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Presentations

Insiders' Perspectives on Project Based Learning – A comparison of US and Israeli approaches

Presenters: Sharon Tamir and Dr. Barbara Withers

Using student and faculty interview responses, two applications of project-based learning (PBL) from two countries, the US and Israel, will be compared. Approaches, strengths, and weaknesses of the two approaches will be evaluated by juxtaposing these approaches with the eight essential elements that constitute the PBL philosophy. The study results provide the project-based learning community with examples of the most effective PBL methods and tools to enhance areas that may need improvement.

This session will present the results of extensive interviews with students and faculty at the Gary and Jerri-Ann Jacobs High Tech High School in San Diego California and the Mevo'ot HaNegev High School, Kibutz Shuval, Israel regarding their experiences with Project Based Learning. Twenty-two individuals were interviewed (11 at each location, comprised of 8 students the 3 faculty).   Thompson and Beak's (2007) eight essential elements of Project Based Learning will be presented and the interview results from the two schools will be categorized according to their consistency with these elements. The experiences from each school will be evaluated and presented according to these eight elements.   The strengths and weaknesses of each application of PBL will be identified and summarized to identify best practices that lead to the effective use of PBL for different student types (thriving, average, and struggling). Differences in gender reactions will also be identified.

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Sustainability in Education: Retaining aging workers – an untapped resource?

Presenter: Maree Liston

Given the current worldwide economic pressures, how can retirees continue to contribute to the development of our workforce? To ensure a suitably prepared workforce to take us into the future, what alternate funding models could be instigated to harvest the knowledge and experience draining from today's market?

Australia has recently undergone wide-ranging Government-led changes to funding of education. In order to maintain a high standard of training for our future workforce, what alternatives are available?

Partnerships with industry are continuing, funding for institution-based training is shrinking, but the need to continue to produce quality education and a highly-skilled workforce is essential for each nation's economy.

In an aging population, the loss of the nation's most experienced sector of the workforce could surely be minimised by capturing that experience in a structured mentoring system. Many retired teachers would be more than willing to share their experience through workshops etc as well as taking on mentoring roles.

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MOOCs on Competences for Global Collaboration – a method to contribute to business education for sustainability and to improve the employability of graduates on the labour market

Presenter: Doris Kiendl-Wendner (co-author: Jutta Pauschenwein)

The session explains how learning processes work in an open online learning scenario. The session focuses on a practice-oriented example of a MOOC for business education. Innovative teaching methods, such as MOOCs, can contribute to the employability of university graduates and to sustainable education by improving the self-organization skills of learners. The session provides specific applied examples of the pedagogy of the cope14 Hybrid-MOOC and enables participants to actively discuss how the four principles of connectivism autonomy, diversity, interactivity and openness (Siemens, 2005) can be connected with a content-driven approach based on videos and tasks.

In 2014, a six weeks intensive MOOC on the topic of „Competences for Global Collaboration" has been conducted at FH JOANNEUM University of Applied Sciences. The MOOC included content on intercultural communication, legal cultures, business in emerging markets, B2B marketing and networks and negotiations. Over 500 learners from more than 30 countries have been actively learning in the MOOC in 2014. In spring of 2015 an improved version of this MOOC is going to be offered (www.cope15.at).

In an open learning environment not only business students but many other learners with a broad variety of backgrounds study jointly. This may create challenges in the creation of the content, since the groups of MOOC learners are heterogeneous.The evaluation of the MOOC revealed that learners appreciated the self-organization of their learning in an open online scenario. Learners understood that through this learning experience they did not only enhance their knowledge and competences in business topics but, in addition, the experience improved their independence and skills in autonomous learning in individual and collaborative processes. From the point of view of university management, the resources needed for the preparation of a MOOC must not be underestimated. The success of the MOOCs is directly proportionate to the moderation offered during the MOOC. Experts on e-learning have continuously supported the learning processes by linking the learners with the business lecturers. The Session describes the MOOC pedagogy and then participants will actively discuss the do´s and don'ts in online learning scenarios, thus offering the audience the chance to apply MOOC pedagogy for sustainable business education.

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Sustainable Learning with Concept Maps

Presenters: Dr. Elisabeth Riebenbauer and Dr. Michaela Stock

Concept maps are a network of concepts and links and can demonstrate business issues with their underlying structure and linkages. This presentation aims to introduce didactical variations of concept maps concerning the level of learner activity, class arrangement and physical form. Then a survey is presented, examining the question how to support cognitive and reflective learning with the self-construction of concept maps. Finally, potentials and limitations of concept maps for sustainable learning are discussed.

Business educators face the challenge to arrange and visualize complex business relations to foster the learners´ deep understanding of economic and environmental interdependences. The understanding of complex circumstances and problems needs a conscious engagement with the topic, its structure and the relations of its content areas by the learner. As students are often overwhelmed while handling complexity, instructors need to offer adequate display formats respectively visualizations in order to support learning processes and to disburden the hierarchical organization of new information within the brain.

"Concept Maps are graphical tools for organizing and representing knowledge." (Novak & Canas, 2006, 1) Self-constructed maps show the conceptualization of the learner in the form of a two-dimensional visualization of the issue´s composition and its interconnections. With this result of the cognitive processing of an individual student, concept maps illustrate knowledge and connections but also knowledge gaps, false concepts and learning difficulties can emerge. Concept maps can help teachers with organizing instruction and discussing topics from various perspectives (e.g. look at a topic from an economic and an environmental point of view).

The goal of this presentation is first to give a brief introduction to four general ways of working with concept maps and hence derive didactical variations for business classes. The second goal is to present an empirical study which focuses on the support of cognitive and reflective learning with self-constructed concept maps. The results are then discussed also considering benefit, satisfaction, problems and limitations of the use of concept maps for sustainable learning.

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Education on Cloud Computing Environments

Presenters: Dr. Sok Pal Cho and Dr. Sok Hwan Cho

Cloud computing come into the popular technology in the area of e-learning education. It emerges platform for distance learning in the future education environment. All kind of learning cloud computing models has been suggested on e-learning. This presentation aims to understand the factors which affect learners, teachers, and educational institutes towards business education using cloud computing service. This surveys the infrastructure, the state on the use of cloud computing, and the main advantage of it in education, etc.

The cloud computing infrastructure for business education will be introduced. It gives an account of the interrelationship between education and the cloud computing services such as IaaS(Infrastructure as a Service), PaaS(Platform as a Service), and SaaS(Software as a Service). And cloud computing application services is as sharing of learning contents as own resources even if they are physically distributed. There is the advantage when cloud computing environments are applied to business education. It will present the infrastructure and the advantages of its application.

- Introducing cloud computing infrastructures: that is divided into hardware and software resource function, management function, service and application and service function. Here it is described about the relationship between application & service function and education area.
- Advantages on the cloud computing environments
    - A benefits to support learning on the website: it is accessible on the internet and able to do collaborative activities between peer to peer, and learners to teachers, etc.
    - Changing learning environments: it could be offered to learners and instructors even if that is the different cloud services. Namely the release of configurable resources provided by cloud computing supplies to learners the chance to change complete computing environment.
- •Overcoming the lack of own device processing power and storage space.
- •Reducing costs of hardware and software installation because many resources are shared on the cloud computing environment.

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Graduate expectations and experiences as outcomes of a joint delivery Business degree pathway program.

Presenter: Peter Richardson

Non-traditional ways of achieving a business qualification are becoming more common and popular internationally. A joint delivery model including full credit between two higher education institutions, a vocational-based polytechnic and a traditional university, shows the strong foundations that can be built to assist a diverse student group moving into higher levels of study.

The face of higher education is changing rapidly. One of the new models of delivery is a joint partnership between two higher education institutions where introductory level programs use a full guaranteed credit agreement to pathway the student from business diploma to degrees. A representative sample of graduates (2008-2014) from the New Zealand Diploma in Business taught at a polytechnic who then progressed to a business or management degree with a partner university were surveyed to gauge student expectations and experiences of both study environments. In particular the survey focused on how the diploma program assists the students in transitioning from a vocational based introductory program to an academic business degree. Graduates' employment outcomes were then compared to initial enrolment expectations and key contributors to success were identified.

The session will introduce the pathway program and the student cohorts that have taken part in the delivery model since 2008. It describes the findings from the study and discusses the implications for those who are managing and teaching the qualifications at both levels to ensure that the quality of the student experience is enhanced and teaching and learning delivery options are aligned to the needs and expectations of the learners.

Of particular interest are the comments from students around both content knowledge and skills generated through their studies that have directly contributed to their current work role and the connection they make between the polytechnic and university experience and their longer term career aspirations.

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Developing a Mantra: Sustaining Professionalism of Students and Employees

Presenter: Lana W. Carnes

This session was created based on suggestions from corporate executives who had hired consultants to create a framework for accomplishing the corporate vision based on key behaviors that drive employees' actions. The executives' suggestions led faculty to join together to create a department Mantra that would include key behaviors for students' success in the classroom and the workplace. The Mantra will be demonstrated as an example to show how a framework can be used to motivate faculty, students, and business executives to sustain professionalism that transitions from college to careers.

The session will begin with a presentation that includes: creating the Mantra; promoting the Mantra; and using the Mantra in faculty meetings, classrooms, and executive boardrooms. Session participants will then enjoy interactive small groups to discuss their definitions of students' "Ideal Behaviors" and "Less than Ideal Behaviors" as they relate to each of the Mantra's key behaviors to promote student and employee success. Through setting high expectations for classroom behaviors, business executives who hire our graduates can be more confident that business higher education is preparing future employees to meet the needs of the business world.   Additionally, the future of business education and the needs of employers will align to sustain business education and the labor market.

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Factors affecting academic performance and higher education choices of students at a regional university in Oklahoma: A profile of traditional-age adult learners and their unique educational needs.

Presenters: Dr. Dana Moore Gray and Dr. Mary Millikin

The success of any organization relies heavily on how well it meets the needs of customers. To ensure student success and enrollment growth, Universities must fully understand their students' needs. This study surveyed students at a four-year regional university in a semi-rural area of the U.S. to identify factors that affected success and retention. The findings contribute to market research and equip the University to refine its product offering in terms scheduling, courses, and services.

Understanding student perceptions regarding graduation and retention, as well as external factors that may affect student academic performance, can help an educational institution improve its product offering in terms of courses, schedules, and more. It was speculated that unlike comprehensive universities, regional universities have a market segment of traditional age students (defined as 25 and younger) who actually meet the definition of adult learners. Further, adult responsibilities (for-pay workload and dependents) can affect academic performance and student success. This research helped a regional university identify, quantify, and define the size and needs of this under-researched market segment and improve its product mix to support the academic success for these students.

The study focused on full-time students at a regional university in the U. S. Student success and demographic data were extracted from the university's student information system and matched to survey responses reporting students' for-pay workload, biographical data, perceptions regarding graduation and other aspects of success. The data were analyzed to determine predictive correlates of student success using multiple logistic regression. The data were disaggregated by transfer and non-transfer student status to analyze student perceptions of likelihood of graduation and other motivation determinants. The findings inform institutional strategic planning and clarify the needs of traditional college-age students who have adult responsibilities and should be classified as adult learners, and more.

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Business Education: Thriving in Challenging Times

Presenter: Dr. Sandra Poirier

Business educators worldwide must develop challenging and relevant learning environments to help prepare the future workforce of tomorrow. This presentation's intent is to highlight the 21st century pedagogy and employability skills, universally accepted certifications, public-private partnerships, and program outcomes which have the potential to significantly increase a workforce prepared to thrive in rapidly changing times.

Today, no issue is as important to a global community's continued prosperity as education. Research has illustrated those societies who invest in a 21st century education benefit immediately and in the long term.   As the primary consumer of the world's education system, the business community needs capable, enterprising employees to compete in a global economy. Business educators worldwide must develop challenging and relevant learning environments to help prepare the future workforce of tomorrow. This presentation's intent is to highlight the 21st century pedagogy and employability skills, universally accepted certifications, public-private partnerships, and program outcomes which have the potential to significantly increase a workforce prepared to thrive in rapidly changing times.

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"Best educational practices from the Arctic Circle implemented through the EU Twinning project towards the South "

Presenter: Dr. Hely Westerholm

Twinning project by European Union is implemented by a Finnish team of experts from over 12 organizations together with PVTD, the Productivity and Vocational Training Department, an organization under the Ministry of Industry, being the local partner in Egypt. The project makes use of an extensive educational and administrative experience and best practices to support PVTD in playing an effective role in improving the quality of the Egyptian workforce in order to raise international competitiveness.

Twinning project is a learning process that includes sharing and exchange of knowledge and knowhow through collaboration, in a development partnership with VET organizations from The European Union (EU).

Twinning project is implemented by a Finnish team of experts from over 12 organizations together with PVTD, the Productivity and Vocational Training Department, an organization under the Ministry of Industry, being the local partner in Egypt.

The main goals of the project are to contribute to the support of PVTD in enhancing its capacities related to the management and marketing of vocational and educational training (VET), in line with the pertinent Egypt's national priorities, and in line with the EU Acquis and international best practices. In addition, the main goal of the project is to support PVTD in playing an effective role in improving the quality of the Egyptian workforce in order to raise international competitiveness.

The project focuses on the following issues: legal and regulatory reform, organizational quality and efficiency, setting up an effective marketing unit and policy, raising awareness of the community and stakeholders of the importance of VET for providing good labor to the market, improving VET curricula, and building the capacities of staff.

CASE example: Component 3: CAPACITY BUILDING

Personal activities of the component will focus on upgrading the skills, competences, and performance of PVTD staff, designing a human resource development and management framework, and developing capacities of teachers and trainers.

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Don't Say No

Presenter: Dr. Tamra S. Davis

For professional associations and conferences to thrive, active participation from the members is needed. This session will present research-based information about the importance of active participation from the members as it relates to the success of an organization. The tools of SIEC-ISBE will be highlighted.

Recruitment and retention of members in the business education professions is the most critical component for the figure success of the professional associations. One strategy to accomplish the membership goal involves learning why business educators chose to not become members of the associations. One way to do this is by conducting a research study to answer the question.. Those professionals who join and participate indicate that membership is valuable for their professional growth. Reaching non-members appears to be one key to future success.

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