



45th Annual Conference Program



March 21-23, 2018

And

*Pre-conference
Professional Development Workshop
March 21, 2018*

*Best Western Executive Inn
Seattle, Washington*



School of
Business Administration
UNIVERSITY OF SOUTH CAROLINA AIKEN

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ABSEL 2018 Snapshot Schedule

Wednesday, March 21

9:00 a.m.—4:00 p.m.	Professional Development Workshop	Shaw
2:00 p.m.—6:00 p.m.	ABSEL Registration	
4:00 p.m.—5:30 p.m.	ABSEL Board Meeting	Lee
6:00 p.m.—8:00 p.m.	ABSEL Dinner Pacific Northwest Buffet	Seafair

Thursday, March 22

8:00 a.m.—3:00 p.m.	Registration Open	
7:30 a.m.—8:30 a.m.	Breakfast	Dining Room
8:30 a.m.—9:00 a.m.	Kristie Abston, ABSEL President	Seafair
	Ron Magnuson, ABSEL Program Chair	
9:00 a.m.—10:00 a.m.	Keynote Speaker: Kurt Kirstein	Seafair

Experiential, Simulation, Innovations, and Games-Ready-to-Play Sessions

10:00 a.m.—10:30 a.m.	Break	Seafair
10:30 a.m.—12:00 p.m.	Sessions	Vashon, Shaw & Whidbey
12:00 p.m.—1:30 p.m.	Lunch/Business Meeting	Blakely-Camano
1:30 p.m.—3:00 p.m.	Sessions	Vashon, Shaw & Whidbey
3:00 p.m.—3:30 p.m.	Break	Blakely-Camano
3:30 p.m.—4:45 p.m.	Sessions	Vashon, Shaw & Whidbey
5:30 p.m. – 7:30 p.m.	ABSEL Dinner Mediterranean Buffet	Seafair

Friday, March 23

7:00 a.m.—8:30 a.m.	Meeting of New ABSEL Board	Lee
7:30 a.m.—8:30 a.m.	Breakfast	Dining Room

Experiential, Simulation, Innovations, and Games-Ready-to-Play Sessions

8:30 a.m.—9:45 a.m.	Sessions	Vashon, Shaw & Whidbey
9:45 a.m.—10:15 a.m.	Break	Blakely-Camano
10:15 a.m.—11:30 a.m.	Sessions	Vashon, Shaw & Whidbey
11:30 a.m.—1:00 p.m.	Celebration Lunch	Blakely-Camano
1:00 p.m.—2:00 p.m.	Sessions	Vashon, Shaw & Whidbey

7:00 p.m. ABSEL Fellows Meeting and Dinner—All Members Welcome

(Transportation and dinner at your own expense. Location TBA)



The things we have to learn before we do them, we learn by doing them. - Aristotle

45th Annual Conference Program

2018 ABSEL Program Chair

Ron Magnuson

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JONES COLLEGE OF BUSINESS



School of
 Business Administration
 UNIVERSITY OF SOUTH CAROLINA AIKEN



President's Message

Let's Move the Needle

Thank you for joining us in Seattle for the 45th annual meeting of ABSEL. During the next few days, I hope that you will embrace meeting new people from around the world and that you will commit to sharing your best ideas through the friendly, constructive dialogue that is the hallmark of ABSEL's culture. Whether this is your 1st year or your 45th, you are an important member of this organization, and we value your insights and participation.

Since its inception, ABSEL has been on the forefront of assessing, developing, researching, and using cutting-edge methods, including experiential learning, games, simulations, and other innovative approaches, to prepare business students for success in the classroom and beyond. This commitment to continuous improvement as practitioners, professors, and scholars, along with the extraordinary ABSEL culture, inspires many of us to keep coming back year after year.

The ABSEL culture is unlike other academic conferences. Our members represent all five generations, and several members have been attending for over 40 years. Our current board members live on four continents, and we regularly have conference attendees from 10+ countries. Given this rich diversity, ABSEL flourishes by genuinely welcoming every member and by engaging in supportive, albeit rigorous, critique so that we challenge the status quo, stretch our thinking, expand our competencies, and move our professions forward globally.

The future of ABSEL depends on every single member, new and old. Consider serving on the board. Take time to get acquainted with one another. You may find a new collaborator for your scholarship, a mentor, or a teaching partner. Critically analyze what is working well at the conference and what needs to change and share that feedback with a board member. If you find this experience to be rewarding, then make plans now to join us in San Diego next year and bring someone new with you!

This conference would not be possible without the support of key sponsors, the dedication of our incredible board members, and the commitment of manuscript reviewers. Board members will have name badges that indicate their positions. When you see them around the conference, please thank them for volunteering their time to serve ABSEL, especially the program chair, track chairs, and our executive director.

Enjoy the conference. Let's "move the needle" in Seattle!

*ABSELutely yours,
Kristie Abston
ABSEL President, 2017-2018*

Program Chair Notes

Welcome to Seattle!! We are excited about this year's ABSEL Conference and can't wait for you to experience it. We have four sessions in the new Professional Development track at the Pre-conference workshop on Wednesday. Thursday begins with our Keynote speaker, Kurt Kirstein who is the Provost and Former Business Management School Dean at City University of Seattle. Kurt will share some interesting insights about Outcome-Based Education at City University of Seattle. After the Keynote speaker we will be offering four different tracks (Experiential, Simulations, Innovations & Future Directions in Education and Games Ready to Play) These tracks will be presented concurrently in three different rooms through Friday at 2:00pm. In all, there are 41 paper presentations and 4 games ready-to-play awaiting you. In addition, we have included plenty of time for you to network with your ABSEL colleagues and explore all that Seattle has to offer.

As you read through this program I encourage you to take time to read through the abstracts on pages 15 through 41. These will help you decide which sessions will best serve your interests. In addition, I want to draw attention to the list of fellows and the current board of directors.

ABSEL has been a family to me and an event I look forward to every year since my first conference at Orlando in 2014. This year has been particularly special as the Program Chair position offers a great view of all the hard work that goes into hosting this conference. In particular, I want to acknowledge and thank the Track Chairs (Manabu Ichikawa, Lora Reed, Alan Swank and Maja Zelihic). Their hard work and responsiveness has made my job so much easier this year. Ken Long continues to provide a creative and valuable service with his Professional Development Track at the pre-conference workshop. Mick Fekula and Alex Smith continue to provide invaluable and irreplaceable work in their roles as Local Arrangements Chair and Proceedings Editor. Debbie Good did a fantastic job procuring our Keynote Speaker and making Thursday night dinner arrangements. Special thanks to Dick Teach, Dean of ABSEL Fellows, for coordinating the best paper selections. Finally, I want to thank our President Kristie Abston for her patience and guidance. These folks, along with the support of the board, have worked hard to provide you an enriching and enjoyable conference.

It has been an honor to serve as the ABSEL Program Chair this year. It has been a wonderful opportunity to work with outstanding colleagues and to learn more about all that ABSEL provides. I encourage you to enjoy the 2018 program and get more involved with ABSEL as our family continues to grow

*Ron Magnuson
ABSEL Program Chair, 2018*

ABSEL Board Officers and Members, 2017-2018

<p>President Kristie Abston Middle Tennessee State University MTSU Box 75 Murfreesboro, TN 37132 615-898-2342 Kristie.abston@mtsu.edu</p>	<p>President-Elect Carlos Mario Zapata-Jaramillo Universidad Nacional de Colombia Carrera 80 No. 65-223 Of. M8A-310 Medellín, Antioquia, Colombia +57(4)4255374 cmzapata@unal.edu.co</p>	<p>Past-President Chris Scherpereel Northern Arizona University W.A. Franke College of Business PO Box 15066 Flagstaff, AZ 86011-5066 928-523-7831 Chris.scherpereel@nau.edu</p>
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<p>Simulation Track Chair & Associate Ed. Alan R. Swank Ashford University 8620 Spectrum Center Blvd. San Diego, CA 92123 858-649-9370 Alan.swank@ashford.edu</p>	<p>Games Ready to Play Track Chair & Associate Ed. Manabu Ichikawa National Institute of Public Health Tokyo Institute of Technology 2-3-6 Minami, Wako-shi, Saitama 351-0197, Japan +81-48-458-6235 ichikawa@niph.go.jp</p>	<p>Innovations and Future Directions in Education Track Chair & Associate Ed. Maja Zelihic Forbes School of Business Ashford University 8620 Spectrum Center Blvd. San Diego, CA 92123 800-798-0584 x6723 Maja.zelihic@ashford.edu</p>
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ABSEL Fellows

Phil Anderson	2003	J. Bernard Keys	1987
William D. Biggs	1988	Leigh Lawton	2009
Alvin C. Burns	1993	Nancy Leonard	2002
John Butler	2001	Peter Markulis	2007
Hugh Cannon	1998	Kiersten M. Maryott	2017
Chris Cassidy	2016	Sandy Morgan	2003
Jimmy M. Chang	2010	Carl Nielsen	1999
Susan Chesteen	2000	John Overby	2000
Dick Cotter	2000	Dee Page	2004
Ralph Day	1989	Aspy Palia	2011
John Dickinson	2015	Alan Patz	1999
Anthony J. Faria	1993	Sharma Pillulta	2007
Mick Fekula	2012	Ritchie Platt	2009
Andy Feinstein	2008	Thomas F. Pray	1993
J. Ronald Frazier	1988	Lora L. Reed	2017
David J. Fritsche	1990	Pat Sanders	1994
James Gentry	1990	Chris Scherpereel	2017
Steven C. Gold	1997	Alex Smith	2014
Kenneth Goosen	1987	Dan Strang	2004
Jerold Gosenpud	1991	Richard Teach	1996*
Lee Graf	1992	Precha Thavikulwat	1999
Jeremy Hall	2012	Stanley C. Vance	1987
Annette Halpin	2011	Marcin Wardaszko	2017
J. Duane Hoover	2013	Bill Wellington	2008
Arata Ichikawa	2015	Walter J. Wheatley	1995
Ron Jensen	1998	Joseph Wolfe	1989
Lane Kelly	1999		

* Dean of the Fellows

ABSEL 2018 Program Schedule

Wednesday, March 21

**Pre-Conference Workshop
Professional Development Track**

9:00 a.m.—4:00 p.m.

Shaw

Wednesday, March 21

9:00 a.m.-10:30 a.m.

Developing an Assessment Plan for Experiential Learning (Debbie Good & Paul Klein)

10:30 a.m.—12:00 p.m.

Flipped Classroom (Raghu Kurthakoti)

12:00 p.m. — 1:00 p.m.

Lunch (Lee)

1:00 p.m.—2:30 p.m.

Strengthening Your Visualization Skills: A Data Driven Approach to Experiential Learning (Rich McConnell)

2:30 p.m.—4:00 p.m.

Student-Led Game Design as an Instructional Method (Ken Long)

Thursday, March 22

8:00 a.m.—3:00 p.m.	Registration Open	
7:30 a.m.—8:30 a.m.	Breakfast	Dining Room
8:30 a.m.—9:00 a.m.	Kristie Abston, ABSEL President	Seafair
	Ron Magnuson, ABSEL Program Chair	
9:00 a.m.—10:00a.m.	Keynote Speaker: Kurt Kirstein	Seafair

Keynote: Kurt Kirstein

9:00 a.m.—10:00 a.m.

Seafair

Thursday, March 22

"Outcomes-Based Education at City University of Seattle" Kurt Kirstein

Kurt Kirstein is the Provost at City University of Seattle. He has served as a faculty member, Program Director, and Dean in business and technology. Prior to CityU, Dr. Kirstein spent 20 years managing technical teams in the telecommunications and pharmaceutical industries. He holds a BS from The Evergreen State College, an MA from Seattle University, and a doctorate in Organizational Leadership from Nova Southeastern University.

10:00—10:30 a.m.

Break— Seafair

EXPERIENTIAL

10:30 a.m.—4:45 p.m.

Vashon

Thursday, March 22

10:30—12:00 p.m.

Session Chair: Reed

- Using the P5+1 Talks with Iran and its aftermath to Teach Negotiations (*Edward G. Wertheim*)
- Modeling Learning through Experience: Using Student Feedback Teams to Continuously Improve Teaching (*Céleste M. Grimard*)
- The Changing Landscape of Experiential Learning in Higher Education (*Lora Reed, Conni Whitten, Alan Swank, Joseph Gioia, Marvee Marr, William Woods, Jim Jeremiah, Leah Westerman*)
- Pre-Conceptual Schemas: Ten Years of Lessons Learned About Software Engineering Teaching (*Juan Sebastián Zapata-Tamayo, Carlos Mario Zapata-Jaramillo*)

12:00—1:30 p.m.

Lunch/Business Meeting—Blakely-Camano

1:30 – 3:00 p.m.

Session Chair: Petrie

- Enhancing Student’s Global Outlook With In-class Quizzes (*Ken Wong*)
- The Effect of Simple Role-Playing Games on the Wargaming Step of the Military Decision Making Process (MDMP): A Mixed Methods Approach (*McConnell*)
- Global Teamwork to Promote Cultural Understanding and Communication (*Sharon L. Beaudry, Eva Toth Szalvai*)
- Recognizing the Impact of Study Abroad on Women Business Students (*Jennifer Petrie, Audrey Murrell, Bryan Schultz*)

3:00—3:30 p.m.

- Break— Blakely-Camano

3:30—4:45 p.m.

Session Chair: Abston

- Business Writing: Using Persuasive Memorandums Across Courses (*Kristie A. Abston, Helen A. Soter, Julie Ann S. Williams*)
- Heuristics and Cognitive Biases in Decision Making Process (*Anna Marta Winniczuk*)
- Comparative Assessment of Pedagogical Techniques for Their Impact on Cultural Intelligence (*Margaret A. Nolan, Raghu Kurthakoti*)

SIMULATIONS

10:30 a.m.—4:45 p.m.

Shaw

Thursday, March 22

BOLD text indicates Best Paper nominations

10:30—12:00 p.m.

Session Chair: Szot

- Simulations for Strategy Courses: Difficulty vs. Realism – preliminary findings (*Larry Chasteen, James Szot, Richard Teach*)
- Why is learning so difficult to measure when “playing” simulations** (*Richard Teach*)
- Business Simulation Performance After Completing a Reflective Observations Module** (*Michael Nugent*)
- Statistical Learning Networks in Simulations for Business Training and Education (*Mihail Motzev*)

12:00—1:30 p.m.

- Lunch/Business Meeting—Blakely-Camano

1:30—3:00 p.m.

Session Chair: Palia

- How students “play” business simulations and what they learn: The preliminary report (*Richard Teach, James Szot*)
- The Effect of Simulation Starting Decisions and Optimum Decisions on Firm Profit and Dominance (*Kenneth R. Goosen*)
- The Quest for Marketing Effectiveness & ROI with the Efficiency Analysis Package (*Aspy P. Palia*)
- The Banking Business in a Multi-Industry Game: Should Complexity be Addressed by Sequential Elaboration? (*Precha Thavikulwat, Bosco Wing Tong Yu*)

3:00—3:30 p.m.

- Break—Blakely-Camano

3:30—4:45 p.m.

Session Chair: Wardaszko

- Business Simulation Design Principles (*Jeremy J. S. B. Hall*)
- Hidden in Plain Sight: Quick-and-Dirty Safeguards for Computer-Based Game Licenses (*John R. Dickinson*)
- Complexity in simulation gaming (*Marcin Wardaszko*)

GAMES READY TO PLAY

10:30 a.m.—3:00 p.m.

Whidbey

Thursday, March 22

10:30—12:00 p.m.

- Development of Base Supply Chain Collaboration Game by Using Tangible Blocks (*Ryoju Hamada, Tomomi Kaneko, Masahiro Hiji*)

12:00—1:30 p.m.

- Lunch/Business Meeting—Blakely-Camano

1:30—3:00 p.m.

- Serious Play: Pre-Conceptual Schemas in Action (*Juan Sebastián Zapata-Tamayo, Carlos Mario Zapata-Jaramillo*)

INNOVATIONS AND FUTURE DIRECTIONS IN EDUCATION

3:30 p.m.—4:45 p.m.

Thursday, March 22

BOLD text indicates Best Paper nominations

3:30—4:45 p.m.

Session Chair: Geddes

- Exploratory Research of Online Learning in Quantitative Business Courses** (*Richard Fulton, Diane Fulton*)
- Addressing the Crisis in Higher Education: An Experiential Analysis** (*Bryon C. Geddes, Hugh M. Cannon, James N. Cannon*)
- Measuring Impact While Making a Difference: A Financial Literacy Service Learning Project as Participatory Action Research (*Jennifer Petrie, Ray Jones, Audrey Murrell*)

Friday, March 23

7:00 a.m.—8:30 a.m.
7:30 a.m.—9:30 a.m.

Mtg. of New ABSEL Board
Breakfast

Lee
Dining Room

EXPERIENTIAL

8:30 a.m.—2:00 p.m.

Vashon

Friday, March 23

BOLD text indicates Best Paper nominations

8:30—9:45 a.m.

Session Chair: Grimard

- Storytelling—An Effective Tool for Moving the Needle towards Engaged Learning (*Sandra Morgan, Khushwant K. S. Pittenger, Nancy McIntyre*)
- Chicken Dance Anyone? A Quick Experiential Exercise for Teaching Expectancy Theory (*Céleste M. Grimard*)
- A Game for Learning Event-Driven Architecture: Preconceptual-Schema-Based Pedagogical Strategy (*Paola Andrea Noreña-Cardona, Carlos Mario Zapata-Jaramillo*)

9:45—10:15 a.m.

- Break—Blakely-Camano

10:15—11:30 a.m.

Session Chair: Hoover

- Experiential learning: Transforming strategic management to strategic business consulting (*Joshua R. Aaron*)
- Experiential Learning with Capacity Building Management Projects** (*Cheryl Ann Tokke*)
- A Covenantal Relationship Approach to Experiential Learning** (*J. Duane Hoover, Robert C. Giambatista, Lori Tribble*)

11:30 a.m.—1:00 p.m.

- Celebration Lunch—Blakely-Camano

1:00—2:00 p.m.

Session Chair: Maryott

- A Different Take on Live Cases: Decision Making Under Time Pressure (*Kiersten M. Maryott*)
- Developing Leadership Through Leadership Experiences: An Action Learning Approach** (*Céleste M. Grimard, Sabrina Pellerin*)

EXPERIENTIAL

8:30 a.m.—9:45 a.m.

Shaw

Friday, March 23

BOLD text indicates Best Paper nominations

8:30 a.m.—9:45 a.m.

Session Chair: Good

- Developing Tomorrow's Recruiters: A Win-Win Model for Curriculum Development (*Debbie Good*)
- Guide to Developing a Required Business Internship Program (BIP)** (*Khushwant K. S. Pittenger*)
- The Venture Capital: A classroom game of competition simulating high technology and high risks investment funds.** (*Paulo Vicente dos Santos Alves*)

9:45—10:15 a.m.

- Break—Blakely-Camano

INNOVATIONS AND FUTURE DIRECTIONS IN EDUCATION

10:15 a.m.—2:00 p.m.

Shaw

Friday, March 23

10:15—11:30 a.m.

Session Chair: Szal

- Gender, Statistical Anxiety, and Supplemental Instruction (*Richard J. Szal*)
- Modeling Business Communication Management and Crossmedia Planning for Different Target Groups (*Helmut Wittenzellner, Angela Teske*)

11:30 a.m.—1:00 p.m.

- Celebration Lunch—Blakely-Camano

1:00—2:00 p.m.

Session Chair: Sarkar

- Choosing Technologies to Facilitate Experiential, Creative, and Collaborative Online Learning (*Amy Zidulka*)
- Using Learning Technologies to Promote the Seven Principles for Good Practice in Undergraduate Education (*Nina Sarkar, Wendy Ford, Christina Manzo, Stephen W. Hammel*)

GAMES READY TO PLAY

8:30 a.m.—11:30 a.m.

Whidbey

Friday, March 23

8:30—9:45 a.m.

- Hotel Stars (*Marcin Wardaszko*)

10:30—11:45 p.m.

- “Mars message” – Case study on using gaming in the field of economics education in Japan (*Hiroyuki Matsui*)

11:45 a.m.—1:00 p.m.

- Celebration Lunch—Blakely-Camano

SIMULATIONS

1:00 p.m.—2:00 p.m.

Whidbey

Friday, March 23

1:00—2:00 p.m.

Session Chair: Gosenpud

- Some Recommendations for Researching Learning from Playing a Simulation (*Jerry Gosenpud*)
- Integrating Business Acumen and Analytics: A Simulation-based Approach (*James V. Caruso*)

ABSEL 2018 Program Session Abstracts (Wednesday, March 21)

PROFESSIONAL DEVELOPMENT TRACK PRE-CONFERENCE WORKSHOP

9:00 a.m.—4:00 p.m.

Shaw

Wednesday, March 21

Developing an Assessment Plan for Experiential Learning

(led by Debbie Good & Paul Klein)

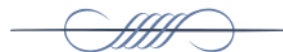
This session will explore choices and techniques for developing systematic and effective assessment plans for various experiential learning strategies. Small group work will feature brainstorming and design sessions to apply these ideas to participant situations. The intention is that these plans will lead to follow-up papers in 2019 to report on results and build our collective lessons learned database from practitioner experiences. Pairs well with Session 1, the Flipped Classroom.



Flipped Classroom

(led by Raghu Kurthakoti)

In our 3rd annual installment of this program, Professor Kurthakoti will lead the group through the development and implementation of student-centric flipped classroom partnering for marketing expertise as a sample of how teachers can apply this technique on their own classroom. This will be followed by a workshop experience where participants in small groups will brainstorm and design their own programs with the intention of building the blueprint for a follow-up ABSEL paper to report results as part of our on-going project to develop the data to support programmatic decisions. This would pair well with Session 3, a workshop focusing on designing the assessment plan for Experiential Learning



Strengthening your Visualization Skills: A Data Driven Approach to Experiential Learning

(led by Rich McConnell)

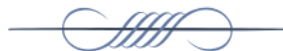
This session will lead participants through a the design, implementation and analysis program of experiential learning to improve leader and manager visualization skills conducted at the US Army Command & General Staff College by Dr. McConnell's team. Their project demonstrates tangible and measurable outcomes of experiential learning in practice, makes an important contribution to the idea of visualization as an essential, teachable skill for leaders, and provides a useful process for doing the same in your teaching practice. Workshop participants will do brainstorming and design for applying these processes in your own teaching practice, with the intention of leading to ABSEL papers to report on results. Prep work for this session will include the McConnell team's paper, a set of five online presentations and background material to set the stage.



Student-led Game Design as an Instructional Method

(led by Ken Long)

This session describes a process where students were led through a simulation design process in order to learn technical theoretical concepts instead of traditional lecture and testing. This session will demonstrate the power of ABSEL community of practice to rapidly develop new and effective strategies for pedagogy. Small group work will explore how this process may be applied in your own teaching practice, with the intention of leading to an ABSEL paper in 2019 to report on results. Prep work for this session will include an online lecture and background material to set the stage.



ABSEL 2018 Program Session Abstracts (Thursday, March 22)

EXPERIENTIAL

10:30 a.m.—12:00 p.m.

Vashon

Thursday, March 22

Session Chair: Lora Reed

Using the P5+1 Talks with Iran and its Aftermath to Teach Negotiations

Edward G. Wertheim
D'Amore-McKim School of Business
Northeastern University, Boston, MA
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The 2015 P5+1 agreement with Iran about their nuclear program and its ongoing subsequent negotiations provides a rich resource for teachers of negotiations. With readily available resources describing the challenges of the original negotiation and with the negotiation currently being carried out (in part) in public, various aspects of multi-party negotiations can be explored while at the same time allowing students to understand an important current event and gain skills in analyzing an ongoing negotiation.



Modeling Learning Through Experience: Using Student Feedback Teams to Continuously Improve Teaching

Céleste M. Grimard
Université du Québec à Montréal
grimard.celeste@uqam.ca

Effective feedback is timely, constructive, concrete, descriptive, meaningful, and credible. Yet, universities rely on end-of-course quantitative student evaluations of teaching (SETs) in broad categories to measure teaching effectiveness, in part for evaluation purposes but also as a means of providing feedback for improving instruction. The validity and impact of SETs have been well disputed. However, a few alternatives are available, such as mid-semester questionnaires and “minute papers,” which offer instructors an opportunity to make “course corrections” midway through a course. Although these formative evaluations are an improvement over SETs in terms of their timeliness and instructors’ ability to act on them, they have their own set of limitations. This paper describes a simple process that allows instructors to continuously improve their courses on a just-in-time basis: holding brief, informal student feedback team meetings after every class. Through this mutual sharing of perspectives, dialogue, and reciprocal flow of influence, instructors model openness to feedback and learning from experience to their students. As a result, this approach is particularly valuable for courses employing experiential learning methods.



The Changing Landscape of Experiential Learning in Higher Education

Lora Reed

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Higher Education and business continue to change at unprecedented rates in response to the demands of the competitive global market. Amidst the changes, experiential learning continues to change too, so students can gain the benefits of this enduring and pragmatic pedagogy. But, we might ask, is it changing fast enough? This paper reviews the current contemporary and scholarly literature pertaining to experiential learning in business schools. First, the researchers examine why experiential learning is still important in times of online learning and virtual organizations. Then the literature on virtual service-learning, case studies, simulations, organizational consultation, scholarly research, and virtual internships is surveyed in the context of the online learning environment. Finally, conclusions are drawn and future directions for research are considered.



Pre-Conceptual Schemas: Ten Years of Lessons Learned About Software Engineering Teaching

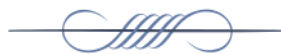
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Pre-conceptual schemas are models for representing knowledge about any domain. Pre-conceptual schemas have been used for teaching software engineering for ten years in the National University of Colombia, since they are the basis for the so-called UNC-Method, a software development method created by researchers of such University. Several generations of software engineers have been taught with such models and, consequently, in this paper we survey some of them for gathering the lessons learned from such experience. Results are clear about the advantages and usage of pre-conceptual schemas for teaching software engineering. We also summarize such results and provide feedback for future development of pre-conceptual schemas.



SIMULATIONS

10:30 a.m.—12:00 p.m.

Shaw

Thursday, March 22

Session Chair: James Szot

Simulations for Strategy Courses: Difficulty vs. Realism, Preliminary Findings

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Simulations are an important part of capstone strategy courses - they facilitate the transfer of knowledge, skills and ability by providing “learning-by-doing” opportunities to the students. They also allow instructors to provide authentic activities situated amidst relevant context, enable learners to grasp not just ‘how’ to do an activity, but the ‘why’ the ‘what, and the ‘with whom.’ Simulations have become an accepted part of strategy classes both at the undergraduate and graduate levels. To be explored is the impact of difficulty versus realism on simulation. Professors using simulations believe anecdotally what the literature on simulation has suggested for decades: that the simulation should be as realistic as possible, but not too complex that students lose interest and give up. However, detailed measurements are lacking. Previous investigations have shown that this is a complex issue - sometimes simple simulations lead to good team success, but sometimes they don’t. There are many influencing factors. This paper uses a recent dataset collected at a US university in an exploratory study to see the relationship between difficulty, realism, and team results.



Why Is Learning So Difficult to Measure When “Playing” Simulations

Nominated For

Best  Paper

Richard Teach
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The link between cognitive learning and success in business simulations has been elusive. Few research studies have successfully linked cognitive processes to business simulation outcomes with a significant amount of explained variance. This paper attempts to explain why this may be true and offers some suggestions to obtain better results.



Business Simulation Performance after Completing a Reflective Observations Module

Nominated For



Michael Nugent
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Many factors can contribute to a student's successful learning experience when participating in a business simulation as part of their undergraduate curriculum. It's important for faculty to understand the best methods to deploy simulation assignments to students. Is there a benefit to having students answer a set of reflective observation questions? Reflective observation questions ask students to think about their past actions, and to describe the effects their decisions have on their simulation performance. The main objective of this research: using comparative data from two classes to define the effectiveness of student performance within a business simulation after completing sets of reflective observation questions after each round of the simulation.

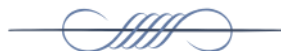


Statistical Learning Networks in Simulations for Business Training and Education

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Statistical Learning Networks can address the common problems of Artificial Neural Networks (ANNs) such as: difficulties in interpretation of the results, the problem of overfitting, designing ANNs topology is in general a trial-and-error process and there are no rules for using the theoretical a priori knowledge in ANNs design. This paper discusses a highly automated procedure for developing Statistical Learning Networks in the form of Multi-Layered Networks of Active Neurons (MLNAN) for business simulations using the Group Method of Data Handling. MLNAN helps researchers by making business simulations development more cost-effective. All results so far show that MLNAN is able to develop reliable complex models with better overall error rates than state-of-the-art methods. This paper presents some of the results from international research done in Europe, Australia, and the United States.



GAMES READY TO PLAY

10:30 a.m.—12:00 p.m.

Whidbey

Thursday, March 22

Development of BASE Supply Chain Collaboration Game by Using Tangible Blocks

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To Teach Supply Chain Collaboration efficiently, we developed the BASE-SCC business game in 2012. Throughout the experience, we aimed to have more options especially on the supply-side. To attach a new rule makes a game complex. Therefore, we designed this new business game by utilizing physical blocks on the same topic, but from the opposite standpoint of SCC and named it "SCC-X." SCC-X is an on-demand manufacturing game based on students' close collaborations to procure correct raw materials. If we increase the variety of products been extended more than SCC, and we can reflect more on reality in the SCC series. In this paper, the basic idea of BASE SCC-X and the educational effectiveness of applying SCC-X games to the lecture of two Universities are introduced.



LUNCH / BUSINESS MEETING

12:00 p.m.—1:30 p.m.

Blakely-Camano

Thursday, March 22

EXPERIENTIAL

1:30 p.m.—3:00 p.m.

Vashon

Thursday, March 22

Session Chair: Jennifer Petrie

Enhancing Student's Global Outlook With In-Class Quizzes

Ken Wong

The Hong Kong Polytechnic University

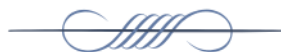
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Students today are expected to know at least the basics of what happens in the world around them. Teachers must find ways to provide active learning and to increase student participation. This paper presents the creation and implementation process of low cost and easy to execute global outlook quizzes that are constructed especially for business undergraduate students. It is designed as an in-class group exercise for students to compete with each other. The balanced range of questions covers 5 continents with a focus on business, culture, geography, religion and general knowledge, which are essential matters for business students.

Living in the technological world, it is instrumental to use the latest tools for educating students. For more effective teaching and learning of global outlook, we use an integrative learning platform that meets the needs of students by providing one-to-one interaction via an electronic mode.

The construction of the questions was proposed by myself and my teaching assistants from Europe. The ad-hoc quizzes are carried out during the regular class time and no dictionary or internet access was allowed. The students would be organized into groups of 4-6 students and they can discuss within their group to generate the answers. Having tried out with hundreds of students, no one could answer all questions correctly and most students could answer 10 out of 16 questions correctly, which makes them aware of the need to improve the global outlook.

Responses from student feedback forms seem to indicate that the quizzes and the e-platform blended learning approach had a positive effect on students' perceived learning and on their perceived attitude toward global outlook, as we had originally hoped. The approach makes the blended activities to be more interactive, enjoyable, easy to understand and remember.



The Effect of Simple Role-Playing Games on the Wargaming Step of the Military Decision Making Process (MDMP): A Mixed Methods Approach

U.S. Army Command and General Staff College

Richard A. McConnell, D.M. LTC (Ret)

Mark Gerges, PhD LTC (Ret); John Dalbey, LTC; Typhanie Dial, LTC; George Hodge, LTC (Ret); Marty Leners, LTC (Ret), Joel Miller LTC Jacob Mong LTC (Ret); Patrick Schoof, LTC

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Researchers at the Command and General Staff College (CGSC) conducted a mixed methods examination of the effect playing simple role playing board games might have on participants planning skills. The literature examined for this study established that one of the weaknesses reported over the last twenty years at combat training centers was the ability to conduct an effective wargame to stress test plans. Therefore, the purpose of this study was to measure participant's ability to visualize and apply that visualization to the wargaming step of the Military Decision Making Process (MDMP). The test group consisted of 32 students with a control group of 79 totaling 111 participants. The Test Group played a simple roleplaying board game called Kriegsspiel while the control group did not. Researchers measured visualization skills using a quiz designed to measure participant recall skills and comfort making choices based on their visualization; the Wargames were observed to establish the number and quality of discovered planning shortfalls. Findings established to a statistically significant level that the test outperformed the control group at seeing themselves, being comfortable making visualization choices, while seizing opportunities and addressing threats integrating discoveries into plans. These findings may be applicable not only to the military but to other contexts where leaders endeavor to anticipate the unexpected emerging threats and opportunities that may arise in dynamic environments.



Global Teamwork to Promote Cultural Understanding and Communication

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Cultural dimensions theory provides a framework for cross-cultural understanding and communication. Geert Hofstede's work in this area offers a foundational appreciation of how a society's culture can shape values and behaviors encountered in an international business setting. This paper presents an experiential learning project, based on Kolb's model, designed to introduce cultural dimensions theory, as well as engage students in a first-hand international experience. This model places students in the position of exploring cultural differences by being a member of an international working team so they experience the challenges of working remotely. Students encounter what it is like to work in a global team and face both cultural differences and communication difficulties. This experiential learning design creates an environment that challenges students to apply and test the theory, discover practical applications and reflect on their own culture to bring greater meaning and learning to cultural dimensions theory.

Recognizing the Impact of Study Abroad on Women Business Students

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Nearly two-thirds of study abroad participants are women, yet few studies have researched their specific experience in-depth. In fact, previous discussion focuses on the marginalization of men and strategies to expand their enrollment. While it is significant to consider the equitability of study abroad enrollment there have been missed opportunities to critically examine the experience of women. This session describes the results of a mixed methods survey indicating significant gains in the global competency of women business students that studied abroad. This session also presents recommendations for future research, program development, and career integration emphasizing the benefits of study abroad for women business students.



SIMULATIONS

1:30 p.m.—3:00 p.m.

Shaw

Thursday, March 22

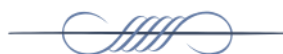
Session Chair: Aspy Palia

How Students “Play” Business Simulations and What They Learn: The Preliminary Report

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This paper is the initial report on a large-scale study of how business students participate in business simulations and, in general, what they learn by participating in them. Many studies have been conducted attempting to measure the amount of learning that takes place when students participate in business simulations to little avail. The vast majority of these studies have attempted to link individual/team performance to learning, but that faces at least three major stumbling blocks; 1) simulations, in general, are played by teams, and one cannot determine which team member did what tasks. 2) The learning that takes place may be non-cognitive or training, not cognitive learning. And 3) Most of these studies use data from students who reside in one university, are in a class or classes taught by one instructor and are “playing” a single business simulation. This study is an attempt to determine differences in gender, US students vs. international students, simulations played by teams vs. individual players, and the final performance of the simulated firms. Each of these measures requires more data than is typical in studies using a single class or by the instructor or for a single simulation.



The Effect of Simulation Starting Decisions and Optimum Decisions on Firm Profit Dominance

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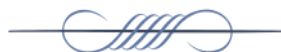
The purpose of this paper is to present the results of experiments involving the relationship of starting decisions to optimum decisions and in particular the effect on firm strategy and profit. Each experiment involves starting decisions being significantly different from optimum decisions or equal to optimum decisions. The primary object of the experiments was to determine if starting decisions could predetermine which decision strategy would be the dominant strategy. The results of the experiments clearly supported the hypothesis that the placement of starting decisions had a major impact on dominance and also the amount of profit.



The Quest for Marketing Effectiveness & ROI with the Efficiency Analysis Package

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The Web-based Efficiency Analysis Package is a user-centered learning tool that provides participant teams the opportunity to assess the underlying reasons for any decrease in the sales-to-advertising ratio for each strategic business unit (SBU) within their SBU portfolio during each decision period, and thereby enhance their marketing effectiveness and efficiency. They assess the underlying reasons for any decrease in the sales-to-advertising ratio for each strategic business unit (SBU) within their SBU portfolio during each decision period. This marketing decision support package facilitates marketing efficiency analysis at both the company and SBU levels. At the company level, it (a) extracts company sales revenue and advertising by region, and (b) calculates the sales-to-advertising ratio for all competing teams. At the SBU level, it extracts the price, unit sales, advertising budget, advertising awareness index, and other elements of the marketing mix such as regional sales force size, company-wide salary and commission, and product quality indices from the simulation results. Competing participant teams use this package to exercise marketing control. They set sales-to-advertising ratio goals, monitor performance, identify deviations, understand the underlying reasons, take corrective action and thereby exercise marketing control.



The Banking Business in a Multi-Industry Game: Should Complexity be Addressed by Sequential Elaboration?

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We address the issue of simulating the banking business in a multi-industry game from the standpoint of both the game designer and the game administrator. For the game designer, we apply classical equilibrium arguments to formulate a mathematical model of the interbank interest rate. For the game administrator, we lay out the options for participant involvement, considering particularly if participants should be involved with businesses that are not banks before they can be involved with banks, the sequential-elaboration method of addressing game complexity. The results of our study using a semester-long computer-assisted business game that involved at its peak 152 students who by the end of the semester had founded 439 firms in the banking industry and five nonbanking industries suggest that sequential-elaboration habituates participants to a way of thinking that blinds them to new conditions that requires new thinking. The issues addressed are meant for business games designed to give participants practice in business administration, rather than for games designed to indoctrinate participants in business concepts.



GAMES READY TO PLAY

1:30 p.m.—3:00 p.m.

Whidbey

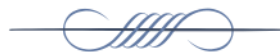
Thursday, March 22

Serious Play: Pre-Conceptual Schemas in Action

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Pre-conceptual schemas are knowledge representations of any domain. Since such schemas are close to the natural language of the stakeholders and translatable to source code, we propose in this serious play an experience for creating a pre-conceptual schema in a 90-minute classroom and then generating the alpha version of a software application based on such schema.



BREAK

3:00 p.m.—3:30 p.m.

Blakely-Camano

Thursday, March 22

EXPERIENTIAL

3:30 p.m.—4:45 p.m.

Vashon

Thursday, March 22

Session Chair: Kristie Abston

Business Writing: Using Persuasive Memorandums Across Courses

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Employers consider communication skills as essential in new hires, but business students seem to lose some of their writing skills by the time they reach senior-level courses. This paper shares the experiences of three professors who used a persuasive memorandum assignment in four 3000- and 4000-level business courses and applied the same core writing rubric. Insights from using this assignment across courses will be shared along with ideas for future research. We hope other professors will be encouraged to standardize expectations for writing quality across courses. When students realize that they will be held to the same objective writing standards in other courses, they try to improve their writing in earnest and begin to engage on higher levels.

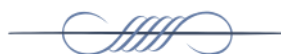


Heuristics and Cognitive Biases in Decision Making Process

Anna Marta Winniczuk
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The goal of this paper is to recognize the most commonly present heuristics and cognitive biases occurring during managerial decision-making process. The study will use simulation game as a space to track how game participants are perceiving their biases and heuristics during the game. The purpose of the study is to identify the most commonly used cognitive biases and heuristics in decision-making process and compare them to performance of the team and their decisions in the simulation game, which will give valuable insights that can improve game-based business learning.

Decision-making is one of the crucial processes occurring every day in every organization. The process of making decisions in business situations is influenced by a variety of different circumstances, thus the subject is widely discussed in both academic and professional publications. The subject of heuristics and cognitive biases was widely introduced into decision making science by David Kahneman and Tversky (Tversky & Kahneman, 1973) and furtherly researched by other authors (Baron & Hershey, 1988); Griffin, D., Gonzalez, R., & Varey, C., 2001). In 2011, David Kahneman, Dan Lovallo and Oliver Sibony in their article "The Big Idea: Before You Make That Big Decision..." published in Harvard Business Review listed a checklist for managers to avoid cognitive biases in their decision making process. The most common cognitive biases in managerial decisions are: confirmation bias, availability bias, anchoring, halo effect, overconfidence, disaster neglect and loss aversion (Kahneman & Sibony, 2011). Mentioned above biases are widely common in managerial decision making process and worth examining in an experimental learning environment of a simulation game.



Comparative Assessment of Pedagogical Techniques for Their Impact on Cultural Intelligence

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Preparing students to face the challenges of globalization in the business environment has become a responsibility of institutions of higher education. There is a growing need for cross-cultural education through experiential learning to prepare students for a multi-cultural and complex world. Cultural intelligence (CQ) refers to the attitudes, knowledge, motivation, and skills needed to behave and communicate effectively in multi-cultural environments. Nolan & Kurthakoti (2017) conducted an exploratory study that looked at the differential impact of pedagogy on students' CQ in higher education. Results from this study indicated that experiential learning resulted in improved CQ. Our current study aims to extend prior research in meaningful ways. We are employing a more elaborate assessment of the CQ dimensions and a wider variety of pedagogical approaches in assessing their impact on students' CQ. Our study incorporates personal characteristics and predispositions as control variables to isolate the true effect of pedagogy on CQ. Our study also incorporates variables like prior international travel, the "Big 5" personality traits, ethnocentrism, and various demographic variables to measure CQ. This session will include sharing of our findings, and open discussion on additional variables to consider in measuring their impact on students' CQ.



SIMULATIONS

3:30 p.m.—4:45 p.m.

Shaw

Thursday, March 22

Session Chair: Marcin Wardaszko

Business Simulation Design Principles

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In Fine Art, Principles of Design are the fundamental ideas of the practice of good visual design (Lidwell et al, 2010). This paper draws a parallel for business simulations where design principles are the fundamental ideas of learning design. Just as design principles for fine art enable a critical and objective analysis of a painting, it is suggested that the design principles discussed here will help organisations and users critically and objectively analyse a business simulation. The principles should help the designer to meet the needs and wants of the organisational user, participants and tutors. All principles are important to the simulation designer but the other groups have differing needs and concerns and for them the principles vary in importance before, during and after use. Also, the principles are interacting, interdependent and at times conflicting. Although the principles are discussed in the context of business simulation design they may be of use for other forms of experiential learning and, with thought, be of use to other learning initiatives.

The design principles discussed here focus on ensuring learning effectiveness, efficiency, engagement, legitimacy and how the business simulation functions holistically.



Hidden in Plain Sight: Quick-and-Dirty Safeguards for Computer-Based Game Licenses

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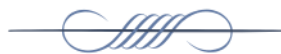
Licensing of computer-based games, exercises, and such is a common practice. Prudent it is, then, for the licensor to take steps to ensure that the license conditions are met. Herein are presented several easily implemented devices to effect that prudence.



Complexity in Simulation Gaming

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The paper offers another look at the complexity in simulation game design and implementation. Although, the topic is not new or undiscovered the growing volatility of socio-economic environments and changes to the way we design simulation games nowadays call for better research and design methods. The aim of this article is to look into the current state of understanding complexity in simulation gaming and put it in the context of learning with and through complexity. Nature and understanding of complexity is both field specific and interdisciplinary at the same time. Analyzing understanding and role of complexity in different fields associated with simulation game design and implementation. Thoughtful theoretical analysis has been applied in order to deconstruct the complexity theory and reconstruct it further as higher order models. This paper offers an interdisciplinary look at the role and place of complexity from two perspectives. The first perspective is knowledge building and dissemination about complexity in simulation gaming. Second, perspective is the role the complexity plays in building and implementation of the simulation gaming as a design process. In the last section, the author offers a new look at the complexity of the simulation game itself and perceived complexity from the player perspective.



INNOVATIONS AND FUTURE DIRECTIONS IN EDUCATION

3:30 p.m.—4:45 p.m.

Whidbey

Thursday, March 22

Session Chair: Bryon Geddes

Exploratory Research on Online Learning in Quantitative Business Disciplines

Nominated For

Best  Paper

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The purpose of this research is to analyze the optimal pedagogical tools and methods for teaching quantitative disciplines in the newest delivery modes of blended and online education. This study will focus on a comprehensive literature review of quantitative disciplines in business and related areas. Which pedagogies are the same and which are different based on discipline? Practices, tools and approaches that are used and deemed effective in online learning will be overviewed and analyzed across disciplines in this exploratory research. The top rated skills and competencies for each quantitative discipline will be reviewed and summarized for similarities and differences. From this preliminary research, specific research proposals will be recommended for future research on quantitative discipline-specific best practices in the blended/online delivery of such courses.



Addressing the Crisis in Higher Education: An Experiential Analysis

Nominated For

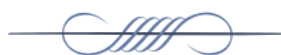
Best  Paper

Bryon C. Geddes
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James N. Cannon
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Drawing on Buckminster Fuller's concept of the knowledge-doubling curve, the thesis of this paper is that the rate of knowledge accumulation now exceeds the rate at which college students are able to absorb new knowledge. The result is that many college students are graduating heavily in debt, but without the knowledge and skills they need to compete in today's workplace. To address this, we propose that colleges and universities should invest relatively more time and resources in developing students' capacity to rapidly acquire relevant knowledge and skills as needed, thus enabling the students to quickly adapt to new work environments as they enter the workforce. Our paper draws on experiential learning theory and its underlying concept of individual absorptive capacity to suggest how business curricula might be reformulated to develop students' ability to recognize and acquire relevant knowledge and skills.



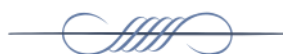
Measuring Impact While Making a Difference: A Financial Literacy Service Learning Project as Participatory Action Research

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The growth of service learning as an educational approach in colleges and universities has led to the use of more advanced pedagogical techniques in service learning programs. This article describes a financial literacy service learning program that a team of undergraduate business students completed while following a participatory action research perspective in the planning, implementation and measurement of a financial literacy event for high school students. This approach fits in the literature on ethics, financial literacy and service learning and provides an illustrative example of how to incorporate this participatory action research perspective into future financial literacy service learning initiatives



ABSEL 2018 Program Session Abstracts (Friday, March 23)

EXPERIENTIAL		
8:30 a.m.—9:45 a.m.	Vashon	Friday, March 23

Session Chair: Celeste Grimard

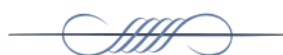
Storytelling - An Effective Tool for Moving the Needle Towards Engaged Learning

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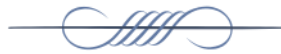
Storytelling is an effective tool in conveying complex ideas, values, priorities, desired behaviors and shared lessons in a memorable and interesting way to organizational participants and students alike. It is now considered a very desirable competency for leaders and managers in the 21st century organization especially for knowledge management. The paper proposes a short activity using visual media for session participants to practice the art and science of storytelling. The participants will glean personal takeaways for their students and/or peers through facilitated debriefing and group discussion.



Chicken Dance Anyone? A Quick Experiential Exercise for Teaching Expectancy Theory

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Sometimes, students have difficulty grasping and applying motivation theories given the abstract nature of these theories. This article describes a simple experiential exercise that helps students gain a personal understanding of Vroom's expectancy theory. This exercise invites students to do the chicken dance under different incentive conditions. Although some students require no encouragement to dance, others wait to see what other students are doing, and yet others require significant incentives to dance along with their classmates. The debriefing of the exercise illustrates the need to take into account individuals' sense of self-efficacy for a task (effort → performance), the need for clear linkages between performance and rewards (performance → outcomes), and individuals' assessment of the attractiveness of particular rewards (valence). Additional insights regarding students' motivation to step out of their comfort zones are also explored.

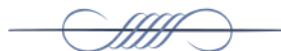


A Game for Learning Event-Driven Architecture: Pre-conceptual- Schema-based Pedagogical Strategy

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An event is a piece of information for providing details about the state change of the processes of a software system and controls system behavior. Event-Driven Architecture (EDA) is a software architecture for promoting the production, detection, consumption, and reaction to events. Events in EDA trigger autonomous human or automated processing. EDA complements Service-Oriented Architecture (SOA) by employing events triggering services. EDA approach adds value to the enterprise by injecting value-added information. Some games are based on strategies for teaching system behavior by using processes, events and architectures. However, such games lack pedagogical strategies for teaching event functionality from EDA, which is necessary to the system behavior. We propose a game for teaching event functionality and the elements included in EDA by using a pre-conceptual schema (PS). Such schema is a computational modeling tool for representing a domain. PS includes structures for representing events, processes, and their relationships. We use such structures as pedagogical strategies, because the PS is a training and learning tool used in software engineering processes from academy and industry. The game is focused on teaching students and professionals in software system areas about functionality of events in EDA.



EXPERIENTIAL

8:30 a.m.—9:45 a.m.

Shaw

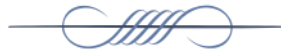
Friday, March 23

Session Chair: Debbie Good

Developing Tomorrow's Recruiters: A Win-Win Model for Curriculum Development

Debbie Good
University of Pittsburgh
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A major mid-Atlantic research university's College of Business recently created a Society of Human Resource aligned curriculum for its new Human Resources management major. The curriculum of each required human resource course in the major includes a term long experience-based project often involving a corporate partner. The required staffing course has adopted a new corporate partnership model which extends the experience-based learning into cutting-edge areas of the field to benefit not only the student but the corporate partners as well. This paper examines the development of the curricular model and corporate partnerships with special attention to the value added to students and the companies. Student and company feedback on the project suggests strong interest and appreciation for the project itself and the supporting curricular model.



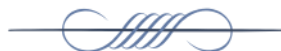
Guide to Developing a Required Business Internship Program (BIP)

Nominated For



Khushwant K. S. Pittenger
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Internships are becoming increasingly important for business education. Over 90% of business schools offer the option of internship, but only a few require it. In light of well-documented benefits of internships for students, business schools and employers, it is appropriate to develop required business internship programs (BIP). Needle needs to be moved for implementing required BIP across all business schools. A required BIP benefits all students and not just those who choose to take advantage of the option. This paper provides a road map for designing and implementing such a program drawing on extensive literature and the author's own experiences at the College of Business and Economics of a small, private university in the Midwest. This paper is designed to move the needle for implementing required BIPs.



The Venture Capital: A Classroom Game of Competition Simulating High Technological and High Risks Investment Funds

Nominated For



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This article introduces a game for classroom use based on a simplified model of venture capital. The market consists of nine different technologies in which new startups can be funded. It was designed for a three-hour session, in a classroom, with up to thirty participants, but preferably with around sixteen participants.

The model simulates the trade-offs and difficulties of developing startups in many fields but also the necessity for diversification of capital in an environment where the uncontrollable variables have more variance than the ones that are controllable. This leads to a game in which the players must manage their portfolio of startups to balance risk and return.

The model is simple to give the students a better view of the possibilities, and yet the possible combinations and adaptations are so many, that no two games will be the same.



GAMES READY TO PLAY

8:30 a.m.—9:45 a.m.

Whidbey

Friday, March 23

Hotel Stars

Marcin Wardaszko

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Workshop will feature English version of the OTEL STARS game. HOTEL STARS is a web browser-based game; participants play against a computer-modeled industry. The game is designed to be played on PCs and tablet computers. Since this business simulation game relies on a touch screen interface, the process of its creation required a new approach to interface design. Instead of following a classic decision tree model, we created a completely new distribution design. Every decision involves a maximum of two clicks or touches and the 'one screen' design minimizes scrolling. Game participants can click or touch the buildings on the in-game interactive map and call up any available decisions or information. The number of decisions grows as the game progresses, according to the stage of development accomplished around the simulation's storyline and the teaching program. The game can be played in small two-three person student groups. The objective of the game is to establish, run, and manage hotels in the virtual city of Pekunia (Latin for money). The fictional environment prevents players from making pre-game assumptions based on actual hotels and cities. The starting situations are the same for all player teams. They start with a modest amount of capital and the desire to create a successful hotel. In the initial stage, teams can choose a different starting location for their hotels. Their decision has long-term consequences. Information about the demographics and economics of each location are provided quickly and tied to planning and budgeting activities. The game consists of 16 decision rounds, during which the players have to manage their businesses to make them thrive. As the game develops, players must make increasingly complex decisions and dynamic game scenario.



BREAK

9:45 a.m.—10:15 a.m.

Blakely-Camano

Friday, March 23

EXPERIENTIAL

10:15 a.m.—11:30 a.m.

Vashon

Friday, March 23

Session Chair: Duane Hoover

Experiential Learning: Transforming Strategic Management to Strategic Business Consulting

Joshua R. Aaron
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Strategic Business Consulting at the MBA level is designed to give students the opportunity to study administrative processes under conditions of uncertainty including an integrating analysis applied to all fields of business. The class concludes with a consulting presentation by teams of 3-4 MBA students to a real business client in the [fill in later] region. The class consists of 3 general modules. First, students are given the tools necessary to conduct a successful strategic analysis. Second, they analyze a real company to “practice” before the real consulting project begins. Finally, they analyze the client firm and present their findings and recommendations to the client representatives on the last day of class. The course, the project and lessons learned are discussed.



Experiential Learning with Capacity Building Management Projects

Nominated For

Best  Paper

Cheryl Ann Tokke
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A capstone course in non-profit community service provides a means for students to gain an enhanced experiential experience using an on-site residency as accredited in-class seat time in a capacity building project. This article will provide the tools, rubrics, assessments, and methodologies used in 96 student projects that culminated in written papers for academic credit that were usable by the community organizations in their work. It reveals the collaborative nature between student, school, and organization in creating usable outcomes that simultaneously builds, experiential learning, and practical management skills and increases non-profit capacity. It demonstrates the “twinning” method of capacity building that is a pertinent partnership model used in the international development, public service, and non-profit sector. Several examples of successful community service projects are shown.



A Covenantal Relationship Approach to Experiential Learning

Nominated For

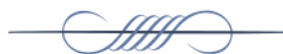


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Long-term learning, especially learning that involves behavioral skill sets, requires both the acquisition and retention of whole person learning skill sets. The processing of whole person behavioral skill sets is most readily accomplished in experiential learning settings. For long-term learning to occur, an experientially inclined educator needs to have an educational agency model that inspires students to carry forward their learning program outcomes on multiple whole person learning fronts and over a period of time that is meaningful to the student's goal(s). This paper addresses some of the tensions attendant to such "inspired learning" processes, taking the position that the forging of covenantal learning agreements is superior to reliance on contractual agreements. Contractual educational relationships, sourced in institutional frameworks, end when time relevant performance parameters are met (or not met). Most often, these performance parameters are sourced and defined by institutional forces rather than student learning outcomes. In contrast, covenantal agreements, based on relationship dynamics and interpersonal processes in the learning environment, are enhanced by and last beyond the instructor-student relationship. Experiential learning is enhanced when covenantal learning relationships, both with the instructor and with self, are made explicit.



INNOVATIONS AND FUTURE DIRECTIONS IN EDUCATION

10:15 a.m.—11:30 a.m.

Shaw

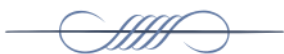
Friday, March 23

Session Chair: Richard Szal

Gender, Statistical Anxiety, and Supplemental Instruction

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Supplemental Instruction (SI) programs, which have been used in colleges and universities since the 1970's, are viewed as a cost-effective method of delivering peer-assisted instruction to students in courses that traditionally experience high failure and drop rates. In a previous analysis of students in an introductory business statistics class at a mid-sized university in the Southwest, it was found that SI was very important in a student's grade determination, especially in view of the fact that the course is designed as blended learning meeting one time per week. The analysis also seemed to indicate that there may well be significant differences as between men and women in terms of the effect of SI attendance on grade determination. The present paper investigates the differences between males and females in the course, and concludes that, while both men and women suffer from a fear of statistics (and mathematical courses in general) upon entering the course, their reactions to the anxiety are very different. While men appear to be better prepared than women when beginning the course, at the end of the semester, there is no significant difference in final grades. Several possible reasons for this are given, and the results may hold important lessons for encouraging greater participation of females in STEM activities from an early age.



Modeling Business Communication Management and Crossmedia Planning for Different Target Groups

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KPI-Dispute in Marketing and Communication strategy between Germany's Media agencies and ad promoters. Most media agencies concentrate on Cost-per-Click and increase of Sales, meanwhile ad promoters prefer cost of winning new clients and number of shares and likes a score key performance indicators.

The purpose of this paper is to define a modern marketing management simulation model and examine the impact of digitalization and globalization on marketing communication and media planning. The objective is to analyze (the variety of) media (channels) in a multichannel context as well as (the diverse) socio-demographic segments and their specific interests and their interests, living environments and media usage behavior. The mostly accepted systematics of common sociodemographic milieus is done by the Sinus-institute in Heidelberg/Germany, therefore they are consequently named Sinus-Milieus.

Those findings are supposed to help establish a connection between the diverse Sinus-milieus and multichannel marketing. To be able to apply the approach to each of the target groups, this research will use mixed methodology, starting with a literature review to provide basic theoretical knowledge on where and how to address each group. Due to the current nature of this topic, all research questions will be based on theoretical assumptions.

Furthermore, interviews with Marketing, Media and sociology experts will be conducted to scientifically underpin the findings. In regard to the current practice, theory will be reevaluated, updated and optimized. Both the theoretical assumptions as well as the key findings derived from the expert interviews will build the base for the definition of the final recommendations. The recommendations will offer visual guides for the planning process of communication measures for each of the Sinus-Milieus, which can help optimize marketing communication.



GAMES READY TO PLAY

10:30 a.m.—11:45 a.m.

Whidbey

Friday, March 23

**“Mars Message”– Case Study on Using Gaming in the Field of
Economics Education in Japan**

Hiroyuki Matsui

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"The Mars Message" of the card type game. This game is developed by Professor H. Deguchi of Tokyo Institute of Technology, and former chairman of JASAG, developed an original game and I improved it as a English version's card type game. This game is a very simple game aimed at understanding how the division of information in an organization affects organization's decision-making. By experiencing this game, you will be able to understand various problems and tasks in the organization. Actually, I confirm the educational effect by using "The Mars Message" in class of MBA and Graduate/Undergraduate School of Economics. In this track, I expect many members to experience this game and expect various opinions.



CELEBRATION LUNCH

11:30 a.m.—1:00 p.m.

Blakely-Camano

Friday, March 23

EXPERIENTIAL

1:00 p.m.—2:00 p.m.

Vashon

Friday, March 23

Session Chair: Kiersten Maryott

A Different Take on “Live” Cases: Decision Making Under Time Pressure

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A concern expressed with the traditional case method is an overall lack of “realism”. The “live” case format provides more realism in that the content of the case is timely and, given the personal involvement of the company’s key decision-makers, can cover much more detail, expressing more of the vibrancy of the actual situation (Markulis, 1985). Most of the published research related to “live” cases describes these “live” cases as more of project, spanning multiple weeks within the course (Abston, 2014; Abston & Vuong, 2017; Ancona, Ross, Wallace & Weir, 1977; Green & Erdem, 2016; Hoover, 1977; Levi, Cannon & Friesen, 2012; Markulis, 1985; Weir, 1978). While a “live” case spanning multiple weeks can certainly provide a very valuable learning experience (Abston, 2014; Hoover, 1977; Markulis, 1985), it does not provide the student with experience making decisions under severe time constraints and with limited information. This paper explains a different format for “live” cases, a format that requires students to “think on their feet” and create recommendations for a client within a much shorter frame of time.



Developing Leadership Through Leadership Experiences: An Action Learning Approach

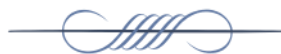
Nominated For

Best  Paper

Céleste M. Grimard
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Sabrina Pellerin
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University leadership courses or corporate leadership development programs traditionally offer classroom-based instruction pertaining to the theories, attributes, and behaviors of leaders. Although these activities may spark increased awareness and understanding of leadership, this learning is not easily transferred to the workplace. Indeed, transference of learning is a significant issue not only in traditional leadership education and training, but in any learning program that take learners away from the context in which they will be applying their new skills. To address these deficiencies in transference, we propose an action learning approach that invites individuals to undertake practical exercises in their personal or professional lives as a means of building leadership skills “in context.” In this paper, we share our experience in applying an action learning approach in three sections of a leadership course.



INNOVATIONS AND FUTURE DIRECTIONS IN EDUCATION

1:00 p.m.—2:00 p.m.

Shaw

Friday, March 23

Session Chair: Nina Sarkar

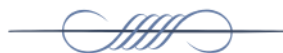
Choosing Technologies to Facilitate Experiential, Creative, and Collaborative Online Learning

Amy Zidulka

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How can online instructors who are interested in engaging students in brainstorming activities, design thinking exercises, live casework, or other forms of creative collaboration do so, given the recognized limitations of standard learning management systems (LMS's), like Moodle, Blackboard, and D2L? Multiple free, online software options exist, but choosing between them can prove daunting. This paper compares the relative strengths and weaknesses of three virtual collaboration technologies—Linoit, Padlet, and Mural—and provides guidance to instructors who wish to foster experiential, creative, and collaborative learning in the online environment. It argues that, before selecting a technology, instructors must weigh functionality against ease of use, and analyze precisely what is needed for a given class.



Using Learning Technologies to Promote the Seven Principles for Good Practice in Undergraduate Education

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Wendy Ford

Queensborough Community College, NY

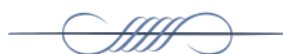
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Chikering & Gamson, (1987) identified the following seven principles as good practice. Those seven principles today are as valid as they were 40 years ago. What has changed are what characterizes today's student body. According to The Center for Educational Statistics, more than 75% of students enrolled in higher education today are digital natives. The term digital natives was popularized as a way of defining someone who has grown up immersed in digital technology (Prensky, 2001). It is claimed that digital natives have certain characteristics that are different from previous generations which have developed because of their intensive exposure to computer games, online videos, use of social media and other popular digital technologies, (Tapscott, 2009). This immersion in technology has a significant influence on their personalities, including their attitudes and approaches to learning. This calls for significant educational reforms because traditional education systems do not cater to the needs and interests of digital natives. The most effective way that both students and instructors can benefit from this paradigm shift is to integrate technology that is appropriate to the cognitive learning patterns of the digital natives into the curriculum. This study explores how to incorporate cost effective technologies into the curriculum that help faculty to adapt their teaching styles to suit the cognitive learning patterns of the digital natives while still adhering to the seven principles of good practice. The study also explores the impact of using these technologies on academic performance and student satisfaction.



SIMULATIONS

1:00 p.m.—2:00 p.m.

Whidbey

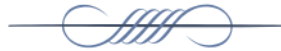
Friday, March 23

Session Chair: Jerry Gosenpud

Some Recommendations for Researching Learning from Playing a Simulation

Jerry Gosenpud
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This paper attempts to help simulation scholars understand why most of the research attempting to show that simulation players learn from playing fails. It recommends research designs that are simpler than those historically used. It recommends that independent variables reflect how simulation play is organized and what aspects of a business are emphasized in given simulation. It also recommends that dependent variables reflect learning from the simulation itself and also recommends research populations from multiple universities.



Integrating Business Acumen and Analytics: A Simulation-Based Approach

James V. Caruso
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Business analytics curricula can focus on statistics, data management, and business modeling to help students become well-rounded analytics professionals who can translate data into making strategic decisions. However, how do you immerse business analytics students in the business context to make data-driven decisions? How do you enable them to gain an understanding of how executives use business analytics to formulate and solve business problems and to support managerial decision making? This paper will describe how a business analytics simulation was used to integrate descriptive, diagnostic, and predictive analytics with business acumen concepts such as financial, strategic, and business goals at the beginning of a course at the start of a graduate business analytics program. It will discuss the instructional tools and methodologies used throughout the two-class experience including a flipped classroom, articles, case studies, simulation, and reflection. This experiential learning design enables students to develop their critical thinking and decision-making skills.



Best Paper Awards

- 1978** **Most Innovative:** *“Emergent Simulation in Administration Courses”* by C.L. Wynn and G.E. Crawford
- 1979** **Best Experiential:** *“Personality Development and Conflict Dynamics: An Experimental Design to Study the effects of Teaching Methodologies on Conflict Resolution”* by T. Basuray and J. Gosenpud
- 1980** **Best Research:** *“Association Between Individual Cognitive Processing Variables and Business Game Performance and Play”* by J.A. Wolfe
- 1981** **Innovative Experiential:** *“Finding an Effective Means of Teaching Managerial Behavioral Skills: Two Different Experiential Teaching Methods”* by D.G. Minton and B. Lilligen-Minton
Best Simulation Research: *“Providing A Real World View of the Personnel Function: A Simulation”* by G.E. Stevens and E.K. Burton
Innovative Simulation: *“Teaching Performance Against Skills: An Experiential Approach”* by E.K. Burton
Best Experiential Research: *“Problems in Evaluation of Experiential Learning in Management Education”* by L. Kelley and J. Easton
- 1982** **Best Research:** *“The Effect of Different Team Sizes on Business Games Performance”* by J.A. Wolfe and T.I. Chacko
Best Experiential: *“The Value of Conjoint Analysis in Enhancing Experiential Learning”* by L. Greenhalgh and S.A. Neslin
- 1983** **Outstanding Paper:** *“Role-Playing Based on Video-Tape Scenarios: An Application of Modeling to Building Supervisory Skills”* by J.C. Faltot and J.R. Ogilvie
Outstanding Research: *“Simulating Market and Firm Level Demand-A Robust Demand System”* by S.C. Gold and T.F. Pray
- 1984** **Best Research:** *“A Path Analytic Study of the Effects of Alternative Pedagogies”* by A.C. Burns and D.L. Sherrell
- 1985** **Most Creative:** *“Developing the Competencies of ‘Resistance to Stress’ and ‘Accurate Self-Assessment’* by D.S. Kline
Best Research: *“Predicting Performance Over the Course of the Simulation”* by J. Gosenpud and A. Larson
- 1986** **Best Paper:** *“The Assessment Center as a Teaching Learning Device”* by R.B. McAfee and A. Hawryluk
- 1987** **Most Innovative:** *“Decision Styles and Student Simulation Performance”* by R. Hornaday and K. Curran
Best Research-Simulation: *“The Use of Expert Systems to develop Strategic Scenarios: An Experiment Using a Simulated Market Environment”* by A. Varanelli, M. Sackson, D. Cronin and C.L. Dulberg
- 1988** **Best Paper-Simulation:** *“Strategy Design, Process and Implementation in a Stable/Complex Environment: An Exploratory Study”* by J. Gosenpud and J.A. Wolfe
Best Paper-Experiential: *“Experimental Analysis of Magnitude and Source of Students’ Inequitable Classroom Perceptions in Three Reward Conditions”* by J.D. Overby and K.A. Durden
- 1989** **Best Research:** *“A Study of the Relationship Between Student Final Exam Performance and Simulation Game Participation”* by T.R. Whitely and A.J. Faria
Most Innovative: *“A Simulating Simulation in International Business Negotiation With a Japanese Company”* by B.S. Axe
- 1990** **Most Innovative:** *“Executive Evaluation of Student Learning in the Looking Glass”* by D. Page and R.M. Roberts
Best Computer Simulation Research: *“Demand Equations: Which Include Product Attributes”* by R.D. Teach
- 1991** **Best Research Paper:** *“Increasing Simulation Realism Through the Modeling of Step Costs”* by K.R. Goosen
- 1992** **Best Research Paper:** *“An Examination of the Effect of Team Cohesion , Player Attitude, and Performance Expectations on Simulation Performance Results”* by W.J. Wellington and A.J. Faria
- 1994** **Best Research Paper:** *“Complexity: Is it Really that Simple”* by J.S.B. Hall and B.M. Cox
- 1997** **Best Research Paper:** *“The Impact of an Artificial of an Artificial Market Leader on Simulation Competitors”* by W.J. Wellington and A.J. Faria
- 1999** **Best Experiential Paper:** *“Progress: An Experiential Exercise in Developmental Marketing”* by Hugh M. Cannon, Attila Yaprak and Irene Mokra.
- 2000** **Best Simulation Paper:** *“Visual Modeling of Business Simulations”* by T. Pray and V. Perotti
- 2001** **Best Simulation Paper:** *“Fidelity, Verifiability, and Validity of Simulation Constructs for Evaluation”* by A.H. Feinstein and H.M. Cannon
- 2002** **Best Simulation Paper:** *“Incorporating Cosmopolitan-Related Focus-Group Research into Global Advertising Simulations”* by H.M. Cannon, A. Yaprak and S. Sasser
- 2003** **Best Simulation Paper:** *“The Tobin Q As a Company Performance Indicator”* by J.A. Wolfe and A.C.A. Sauaia
Best Experiential Paper: *“Experiential Learning: Introducing Faculty and Staff to A Leadership Development Program”* by M.J. Hornyak and D. Page

- 2004** **Best Simulation Paper:** *“Accounting for Company Reputation Variation on the Gold Standard”* by H.M. Cannon and M. Schwaiger
Best Experiential Paper: *“Integrating The Business Curriculum with a Comprehensive Case Study: A Prototype”* by P.M. Markulis, D.R. Strang and H. Howe
Best Online Education Paper: *“Designing a Globalization Simulation to Teach Corporate Social Responsibility”* by N.S. Shami, N. Bos, T. Fort and M. Gordon
- 2005** **Best Simulation Paper:** *“Computer Business Simulaton Design”* by J.S.B. Hall
Best Experiential Paper: *“The Internet to Enhance Course Presentation: A Help or Hindrance to Student Learning”* by W. Wellington, D. Hutchinson and A.J. Faria
- 2006** **Best Experiential Paper:** *“Is Pay Inversion Ethical? A Three-Part Exercise”* by M. Boscia, B. McAfee and M. Glassman
- 2007** **Best Simulation Paper:** *“Simulation Performance and its Effectiveness as a PBL Problem: A Follow-up Study”* by P. Anderson
- 2008** **Best Simulation Paper:** *“Modeling Strategic Opportunities in Product-Mix Strategy: A Customer Versus Product-Oriented Perspective”* by J.N. Cannon and H.M. Cannon
Best Experiential Paper: *“Implementation of Effective Experiential Learning Environments”* by A. McManus and A. Feinstein
Best Student Paper: *“Internships and Occupational Socialization: What are Students Learning?”* by A. McManus and A. Feinstein
- 2009** **Best Simulation Paper:** *“Beyond the Profitable-Product Death Spiral: Managing the Product Mix in an Environment of Constrained Resources”* by H.M. Cannon and J.N. Cannon
Best Experiential Paper: *“The Simplicity Paradox: Another Look at Complexity in Simulation Design”* by H.M. Cannon, D. Friesen, S. Lawrence and A. Feinstein
Best Student Paper: *“In Search of the Ethnocentric Consumer: Experiencing ‘Laddering’ Research in International Advertising”* by T.M. Ho, H.M. Cannon and A. Yaprak
- 2010** **Best Simulation Paper:** *“Another Look at the Use of Forecasting Accuracy on the Assessment of Management Performance in Business Simulation Games”* by M.P de Souza, R.S.S. Bernard and H.M. Cannon
Best Experiential Paper: *“Mustard Seeds as a Means for Creative Problem Solving, Ethical Decision Making, Stakeholder Alliance, & Leader Development Through Experiential Learning in Management Education”* by L.L. Reed
- 2011** **Best Simulation Paper:** *“Would You Take a Marketing Man to a Quick Service Restaurant? Modeling Corporate Social Responsibility in a Food Service Menu-Management Simulation”* by J. N. Cannon, H. M. Cannon, D. P. Friesen, & A. H. Feinstein
Best Experiential Paper (tie): *“Complexity Avoidance, Narcissism and Experiential Learning”* by J. D. Hoover
Best Experiential Paper (tie): *“Appreciating Complexity: The Chief of Staff of the Army Game”* by Ken Long
- 2012** **Best Simulation Paper:** *“Pick your Group Size: A Better Procedure to Resolve the Free-Rider Problem in a Business Simulation”* by Precha Thavikulwat and Jimmy Chang,
Best Experiential Paper: *“Build a Business ... In an Hour or Less: Getting Closer to Reality into the Classroom”* by Michael J. ‘Mick’ Fekula.
Best Online Education Paper: *“Modeling a Modest Proposal for Increasing the efficiency of Academic Research Dissemination”* by Hugh M. Cannon and James N. Cannon.
- 2013** **Best Simulation Paper:** *“Implementing Mental Models: Extending Insight and Whole Person Learning”* by Robert E. Robinson, Ronald Mitchell, and J. Duane Hoover
Best Experiential Paper: *“The Role of Simulations in Organizational Learning: Building Individual Absorptive Capacity”* by Hugh M. Cannon, Andrew H. Feinstein, Daniel P. Friesen (student), and Attila Yaprak
Best Innovations and Future Directions Paper: *“A Review of the Simulation Research in the Academy of Management Journal: Suggestions for Strengthening the Research Conducted by ABSEL Members”* by Annette L. Halpin
Best Assessment Paper: *“Accounting for Externalities Harnessing the ‘Face in the Mirror’ Phenomenon”* by Hugh M. Cannon, James M. Cannon, Ahmet B. Köksal (student), Swati Verma (student)
Best Issues Related to ABSEL Scholarship Paper: *“Measuring the Performance Ranking Curve in Marketing Simulation Games”* by William J. Wellington, David Hutchinson, and Anthony J. Faria
- 2014** **Best Simulation Paper:** *“Customer Transaction Costs and marketing Simulations: Modeling a New Relationship Marketing Approach.”* Hugh M. Cannon, James N. Cannon, Ahmet Köksal, Aaron Johnson
Best Experiential Paper: *“An Exploration of Overconfidence in Experiential learning of Behavioral Skills among MBA Students.”* Robert C. Giambatista, J. Duane Hoover
Best Innovations Paper: *“The Distance MBA: A Need for Guiding Philosophy and Theories.”* Vanthanh Phan, J. Duane Hoover
Best Accreditation Paper: *“Experiential Strategies for Building Individual Absorptive Capacity.”* Hugh M. Cannon, Bryon C. Geddes, Andrew Hale Feinstein
Best Student Paper: *“A Business Simulation Game for Location-Based Strategies.”* Martin Prause, Christina Gunther, Jurgen Weigand

- 2015** **Best Simulation Paper:** „Hybrid Methods of Organizing Groups for a Business Game” Precha Thavikulwat, Jimmy Chang
Best Experiential Paper: "Developing Educational Strategies for Experiential Learning: An Application of Service Dominant Logic from Marketing" Bryon C. Geddes, Hugh M. Cannon, James N. Cannon, Andrew Hale Feinstein
Best Innovations Paper: "Strategic Knowledge Mapping: The Co-Creation of Useful Knowledge" Steven E. Wallis, Bernadette Wright
Best Student Paper:
- 2016** **Best Simulation Paper:** "Can Action Complexity be used to Measure the Effectiveness of an Educational Game?" Precha Thavikulwat, Jimmy Chang, Bosco Wing Tong Yu
Best Experiential Paper: "Experiential Learning Potential as a Function of Psychological Predispositions and Demographic Variables" Lori Tribble, Robert C. Giambatista, J. Duane Hoover
Best Innovations Paper: "Teaching Values: An Experiential Approach" Hugh M. Cannon, James N. Cannon, Bryon C. Geddes, Andrew Hale Feinstein
Best Student Paper: "Process-oriented Research Method for Teamwork Effectiveness Assessment in Business Simulation Games" Anna Ruzkowska, Marcin Wardaszko
- 2017** **Best Simulation Paper:** "Time and Meta-Compositional Elements of Business Simulations" Jeremy J.S.B. Hall
Best Experiential Paper: "Conceptualizing Co-Creative Strategies in Experiential Education: Individual versus Group Approaches" Bryon C. Geddes, Hugh M. Cannon, James N. Cannon
Best Innovations Paper: "The Effects of Supplemental Instruction on Student Grades in a Blended Learning Context" Richard J. Szal, Kyle R. Kennelly
Best Student Paper: "Using Experienced-Based Learning to Enhance Student Success: Step 1 – Exploratory Research to Identify Discipline-Specific Competencies" Kaylee M. Philbrick, Kiersten M. Maryott, Ronald A. Magnuson

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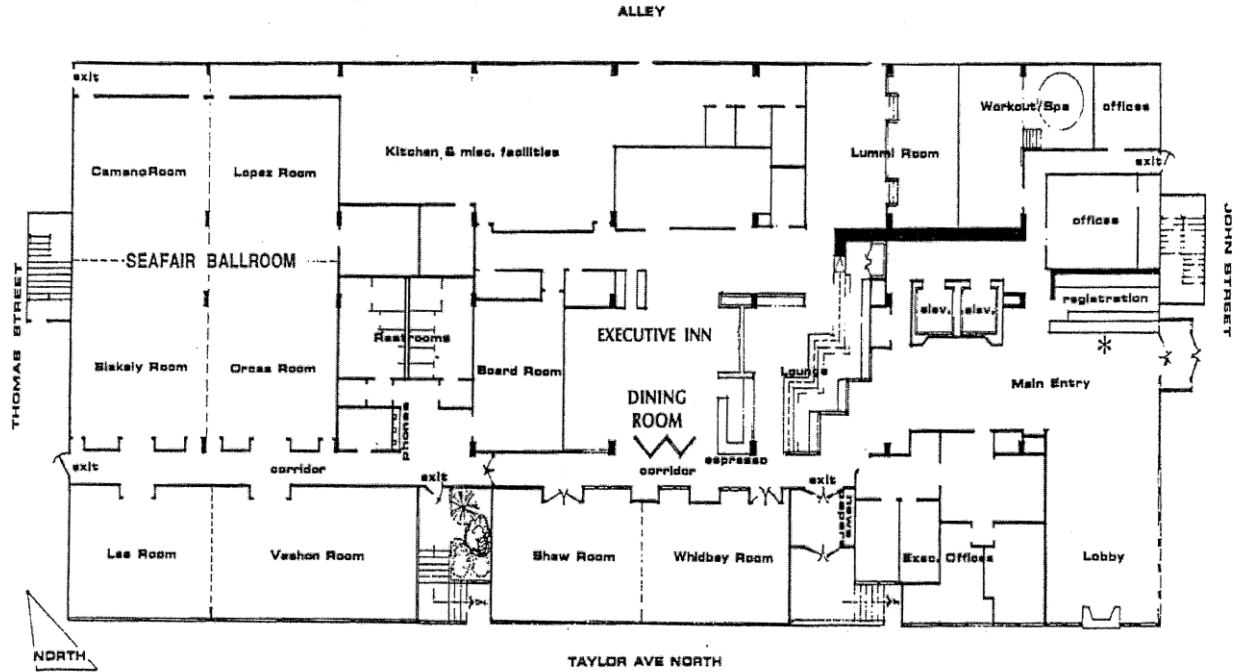
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ABSEL Leadership and Conference Sites

	Year	President	Program Chair	Proceedings Editors:	Site
1	1974	Bernie Keyes	Bernie Keyes	James Kenderdine & Bernie Keyes	Oklahoma City
2	1975	Stan Vance	Stan Vance	Richard Buskirk	Bloomington
3	1976	Ralph Day	Ralph Day	Bernard Sord	Knoxville
4	1977	Ralph Day	Carl Neilsen	Carl Neilsen	Wichita
5	1978	Dick Buskirk	Duane Hoover	Dan Brenenstuhel & Sam Certo	Denver
6	1979	Carl Neilsen	James Scherier	Sam Certo & Dan Brenenstuhel	New Orleans
7	1980	Duane Hoover	Sam Certo	Dan Brenenstuhel & William Biggs	Dallas
8	1981	James Scherier	Dan Brenenstuhel	William Biggs & Dave Fritzsche	Orlando
9	1982	Sam Certo	William Biggs	Dave Fritzsche & Lee Graf	Phoenix
10	1983	Dan Brenenstuhel	Dave Fritzsche	Lee Graf & David Currie	Tulsa
11	1984	William Biggs	Lee Graf	David Currie & James Gentry	Hawaii
12	1985	Dave Fritzsche	Joe Wolfe	James Gentry & Alvin Burns	Orlando
13	1986	Lee Graf	James Gentry	Alvin Burns & Lane Kelley	Reno
14	1987	Joe Wolfe	Alvin Burns	Lane Kelley & Patricia Sanders	Hiltonhead
15	1988	James Gentry	Lane Kelley	Patricia Sanders & Tom Pray	San Diego
16	1989	Alvin Burns	Patricia Sanders	Tom Pray & John Wingender	Orlando
17	1990	Lane Kelley	Tom Pray	John Wingender & Walt Wheatley	Hawaii
18	1991	Patricia Sanders	John Wingender	Walt Wheatley & Steven Gold	Nashville
19	1992	Thomas Pray	Walt Wheatley	Jerry Gosenpud & Steven Gold	Las Vegas
20	1993	John Wingender	Jerry Gosenpud	Steven Gold & Precha Thavikulwat	Savannah
21	1994	Walt Wheatley	Steven Gold	Precha Thavikulwat & John Overby	San Diego
22	1995	Jerry Gosenpud	Precha Thavikulwat	John Overby & Alan Patz	San Antonio
23	1996	Steven Gold	John Overby	Alan Patz & John Butler	Orlando
24	1997	Precha Thavikulwat	Alan Patz	John Butler & Nancy Leonard	New Orleans
25	1998	John Overby	John Butler	Nancy Leonard & Sandra Morgan	Hawaii
26	1999	Alan Patz	Nancy Leonard	Sandra Morgan & Diana Page	Philadelphia
27	2000	John Butler	Sandra Morgan	Diana Page & L.T. Snyder	Savannah
28	2001	Nancy Leonard	Diana Page	Khushwant Pittenger & Mary Jo Vaughn	San Diego
29	2002	Sandra Morgan	Khushwant Pittenger	Mary Jo Vaughn & Sharma Pillutla	Pensacola
30	2003	Diana Page	Mary Jo Vaughn	Sharma Pillutla & Andy Feinstein	Baltimore
31	2004	Khushwant Pittenger	Andy Feinstein	Andy Feinstein & Denise Potosky	Las Vegas
32	2005	Mary Jo Vaughn	Denise Potosky	Robert Ledman	Orlando
33	2006	Andy Feinstein	Doug Micklich	Alex Smith	San Francisco
34	2007	Denise Potosky	Doug Micklich	Alex Smith	San Antonio
35	2008	Richie Platt	Andy Feinstein	Alex Smith, Janet Duck, Mick Fekula, & Bill Wellington	Charleston
36	2009	Dick Teach	Mick Fekula	Alex Smith, Janet Duck, Elizabeth Murff & Chris Scherpereel	Seattle
37	2010	Bill Wellington	David Hutchinson	Alex Smith, Mick Fekula, Elizabeth Murff, Chris Cassidy & Dick Teach	Little Rock
38	2011	Mick Fekula	Chris Cassidy	Elizabeth Murff, David Hutchinson, Bill Wellington, Chris Scherpereel, Dick Teach, & Mick Fekula	Pensacola Beach
39	2012	Alex Smith	Bill Wellington	David Hutchinson, Kiersten Maryott, David Rahn, Chris Scherpereel, Dick Teach & Alex Smith	San Diego
40	2013	Duane Hoover	Kiersten Maryott	Alex Smith, Marian Boscia, David Rahn, Lora Reed, Dick Teach, Carlos Mario Zapata Jaramillo, Qing Li, Chris Cassidy	Oklahoma City
41	2014	Chris Cassidy	David Rahn	Alex Smith, David Rahn, Lora Reed, Dick Teach, Carlos Mario Zapata Jaramillo, Marcin Wardaszko & Kenneth E. Long	Orlando
42	2015	Kiersten Maryott	Chris Scherpereel	Alex Smith, Christian Karl, Carlos Mario Zapata Jaramillo, Marcin Wardaszko & Kenneth E. Long	Las Vegas
43	2016	David Rahn	Marcin Wardaszko	Alex Smith, Kristie Abston, Pat Hendrickson, Carlos Mario Zapata Jaramillo & Kenneth E. Long	New Orleans
44	2017	Chris Scherpereel	Carlos Mario Zapata-Jaramillo	Alex Smith, Ken. Long, Chris Cassidy, Pat Hendrickson, & Maja Zelihic	Myrtle Beach
45	2018	Kristie Abston	Ron Magnuson	Alex Smith, Ken Long, Lora Reed, Alan Swank, Maja Z, Manabu Ichikawa	Seattle

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The things we have to learn before we do them, we learn by doing them. - Aristotle

Preliminary ABSEL 2019 Call

46th Annual Conference

March 20-22, 2019

Old Town San Diego

Best Western Hacienda Plus Hotel

Submission Due Date: October 8, 2018

