < .001$), cognitive learning ($t(89) = 6.74, p < .001$), and behavioral learning ($t(89) = 3.55, p < .001$).

METHODOLOGY

Data were collected from 120 students enrolled in traditional MBA and accelerated MBA (AMBA) courses in Strategic Leadership at East Tennessee State University. The semester-long courses were taught by either the first

CONCLUSION

The present study is the first to test the hypothesis that a mixed methods approach to leadership education will lead to significant increases in multiple learning domains. These results provide empirical support for the value of

**TABLE 1
MEANS, STANDARD DEVIATIONS, AND ZERO-ORDER CORRELATIONS
BETWEEN STUDY VARIABLES (TIME 1)**

Variable	Mean	SD	Affective	Cognitive	Behavioral
Learning outcome					
Affective	1.18	.28	(.851)		
Cognitive	.92	.31	.79***	(.864)	
Behavioral	1.12	.31	.83***	.80***	(.851)

Note. $N = 120$. Cronbach’s alpha for each measure is provided in parentheses () along the diagonal. *** $p < .001$.

**TABLE 2
MEANS, STANDARD DEVIATIONS, AND ZERO-ORDER CORRELATIONS
BETWEEN STUDY VARIABLES (TIME 2)**

Variable	Mean	SD	Affective	Cognitive	Behavioral
Learning outcome					
Affective	1.60	.30	(.907)		
Cognitive	1.52	.32	.80***	(.869)	
Behavioral	1.56	.34	.82***	.80***	(.852)

Note. $N = 120$. Cronbach’s alpha for each measure is provided in parentheses () along the diagonal. *** $p < .001$.

leadership education at the MBA level. More importantly, our findings support the constructionist perspective that a mixed methods approach to leadership education will result in improvements in multiple learning criteria beyond knowledge acquisition alone. Interestingly, the effect size for cognitive ($d = 1.50$) learning was substantially larger than the effect sizes for either affective ($d = 1.16$) or behavioral ($d = 1.12$) learning. This suggests that a mixed methods approach to leadership education may have the most impact on cognitive learning immediately following the conclusion of the course, but, consistent with the constructionist perspective, cognitive learning may be the first step in fostering deeper learning at the affective and behavioral levels. Future research should test this idea in larger and more heterogeneous samples. Nonetheless, the effect sizes for affective, behavioral, and cognitive learning were impressive given our small sample size and relatively short duration between Time 1 and Time 2. We hope our

findings encourage other researchers to adopt a multivariate perspective on leadership education outcomes.

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APPENDIX			
MBA/MACC LEADERSHIP ASSESSMENT RUBRIC			
(MOORE, TARNOFF, & HARLEY, 2011)			
AFFECTIVE	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
Student can identify and articulate the impact of personality, behavior tendencies and learning style on his/her leadership style.	0	1	2
Student can identify and articulate the strengths of his/her own leadership style.	0	1	2
Student can identify and articulate the weaknesses of his/her own leadership style.	0	1	2
Student can identify and describe how their values impact their choices.	0	1	2
Student can identify and articulate disparities between his or her values and the values of the organization	0	1	2
Student can identify and project a passion for accomplishing their leadership goals.	0	1	2
Student can give and receive constructive feedback.	0	1	2
Student demonstrates congruence of values, choices and actions as a leader.	0	1	2
Student can identify and articulate the role of continuous learning of leadership science.	0	1	2
Student commits to a plan of personal leadership development.	0	1	2
Students view followers as leaders in training.	0	1	2
Student has positive leadership self-efficacy.	0	1	2
Student can identify motivators for self.	0	1	2
Student can exercise emotional control.	0	1	2
BEHAVIORAL			
Student understands role of leader as teacher and chooses to mentor others.	0	1	2
Student demonstrates effectiveness as a leader.	0	1	2
Student demonstrates effectiveness as a follower.	0	1	2
Students can articulate the distinction between leaders and managers	0	1	2
Student is able to effectively communicate his/her values to others.	0	1	2
Student is able to effectively communicate his/her ethical principles to others.	0	1	2
Student is able to effectively communicate his/her leadership goals to followers.	0	1	2
Student understands that there is not one perfect leader and the need to rely on others for success. Student can articulate the description of his/her complimentary leadership team.	0	1	2
Student creates and executes a plan for personal leadership development for self and team.	0	1	2

	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
Student continually scans the organizational context for contextual clues as to the appropriateness of leadership methods.	0	1	2
Student demonstrates leadership behavior.	0	1	2
Student understands the various roles and related dynamics played in a team and can apply skills to effect successful teams.	0	1	2
Student can understand motivational factors in others.	0	1	2
COGNITIVE			
Student understands the social contexts of leadership and its impact on influence, authority and power.	0	1	2
Student understands the role of conflict and how to effect satisfactory conflict resolution.	0	1	2
Student understands the 3-dimensional nature of organizations and its influence on the nonhierarchical structure of leadership	0	1	2
Student understands historical basis of leadership theories and their influence on leadership today.	0	1	2
Student understands modern perspectives of leadership and organizations and changing leadership roles. (learning organizations, servant leadership, transformational, relational, SuperLeadership)	0	1	2
Student is able to identify personal leadership mentors and invite them to serve as part of his/her leadership development plan.	0	1	2
Students can distinguish between situations where his/her role is that of a leader and that of a follower	0	1	2
Student understands the organizational and team needs in order to choose behaviors associated with leaders or managers.	0	1	2
Student recognizes and can articulate the positive and negative aspects of various leadership styles.	0	1	2
Student is able to evaluate the leadership gaps of self and others.	0	1	2
Student is able to continuously increase his/her leadership knowledge.	0	1	2
Student can identify and describe how an organization's values are visible in its practices.	0	1	2
Student is able to craft and communicate a vision, strategy, planning, and execution process.	0	1	2
Students can create and describe their personal definition of leadership and how they will apply it in their work and personal life.	0	1	2
Students understand change theory and can develop a strategy for a successful change initiative.	0	1	2
OVERALL ASSESSMENT			
Overall, the student's leadership skills:	0	1	2

EXPLORING ASSESSMENTS OF EXPERIENTIAL LEARNING CONTEXTS IN BUSINESS COURSES WITH A MARKETING EMPHASIS

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ABSTRACT

Active learning tools can enhance students' ability to use marketing knowledge in practice. Additionally, regardless of a business student's major, each is increasingly expected to acquire cross-functional knowledge. With marketing related knowledge as the focus, this study describes the results of assessments of three active learning techniques in marketing (consulting project) and non-marketing (business plan and business simulation) courses wherein marketing was one of several core business function foci. Consulting project assessments were positive but, contrary to previous research, additional time did not enhance all learning outcomes. Results were mixed for non-marketing courses. Implications and future research ideas are discussed.

INTRODUCTION

THE IMPORTANCE OF TEACHING MARKETING THROUGH ACTIVE LEARNING

The importance of utilizing active learning methods to enhance students' skill sets is reflected in AACSB International's Standard 13 [2013]. Though larger in scope, part of the development of the European Higher Education Area following *The Bologna Declaration of 19 June 1999* [1999] effectively echoes AACSB's position that learning methods must continue to evolve from passive to active approaches to help students better meet the demands of future careers. Both groups place emphasis on increasing individual involvement in the learning process as well as collaboration with peers, instructors, and outside organizations.

The increased emphasis on active learning approaches has led to many fruitful efforts by marketing educators to develop methods that utilize such enhanced learning approaches. Active learning techniques have been developed and studied to be utilized as, for example, comprehensive course projects [e.g. Camarero et al, 2009; Elam and Spotts, 2004; Hart and Mrad, 2013; Razzouk et al.,

2003] and activities for topics more limited in scope [e.g. Vander Schee, 2011; Wooldridge, 2006; Young, 2002]. While these approaches are critical in the development of active learning techniques for marketing education, the need to assess various factors that may impact the effectiveness of various active learning techniques and contexts remains.

Previous studies assess the learning of marketing in marketing courses [e.g. Burgess, 2012; Fowler and Bridges, 2012; Payne et al., 2011] or marketing courses taken by non-business majors [e.g. Grau and Akin, 2011]. However, for business majors who are not marketing majors the importance of understanding marketing and its role within organizations is critical yet assessments of marketing related active learning techniques beyond those used in principles of marketing courses is lacking. The importance of assessing the learning of marketing by non-marketing majors is evident due to marketing's continuously evolving impact on firm-level strategic decision making [Homburg et al., 1999] and the necessity for cross-functional coordination, a business activity that requires an understanding of various functions to support such coordination that enhances firm performance [e.g. Dutta et al., 1999].

For purposes linked to assessing what students learn and retain via business school education, the MFAT (Major Fields Assessment Test) for business degrees provides further reason to assess the active learning techniques utilized for teaching marketing to marketing and non-marketing majors. Specifically, the MFAT seeks to assess business students' knowledge of all functional areas of business and the capacity to apply facts, concepts, theories, and analytical methods [2015]. Approximately 370 U.S. business schools have adopted the MFAT for assessment purposes. While this assessment mechanism is useful for assessing overall learning outcomes it does not assess specific activities through which course content is taught.

Two additional aspects of interest associated with active learning environments for marketing and non-marketing majors are utilizing multiple experiential techniques and various time-frames in which the associated activities must be completed. Some courses utilize multiple experiential techniques; this approach has been shown to increase student learning relative to when one experiential technique is utilized [Hamer, 2000]. While using multiple techniques may be useful, it also raises the issue of further constraining the availability of time. Consideration for the time available to learn is important because it has been shown to impact learning in an academic setting [Romero and Barbera, 2011] and impact an individual's general cognitive ability [Denis and Gilbert, 2012]. In both contexts the availability of more time improved performance.

Based on the previous discussion, the purpose of this paper is to explore the reported effectiveness of various active learning approaches in both marketing courses and non-marketing business courses wherein a marketing component is a significant aspect of the course. The emphasis in the non-marketing course is on non-marketing majors. Additionally, this study explores the differences, or lack thereof, of assessments of learning effectiveness based on the time available to complete active learning projects and whether multiple active-learning techniques were utilized. The time frames in these courses are 9 weeks and 17 weeks for marketing strategy courses and 5 weeks, 12 weeks, and 17 weeks in capstone courses that incorporate marketing related components. The various time frames reflect many of those in which instructors are expected to lead students to a higher level of marketing knowledge and practice ability.

ACTIVE AND EXPERIENTIAL LEARNING

According to Hamer [2000] and Camarero et. al [2009], instructors should develop learning environments that encourage active student participation in learning processes.

By doing this instructors provide students opportunities to apply theory to actual situations. This is the foundation of active learning but active learning techniques are not always experiential in nature. Thus, active learning involves the use of non-experiential and experiential teaching techniques. Non-experiential techniques seek to require that students actively process course content whereas experiential techniques require that students be able to process course content and apply their understanding of the concepts to specific real-world contexts [Hamer, 2000].

The experiential learning component of active learning is the focus of this study. Kolb's [1984] experiential theory is often cited as a foundational component of experiential learning techniques commonly utilized today. The merits of experiential learning have received extensive treatment in the literature [Smith and Van Doren, 2004], and one of the most important benefits, increasing student involvement in learning processes [Camarero et al., 2009], supports what AACSB International and business school instructors seek to help students develop – applicable knowledge. The expectations of students being more deeply involved in learning via active learning is that through the application of concepts and theories to “real-life” scenarios, students will better acquire applicable knowledge as opposed to the context in which learning stops at conceptual discussions.

The specific experiential learning techniques assessed in this study include both live cases and classroom projects. Live cases require that students act as consultants for an actual business for the purpose of developing an implementable solution for problems the business seeks to address [Burns, 1990; LeClair and Stottinger, 1999]. The benefits of live cases are numerous and they have proven to be effective teaching tools [see Camarero et al., 2009; Cook and Hazelwood, 2002; Elam and Spotts, 2004; Heriot et al., 2008]. Classroom projects differ from live cases primarily because classroom projects do not involve a consulting role. Classroom projects maintain the benefit of helping students develop a deeper understanding of concepts by applying learned concepts to what are essentially hypothetical business situations [Gremier et al., 2000]. Classroom projects include the type assessed in this study: new business development plans and business simulation games. Various formats of classroom projects have been successfully utilized in different marketing courses [e.g. Camarero et al., 2009; Darian and Cooper-smith, 2001; Gremier et al., 2000].

THE STUDENTS, COURSES, AND ACTIVE LEARNING TECHNIQUES

M.B.A. students enrolled in marketing strategy courses of different time lengths that utilized live cases provided assessments for this study. Each course was taught by the same marketing professor who was not asked to modify any part of the courses for the purpose of this study. One course time length was 9-week accelerated M.B.A. courses ($n = 32$) and the other 17-week M.B.A. courses ($n = 68$). Students in each course collaborated with an actual business for the purpose of developing a comprehensive marketing plan. Students worked in teams of 3 to 4. The marketing plan served as the experiential learning based comprehensive semester project. Groups were required to meet with the business to which they were assigned at least three times and with the instructor at least twice during the semester to guide the marketing plan development. In addition to the live case project, students were required to take exams that included a combination of multiple choice questions and essay prompts/questions, participate in class discussions that were intertwined with lectures, and complete marketing plan activities individually on a chapter by chapter basis.

Non-marketing specialization seeking M.B.A. and non-marketing major undergraduate students who were enrolled in capstone courses that utilized either a single or multi-experiential learning tool approach provided assessments for this study. Each course was taught by the same management professor who was not asked to modify any part of the course for the purpose of this study. For non-marketing specialization students the capstone course is one of only two required courses in which marketing content is a significant component. Whether a course utilized a single or multi-experiential learning tool approach changed the time line in which the experiential learning assignment(s) was completed. The 17-week M.B.A. course ($n = 47$) utilized one classroom project (a business start-up plan), while the undergraduate capstone course ($n = 82$) utilized two classroom projects (start-up business plan and a business simulation game) thereby incorporating a multi-method approach.

The business plan project simulates the real world process of generating a viable proposal, thoroughly researching the relevant target market, writing a detailed business plan, and making a persuasive presentation to a faculty committee and potential investors. The capstone project and course design are intended to help students develop an entrepreneurial spirit and gain a new level of confidence in their abilities. The business plan was the core component of each course, which also required students to actively participate in class discussions, complete various in-class or between-class exercises, write a report per-

taining to a current event related to the course content, and take two exams. The M.B.A. course required that students complete the start-up business plan over the course of 17 weeks. The undergraduate course required that the start-up business plan be completed within the first 12 weeks; then a business simulation game was played within the last five weeks of a 17-week semester.

In each capstone course the start-up business plan required extensive marketing knowledge to complete three of the eight core sections that comprised the start-up plan. The courses required that students apply previously learned concepts for the purpose of making marketing and other business related decisions. To help students further recall concepts learned in other courses, early in the semester a faculty member from each functional area guest lectured in at least one class period to provide a review of each functional area. These guest lectures complemented the efforts of the faculty member teaching each respective capstone course. Additionally, in these courses students were encouraged but not required to seek guidance from faculty members and outside organizations.

The business simulation game completed in the undergraduate courses pitted student teams against one another. Each team operated a fictitious company that competed directly with other companies in the same product category run by the other teams in the class. Decisions were made related to a variety of competitive approaches and strategies that guide operations in the areas of product alterations, distribution, pricing, marketing communications, corporate social responsibility, production operations, plant capacity additions/sales/upgrades, worker compensation and training, and financing of company operations.

METHOD AND RESULTS

A survey intended to capture student assessments of the various active learning techniques was administered in each class after the completion of each respective active learning project. The classes from which data was collected all took place at a small southwest university over the course of 5 semesters and 2 summers. Using 7-point likert scales (1 – Strongly Disagree to 7 – Strongly Agree) students assessed (a) their experience and reported activities engaged in while completing the respective assignment and (b) the overall effectiveness of the assignment as a learning tool and satisfaction with the assignment. All items were adapted from measures used by Camarero et al. [2009]. Tables 2A and 3A show the results for the marketing strategy courses and Tables 2B and 3B show the results for the capstone courses. Items were altered when

Table 1: Courses, Experiential Learning Tool, Course Length

Course*	Experiential Learning Tool	Project Length
Marketing Strategy (M.B.A.)	Live Project (Consultative Project)	17-weeks
Marketing Strategy (M.B.A.)	Live Project (Consultative Project)	9-weeks
Capstone (M.B.A.)	Classroom Project (New Business Plan)	17-weeks
Capstone (Undergraduate)	Classroom Project (New Business Plan)	12-weeks
Capstone (Undergraduate)	Classroom Project (Business Simulation)	5-weeks

*Courses in a row are comparable for purposes of analyzing results

necessary to apply to the type of active learning technique employed.

The exploratory results are reported separately by group (marketing strategy M.B.A. course and capstone courses) due to the differences between groups that make comparisons inappropriate. Further, the graduate and undergraduate capstone courses are reported separately for the same reason. Comparisons are made among the marketing strategy courses. All other results rely on the use of the established scales to provide insight for the exploratory results.

MARKETING MAJORS IN MARKETING STRATEGY COURSES

Table 2A shows that students in all marketing strategy courses engaged in information collecting in their role as a consultant and that this activity helped them better understand the role of marketing within an organization. Two statistically significant differences were revealed between the 17-week and 9-week classes. First, students in the 9-week course (M = 5.82) reported a higher degree of contact with the consulted organization’s managers than 17-week course students (M = 4.71; $t = 2.30, p = .031$; Cohen’s $d = .94$). Second, students in the 9-week course (M = 6.73) reported a higher degree of agreement than 17-week course students (M = 5.86; $t = 3.29, p = .003$; Cohen’s $d = 1.36$) with the statement indicating that their contact with the organization helped them develop a better understanding of marketing’s role within the firm. For reference, Cohen’s d effect size group comparison statistics are interpreted as follows: small = .2, medium = .5, and large = .8 [Cohen, 1988]

The results pertaining to the effectiveness and satisfaction with the live case active learning project as shown in Table

3A were comparable and positive for all measures in all courses. Two measures revealed statistically significant differences between the 9 and 17-week course students. First, students in the 9-week course (M = 5.45) reported a higher degree of agreement than 17-week course students (M = 4.43; $t = 2.09, p = .048$; Cohen’s $d = .86$) with the statement indicating the live case project required a high degree of effort. Second, students in the 9-week course (M = 6.18) reported a higher degree of agreement than 17-week course students (M = 5.50; $t = 2.089, p = .048$; Cohen’s $d = .84$) with the statement indicating that their project experience enhanced their confidence in their ability to practice marketing.

NON-MARKETING MAJORS IN CAPSTONE COURSES

For non-marketing majors enrolled in capstone courses, the results as shown in Tables 2B and 3B were mixed pertaining to the extent to which an understanding of marketing’s role within an organization was developed, the effectiveness of each assignment type as a learning tool, and the satisfaction with the active learning project experience.

GRADUATE COURSES

In the 17-week graduate courses in which students completed only the classroom project, the students positively evaluated the effectiveness of the project and satisfaction with the experience (see Table 3B). Mean scores for each of the eight effectiveness items ranged from 4.71 to 5.71 and satisfaction mean scores ranged from 6.14 to 6.29. Two effectiveness items specifically measured students’ perception that the active learning project enhanced their learning of marketing and ability to apply their acquired

Table 2A: Student Experience with Company and Info Gathering - Marketing Strategy Courses

	MS-G-17 ^A (n = 68)	MS-G-9 ^B (n = 32)	t-value (Cohen's d)
1. organization provided requested information	M = 5.36 (SD=1.45)	M = 6.09 (SD=1.14)	1.38 (.56)
2. organization allowed meetings with managers/key information sources	M = 5.57 (SD=1.02)	M = 6.27 (SD=0.91)	1.80 (.72)
3. main information provided by employee with extensive knowledge of the organization	M = 5.64 (SD=1.40)	M = 6.09 (SD=0.70)	1.05 (.32)
4. We were frequently in touch with organization staff or managers	M = 4.71 (SD=1.20)	M = 5.82 (SD=1.17)	2.30* (.94)
5. We obtained most information about company from external sources (internet, journals, etc.)	M = 4.07 (SD=1.54)	M = 4.18 (SD=1.33)	0.19 (.08)
6. I feel I now have a high level of knowledge about the organization and competitive environment	M = 5.93 (SD=0.73)	M = 6.45 (SD=0.69)	1.83 (.73)
7. Through my contact with the organization, I have deeper knowledge of marketing's real world role	M = 5.86 (SD=0.77)	M = 6.73 (SD=0.47)	3.29** (1.36)

^A Marketing Strategy, Consulting Role, Graduate, 17-week

^B Marketing Strategy, Consulting Role, Graduate, 9-week

* p < .05

**p < .01

Table 2B: Student Experience with Consulted Company and/or Info Gathering- Capstone Courses

	CSNB-UG-12 ^{A, D} (n = 82)	CSBS-UG-5 ^{B, D} (n = 79)	t-value (Cohen's d)	CSNB-G-17 ^C (n = 47)
1. consulted organization(s) to request information	M = 5.55 (SD=1.90)	NA		M = 6.07 (SD=1.69)
2. consulted organization(s) to meet with managers/key information sources	M = 4.07 (SD=2.20)	NA		M = 4.93 (SD=2.17)
3. main information provided by employee with wide span of business knowledge	M = 4.24 (SD=1.92)	NA		M = 5.43 (SD=1.55)
4. We were frequently in touch with consulted organization staff or managers	M = 3.76 (SD=1.75)	NA		M = 5.43 (SD=1.79)
5. We obtained most information for project from external sources (internet, journals, etc.)	M = 4.93 (SD=1.87)	M = 4.44 (SD=1.84)	1.05 (.26)	M = 6.21 (SD=1.48)
6. I feel I now have high level of knowledge about competitive environment of project based business	M = 5.21 (SD=1.61)	M = 4.78 (SD=1.71)	1.03 (.26)	M = 6.14 (SD=0.95)
7. I feel I now have high level of knowledge about marketing's role in an organization	M = 5.15 (SD=1.49)	M = 4.14 (SD=1.59)	2.24* (.66)	M = 5.97 (SD=0.99)

^A Capstone, New Business Plan, Undergraduate, 12-Week;

^B Capstone, Business Simulation, Undergraduate New Business Plan, Graduate, 5-week

^C Capstone, New Business Plan, Graduate, 17-week;

^D Undergraduate course included both the new business plan and business simulation in one 17-week semester

* p < .05

**p < .01

knowledge in practice. For the 17-week classroom project only course the mean score for learning was 5.43 and the mean score for ability to apply their knowledge was 5.71.

UNDERGRADUATE COURSES

Reported results were mixed for the 17-week undergraduate courses in which students completed the classroom project over the course of the first 12 weeks and a busi-

ness simulation game over the course of the final 5-weeks (see Table 3B). The mean scores for the effectiveness of the 12-week classroom project ranged from 3.9 to 4.94, and satisfaction mean scores ranged from 3.83 to 5.52. For the 5-week business simulation game in the same course, the mean scores for effectiveness ranged from 3.19 to 4.19 and satisfaction mean scores ranged from 3.97 to 5.11.

Table 3A: Effectiveness of and Satisfaction with Learning Format - Marketing Strategy Courses

	MS-G-17^A (n = 68)	MS-G-9^B (n = 32)	t-value (Cohen's d)
EFFECTIVENESS			
1. I learned more about marketing through the project than studying course material (reading the text, listening to lectures, etc.)	M = 5.21 (SD=1.19)	M = 5.27 (SD=1.55)	1.07 (.04)
2. This project has helped me to learn about marketing	M = 5.86 (SD=0.77)	M = 6.36 (SD=0.81)	1.59 (.63)
3. This project has increased my interest in marketing	M = 5.86 (SD=0.86)	M = 5.55 (SD=1.51)	.651 (.25)
4. This project has increased my interest in attending marketing courses	M = 5.57 (SD=1.28)	M = 5.18 (SD=1.08)	.806 (.33)
5. This project has motivated me to work harder in this course	M = 5.36 (SD=1.34)	M = 5.82 (SD=1.08)	.930 (.38)
6. I would like this type of project to be used in other courses	M = 5.71 (SD=1.54)	M = 6.18 (SD=0.87)	.897 (.38)
7. The effort required for the project is excessive	M = 4.43 (SD=1.40)	M = 5.45 (SD=0.93)	2.09* (.86)
8. The project has been the best part of the course	M = 4.71 (SD=1.14)	M = 5.09 (SD=1.51)	.711 (.28)
9. Because of the project I learned more in this course compared to courses without this type comprehensive project	M = 5.64 (SD=0.84)	M = 6.27 (SD=0.79)	1.92 (.77)
10 Because of the project I am now confident I can practice marketing when working for a company	M = 5.50 (SD=0.86)	M = 6.18 (SD=0.75)	2.09* (.84)
SATISFACTION			
1. I am satisfied with the overall experience of completing the project	M = 5.07 (SD=1.33)	M = 5.73 (SD=1.74)	1.07 (.43)
2. I am satisfied with the experience of working with a team on the project	M = 5.29 (SD=1.86)	M = 5.91 (SD=1.45)	.929 (.37)
3. My satisfaction with this class would be higher if I did not have to complete a semester project	M = 2.64 (SD=1.15)	M = 3.00 (SD=1.41)	.697 (.28)

^A Marketing Strategy, Consulting Role, Graduate, 17-week
^B Marketing Strategy, Consulting Role, Graduate, 9-week
* p < .05
**p < .01

Two effectiveness items specifically measured students' perceptions that the active learning project enhanced their learning of marketing and ability to apply their acquired knowledge in practice. Statistically significant differences were found for each measure when comparing the 12-week and 5-week projects. For the learning of marketing the 12 week time line project scores were higher (M = 4.49) than the 5-week project (M = 3.44; $t = 2.36$; $p = .01$; Cohen's $d = .57$). For confidence in their ability to practice marketing due to completing the project the 12-week project responses (M = 4.91) were higher than those for the 5-week project (M = 3.69; $t = 2.81$; $p = .003$; Cohen's $d = .73$).

DISCUSSION

Considering the continued emphasis on using active and experiential learning formats for marketing educators [Camarero et al., 2009; Smith and Von Doren, 2004], the purpose of this study was to assess the effectiveness of various active learning approaches and contexts to further guide the use of such techniques. The findings illustrate several aspects that are consistent with previous research and some that are not. The findings for the marketing strategy courses are discussed first and are followed by the non-marketing specific capstone courses.

Table 3B: Effectiveness of and Satisfaction with Learning Format - Capstone Courses

	CSNB-UG-12 ^{A, D} (n = 82)	CSBS-UG-5 ^{B, D} (n = 79)	t-value (Cohen's d)	CSNB-G-17 ^C (n = 47)
EFFECTIVENESS				
1. I learned more about marketing through the project than studying course material (reading the text, listening to lectures, etc.)	M = 4.94 (SD=1.86)	M = 3.72 (SD=1.86)	2.76** (.66)	M = 5.43 (SD=1.34)
2. This project has helped me to learn about marketing	M = 4.49 (SD=1.90)	M = 3.44 (SD=1.81)	2.36 (.57)	M = 5.43 (SD=1.51)
3. This project has increased my interest in marketing	M = 4.43 (SD=1.79)	M = 3.22 (SD=1.71)	2.91** (.69)	M = 5.21 (SD=1.05)
4. This project has increased my interest in attending marketing courses	M = 4.03 (SD=1.88)	M = 3.19 (SD=1.70)	1.96 (.47)	M = 4.71 (SD=1.90)
5. This project has motivated me to work harder in this course	M = 3.90 (SD=2.00)	M = 3.56 (SD=1.93)	.692 (.17)	M = 5.57 (SD=1.02)
6. I would like this type of project to be used in other courses	M = 4.83 (SD=1.85)	M = 4.19 (SD=2.16)	1.25 (.32)	M = 5.64 (SD=1.28)
7. The effort required for the project is excessive	M = 5.07 (SD=1.73)	M = 4.47 (SD=1.89)	1.31 (.33)	M = 5.71 (SD=1.14)
8. The project has been the best part of the course	M = 3.69 (SD=2.32)	M = 3.64 (SD=2.15)	.091 (.22)	M = 5.86 (SD=1.17)
9. Because of the project I learned more in this course compared to courses without this type comprehensive project	M = 4.43 (SD=2.00)	M = 3.31 (SD=1.97)	2.38* (.56)	M = 5.26 (SD=1.72)
10 Because of the project I am now confident I can practice marketing when working for a company	M = 4.91 (SD=1.58)	M = 3.69 (SD=1.74)	2.81** (.73)	M = 5.71 (SD=1.07)
SATISFACTION				
1. I am satisfied with the overall experience of completing the project	M = 3.83 (SD=2.05)	M = 3.97 (SD=1.81)	.301 (.07)	M = 6.29 (SD=0.61)
2. I am satisfied with the experience of working with a team on the project	M = 5.52 (SD=1.62)	M = 5.11 (SD=1.74)	.966 (.24)	M = 6.14 (SD=0.95)
3. My satisfaction with this class would be higher if I did not have to complete a semester project	M = 3.07 (SD=1.60)	M = 4.19 (SD=1.97)	2.49* (.62)	M = 5.00 (SD=1.75)
^A Capstone, New Business Plan, Undergraduate, 12 Week; ^B Capstone, Business Simulation, Undergraduate New Business Plan, Graduate, 5-week ^C Capstone, New Business Plan, Graduate, 17-week; ^D Undergraduate course included both the new business plan and business simulation in one 17-week semester * p < .05 ** p < .01				

MARKETING STRATEGY COURSES

The positive learning effectiveness and satisfaction assessments for the live case utilized in the marketing strategy courses are consistent with previous research for active learning tools [e.g. Darian and Coopersmith, 2001; Elam and Spotts, 2004]. The finding that differences in assessment scores were minimal between the 9 and 17-week courses suggests that the differences in time to complete the project did not meaningfully impact outcomes, which is not consistent with previous research in which more time increased learning [e.g. Romero and Barbera, 2011; Denis and Gilbert, 2012]. However, the students

in the 9-week course did report that a higher degree of effort was required to complete the project than the 17-week time frame students who completed the same type of project. Though perhaps not unexpected given that the requirements were the same regardless of time frame, what is interesting is that even though the 17-week and 9-week students had the same number of scheduled meetings, the 9-week students reported a higher degree of contact with the consulted company. The 9-week students also reported a higher degree of confidence in their ability to be able to practice marketing and their understanding of the role of marketing as a result of the live project. There were no statistically significant differences

in indications of the quality of outcomes associated with the meetings between the 9 and 17-week groups.

Though this study is exploratory in nature the results suggest that the impact of time on learning outcomes may not be congruent with previous research. Previous research [e.g. Romero and Barbera, 2011] suggests that increased amounts of time on a task leads to increased learning, but that was not shown in the Marketing Strategy courses in relation to the understanding of marketing's role within an organization and confidence in respondents' ability to practice marketing. The opposite occurred in the context of this part of the study for perceived ability to be able to practice marketing which is arguably one of the most important outcomes.

For marketing majors the use of a compressed time frame may not lead to a substantive loss in learning/tool efficacy considering that the 9-week marketing course students reported a higher degree of agreement than the 17-week course students that the project experience enhanced their confidence in their ability to practice marketing. The finding that students in the 9-week class relative to the 17-week class reported a notably higher degree of effort was required to complete the same project suggests, at least in this study, that a potential burnout effect may be possible and potentially more likely in a shorter time frame. Thus, though the learning efficacy of the one active learning technique used in the marketing courses was not negatively impacted by the time frame which is contrary to previous research, variations in the use of multiple tools in the courses and/or time frames different from those in this study may produce different results.

NON-MARKETING MAJORS IN CAPSTONE COURSES

The mixed learning effectiveness and satisfaction assessments for the non-marketing capstone courses were interesting in light of previous research.

Graduate Courses

Consistent with previous research [e.g. Darian and Coopersmith, 2001; Elam and Spotts, 2004], the 17-week one-project only capstone course reported positive results pertaining to learning and satisfaction assessments for marketing related learning.

Undergraduate Courses

The results were mixed in the courses that required a new business plan to be completed in 12 weeks followed by a business simulation game that was completed in 5 weeks. Compared to the learning effectiveness of the 5-week

business simulation project, the assessments of the business plan project completed in the 12-week time frame were positive. The learning effectiveness results of the 5-week business simulation game were not positive.

The value of using multiple active learning tools in a course to enhance learning [Hamer, 2000] and the use of business simulation games as an active learning tool that can increase student engagement and deeper learning are empirically supported [Beckem and Watkins, 2012]. However, the results of this study suggest that the manner in which these tools are employed may impact their perceived efficacy. The assessments in the undergraduate capstone course in which two active learning tools were utilized suggest the type and/or manner of tools employed requires additional scrutiny. The compressed time frames in which the active learning projects were completed in the capstone course, when considered with the fact that data was collected from only non-marketing majors, suggests that the impact of having less time to complete an individual comprehensive project for non-marketing majors on their learning of marketing content may be negative as previous research supports [see Romero and Barbera, 2011; Denis and Gilbert, 2012]. Thus, the exploratory results of this study suggest that fewer active learning tools and/or more time to complete a comprehensive active learning project may be beneficial for non-marketing majors seeking to acquire marketing knowledge and the ability to apply said knowledge.

LIMITATIONS AND OPPORTUNITIES FOR FUTURE RESEARCH

The results of this study are useful but several aspects should be considered when analyzing the results of this exploratory study. First, graduate and undergraduate samples are utilized and the skill levels, previous preparation, and work experience of each group may be significant factors that can impact overall assessments. Though the capstone courses are similar in nature at the undergraduate and graduate levels, the student type differences and course requirement differences make assessment comparisons between-groups incongruous. Second, the study was confined to one institution and one method for employing one type of active learning tool for each respective context of this study. Accordingly, this necessitates a larger sample of students and methods in order to confidently generalize the results. Though the external validity is limited in this study, the results provide indications of outcomes that are consistent, as well as some that are inconsistent, with previous research, thereby providing areas for further investigation.

The results of this research illuminate areas for potential future research to continue the advancement of active learning approaches. One possibility is to assess by group (e.g. marketing major/non-major) the impact of the amount of time available to complete an active learning project on assessments of its effectiveness as a learning tool. The results of this study do not provide unanimous supporting evidence for this aspect in which previous research indicates that more time to complete work positively impacts learning outcomes. Also, it likely would be useful to investigate the use of multiple active learning projects in a class in various contexts and the impact they have on learning outcomes and satisfaction. In this study the course utilizing two active learning projects did so as two separate comprehensive projects. In that class the assessments pertaining to learning outcomes and satisfaction for the business simulation game were the lowest in the study. Perhaps different combinations that utilize less time and labor intensive active learning techniques in combination with a comprehensive project may produce more positive results. Some examples of effective active learning tools that are less time and labor intensive include those developed and assessed by Wooldridge [2006] and Vander Schee [2011].

Finally, the impact of interacting with outside organizations may be of interest considering that this study's results show the most positive assessments when such interaction occurred. Specifically, the structure and content of meetings with outside organizations can be investigated to determine the activities that produce the most benefit for all parties. The focus of this study is student perceptions. The results suggest that time spent with outside organizations and the content of those meetings may impact students' understanding of the role of marketing.

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