



Georgia Gwinnett College Teaching, Learning, and Research Symposium 2021

January 13 – 14, 2021

Co-hosted by:

Business, Economic, & Applied Research Center (BEAR)
Center for Teaching Excellence (CTE)

Welcome

As symposium co-chairs, we offer our welcome to this event, our gratitude for your participation, and our admiration for the work you have done and the resilience you have shown during this pandemic. As we have worked in greater isolation, you have found ways to make connections; as we have discovered new challenges, you have invented new solutions; as we have re-examined our priorities and commitments, you have re-invested in education, in students, and in the mission of higher education. This symposium showcases the insights and innovations of that re-investment. Importantly, it also provides an opportunity to listen and to share. As we have found new ways to work collaboratively and safeguard health, one of the quieter losses has been casual and unplanned collaboration: incidental office suite conversations, discussions that spill from the classroom to the hallway, new ideas over a shared lunch table, the beginning of plan formed on a walk from one building to another. To combat this loss, we must be intentional about making time to learn from others, to hear what worked (and what didn't). We need not know what we will learn; it is enough to know we are engaged in the same work of teaching, learning and research, and to know good ideas grow when we share and listen.

GGC's Teaching, Learning, and Research Symposium has come together because of collaboration and shared values. The Business, Economic, and Applied Research Center (BEAR) in the School of Business; the Center for Teaching Excellence; the Office of the Provost are excited to welcome presentations from within GGC, the broader USG system, and beyond. Thank you for your commitment to teaching, to learning, and to research, and for your support of the mission and community of higher education.

Dr. Reanna Berry, Director of Accounting BEAR Center, Assistant Professor of Accounting
Dr. Rolando Marquez, Associate Director for CTE, Assistant Professor of Instructional Technology
Dr. Rachel Bowser, Associate Provost for Strategic Initiatives, Associate Professor of English



Welcome to the First Annual GGC Research Symposium

A message from the Business, Economic, and Applied Research (BEAR) Center

We at the BEAR Center are thrilled to co-sponsor the first annual GGC Teaching, Learning, and Research Symposium which aims to inspire and disseminate scholarly research and practices across many fields of relevant research. We plan to continue to host this important event while continuously improving the scope and outreach to the research community. We want to express our sincere gratitude for all the faculty and administrative support we have received in planning this event as well as thank those who are participating as reviewers, presenters, and speakers.

The mission of the GGC BEAR Center, located within the School of Business Administration, is to support the local business community, the state of Georgia, and beyond with economic and business-related research and to provide outreach services including statistical and business-related training in the community. The BEAR Center is also committed to furthering the mission of the School of Business Administration by fostering continuous improvement in faculty scholarship and student engagement in original research.

The goals of the BEAR Center are facilitated by conducting original, funded research and analyses aimed at supporting the academic community of business-related fields including accounting, education, economics, finance, management, management information systems, marketing, and supply chain management. The BEAR center also aims to continue to involve SBA students in the execution of funded research and analysis. This will provide students with opportunities to engage in high impact practices with the business community prior to graduation.

We look forward to your continued participation in the symposium in years to come!

Warm regards,

Dr. Mark Partridge, BEAR Center Director

Dr. Reanna Berry, BEAR Center Director of Accounting, 2021 Symposium Co-Chair

Dr. P. Wesley Routon, BEAR Center Director of Undergraduate Research

Dr. Tracey Schaller, BEAR Center Director of Marketing



The mission of Georgia Gwinnett College's Center for Teaching Excellence is to provide programming that promotes the design and implementation of creative learning environments. The CTE supports the implementation of effective instructional practices, facilitates an environment of instructional experimentation, and enhances the skills needed to engage students in the learning process. We provide a community forum for the exchange of ideas and innovative instructional practices that lead to high levels of student learning.

CTE welcomes you to the Symposium. This symposium gives us an opportunity to share the knowledge we acquire about what's happening in the classroom both inside and outside, with peers. This allows us to expand the body of knowledge beyond the walls of classroom and toward an increasing world view.

We look forward to meeting you and making this symposium a memorable event.

Best regards,

Center for Teaching Excellence

Reviewers

Benjamin Akins	Associate Professor Legal Studies/Tax	Georgia Gwinnett College
Laura Barthel	Assistant Professor of Accounting	Eastern Kentucky University
Reanna Berry	Assistant Professor of Accounting	Georgia Gwinnett College
Rachel Bowser	Associate Provost Associate Professor of English	Georgia Gwinnett College Georgia Gwinnett College
Allen Brown	Assistant Professor of Management	Georgia Southwestern University
Christian Brown	Senior Economist Lecturer	Food and Drug Administration Johns Hopkins University
Melinda Cline	Professor of MIS	Georgia Gwinnett College
Jason Delaney	Associate Professor of Economics	Georgia Gwinnett College
Rhett Epler	Lecturer of Marketing	University of Wyoming
Phillip Hartley	Associate Professor of Marketing	Georgia Gwinnett College
Will Holmes	Associate Professor of Economics	Georgia Gwinnett College
C. Douglas Johnson	Professor of Leadership & Management	Georgia Gwinnett College
Rolando Marquez	Associate Director CTE Assistant Professor Instructional Tech	Georgia Gwinnett College Georgia Gwinnett College
Grace Onodipe	Assistant Professor of Economics	Georgia Gwinnett College
Mark Partridge	Assistant Professor of Economics	Georgia Gwinnett College
Karen Perell-Gerson	Professor of Exercise Science	Georgia Gwinnett College
P. Wesley Routon	Associate Professor Economics/Quant	Georgia Gwinnett College
Rachel Rupprecht	Instructional Designer CTE	Georgia Highlands College
Atul Saxena	Professor of Finance	Georgia Gwinnett College
Tracey Schaller	Associate Professor of Marketing	Georgia Gwinnett College
Stefan Sleep	Assistant Professor of Marketing	Kennesaw State University
M'Lyn Spinks	Clinical Asst. Professor of Nursing	Kennesaw State University
Luis Torres	Associate Professor of Marketing	Georgia Gwinnett College
Vinod Vincent	Assistant Professor of Management	Clayton State University
Jay Walker	Assistant Professor of Economics	Old Dominion University

January 13, 2021 – Morning Schedule

9:00 – 9:30 AM Opening Ceremony

[Join Microsoft Teams Meeting](#)

Welcome from Georgia Gwinnett College President Dr. Jann Joseph
Greetings from Symposium Co-Chairs Drs. Berry, Marquez, and Bowser

9:30 – 10:00 AM Break

10:00 – 11:00 AM Session 1.1 Connecting with Students [Join Microsoft Teams Meeting](#)

Laura Barthel

Getting the Student “Voice” back during the Pandemic

Michelle Robbins & Carey Shellman

Connecting during COVID: Tips for Online Student Success

Rachel Rupprecht & Josie Baudier

Making Connections with Students

Jenna Andrews-Swann

How’s it really going? Empathy as Pedagogical Model in Times of Crisis

Kyle Huff

Using Intelligence Agents to Drive Student Engagement

10:00 – 11:00 AM Session 1.2 Business and Culture

[Join Microsoft Teams Meeting](#)

Jun Wu

Understanding the Curvilinear Relationship between Culture Novelty and
General Adjustment of Expatriates and the Moderation Effect of
Emotional Stability

Anupam Nath

Towards Understanding the Role of Institution based Trust in IoT
Environment

Will Holmes, Eric Gresch, & Daniel Hall

Servant Leadership Study

Marvin Bontrager

Examining Work Outcomes of Ebullient Supervision in a Fun Work
Environment

John (Jay) Marinan IV, Steven Brown, & Mark Partridge

The Relationship between Servant Leadership on Subordinates'
Psychological Wellbeing and Job/Role Fit

11:00 AM – 12:00 PM Keynote Address

[Join Microsoft Teams Meeting](#)

Introduction by Georgia Gwinnett College President Dr. Jann Joseph
Address by Dr. Jeff Galle, Associate Vice Chancellor for Academic Affairs
University System of Georgia

12:00 – 1:00 PM Lunch Break

January 13, 2021 – Afternoon Schedule

1:00 – 2:00 PM Session 2.1 Insights on Collegiate Outcomes [Join Microsoft Teams Meeting](#)

Brittney James

Using Technology to Develop Health Communication Tools amidst a Pandemic

M'Lyn Spinks

A Comparison of Student Performance and Knowledge Attainment Between Virtual and In-Person SBIRT Training Sessions

Hasan Uvet

Investigating the Effectiveness of Simulation Games on a Conceptual Understanding of Topics and the Development of Skills

Yi Ding, Madushri Banerjee, & Yaquan Xu

Develop Affordable Learning Material That Supports Pedagogy Agility

P. Wesley Routon & Jay K. Walker

Older and Wiser? Relative Age and Success in High School and College

1:00 – 2:00 PM Session 2.2 Finance and Accounting [Join Microsoft Teams Meeting](#)

Atul Saxena & Adrian Heinz

Predictability of Security Prices using Technical Analysis

Juliet D'Souza

Covid 19 and the Financial Performance of Firms: Global Outlook

Yvonne Ellis & Simone Bewry

The Assessment of Civil and Criminal Penalties for Fraudulent Financial Reporting

Andrew Stephenson, Yvonne Ellis, & P. Wesley Routon

Does the Sequencing of Accounting Principles Courses Affect Academic Performance?

Atul Saxena

Research Project in a Course on International Finance

2:00 – 3:00 PM Session 3.1 Science Pedagogy [Join Microsoft Teams Meeting](#)

Ying Guo, Wei Jin, David Marshall, & Garret Brown

An Interdisciplinary Collaboration that Enhances Education in Both IT and Chemistry

Neelam Khan & Joseph D. Ametepe

Teaching Physics During COVID-19 Pandemic

Skanda Vivek & Sairam Tangirala

Physical Science 1101K for Non-Science Majors during COVID-19 from Everyday Experiences

Omar Villanueva & Kathryn Zimmermann

A Synthetic and Environmental Approach to Green Chemistry in an Integrated Chemistry Laboratory Course

Joshua Morris, Omar Villanueva, Derek A. Behmke, Rashad Simmons,

Chantelle Anfuso, C. M. Woodbridge, & Ying Guo

General Chemistry Online: Transitioning to online instruction during the COVID-19 Pandemic

January 13, 2021 – Afternoon Schedule Continued

2:00 – 3:00 PM Session 3.2 Discussion Panel

[Join Microsoft Teams Meeting](#)

COVID-19 Emergency Transition to Online: Temporary Solution or
Schumpeterian Shock?

Moderator: Melinda Cline

Panelists: Nannette Napier, Ben Akins, & Jason Delaney

January 14, 2021 – Morning Schedule

9:00 – 10:00 AM Session 4.1 Diversity and Inclusion [Join Microsoft Teams Meeting](#)

Kinga Varga-Dobai & Marquita Jackson-Bradley
Culturally Relevant Care Pedagogy and Practices in Teacher Education

Marni Brown
GGC discussions on Inequity and Inclusivity in the Classroom: Gender, Race, and Sexuality

C. Douglas Johnson
Using Animals as Diversity and Inclusion Primers to Increase Buy-in

Miranda Mei Zhang, Tyler Yu, & Melinda Cline
College Graduation Rates: A Statistical Analysis of Gender and Racial Differences

Amanda L. Wilsker & Nannette Napier
Ready or Not, Here They Come: The Career Competencies of Business Students at an Open-Access Institution

9:00 – 10:00 AM Session 4.2 Teacher Education [Join Microsoft Teams Meeting](#)

Yvonne Hefner & Samantha Mrstik
Simulations in Teacher Education

Rebecca A. Cooper & Samantha Mrstik
Preservice Teachers Learning to Teach Online: The New Normal

Matthew Boggan
Gifts Pre-Service Special Education Teachers Need to Know about Themselves

George Darden & Kristi Amatucci
Collaborative Constructions of Remote Field Experience: Teacher Candidates, Virtual Classrooms, and Online Communities

Jamie Lewis
Using Jamboard to Facilitate Student Interaction in Asynchronous and Synchronous Class Sessions

10:00 – 10:50 AM VP Panel on GGC Transition to Online Learning in Spring 2020

[Join Microsoft Teams Meeting](#)
Dr. Michelle Rosemond – Vice President for Student Engagement and Success
Mr. Michael Poll – Vice President of Enrollment Management Services
Dr. Christine Miller Divine – Vice President and Chief Information Officer

10:50 – 11:00 AM Break

January 14, 2021 – Morning Schedule Continued

11:00 – 11:50 AM Session 5.1 Sales and Negotiations [Join Microsoft Teams Meeting](#)

Stefan Sleep & Brent McCulloch
Teaching Sales in the Midst of Chaos (a.k.a. Pandemic)

Rhett Epler
Guest Speakers and Role Playing over Zoom in a Professional Sales Course

Trevor K. England & Gregory Nagel
Developing Emotional Intelligence Skills for E-Negotiations

Amanda Reinke & Cody Wehlan
Reflections on Using Virtual Simulations for Scholarship of Teaching and Learning Research

11:50 AM – 12:00 PM Break

January 14, 2021 – Afternoon Schedule

12:00 – 1:00 PM Session 6.1 Reflections on Pandemic Teaching [Join Microsoft Teams Meeting](#)

Cheryl Clark & Pingping Song
Student Readiness for Learning in a Pandemic

Anita Whiting & Joie Hain
Student and Faculty Perspectives of Covid-19 Pandemic

Melinda Cline
Emergency Shift to Virtual: A Survey of Student Preferences on Instruction Delivery Methods

Phillip Hartley & Luis Torres
Academic Integrity and Learning Effectiveness in the Online Environment

Laura Barthel
Students Need COVID – Collaborative, Organized, Voice Infused Delivery

12:00 – 1:00 PM Session 6.2 Active and Experiential Learning [Join Microsoft Teams Meeting](#)

Sam Peppas & Stephanie Peppas
HIPs: The effect of a Business Studies Abroad Course on Student Educational Goals

Vlad Bursuc & Amanda Wilsker
At-Home Workouts for Future Leaders: Using Agile Project Management to Improve Online Experiential Learning

Grace Onodipe, Darryl Romanow, & Michelle Robbins
Enhancing College Students' Academic Success through Reflective Writing in a Flipped Introduction to Economics Course

Marieke Schilpzand, Tom Lilly, & Todd Lindley
Active Learning Exercises and Critical Thinking: A Teaching and Assessment Model

Jason Delaney
Learning While Doing: Building Bespoke Quantitative Analysis Assignments in Excel with Instant Feedback

January 14, 2021 – Afternoon Schedule Continued

1:00 – 2:00 PM Closing Ceremony

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Awards

Best in Track – Scholarship of Teaching and Learning

Best in Track – Non-SoTL Research

Pedagogical Service Award

Closing Remarks

Introduction by Georgia Gwinnett College President Dr. Jann Joseph

Remarks by Regent José Perez, University System of Georgia

Join us next year for GGC Symposium 2022!



Presenters and Co-Authors

Benjamin Akins	Georgia Gwinnett College
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Madushri Banerjee	Georgia Gwinnett College
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Tyler Yu	Georgia Gwinnett College
Miranda Mei Zhang	Georgia Gwinnett College
Kathryn Zimmermann	Georgia Gwinnett College

Abstracts (alphabetical by first author)

Jenna Andrews-Swann

How's it really going? Empathy as Pedagogical Model in Times of Crisis

Empathy has long been established as a dynamic and hopeful tool for social good, pedagogically and otherwise (e.g. hooks 2003; Friere 1998). Yet despite its proven utility, to some empathy still evokes notions of weakness or superficial compassion. But enlightened empathetic pedagogical approaches do not mean enabling students' poor work ethic or allowing lazy excuses for incomplete tasks. Rather, "tough" or "critical" empathy (O'Grady 2020; Leake 2019; Shuman 2005) can effectively empower students by modeling the value and utility of kindness, hope, and openness to both a successful academic career and to addressing the social injustices laid bare in this time of crisis/es. In this paper, the author shares experiences using empathy as a pedagogical tool in the anthropology classroom. Students are initially introduced to the perspective via instruction on the role of cultural relativism in cross-cultural research. That is, academic lessons about cultural relativism serve as scaffolding to support the notion that empathy is a scientifically relevant perspective, rather than a washy-washy, nice-but-feeble attempt at inclusion. Such scaffolding, the author argues, allows students to move beyond simplistic binaries and towards an increasingly complex, holistic understanding of their own and others' lived experiences. Via excerpts of student work, notes on in-person classroom interactions, and critical reflection, the author aims to show that empathy has a place –and a vital one at that— in the classroom right now, and that instruction that centers empathy benefits students (and instructors) in myriad ways both on and off campus.

Laura Barthel

Getting the Student "Voice" back during the Pandemic

A lot has been lost while teaching through the pandemic, but possibly the most missed in all the variations of deliver is the student "voice." Whether all online or masked in the classroom the student voice is less evident than before the pandemic. Students' voices in the classroom tell us if they understand, whether they are thinking critically, what they have questions about, and if they are engaged. The purpose of this session is to discuss and demonstrate ways to get the students' voice back in the class with any course delivery method (in-person spread out with masks, online, hybrid, staggered) using the Voice Thread tool. The focus will be on getting the student voice back for the (a) "in the moment" coaching and assessment opportunities that typically occur in-class instruction, (b) assessment of content knowledge, (c) review and feedback conversation, and (c) practice of professional voice (ex. mock interview, parent/teacher conference, nurse/patient conversation, or a business negotiation). This workshop will provide practical guidance for developing Voice Threads that allow faculty to access the "student voice." Additionally, this workshop will help you develop initial ideas of how to bring student voice back to the course while teaching through the rest of the pandemic.

Laura Barthel

Students Need COVID – Collaborative, Organized, Voice Infused Delivery

"What we did in Spring 2020 was not going to work for Fall 2020, now will what we plan for Spring 2021 need to change as well?" Through conversations with colleagues, participation in workshops, and personal experience, I have heard this question being asked. One possible approach to adapting through the changes of the pandemic is to give students COVID–

Collaborative, Organized, Voice Infused Delivery model. Collaborative – Like never before in higher education, students are being forced to be partners in their education. For example, student feedback from Spring 2020 and pre-survey data for Fall 2020 was important for basic course design of Fall 2020. Entering Spring 2021, students have more experience navigating online portion of class and feedback on the multiple solutions they experienced in Fall 2020. Organized – Navigating up to six courses a semester with varied structures can be a bit overwhelming for students. A class organized with a simple, flexible, and catchy structure that is consistent each week can help. For example, an Individual Tax course had four components each week Tax Reg., Tax Attend (choice of online or in person), Tax Task, and Tax Assessment. Voice infused –A survey of three courses (graduate and undergraduate) noted the overwhelming majority indicated that in-person class was the most preferential for their learning style. COVID model uses tools that allow for instructor and student voice in an online environment. Getting to an anecdote for best practices in teaching through the pandemic takes working together and giving student COVID – Collaborative, Organized, Voice Infused Delivery.

Matthew Boggan

Gifts Pre-Service Special Education Teachers Need to Know about Themselves

Teachers are considered the most pivotal determinant of student success (Wallin & Boggan, 2015). With a fresh emphasis on moving from a deficit to a strengths-based approach with special education learners, this session will explore tools for aspiring teachers to gain insight and awareness of themselves prior to impacting students with special needs. This session will utilize a free, computer-generated survey, as well as other techniques, to identify preferences, personality characteristics, and strengths, which can assist educators in 'knowing themselves' and to better serve their students. Due to time constraints, participants would not have enough time to complete the personality test during the session but can take the personality test later. This presentation will discuss the results of pre-service junior-level special education students who took the personality test at the beginning of this teacher education program.

Marvin Bontrager

Examining Work Outcomes of Ebullient Supervision in a Fun Work Environment

Ebullient supervision refers to creating a work environment that subordinates consider as a fun place to work. Given the many changes occurring in the workplace today, to what extent does a fun working environment impact organizational outcomes? Do workers perceive a higher level of fit with the organization? Can turnover intention and job satisfaction be affected by a fun working environment? In what ways do employees perceive that their workplace is a fun place to work? Using a sample of undergraduate business students, this study will attempt to answer these research questions and explore pathways for new research. This study will utilize existing theories to inform the research hypotheses. Positive psychology (Luthans, 2002) has been used to explain the background behind work behaviors that managers can use to increase positive experiences and attitudes among employees. Conservation of resources theory (Hobfoll, 2001) helps to explain the ways in which workers acquire and protect valuable resources in the organization. Social exchange theory (Blau, 1964) refers to a reciprocal exchange among employees that are contingent on rewarding actions from others and changing behaviors when those actions do not occur. Generational changes taking place in the workplace over the next decade will provide opportunities for researchers to examine employee attitudes and how those affect organizational behaviors and

outcomes. This study seeks to consider employee attitudes of undergraduates who will be entering the next phase of their careers.

Marni Brown

GGC discussions on Inequity and Inclusivity in the Classroom: Gender, Race, and Sexuality

Gender sexuality, and shape all areas of our everyday lives, from the clothes we put on when we wake up in the morning to the laws that govern our world. Issues of gender, sexuality, and race begin in early childhood and continue throughout a person's life. Research demonstrates that by one year old, children understand how to categorize people by gender (Pastel et al. 2019). By a year and a half, children start to understand their own gender, and by two years old they can communicate this understanding, as well as gender stereotypes, to others (Pastel et al. 2019). Then, by the age of six, they are aware of power differentials between men and women as well as white and black, and possibly gay and straight, depending on where one lives (Martin and Rubie 2010). School is an institution where children spend a large majority of time. Here, they interact with both formal and informal curriculum. I have currently signed a contract with Routledge to write a practitioner's guide to creating inclusive classroom spaces. I would love to use the conference as an opportunity to discuss the goal of the book as well as best ways to achieve an inclusive, as well integrative classroom. This is important because an educators' understanding of gender, sexuality and race is especially vital when working with students' whose gender identity or sexuality and even racial identity do not align with or are marginally supported by what their peers, parents, teachers, and society expect. (Dellenty 2019:41). Overall, creating an inclusive climate can powerfully impact learning and school success for all students. Inclusive campuses and classrooms focus on creating a community and a sense of belonging for all involved.

Vlad Bursuc & Amanda Wilsker

At-Home Workouts for Future Leaders: Using Agile Project Management to Improve Online Experiential Learning

Blending psychology and educational theories, experiential learning recognizes the diversity in students' learning styles, giving students the opportunity to make real decisions – and mistakes – and reflect on those experiences with the possibility for lasting change. Experiential learning is a recognized High Impact Practice in higher education, one that too few students experience. To provide more opportunities, the GGC School of Business created the GEAR Conference, a professional development conference for students by students. While all School of Business Students could benefit from the conference, a select few participate in the planning as part of a more comprehensive experiential learning course. With an abrupt change to course and conference formatting in Spring 2020 and for the foreseeable future, faculty directors left the experience wondering what could be done better for the Spring 2021 experiential learning opportunity. More specifically, to what extent could we incorporate pedagogical research appropriate for online experiential learning, and how might we improve the practical side of the course and experience? What we discovered was a gap in the literature as it pertained to online experiential learning. This presentation begins with a review of existing literature on experiential learning, focusing on the application to an online environment and submitting our own recommendations where gaps exist. Many of our recommendations could work in face-to-face settings but are particularly useful in online formats. Specifically, we begin to incorporate more formal approaches to online project management including the application of Agile Project Management techniques and software such as Trello.

Cheryl Clark & Pingping Song

Student Readiness for Learning in a Pandemic

Due to the pandemic, many schools are forced to shift the format of their course offerings from face-to-face or hybrid to a variety of online and modified hybrid formats. Little research has been published that measures student readiness for self-directed learning. This research explores student readiness for self-directed learning and their performance in the course. The Self Directed Learning Readiness (SDLR) survey was used to capture data from business school students enrolled in five different course formats over four semesters. The course formats include traditional face-to-face, flipped/hybrid, 50% face-to-face/50% online, wholly online, and modified hybrid designs. We used the data from upper-level business students to compare the relationship between the student SDLR score and their course performance as measured by their final grade.

Melinda Cline

Emergency Shift to Virtual: A Survey of Student Preferences on Instruction Delivery Methods

In higher education, the emergence of SARS-COV-2 in the United States necessitated an unprecedented emergency shift from face-to-face to online instruction in Spring 2020. Both faculty and students had to immediately adapt to a modified instructional delivery method, and this has continued throughout the year. While it is likely that face-to-face instruction will resume without restrictions when a vaccine is widely available, the pandemic has provided researchers with a unique opportunity to better understand the instructional and personal challenges of students enrolled in online classes. This is important because new technological platforms, such as MS Teams and Zoom, will inevitably increase the demand for flexible delivery. To better understand student satisfaction with online instructional delivery and the related personal effects of the pandemic on degree completion, we administered a survey to junior/senior level students enrolled in two sections of MGMT 4220: Project Management during Summer 2020. For each course completed in Spring and taken in Summer 2020, students were asked to describe the delivery method and rate their level of satisfaction with that method for the course using a scale of 1-5. A cross-section of courses were included in the results. Additionally, students were asked to briefly describe recent changes in their work (employment) and/or personal life due to the pandemic that are directly related to degree completion. The results provide interesting insights into student preferences and challenges and highlight important factors and considerations for further study.

Melinda Cline (moderator) Panelists: Nannette Napier, Ben Akins, & Jason Delaney

COVID-19 Emergency Transition to Online: Temporary Solution or Schumpeterian Shock?

This presentation examines challenges and opportunities arising from educational instruction shifting from face-to-face to online delivery in response to COVID-19 and considers if this may be the beginning of a "Schumpeterian shock" in higher education. Using a panel discussion approach, with views from four faculty members who also serve in administrative roles, we discuss the emergency response to the COVID-19 pandemic and highlight innovations that may be retained well after the crisis has passed. We use the lens of resource substitution and efficiency to discuss technology adoption and potential changes in market demand. Specifically, we begin with an audience participation discussion of, "*which technological innovations used to respond to the pandemic are worthwhile to continue to use in the future.*" We frame this discussion with the constructs of integrity, modularity, and upgradeability to examine which technologies used in the response have been successful. For instance, a technology, such as Microsoft Teams, may have effectively enabled new ways to support instructional delivery and keep faculty connected while

other technologies may have been a poor fit, required too much setup time or cost, or proven too difficult to manage. We then discuss the question of, “*will pedagogical innovations adopted by instructors in response to the pandemic influence future market demands and thus have the potential to offer an institution a competitive advantage*” using a resource-based view of Schumpeterian shocks, which occur when a structural event or innovation changes which resources hold a competitive advantage within a market space. We close with suggestions for future research in this area.

Rebecca A. Cooper & Samantha Mrstik

Preservice Teachers Learning to Teach Online: The New Normal

Teacher education programs need to begin to prepare teacher candidates for their future in teaching with technology. For example, K-12 education has expanded to include virtual schools, therefore, the necessity of online teaching preparation and strategies for the successful implementation of online instruction are of utmost importance. To meet the needs of their future students, candidates must be prepared to integrate technology into their teaching as well as be prepared to teach online. To prepare 21st century learners, teacher candidates must create learning opportunities for their students to learn with and through technology. The Technological Pedagogical Content Knowledge (TPACK) structure was designed for teachers to understand the relationships between and among technology, pedagogy, and content. The goal of this project was to move away from education professors modeling and implementing technology tools so as to allow candidates the opportunity to develop their TPACK in their teacher education program. To develop the TPACK of teacher candidates, education preparation professionals from a large public college worked together to design and implement the School of Education Technology Integration Project. This project was developed based on the goals of the School of Education: 1) candidates will utilize a variety of content appropriate instructional strategies that maximize learning for all students; 2) candidates will seamlessly integrate technology into the design, delivery, and assessment of learning environments and experiences; and 3) candidates will manage learning environments to maximize student success. Qualitative quantitative data determined that teacher candidates did develop their TPACK.

George Darden & Kristi Amatucci

Collaborative Constructions of Remote Field Experience: Teacher Candidates, Virtual Classrooms, and Online Communities

We teach teachers. Pedagogy is our expertise. We prepare GGC graduates to impact their communities by educating the next generation of pre-Kindergarten-12 students in the Gwinnett County Public Schools (GCPS) and other area districts as certified teachers. As part of that preparatory work, we supervise GGC teacher candidates in their field experiences. When the COVID-19 pandemic forced the closure of GGC’s (and GCPS’) campus(es) during spring semester 2020, we were co-teaching a course with an embedded field practicum: EDUC 3600 Teaching Methods in Grades 6-12. Without access to our classroom or our students’ field assignments, we worked collaboratively, but from a distance, to move to online instruction. We designed a virtual field practicum relying on our limited experience teaching hybrid courses and an intuitive sense of what our students most needed in a time of uncertainty. By having students view/analyze videos of master teachers, teach practice lessons in a Virtual Reality simulator, film themselves delivering mini-lessons to their cameras, and give each other feedback on planning and instruction via standard evaluation instruments, we were able to partially replicate the experience

of teaching live students and learning from a mentor teacher. We have success stories to tell; missteps, to analyze. In this paper, we use a best practices framework to discuss lessons learned from the sudden shift to online instruction and to examine how our collaborative relationship informed our pedagogical choices. Further, we assess the opportunities and costs of online instruction in field-embedded education courses.

Jason Delaney

Learning While Doing: Building Bespoke Quantitative Analysis Assignments in Excel with Instant Feedback

Building skills in quantitative analysis for business requires both understanding modeling and abstraction in a statistical context, as well as a facility with the tools of statistical analysis. In many pedagogical approaches, these two are at odds, with a fundamental tradeoff between tools and topics. In this paper, we introduce a comprehensive pedagogical approach for a Quantitative Business Analysis course where all the work is presented to students in Microsoft Excel. The material is designed so that some of the work is consistent across students, to provide useful teaching examples, while other work automatically varies by student via pseudorandom number generation, so that students working in groups focus on supporting one another's process rather than recreating one another's results. In addition, the material contains both traditional problems as well as more data-intensive problems using publicly available datasets. Finally, the problem sets, quizzes, and tests are designed so that the problem sets provide instant feedback to students, while the quizzes and exams automatically identify the most common errors students make to provide more time for the instructor to provide feedback. Student feedback has been very positive, and an iterative content development approach has allowed continuous improvement in the design of the course material.

Yi Ding, Madushri Banerjee, & Yaquan Xu

Develop Affordable Learning Material That Supports Pedagogy Agility

Teaching a survey course (i.e., ITEC 2201) of Information System (IS) subjects had always been quite challenging as it is hard to keep up with the latest practices of the ever-changing IS fields. Covid19 pandemic added more complexities to the case. The changes caused by Covid 19 pandemic to the current higher education practices are unprecedented. We are in an uncharted territory and learning how to deliver effective and efficient learning to our students. In industry, the agility of the methods and processes is needed and developed in practices to manage the risks in an environment filled with uncertainties. We believe this applies to our current higher education environment, in specific, to our case. The traditional course materials previously adopted in such a course can hardly help. Its content often falls behind the latest development in the fields. Its fixed structure limited the scheduling flexibility. And, it was pricy, which hindered students' affordability of taking the course during the pandemic. Here, we would like to present our in-progress work on developing affordable and accessible course materials that help achieve needed pedagogy agility during the current pandemic. Our materials have student centered, self-pacing, and self-assessing learning modules, which fit in the current transition to online learning. We also have project-based learning modules that help students learn progressively. Our case study materials have group discussion parts that fit both online and offline learning needs. Overall, we believe our self-developed course materials provided us just-in-time curriculum to achieve needed pedagogy agility

Juliet D'Souza

Covid 19 and the Financial Performance of Firms: Global Outlook

As per John Hopkin University's Coronavirus Resource Center as of Nov 10, 2020 there are 51,375,050 global cases of which there have been 1,270,078 deaths. U.S. tops this list by death rate of 239,598, led by Brazil and then India and then followed by other countries in the world. Covid-19, a new strain of coronavirus had not previously been identified in humans. As per Hao et.al. (2020) COVID-19 was identified in China on 31 December 2019. This unexpected virus speedily spread across the world, and brought most economies to a standstill. Global Economic Prospects (June 2020) report by World Bank envisions 5.2% contraction in Global GDP in 2020. Central Banks across the world have eased monetary policy and governments have come forth with stimulus packages to combat the confidence of the financial markets. The effect of Covid-19 on financial markets is varied across countries, across firms and across industries. This study intends to determine the effect of Covid-19 on the financial performance of firms between (1) developed and developing economies, (2) industries, (3) ownership (state owned vs privatized), (4) size, and (5) Cash flow balances. At the present time, there is no research of this kind. In this study, the authors hope to get an insight as to (a) what characteristics of the firm allow firms to be sustainable during a pandemic, (b) what macro factors have helped firms to be sustainable during a pandemic (c) which industries get more affected during a pandemic. The authors also hope to study the effect of Covid-19 on stock market prices across various countries.

Yvonne Ellis & Simone Bewry

The Assessment of Civil and Criminal Penalties for Fraudulent Financial Reporting

Fraudulent financial reporting continues to be problematic after the passage of the Sarbanes Oxley Act (SOX) of 2002, federal legislation aimed at deterring corporate fraud. One of the goals of SOX was to deter fraud by increasing the civil and criminal penalties assessed on management employees of public companies, the chief executive officer (CEO) and the chief financial officer (CFO) who are responsible for the presentation and preparation of the financial reports. The Securities Exchange Commission (SEC) is the U.S. government oversight agency responsible for overseeing the investigation of fraudulent financial reporting by public companies. However, the SEC is responsible for assessing civil penalties and works with the Department of Justice (DOJ) on cases involving criminal penalties. This study attempts to address whether the penalties assessed are severe enough to deter fraudulent financial reporting. The authors perform a between-subjects experimental design using a randomly selected sample of 2,000 administrative and corporate lawyers from a database of 16,540. The lawyers are provided a real-world fraud case (names have been masked) and hypothetical cases to assess civil and criminal punishments against both individuals and companies. We analyze the data using univariate Analysis of Variance (ANOVA) and the Scheffe's post hoc test to test for differences among the groups. The implications from this study can assist in reforming the penalties for fraudulent financial reporting.

Trevor K. England & Gregory Nagel

Developing Emotional Intelligence Skills for E-Negotiations

Managers emphasize the importance of emotional intelligence (EI) for success in business. However, applying EI in business is challenging because of the widespread use of email communications that lack non-verbal cues, suffer from ambiguous emotional tone, and are prone to misinterpretation. The purpose of this paper is to provide an effective way to teach EI skills for email communications by utilizing Dale Carnegie's 30 Human Relations Principles. Our teaching

approach is based on an actual multiple-party negotiation that took place exclusively through email between a group of our MBA students and corporate executives. Utilizing negotiation enhances students' critical thinking about real-world, business decision-making scenarios. Active learning is incorporated into the project through student collaboration and reflection. Finally, the project can be administered completely online through the school's learning management system, which reduces demand on valuable class time. We provide extensive resources to assist professors in teaching EI and administering the project.

Rhett Epler

Guest Speakers and Role Playing over Zoom in a Professional Sales Course

During the onset of COVID-19 pandemic, I was teaching a Professional Sales course. My courses typically rely on heavy input from guest speakers, role plays and high levels of interaction with students. After having to move online mid-semester, I reorganized my course, and the purpose of this presentation is to relay some of the tips that I have learned since the beginning of the pandemic. First, it is still possible (and quite fun) to use guest speakers and perform role plays with students over Zoom. Second, Zoom also has a "break rooms" function where you can split the students into groups. I utilized this function to allow for negotiation assignments, objection handling and to give them some interaction time with each other. Finally, I involved a corporate partner, Dell, with the creation of the final assignment. We collaborated to create a narrative role play, in which the students walked us through how they would approach selling for Dell during a global pandemic. Taken together, these proactive steps allowed for a semblance of normalcy during the spring semester of 2020. I plan to share these teaching tips, and others, in greater detail during my presentation.

Ying Guo, Wei Jin, David Marshall, & Garret Brown

An Interdisciplinary Collaboration that Enhances Education in Both IT and Chemistry

Specification grading is a mastery-based learning approach that allows students to learn and relearn a concept until a certain level of mastery is achieved. While assessing students learning, instructors need to manually generate variants of quizzes on the same learning objective. This manual quiz rewriting is labor intensive and error prone. In academic year of 2019-2020, faculty from both IT and chemistry disciplines collaborated to develop an automatic quiz generator that significantly improved the teaching efficiency. Two IT undergraduate students involved in this research project also gained valuable skills such as efficient collaboration with each other as a team, hands-on experience of coding lengthy programs with real-world application, a deeper understanding of programming concepts learned from classroom, and effective communication of progress/product to general audience. The success encouraged us to seek more collaborations in the future. During the time when new technologies, such as AI and data mining, become more widely used in businesses and industry, the IT discipline is uniquely positioned to help solve problems that might arise in teaching and learning. The project provides a model based on which we will continue our collaboration through undergraduate research. The product developed can be further improved to be integrated into online management learning system, which will make the tracking of user data such as number of retakes, time spent on each retake, and grades for students much easier.

Phillip Hartley & Luis Torres

Academic Integrity and Learning Effectiveness in the Online Environment

While colleges and universities have featured more online offerings over the last couple of decades, the pandemic has accelerated the trend making digital learning “the default” in 2020 (Gallagher & Palmer, 2020). With the pandemic still a looming concern in the late fall, most schools report plans to continue to use the same class modalities in the spring of 2021 (Burke, 2020). For faculty and students unfamiliar with digital learning come new facets to concerns about academic integrity and effectiveness of learning. Prior research variously suggests that cheating is widespread with regard to online exams or that there is no evidence of differences in student performance online versus in-person (Golden, J. & Kohlbeck, M., 2020; Spivey, M.F. & McMillan, J.J., 2014). Still, concerns among instructors are so prevalent that researchers have studied methodologies for properly researching the phenomenon and ways to prevent it (D’Souza, K.A. & Siegfeldt, D.V., 2017; Hollister, K.K. & Berenson, M.L., 2009). One approach to preventing online cheating is electronic proctoring, but research on the practice found no differences in performance with or without proctoring and no indication of cheating among the students who were not proctored (Hollister, K.K. & Berenson, M.L., 2009). In response to the discrepancies in the literature and the pervasiveness of online instruction, this work analyzes student performance in-person versus online versus online with video monitoring. Data consist of scores on exams from 5 courses offered in fall of 2019 and spring and fall of 2020 which incorporated the three testing formats.

Yvonne Hefner & Samantha Mrstik

Simulations in Teacher Education

Simulation is an immersive teaching and learning technique that can be utilized in many different disciplines. Educator preparation programs must be more innovative than ever before due the impact COVID-19 is having on education. The use of simulated environments is a part of the evolution in teacher education. Teaching simulations allow teacher candidates repeated teaching trials involving high-stakes classroom situations without risking the loss of valuable resources (e.g., money, time, and people). During the simulations, teacher candidates interact with the virtual students in a variety of lessons, content areas, and age groups. The School of Education at Georgia Gwinnett College implemented the utilization of teaching simulations beginning in Fall of 2019. Participants in the study were students in their second year of the special education program. Data was collected on this pilot study. As a follow-up, during the Fall 2020 semester, elementary education, special education, and teacher certification candidates participated in a virtual simulation as part of their course requirements. After participation, students were invited to complete a survey about their perspective of the simulations. The mixed-methods research findings from the survey will be shared with participants. This research examines teacher candidates’ perspectives of the effectiveness of teaching simulations as a tool to prepare teacher candidates to teach and manage real students in a classroom setting.

Will Holmes, Eric Gresch, & Daniel Hall

Servant Leadership Study

This study seeks to advance our understanding of both the practice and theory of servant leadership by conducting a case study of leadership within a major civic organization, Civitan International. In particular, the study will systematically compare and evaluate how the Mission & Creed, Leadership Manual, brochures and other organizational materials of Civitan International align

with a leading model of servant leadership developed by Senjaya et al.(2008). In addition to the analysis of written materials and surveys, focused interviews were conducted with multiple Civitan leaders from throughout the United States to identify and categorize examples of consistent Civitan beliefs and determine how those beliefs relate to the current theory and understanding of servant leadership. Additionally, interview responses will allow for a comparison of servant leadership implementation between for-profit and not-for-profit organizations.

Kyle Huff

Using Intelligence Agents to Drive Student Engagement

This presentation investigates the use of the Intelligent Agent feature in D2L Brightspace as a means of driving student engagement. Intelligent Agents are a communication feature that allows you to communicate to students who meet criteria that are specified by the instructor. This feature was implemented in three courses that predominately used an asynchronous on-line delivery method. For these courses, every week students were sent an email detailing everything that they should complete that week in order to stay on track. Intelligence agents were then used to communicate to the students on the completion of their work by sending one of two messages. The first message was sent to students who had yet to complete all of the work to remind them that they need to finish the work in order to stay on track. A second message was sent to students who had completed all the work for the week to congratulate them on completing the work and to encourage them to keep up their hard work. This presentation will be composed of two parts. The first part will be to demonstrate how the Intelligent Agent was implemented in these courses. The second part of this presentation will investigate the impact of this tool on influencing student behavior and attitudes towards the courses.

Brittney James

Using Technology to Develop Health Communication Tools amidst a Pandemic

Background: While active classroom engagement in higher education is a constant challenge, developing tools to uniquely stimulate the average, technology-driven, Millennial college student is of added difficulty amidst a pandemic. With fewer students responding academically to traditional pedagogy methods (i.e., lectures, quizzes/exams, and textbook directives), instructors are tasked with compromising with students' evolving learning needs and providing diverse and enjoyable, however meaningful, learning experiences using creativity and technology.

Methods: The purpose of this assignment was to provide undergraduate health sciences students each with a fun, creative group project: a 3-5-minute health education video, targeting a population of their choice for a health topic relevant to one of each of the 9 Dimensions of Wellness. Students were provided with all content (topics, instructions, rubrics, and examples) and were self-selected into groups of 6-7 students each. The video was submitted in three portions over a period of 6 weeks: 1) a creative brief; 2) a detailed script; and 3) the final video. Students then anonymously reviewed their peer group and used the grading rubric for the assignment to score one other groups' submission. **Results & Discussion:** Feedback from students was overwhelmingly positive and can be used across various disciplines and courses. Feedback allowed for the addition of peer "coaches" in subsequent semesters to develop leadership skills in a non-traditional aspect, while providing students with a peer resource for questions and guidance throughout the project.

C. Douglas Johnson

Using Animals as Diversity and Inclusion Primers to Increase Buy-in

Diversity resistance is a ubiquitous, well-established phenomenon, characterized by feelings, thoughts and behaviors, intended to undermine the goals and objectives of diversity- and inclusion-related organizational change efforts (e.g., K. Thomas, 2012). General discussion or training sessions can be derailed from the beginning based on the initial approach to the subject or language used. If one touches upon a particular “hot button” or sensitive subject, the conversation can end before it begins. Therefore, appropriate primers are needed in order to increase the likelihood of getting beyond these initial barriers to engage in productive dialogue. Animals have been effectively used as a way to engage individuals in a discussion that can then lead to critical thinking and deeper dialogue that increases consciousness awareness (Mirvis, 2008). In this session, participants will engage with a diversity fable about an elephant and a giraffe (R. Thomas, 1999) that has been effectively used with senior executives as a primer to diversity and inclusion training. Also, an assessment, *The Animal in You*, developed and used by marriage counselors will be highlighted as a primer to have a discussion on communication styles and its relevance to behavior and understanding others. Other animal metaphors and analogies will be presented, as well as sought from the audience, that have been effectively used to prime conversations on diversity and inclusion.

Neelam Khan & Joseph D. Ametepe

Teaching Physics During COVID-19 Pandemic

COVID-19 pandemic posed numerous unexpected challenges for both educators and learners. The significant challenge for faculty was making the transition from face-to-face to online teaching and adapting to using online technology for effective instruction. Other challenges include developing teaching resources and finding ways to successfully engage students in a virtual format. At GGC, physics courses are taught in an integrated format that allows students to work in groups on hands on lab activities, and problem solving. Such an integrated format is not easily transferable into online format without losing the student engagement, team building skills, and collaborative components of learning. To address some of the challenges presented above, the Center of Teaching Excellence (CTE) provided training for online instruction and also resources such as Blackboard collaborate, Kaltura, Zoom, Microsoft team to support teaching and interact remotely with students. In this work, we present details of additional methods developed to support student’s learning during this COVID period. The methods included course management techniques, communications modalities, new classroom engagement methods consistent with CDC safe distance guidelines, and new faculty support mindset. The implemented methods helped with attendance, engagement, work completion, and student success.

Jamie Lewis

Using Jamboard to Facilitate Student Interaction in Asynchronous and Synchronous Class Sessions

The shift to on-line instruction during Spring 2020, as well as the use of high flex, hybrid models of instruction during Fall 2020, left many professors searching for ways to maintain high levels of student engagement and interaction via class discussions and group work. This paper explores how Google Jamboard can be used to facilitate student engagement and interaction in both asynchronous and synchronous class sessions. Thomas and Thorpe (2019) stress the importance of personal interaction in group learning on-line and the connection between instructor immediacy,

teaching presence and social presence. During Fall 2020, I utilized Jamboard as a way to facilitate synchronous group interactions in my Critical and Contemporary Issues courses, as also as a way for me to interact with students as they worked in their groups. Additionally, Jamboard was used as a way to facilitate student's asynchronous interactions. The use of this tool provided a way to support learner autonomy, peer and teacher facilitation of learning and provided a way to facilitate instructor immediacy, teacher presence and social presence. This presentation will provide examples of how Jamboard was used in my Critical and Contemporary Issues courses.

John (Jay) Marinan IV, Steven Brown, & Mark Partridge

The Relationship between Servant Leadership on Subordinates' Psychological Wellbeing and Job/Role Fit

Extant research has focused on servant leadership's engenderment of positive emotions, trust, engagement, and active followership. In furtherance of this body of research, this study examines servant leadership's influence on a variety of "wellbeing at work" conceptualizations, including gratitude, meaningfulness, flourishing, psychological empowerment, and work-life balance. Additionally, this research accounts for a subordinate's emotional reliance upon their supervisor to determine if the degree of reliance will impact their supervisor's effectiveness as servant leader. Likewise, this research examines the impact of servant leadership on an employee's beliefs, thoughts, and feelings concerning their personal suitability for their job and role at work, defined within subordinate's job-fit and work role-fit. This study specifically examines whether servant leadership impacts job-fit and work role-fit. The logic being that, even if a person believes they are not where they belong, a servant leader might still help them feel more psychologically healthy and empowered, whereas someone benefitting from servant leadership may be more likely to believe they are a good fit for their job and work role. Multiple regression analysis is used to examine the relationships between perceptions of servant leadership and subordinate wellbeing, job-fit, and work-role fit. Theoretical and practical implications of this research are discussed along with study limitations and future research direction.

Joshua Morris, Omar Villanueva, Derek A. Behmke, Rashad Simmons, Chantelle Anfuso, C. M. Woodbridge, & Ying Guo

General Chemistry Online: Transitioning to online instruction during the COVID-19 Pandemic

In the spring of 2020, all Georgia Gwinnett College courses transitioned to online instruction in response to the ongoing Pandemic. In this presentation, we reflect on this transition's impact on the general chemistry course sequence. By collecting faculty reflections, student and faculty surveys, and grade distributions from twenty sections of general chemistry, we assess different approaches to online instruction and shifts in student success. We found students were faced with significant new challenges and withdrew from the course at higher rates. Faculty, similarly, were forced to rapidly adopt new technology and new pedagogical approaches. We conclude by reflecting on the most promising pedagogical approaches for online instruction and on how we, as instructors, might grow from this experience.

Anupam Nath

Towards Understanding the Role of Institution based Trust in IoT Environment

The Internet of Things (IoT) has brought in several benefits to users through increased control, remote management, and volume of available usage information (Atzori et al. 2010). Homes are being converted to "smart" through the integration of IoT technology in various home activities.

With numerous benefits due to increased information and control, the technology also introduced various vulnerabilities to allow remote management and communication between devices (Wendzel et al. 2014). These vulnerabilities have raised privacy, security, and overall trust concerns (Menard & Bott, 2018). This is a similar scenario that occurred with the emergence of e-Commerce a few decades ago. Institution-based trust played an important role in understanding users' perceived trust in the E-commerce environment (McKnight et al., 1998). Institution-based trust helps individuals operate within an impersonal and unfamiliar environment (Zucker, 1986). Hence, in this research, we develop a theoretical model to understand the role of Institution-based Trust in IoT Environment. Extant research has identified two dimensions of institution-based trust: structural assurance and situational normality (McKnight et al., 1998). Based on that, in our proposed model, we identify Perceived IoT device quality, Perceived IoT device effectiveness, and Perceived Trustworthiness of IoT device host as the basis of Institution-based Trust in the context of IoT. This theoretical model serves as a basis for understanding the role of trust in the IoT environment.

Grace Onodipe, Darryl Romanow, & Michelle Robbins

Enhancing college students' academic success through reflective writing in a flipped Introduction to Economics course

Due to the COVID-19 global pandemic, there has been an immediate requirement to move traditional classrooms online, accentuating the need to understand the implications of different approaches to remote learning. Even before the onset of COVID-19, changes in the role of the professor from the sage on the stage to the students' guide on the side were well underway. One recent pedagogical shift is a flipped learning approach to instructional design and implementation (Talbert 2017), which is designed to enhance students' knowledge and ultimately academic performance through enhanced self-regulated learning (SRL). Prior research has posited that flipped classrooms facilitate students' self-directed learning and enhance grades. Reflective writing is one method linked to academic success, although this has not been examined empirically in the literature on flipped classrooms. The current study investigated the implications of reflective writing and self-regulated learning on academic performance using a pre-post quasi-experimental design in an established, fully flipped Introduction to Economics course. Learning logs are a form of reflective writing that promote students' metacognition around their own learning (Nilson 2013). Thus, integrating reflective writing into a flipped classroom environment has the potential of improving students' academic success, which has not been empirically examined. Using structural equation modelling (PLS), we found that higher grades were associated with both improved self-directed learning scores and more elaborative reflective writing. Our findings suggest that reflective writing should be encouraged in flipped economics classrooms, and could potentially improve student outcomes in hybrid/online formats. Pre-COVID results and post COVID implications are discussed.

Sam Peppas & Stephanie Peppas

HIPs: The effect of a Business Studies Abroad Course on Student Educational Goals

Educational practices, including learning communities, undergraduate research, service learning, and study abroad, that engage students in active learning have been identified as high-impact practices (HIPs). According to Kinzie (AAC&U, 2012) "these kinds of educational experiences are especially powerful for students who may be the first in their family to attend college and those who are historically underserved in postsecondary education." This study examined the effects of

a business studies abroad course on the present and future educational goals of students at Georgia Gwinnett College (GGC). The sample consisted of 123 out of 169 students who had taken the course over a nine year period. Using content analysis, student responses to an assessment survey were examined. Four themes were identified and, using Chi Square, were analyzed with regard to age, gender, and race/ethnicity: Theme 1: Improved work/ study habits; increased school involvement, competitiveness, and motivation Theme 2: Increased desire for further learning, including graduate school Theme 3: Greater knowledge and cultural insight through experiential learning Theme 4: Greater desire to study, work, and travel internationally That studies abroad had led to a desire for further learning and a determination to attend graduate school was the theme that was mentioned by the greatest number of respondents (45%). It is noteworthy that 93% gave Studies Abroad the highest rating as a learning experience (5, on a scale of 1 to 5 with 5 high) when compared to all other business courses respondents had taken. No significant relationship existed between the themes and age, gender, and race/ethnicity of respondents indicating that the positive effects of the HIP applied across demographic categories

Amanda Reinke & Cody Wehlan

Reflections on Using Virtual Simulations for Scholarship of Teaching and Learning Research

How do graduate students perceive the utility of fantastical role play simulations for illustrating complex negotiation dynamics, such as cross-cultural negotiation? During Fall 2020 we constructed a qualitative scholarship of teaching and learning (SoTL) project to answer this question via a Dungeons and Dragons-based simulation in a graduate-level Negotiation Theory course. This project was originally designed as an in-person simulation immediately followed by a focus group, as well as a reflection essay that was due at a later time. While we have retained the methods as written, we necessarily adapted our approach from in-person to an online format in response to COVID-19 and the institutional shift to virtual teaching. We have collected data from four groups (two experimental, two control) in two phases of virtual data collection with 15 student participants total. There are unique challenges posed by conducting simulations and focus groups through Zoom, the preferred platform of the course instructor. These include gathering signed consent forms; delivering needed physical materials to participants; facilitating student learning of fantasy role-play mechanics via virtual platform; navigating technical challenges unique to virtual platforms; ensuring participants' focused attention throughout the simulation and debriefing; and ensuring correct completion of reflection essays. In this presentation, we draw on our own experience, as well as the literature and best practices on virtual methodologies, to discuss the methodological challenges and limitations of conducting SoTL research in the virtual classroom, while highlighting some benefits of conducting research in this context.

Michelle Robbins & Carey Shellman

Connecting during COVID: Tips for Online Student Success

While many negative impacts of COVID-19 are painfully obvious, others are not. Higher education has not been spared. News and social media document the frustration and anxiety that faculty are feeling because of the uncertain hybrid and online environments. But what about the students? The unique demographics of GGC's students render them at the forefront of coping with both direct and often "unseen" and "unspoken" stresses associated with the pandemic. Whether prepared or not, the responsibility fell on faculty to help students navigate the new reality. Fortuity was on the side of Drs. Robbins and Shellman, who years earlier had participated in a Faculty Learning Community on "flipped learning." This experience fostered skill at integrating online

learning, reflection on pedagogical practices, and heightened focus on students' learning needs. Thus, when courses went online unexpectedly, we had pre-existing tools on hand. Despite the difference between our disciplines (psychology and history) and course levels, our students have common issues, and we share reflections on our pedagogy that seem promising for enhancing student success. Several key themes have emerged from our reflections. First, there is no one size fits all, and context must be considered for each section of each course. Second and third are the importance of compassion and flexibility. A pandemic is not normal and is accompanied by heightened mental health challenges. Students appreciate feeling cared for in our shared humanity and require extra support in their learning. Elaboration on these themes and specific tips and examples will be shared.

P. Wesley Routon & Jay K. Walker

Older and Wiser? Relative Age and Success in High School and College

Slightly missing a school starting age cutoff date, and more generally a student's relative age in their cohort, has been shown in recent research to have important effects. A student's relative age appears to influence their academic success in elementary and middle school, and there is mixed evidence some of these disparities continue into adult labor markets. The time in between, especially one's collegiate years, have been less studied. How far into life relative age effects consistently persist therefore remains an open question. We use a nationwide sample of students from 619 institutions to examine if relative age is related to success in high school and college. Results show the oldest students within a schooling cohort earn slightly better average grades in high school and college and are significantly less likely to fail college courses. We also find mixed evidence that relative age is related to college entrance exam performance.

Rachel Rupprecht & Josie Baudier

Making Connections with Students

The physical distancing that COVID-19 necessitates rapidly rendered many faculties' typical means of educating and interacting with their students inaccessible. As faculty continue to hone pedagogical strategies in this new framework, we offer best practices for three key components of remote instruction: discussions, instructor presence, and student support. Facilitating fruitful and dynamic synchronous remote discussions is challenging, yet the medium is ripe for deep, meaningful learning. During our presentation, we will provide strategies to increase active learning in synchronous environments which blend strategies from online and face-to-face courses, including sensitivity to the dynamics of student interactions, appropriate framing in the course narrative, and course structure that encourages adequate student preparation. Research demonstrates that instructor presence in asynchronous online courses is crucial to student motivation and success, but faculty are often overwhelmed by the prospect of maintaining sustained interaction with all students in all of their courses. Accordingly, we will provide manageable strategies to maximize instructor-presence, thereby encouraging students to both deepen their engagement with content and persevere through unprecedented challenges. Finally, this pandemic has reinforced the need to be attuned to the important role that life circumstances play in both facilitating and deterring students' success and provides a fresh opportunity for careful consideration of how faculty can best support their students. In our presentation, we plan to share suggestions and resources regarding how to support students in these challenging times. Our presentation will provide foundational knowledge and instructional strategies about three best practices for online and remote instruction. The participants will engage in discussion

and reflection during the presentation and leave with practical applications to incorporate into their courses.

Atul Saxena & Adrian Heinz

Predictability of Security Prices using Technical Analysis

Technical Analysis is a common technique used among investors, particularly institutional investors to predict future price movements of financial securities. The technique involves the study of historical security prices, and stock market, primarily through the use of charts, for the purpose of forecasting future price trends (Murphy 1999). Charts are drawn using past prices and may contain additional information such as volume, open, or close security prices. A more specific application within the general heading of technical analysis is the Japanese candlesticks technique, which is a technique for plotting past price action of a specific underlying asset, such as a stock, a market index or a commodity index using open-, high-, low-, and close- prices. These candlesticks create patterns believed to forecast future price movement. Although the candles' popularity has increased rapidly over the last decade, there is still little statistical evidence about their effectiveness over a large number of occurrences. The proposed research will attempt to fill this void and analyze the predictive power of the Shooting Star and Hammer patterns using several decades of historical data of the NASDAQ Index. The study will investigate whether price patterns offered any forecasting reliability when using closing prices, and when using high and low prices for the Shooting Star and for the Hammer patterns respectively.

Atul Saxena

Research Project in a Course on International Finance

One of the important qualities that accrediting bodies look in business schools is learning outcomes that bridge theory with practice. This paper describes a multinational capital budgeting project that is a real world simulation of a new business startup abroad. The proposed project is suitable for upper-level undergraduate courses. It has already been tried out with great success in the upper level International Finance course in the Finance concentration at a four-year state college. However, the project can also be modified and utilized in the capstone strategic management course. For BBA-finance students, this project can be assigned in the intermediate finance course also. In a small sized class the project can be assigned as an individual project. Alternatively, in a large-sized class the same project can be assigned after dividing the students into smaller groups of three's and four's. Students individually, or in groups get to pick their choice of the country and the product they wish to pursue for a foreign direct investment (FDI). They must develop a five-year plan making several assumptions based on their research regarding their weighted average cost of capital (WACC) that will be used as their discount rate along with other inputs like price, costs, tax rate, exchange rate forecasts, etc. Over the last almost 20 years students who were assigned this project have been very appreciative and have provided positive feedback. From experience, this project is particularly appealing to non-traditional business students, who often desire to establish their own firms.

Marieke Schilpzand, Tom Lilly, & Todd Lindley

Active Learning Exercises and Critical Thinking: A Teaching and Assessment Model

Recent studies into critical thinking and pedagogy offer concrete empirical evidence to support the hypothesis that teaching and focused effort does, indeed, increase student critical thinking skills as measured by normed, nationally recognized CT tests (Evans, 2018). Research on semester-scale

interventions provides even greater reason for optimism, but various challenges to the systematic study of such interventions have been identified and have led to the call for more objective analysis via “studies comparing sections of the same course with comparable student demographics, taught by the same faculty using more traditional teaching pedagogies” (Styers et al., 2018 p.10). The purpose of this research is to respond to this call, to share a set of active learning objects intentionally designed to foster critical thinking, and to outline a professional development model for developing and integrating them into courses. The learning exercises are built around a training model developed by the Center for Assessment and Improvement of Learning of Tennessee Technological University and have been refined by an interdisciplinary research team from GGC that for three years has been assessing critical thinking in courses where these activities have been used. The authors will showcase a range of learning objects used by the team, explain the training process for developing them, and summarize the data the team has gathered to demonstrate their efficacy. Our research concludes by reflecting on the challenges of developing, using, and assessing these learning activities, as well as on the future prospects and direction of the team’s research and pedagogy.

Stefan Sleep & Brent McCulloch

Teaching Sales in the Midst of Chaos (a.k.a. Pandemic)

Faculty and students in the current pandemic environment are required to manage unprecedented uncertainty. The need for consistency in the classroom has arguably never been higher. Maintaining academic standards and student engagement simultaneously with faculty/student safety is a challenge all instructors face. This is especially challenging in Sales classes which incorporate multiple group activities and sales role plays. The solution—development of a hybrid format for the classroom which involves keeping face to face (F2F) students and remote students (synchronous ‘virtual’ component) engaged. This, however, presents a unique set of challenges. Meeting these challenges requires careful preparation before the class begins and the implementation of a series of best practices. The first step in preparing the hybrid classroom is to define the technology needs of the classroom in terms of video, audio, and virtual feedback. Once technology selection is complete, an attendance policy should be created, role play exercises should be adapted to a virtual setting, and hands on activities should be reconstructed for simultaneous in-person and virtual student participation. Best practices include allowing each instructor to utilize the technology with which they are most comfortable, requiring mandatory in person attendance, mandating camera usage for on-line students, and utilizing appropriate lighting and positioning for the instructor. Keep in mind, the virtual class is here to stay—The lessons remain consistent only the channel of delivery has changed.

M'Lyn Spinks

A Comparison of Student Performance and Knowledge Attainment Between Virtual and In-Person SBIRT Training Sessions

Aim: This study aimed to compare student satisfaction ratings of an experiential learning activity and student scores on a multiple-choice test items covering the SBIRT (Screening, Brief Intervention, Referral to Treatment) approach using two different educational delivery methods. This study sought to identify which delivery method of the teaching activity, face to face or virtual, produced the greatest student knowledge attainment of the content and the most positive student experience. Method: Data consisted of completed teaching activity surveys and semester course test scores from the same nursing course during the Spring, Summer, and Fall 2020 semesters. The

teaching activity was created as a face to face activity with hired standardized patients. Due to the COVID shelter in place, this activity was re-created in a virtual setting using faculty as standardized patients. The data analysis used one-way analysis of variance (ANOVA) to compare the test scores between the semesters. Thematic analysis was applied to the free-text, narrative responses to compare the two delivery methods of the learning activity. Results: Test scores were consistent across the two methods while student satisfaction scores were slightly higher for the virtual delivery method. Conclusions: As we move forward with a program expansion during continued pandemic limitations, virtual teaching activities should be evaluated for efficacy and student experience. While student satisfaction was measured higher for the virtual learning activity, student scores were consistent demonstrating the virtual delivery method as effective in achieving student learning outcomes. Several factors that may explain these findings are discussed.

Andrew Stephenson, Yvonne Ellis, & P. Wesley Routon

Does the Sequencing of Accounting Principles Courses Affect Academic Performance?

Course sequencing literature has shown that small differences in course sequencing of interrelated and independent courses may have broad effects at the undergraduate level. There is no consensus as to the correct "order" to sequence courses with different subject matter at the same cognitive level in either the literature or practice. Most accounting programs separate introductory financial (FA) and managerial (MA) accounting into two independent courses because the subject matter and purpose of both courses are distinct. Course sequence is not always a choice for students, as many institutions have chosen to make one a prerequisite for the other. However, our findings may serve as a guide to administrators faced with this decision. If course ordering affects learning outcomes, student grades could be improved by choosing the optimal sequence for these two courses. We examined the impact of FA and MA sequence on students' academic performance. The results suggest that the order of accounting principle courses affects students' performance in a practical way, although the results were insignificant. The student data from an open access institution using a variety of econometric approaches reveal that the practical and optimal sequencing method is FA first and MA next. We further find a large amount of evidence of what we call an "accounting burnout effect", that is, students perform noticeably worse in their second introductory accounting course regardless of course order, or if they take FA and MA simultaneously, they do noticeably worse in both courses (another type of burnout).

Hasan Uvet

Investigating the Effectiveness of Simulation Games on a Conceptual Understanding of Topics and the Development of Skills

Considering the most recent disruptions in companies' supply chain, after COVID 19, Hurricane Irma, and Hurricane Harvey, the popularity and importance of supply chain management increase, so does the need for well-prepared supply chain College graduates. Because of this urgent need today, the need of developing the right skills for college graduates with a conceptual understanding of supply chain management becomes more critical. Hence, the adaptation of experiential learning methodologies become more important to increase conceptual understanding. Furthermore, the integration of conceptual understanding and experiential learning has critical importance for skill development needed in today's supply chain positions. Considering the lack of experiential learning at the undergraduate level, the usage of the simulation approach provides an opportunity for students to observe the result of their decisions in different functions of supply chain management. The usage of simulation technique as an experiential learning approach with

integrated conceptual learning topics gives students hands-on experience with various aspects of supply chain management from supply management to demand management, and from logistics management to quality management. So, this study investigates the effectiveness of simulation games as an experiential learning tool on a conceptual understanding of topics and the development of skills for supply chain management. For this study, the data will be collected from college students through an online survey. After collecting and cleaning process of data, the exploratory factor analysis (EFA), confirmatory factor analysis (CFA), and the structural equation modeling (SEM) will be conducted for reliability, convergent and discriminant validity, and inferential analysis.

Kinga Varga-Dobai & Marquita Jackson-Bradley

Culturally Relevant Care Pedagogy and Practices in Teacher Education

In the face of performance-based assessments when both teacher educators and their students feel pressured to produce outcomes that are more analytical, more academic, more valid, and more measurable, we ask: Where is the measure for a Pedagogy of Care? There is very little research that explored the psychological costs that educators face, and similarly there is very little or no emphasis on preparing pre-service or in-service teachers to cope with the stresses of their profession. The presenters will draw on their own experiences as teacher educators and will describe why it became necessary to implement a Pedagogy of Care as important component of their instruction. Working within neoliberal educational systems that emphasize high-stakes interventions, accountability, and measurable outcomes, teacher educators, and teachers in general, face emotional burnout (Lloro-Bidart & Semenko, 2017) and stress that have long-term effects on their physical and mental well-being. Our presentation will draw on the theory of Care of the Self by Foucault (1986), and the poststructural feminist concept of Reflexivity (Fonnow & Cook, 2005, Warren, 2011). The purpose of the presentation is to discuss and show the various Care practices (for example, meditation, breathing exercises, expressive writing, bibliotherapy, and visual literacy tools) that we position as important elements of our reflexive and culturally relevant pedagogy (Rogers, 2012) essential for our profession. Our presentation will showcase practices that have been implemented in literacy courses as well as elementary education methods courses.

Omar Villanueva & Kathryn Zimmermann

A Synthetic and Environmental Approach to Green Chemistry in an Integrated Chemistry Laboratory Course

Capstone chemistry lab courses that incorporate research throughout a student's undergraduate program receive significant attention throughout the nation in many chemistry program curricula. Such courses are better models for ensuring that students have the skills needed to succeed in competitive industry jobs or graduate programs. The integrated laboratory sequence at Georgia Gwinnett College (GGC) was designed to engage chemistry majors in experiential learning that successfully combines critical thinking and problem-solving with research project design, advanced experimental technique applications, and instrumentation used in small-scale interdisciplinary research situations. We have recently designed and implemented an integrated laboratory course at GGC focused on green chemistry with an interdisciplinary emphasis on organic synthesis and environmental impact. The approach incorporates student choice of a synthetic route to a target molecule, the design and execution of a greener synthesis, and exploring the environmental impacts that address the principles of green chemistry. Due to COVID-19, this course initiated with face-to-face instruction and shifted to an online course post-mid semester.

This presentation will describe the design, implementation, execution, modification due to COVID-19 in Spring 2020, plans for future implementations in a hybrid setting, and the success of this integrated laboratory experience for the chemistry majors at GGC. Insights gained by the shift to online instruction and preliminary data relevant to course assessment, student knowledge, and performance will be discussed.

Skanda Vivek & Sairam Tangirala

Physical Science 1101K for Non-Science Majors during COVID-19 from Everyday Experiences

Creating and teaching science courses for non-science majors is a challenge. However, it is extremely important to promote a climate of scientific interest among non-science majors, especially since most leadership roles across governments and companies are held by non-science majors in business, finance, education, etc. Additionally, the PSCI 1101K course at GGC is a lab course. During the COVID-19 pandemic, it remains hard to ensure learning outcomes are met. Here we discuss three pedagogical innovations that address these issues. **First**, we have developed an interactive zero-cost online textbook platform- “Science of Everyday Materials,” that helps students in learning science topics in the everyday context. This textbook was developed through support from Affordable Learning Georgia (ALG) as a Manifold collaborative platform and can be accessed here: [blinded] In our textbook, we incorporate examples from everyday life through which students learn science. Examples include the science behind materials, coffee, soap bubbles, traffic jams and cooperative games in society. **Second**, we have developed hands on labs with minimal cost using mostly common household materials. Students can perform these labs at home and maintain COVID-19 social distancing guidelines. Examples include the science behind making huge soap bubbles, and Oobleck. **Third**, students choose a topic of their interest and present on the science behind this during a 2-week project presentation. We have seen students presenting concepts that are aligned with their life goals. As an example, this semester a student presented on the “Science of Fire,” and indicated that their dream is to be a firefighter. Finally, the modular and decentralized nature of the platform makes learning outcomes accessible and resilient for hybrid/online learning.

Anita Whiting & Joie Hain

Student and Faculty Perspectives of Covid-19 Pandemic

This study explores student and faculty perspectives of transitioning to online classes as a result of the COVID-19 pandemic during spring of 2020. Through qualitative questions, we examine the before and after perspective of the class delivery transition. The student study was conducted at three universities in the south consisting of both public and private institutions. Results from student survey illustrate that (1) many students were not happy with the transition to online, (2) many students were concerned about their performance in the class since the transition to online, and (3) many students missed the interaction with their professor and classmates. The feedback from students resulted in developing a second survey from the professor’s perspective on (1) what changes they made to course when it was transitioned to online and (2) what they struggled with when class was converted to online. Results from both the student and faculty perspectives will be discussed in presentation.

Amanda L. Wilsker & Nannette Napier

Ready or Not, Here They Come: The Career Competencies of Business Students at an Open-Access Institution

While curriculum is the focus for higher education institutions, college is also the time to prepare students for professional careers. In general, it is naïve to assume that students will naturally develop professionalism as they advance, even more so at an open access institution where many of the students are first generation college students. To assist all of our students, the School of Business instituted a variety of programs designed to increase students' career readiness, but we lacked a reliable baseline of students' career competency. We believe that a better understanding of students' career competencies should guide our efforts to improve career readiness, and an understanding of demographic differences assists in the evaluation of our diversity and inclusion initiatives. To assess our students' career competencies, we collected data from over 300 students in the School of Business using the Career Competency Index (CCI), a previously validated instrument. The CCI includes statements on topics such as the student's comfort levels with seeking out a professional mentor and self-evaluations of their current efforts in the work environment. For each statement, students were asked the extent to which they agreed using a 5 point scale. We ran a principle component analysis, resulting in the identification of 9 factors, in line with previous research. Using these factors, we are able to identify specific components in which students' reported confidence was low, suggesting areas in which we might provide more targeted programming. We further analyze the identified components to understand differences across various demographic groups.

Jun Wu

Understanding the Curvilinear Relationship between Culture Novelty and General Adjustment of Expatriates and the Moderation Effect of Emotional Stability

The relationship between cultural novelty and cross-cultural adjustment of expatriates is often assumed to be negative and linear—the more novel of the culture in the host country, the harder for the expatriates to adjust. The current research challenges this assumption conceptually and empirically and tests a curvilinear relation between cultural novelty and general adjustment. We specifically propose and test a theoretical model whereby emotional stability moderates the curvilinear cultural novelty—general adjustment relationship such that the negative effect of cultural novelty on general adjustment will be mitigated by emotional stability. Survey data are collected from expatriates recruited from two different host countries— India (N=151) and China (N=157). Our findings have provided support for the curvilinear relationship between CN and GA, and the moderating effect of expatriates' emotional stability on this relationship. Theoretically, the present study confirms the relationship between cultural novelty and general adjustment is negative at the lower ends but becomes positive as the level of cultural novelty increases. While lower level of cultural novelty does not create too much stress and anxiety which cause underestimation of the difficulties of cross-cultural adjustment of expatriates, in contrast, moderate levels of anxiety and stress are productive as they increase vigilance and attentiveness of expatriates when perceived cultural novelty increases. Practically, information about a curvilinear cultural novelty-adjustment relationship can conceivably be used for improving personnel selection process. In addition, findings from this research shed lights on recent debate about the usefulness of personality in personnel selection.

Miranda Mei Zhang, Tyler Yu, & Melinda Cline

College Graduation Rates: A Statistical Analysis of Gender and Racial Differences

Student retention, progression and graduation (PRG) are important indicators of student success, which is the hallmark of Georgia Gwinnett College. As the most racially diverse college in the South, understanding the racial distribution of PRG is especially critical to ensure the success of all students. At the macro-level, college graduation rates, measured as 4-year and 6-year ratios, differ between male and female students and vary by racial group. This paper examines those differences focusing on gender and racial differences in college graduation ratios. Specifically, state data are collected for the study groups. A t-test is conducted to determine the statistical significance of the gender differences in the college graduation rates. An ANOVA analysis and its non-parametric alternative are performed to determine if the differences among racial groups are statistically significant. Finally, conclusions and recommendations for future analysis are drawn from the statistical analyses.