ABSEL

Association for Business Simulation and Experiential Learning

46th Annual Conference Program

March 20-22, 2019

And

Pre-conference
Professional Development Workshop
March 20, 2019

Best Western Plus Hacienda Hotel
Old Town San Diego, California, USA

School of **Business Administration**
UNIVERSITY OF SOUTH CAROLINA AIKEN

STRATX SIMULATIONS™

Forbes **School of Business & Technology™**
at ASHFORD UNIVERSITY®

ABSEL 2019 Snapshot Schedule

Wednesday, March 20

9:00 a.m.—3:00 p.m.	Professional Development Workshop	Prado
3:00 p.m.—6:00 p.m.	ABSEL Registration	Prado Foyer
3:00 p.m.—5:00 p.m.	ABSEL Board Meeting	Prado
6:00 p.m.—8:00 p.m.	ABSEL Reception & Taco/Tostada Buffet	Tequila Factory Restaurant Terrace

Thursday, March 21

8:00 a.m.—3:00 p.m.	Registration	Prado Foyer
7:30 a.m.—8:30 a.m.	Breakfast included in Hotel Room Rate	Tequila Factory
8:30 a.m.—9:00 a.m.	Carlos Mario Zapata-Jaramillo, ABSEL President Lora Reed, ABSEL Program Chair	La Palma
9:00 a.m.—10:00 a.m.	Keynote Speaker: Bob Daugherty	La Palma

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

10:00 a.m.—10:30 a.m.	Break	La Palma
10:30 a.m.—12:00 p.m.	Sessions	Prado, La Palma, El Pueblo
12:00 p.m.—1:30 p.m.	Lunch/Business Meeting	La Palma
1:30 p.m.—3:00 p.m.	Sessions	Prado, La Palma, El Pueblo
3:00 p.m.—3:30 p.m.	Break	La Palma
3:30 p.m.—4:45 p.m.	Sessions	Prado, La Palma, El Pueblo
5:30 p.m. – 7:30 p.m.	ABSEL Social Dinner Buffet	El Pueblo

Friday, March 22

7:00 a.m.—8:30 a.m.	Meeting of New ABSEL Board	Prado
7:30 a.m.—8:30 a.m.	Breakfast included in Hotel Room Rate	Tequila Factory

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

8:30 a.m.—9:45 a.m.	Sessions	Prado, La Palma, El Pueblo
9:45 a.m.—10:15 a.m.	Break	La Palma
10:15 a.m.—11:30 a.m.	Sessions	Prado, La Palma, El Pueblo
11:30 a.m.—1:00 p.m.	Celebration Lunch	La Palma
1:00 p.m.—2:15 p.m.	Sessions	La Palma, El Pueblo
2:30 p.m.--3:30 p.m.	ABSEL Fellows Assembly	Prado

6:00 p.m. ABSEL Fellows Dinner—All are welcome (at your own expense-location TBD)

46th Annual Conference Program

2019 ABSEL Program Chair
Lora Reed

Contents

Thank you to our 2019 ABSEL Conference Sponsors!

STRATX SIMULATIONS™

ABSEL extends its sincere appreciation to STRATX Simulations for its sponsorship contribution toward the 2019 ABSEL Best Paper Awards, Conference Break Refreshments, and on-site Exhibitor Representation Space.

Welcome to StratX representatives Jesica Zelek and Nadia Stoyanova. Please visit their table. They will also present on the following on Thursday March 21 at 1:30 in the Simulations Session:

"The exciting world of simulations: why professors may look like superstars when using academic teaching tools"

For more information about STRATX please see https://web.stratxsimulations.com or the STRATX links under ABSEL Resources/Games at www.absel.org.

Thank you to Ashford University and the University of South Carolina Aiken for their continuing material and administrative support.

School of Business Administration
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President's Message

Communication leads to community, that is, to understanding, intimacy and mutual valuing.

—Rollo May

At the age of 46-years-old both Pearl S. Buck and Sigrid Undset were awarded with the Nobel Prize in Literature. At the same age, Aung San Suu Kyi was awarded with the Nobel Prize in Peace. Suzanne Collins was 46 when she wrote "The Hunger Games." Closer to the business field of knowledge, Jeffrey Immelt was 46 when he took the reins from Jack Welch in General Electric and Ken Chenault of American Express was 46 when he became CEO. As you can see, 46 is an interesting age.

Reaching 46 years-old is not easy. You need to go through several experiences, a good way of living, and some knowledge. You need to learn from experience and you need to play a lot. ABSEL, at 46-years-old, resembles life. Throughout 46 years we've met some people, interesting people, wonderful people. We've learned from them. We've played with them. We've simulated with them. We've developed several skills with them. And we are right now in the most interesting age of all. We are ready to face the future challenges. We are ready for the next 46 years in order to be mature enough. We are waiting for the next people to meet, the next simulations to discover, the next games to play, the next innovations to implement…

This year was very wonderful for me. It was my first time as President of ABSEL. It was my opportunity to let the ABSEL family know I can serve in any position of this wonderful Association. It was the time for consolidating this great family around our annual meeting. And now it's my time to say thank you to the entire board we have, but specially to some good friends serving on the board: Mick Fekula, Kiersten Maryott, Chris Scherpereel, Lora Reed, and Ron Magnuson. Our past president Kristie Abston and our Dean of fellows Dick Teach also deserve my gratitude. And, of course, our proceedings editor J. Alexander Smith.

We've come back to San Diego this year with the same spirit we had in the past. We are waiting for a wonderful conference full of contacts and knowledge. I hope you will find whatever you are looking for, because this is the place for sharing our work, this is the place for joining our community.

Welcome to San Diego! Even though you are long-time ABSELer or you are new to our community, please be welcome… I hope you'll stay with us for many, many years as I am doing.

Carlos Mario Zapata-Jaramillo
ABSEL President 2018-2019

Program Chair Notes

*California, here we come!   Welcome to San Diego! We are delighted that you are attending this year's ABSEL Conference. There are **<u>five</u>** sessions in the new and growing Professional Development track at the Pre-conference workshop on Wednesday. Thursday begins with our Keynote speaker, Bob Daugherty, who is Executive Dean for the Forbes School of Business & Technology. Bob will share valuable insights about Business Education in a Rapidly Changing Global Marketplace. After the Keynote address, we will be offering four different tracks (Experiential, Simulations, Innovations & Future Directions in Education and Games Ready to Play) These track sessions are presented concurrently in three different rooms through Friday at 2:15pm. In all, there are over **<u>40</u>** paper presentations and **<u>six</u>** games ready-to-play awaiting you. After the paper presentations, the ABSEL Fellows invite you to an informal conversation about what it means – and what it takes - to be a Fellow. You can even join the Fellows for dinner (on your own) on Friday evening. In addition, we have included plenty of time for you and ABSEL colleagues to network and explore all that San Diego, and particularly Old Town, has to offer.*

As you read through this program you are especially encouraged to take time to read through the abstracts on pages 16 through 58. These will help you decide which sessions best serve your interests. You will see two (piloted) virtual presentations, a few developmental paper presentations (sprinkled in regular sessions) and extended abstract presentations that foster discussion and encourage authors as they develop these working ideas. As usual, there are student papers and papers that highlight student and faculty collaboration. And, don't forget to peruse the list of fellows and current board of directors. Many of these individuals are attending the conference. Find them. They can guide you in getting more involved with this wonderful professional association. You might find that you want to return to ABSEL meetings and friendships next year and beyond.

ABSEL has had a special place in my own professional development journey over last few years. My first ABSEL meeting was in Little Rock, Arkansas in 2011. Things that stood out more to me than anything else at that conference were: (1) the eclectic mix of scholars and practitioners, pracademics, as some of them referred to themselves, in attendance, and (2) the collegiality prevalent then and at every ABSEL conference I've had the pleasure of attending since. These are just a few reasons I return to ABSEL. I hope you do too.

This year has been particularly interesting for me as Conference Program Chair. I got a birds-eye perspective of the hard work that goes into hosting this conference. Special thanks to the Track Chairs (Manabu Ichikawa, Debbie Good, Alan Swank and Raghu Kurthikoti). They did a stellar job and they made my job a pleasure. Kristie Abston, Chris Scherpereel, Ron Magnuson, Mick Fekula, Alex and Darci Smith were just a few of the folks who provided invaluable and irreplaceable guidance and support. Kiersten Maryott did a fantastic job as local arrangements chair. Dick Teach, Dean of ABSEL Fellows, and Chris Scherpereel did a superb job of coordinating the best paper selections. Finally, President Carlos Mario Zapata-Jaramillo has been gracious in his patience, guidance and support. These folks, along with the board, and my colleagues, Jim Jeremiah, Conni Whitten, and Alan Swank, have worked hard to provide you an enriching and enjoyable conference – even those who could not be here themselves.

It has been an honor to serve as your ABSEL Conference Program Chair this year. It has been a grand opportunity to work with outstanding colleagues and to learn more about all that ABSEL provides. I encourage you to enjoy the 2019 program and get even more involved with ABSEL going forward. Enjoy!

Lora Reed
ABSEL Program Chair, 2019

ABSEL Board Officers and Members, 2018-2019

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Simulation Track Chair & Associate Ed. Alan R. Swank Forbes School of Business & Technology Ashford University 8620 Spectrum Center Blvd. San Diego, CA 92123 858-649-9370 Alan.swank@ashford.edu	**Games Ready to Play Track Chair & Associate Ed.** Manabu Ichikawa Shibaura Institute of Technology 307 Fukasaku, Minuma-ku, Saitama-shi, Saitama, 337-8570, JAPAN Office +81-48-720-6233 m-ichi@shibaura-it.ac.jp	**Innovations and Future Directions in Education Track Chair & Associate Ed.** Raghu Kurthakoti School of Global Business Arcadia University 313 Brubaker Hall 450 S. Easton Road Glenside, PA 19038 215-572-2121 Kurthakotir@arcadia.edu
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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 2019 Program Schedule

Wednesday, March 20

Pre-Conference Workshop - Professional Development Track

9:00 a.m.—3:00 p.m.   **Prado**   **Wednesday, March 20**

9:00 a.m.--10:15 a.m.   Adaptive Learning (Rick Szal)

10:15 a.m.—11:30 a.m.   Managing Ancillary Assignments for Experiential Learning
(Precha Thavikulwat & Richard Teach)

11:30 a.m. — 12:30 p.m.   **Working Lunch**

12:30 p.m.—1:45 p.m.   Experiential Learning with Game-Play for Ethical Decision-making
(Rich McConnell & Jen Petrie)

1:45 p.m.—3:00 p.m.   Developing an Assessment Plan for Experiential Learning
(Deb Good & Paul Klein)

ABSEL Board Meeting: 3:00-5:00 p.m. in Prado Room

ASBEL Wednesday Reception/Dinner: 6:00-8:00 p.m. Tequila Factory Restaurant Terrace. Guests are Welcome.

Thursday, March 21

8:00 a.m.—3:00 p.m.	Registration Open	
7:30 a.m.—8:30 a.m.	Breakfast	Tequila Factory
8:30 a.m.—9:00 a.m.	Carlos Mario Zapata-Jaramillo, ABSEL President	La Palma
	Lora Reed, ABSEL Program Chair	
9:00 a.m.—10:00a.m.	Keynote Speaker: Bob Daugherty	La Palma

"Business Education in a Rapidly Changing Global Marketplace"
Bob Daugherty

Bob Daugherty is the Executive Dean of the Forbes School of Business & Technology. He has overall responsibility for defining the school's strategic priorities and for providing the resources and management to pursue them. Bob Daugherty leads a highly engaged faculty and administration to support FSBT's mission. He previously served as the CEO of the Jack Welch Management Institute. Bob Daugherty is currently serving a five-year term as a Fulbright Scholar Specialist, a program funded by the U.S. State Department. He is focused on helping business and university leaders in Africa and the Middle East. Bob Daugherty also writes a regular column for Forbes China on investing, education and leadership. Having served on over two dozen corporate boards, he regularly advises private equity firms, institutional investors and family offices on corporate governance. Bob Daugherty holds degrees from Harvard University, Columbia University, the University of Cambridge, and an honorary degree from the American College of Switzerland.

10:00—10:30 a.m. Break—La Palma

Note: BOLD text below indicates Best Paper nominations

Simulations

10:30 a.m.—4:45 p.m.   El Pueblo   Thursday, March 21

10:30—12:00 p.m.   *Session Chair: Winniczuk*
- ☐ Erpsim Games in Management Higher Education *(Giulia Paulet and Geoffrey Dick)*
- ☐ Impact of Systems Thinking on Performance in Business Simulation Game *(Anna Winniczuk)*
- ☐ Is there a shared purpose despite multiple logics in higher education? *(Sebastian Villa, Paula Rozo and Roberto Gutierrez)*

12:00—1:30 p.m. Lunch/Business Meeting—La Palma

1:30 – 3:00 p.m.   *Session Chair: Zapata-Jaramillo*
- ☐ StratX: The Exciting World of Simulations: Why professors may look like superstars when using academic teaching tools *(Jesica Zelek and Nadia Stoyanova)*
- ☐ The Gold/Pray Demand Model Revisited: A Response to a Response (*Kenneth R. Goosen*)
- ☐ Business Simulation by using Events from Pre-Conceptual-Schemas *(Paola Andrea Noreña-Cardona and Carlos Mario Zapata-Jaramillo)*
- ☐ **Learning Transfer from a Business Simulation: How Are You Situated?** *(**Christopher M. Scherpereel, Susan K. Williams and Scott E. Hoefle**)*

3:00—3:30 p.m. Break— La Palma

3:30—4:45 p.m. *Session Chair: Woods*

☐ Phenomenographic Study on The Teaching-Learning Of Entrepreneurship Through The Use Of Role Playing Games *(Jorge Hernán Mesa-Cano, Juan Pablo Mesa-López and Diana María Osorio-Posada)*

☐ Riskin': Software risk management as an environmental change process for providing leadership opportunities *(Juan Sebastián Zapata-Tamayo, Carlos Mario Zapata-Jaramillo, María Fernanda Rojas-Valencia and Miguel David Rojas-López)*

☐ The Challenges and Opportunities of Integrating Two Course Delivery Platforms for a Business Simulation *(William Woods and Jorge Cardenas)*

EXPERIENTIAL, INNOVATIONS, VIRTUAL

10:30 a.m.—12:00p.m. La Palma Thursday, March 21

10:30—12:00 p.m. *Session Chair: Reed*

☐ Evaluating Experience-Based Learning Activities: Working Through the Morass *(Debbie Good, Paul Klein and Elise Boyas)*

☐ Does My Country's Social Media Work For You?: A Virtual Team Project with an International Twist *(Susan Luck, Stephanie Swartz, Belem Barbosa and Isabella Crawford)*

☐ Using Business Simulations to Prepare Students to Think Critically, Make Better Decisions, and Solve Business Problems *(James Caruso)*

☐ Debriefing: Virtual Presentations and the Culture of ABSEL in the 21st Century *(Moderated by Debbie Good, Alan Swank, and Lora Reed)*

12:00—1:30 p.m. Lunch/Business Meeting—La Palma

INNOVATIONS AND FUTURE DIRECTIONS IN HIGHER EDUCATION

1:30 p.m.—4:45 p.m. La Palma Thursday, March 21

1:30—3:00 p.m. *Session Chair: Dickinson*

☐ **From the Classroom to the Laboratory: A Framework Proposal to Design a Management Laboratory** *(Pedro Primo Bristot and Rolf Hermann Erdmann)*

☐ The Varying Difficulty Across Topics (i.e., Chapters) in Selected Marketing Texts *(John Dickinson)*

☐ **Enhancing Educational Experience of Business Students through Engagement in Innovative and Impactful Short-Term Study Abroad Program- A Case Study and Beyond** *(Khushwant Pittenger, Kris Parsons and Jacob Moss)*

☐ A Template Application for Managing Online Assignments *(Precha Thavikulwat)*

3:00—3:30 p.m. Break—La Palma

3:30—4:45p.m.   *Session Chair: Rodriguez*
- ☐ A First Practice in Curriculum Design Represented in a Software Engineering Teaching Kernel *(Carlos Mario Zapata-Jaramillo and Jesus Insuasti)*
- ☐ Transdisciplinary Research and Experience Based Learning: The Case of Consultandes *(Vinciane Servantie, Bart Van Hoof and Maria Fernanda Salamanca)*
- ☐ Using AAC&U Rubrics to Guide Online Technology toward Robust Assessment *(Linda Rodriguez and Mick Fekula)*

GAMES READY TO PLAY

10:30 a.m.—3:00 p.m.	Prado	Thursday, March 21

10:30—12:00 p.m.   *Session Chair: Mesa-Lopez*
- ☐ **Synergos** *(Nicholas John Collett)*
- ☐ Role-Playing Game Villa Innovadora *(Jorge Hernán Mesa-Cano, Juan Pablo Mesa-López and Diana María Osorio-Posada)*

12:00—1:30 p.m. Lunch/Business Meeting—La Palma

1:30—3:00 p.m.   *Session Chair: Hamada*
- ☐ **Development of Base Life Planning Game to Learn the Balance of Cost and Happiness *(Ryoju Hamada, Takashi Yokouchi, Tomomi Kaneko and Masahiro Hiji)***
- ☐ Software Project Pool: A Game for Learning Software Project Bidding *(Grissa Vianney Maturana-González, Carlos Mario Zapata-Jaramillo, José David Mosquera-Tobón, Diana Judith Medina-González, Juan Sebastián Arias-Velásquez and Santiago Cadavid-Gutiérrez)*

3:00—3:30 p.m. Break—La Palma

EXPERIENTIAL

3:30 p.m.—4:45 p.m.	Prado	Thursday, March 21

3:30—4:45 p.m.   *Session Chair: Reed/Swank*
- ☐ Voices from the Trenches: Personal Reflections of an MBA Program's Experiment with an Experiential Learning Course in Executive Skills *(Duane Hoover, Robert Giambatista and Emilia Westney)*
- ☐ Experiential Learning as a Game Event: Showcasing the Business Department by means of the Business Bowl Competition *(Cheryl Tokke and Linda Meltzer)*
- ☐ **LEGO® Mansion: An Experiential Exercise for Understanding Leadership Styles *(Céleste Grimard)***

ABSEL Social Dinner – 5:30—7:30 p.m. – El Pueblo Room

Friday, March 22

7:00 a.m.—8:30 a.m.	Meeting of the New ABSEL Board	Prado
7:30 a.m.—8:30 a.m.	Breakfast included in Hotel Room Rate	Tequila Factory

SIMULATIONS

8:30 a.m.—11:30 a.m.	La Palma	Friday, March 22

8:30 a.m.—9:45 a.m.   *Session Chair: Thavikulwat*
- ☐ Improving Student Cognition in Management Classes: What Role for Simulations? *(Corey Frantz. Giulia Paulet, Geoffrey Dick, and Michael Cuellar)*
- ☐ You have troubles, my friend. *(Richard Teach)*
- ☐ **Trading Stock in a Business Game: Theory and the Management of Unethical Behaviors** *(Precha Thavikulwat, Bosco Yu and Warren Jie Wu)*

9:45—10:15 a.m. Break— La Palma

10:15—11:30 a.m.   *Session Chair: Palia*
- ☐ Enhancing Experiential Learning Via Phased Simulation Debriefing *(Aspy Palia)*
- ☐ Small & Beauty: The Trend of Cooperate Training Shift to Fast-Focus Simulation Learning Program *(Ma Wei)*
- ☐ Using Assessment to Measure the Effectiveness of a Financial Simulation *(Michael Nugent and Stoyan Stoyanov)*

11:30 a.m.—1:00 p.m. Celebration Lunch—La Palma

INNOVATIONS AND FUTURE DIRECTIONS IN EDUCATION

1:00 p.m.—2:15 p.m.	La Palma	Friday, March 22

1:00—2:15 p.m.   *Session Chair: Whitten*
- ☐ **Student Performance and Critical Thinking Skills: Online Discussion Boards in a Computer Science Operating Systems Course** *(Richard Fulton and Diane Fulton)*
- ☐ The Millennial Stereotype in Business Classrooms *(Kristie Abston*)
- ☐ The Importance of Teaching Civility as a Workplace Relationship Building Competency *(Lora Reed, Conni Whitten and Jim Jeremiah)*

EXPERIENTIAL

8:30 a.m.—2:15 p.m.	**El Pueblo**	**Friday, March 22**

8:30—9:45 a.m. *Session Chair: Petrie*
- ☐ Narrowing the attainment gap between domestic and international students: use of a simulation and experiential learning in mixed-cohort strategic management teaching. *(Clive Kerridge and Colin Simpson)*
- ☐ Developing Global Competency and Ethical Leadership in Business Students Through Global Service Learning *(Jennifer Petrie, Audrey Murrell, Bryan Schultz and Ray Jones)*
- ☐ Game Memocon, to Teach the Importance of Concentration in Learning Process *(Miguel David Rojas-López, Laura Marcela Londoño-Vásquez and Johny A. Ortiz)*

9:45—10:15 a.m. Break—La Palma

10:15—11:30 a.m. *Session Chair: Soter*
- ☐ **Practical Recommendations for Instructing Non-Native English-Speaking Students in the United States** *(Francesca Perini Chaher, Jeffrey R. Ezell, John H. Batchelor and Helen Soter)*
- ☐ Design of a Serious Game to Teach Organizational Ethical Leadership *(Umberto Bisi Certuche, Miguel David Rojas-López and Laura Marcela Londoño-Vásquez)*
- ☐ Extended Abstract: Virtual International Internships in an Online International Business Program *(Marvee Marr)*

11:30 a.m.—1:00 p.m. Celebration Lunch—La Palma

1:00—2:15 p.m. *Session Chair: Geddes*
- ☐ Effectiveness of Student Co-Created Flip: A Comparative Study in a Marketing Principles Class *(Raghu Kurthakoti)*
- ☐ Turning Experience into Experiential Learning: A Framework for Structuring Internships *(Hugh Cannon and Bryon Geddes)*

GAMES

8:30 a.m.—9:45 a.m.	**Prado**	**Friday, March 22**

8:30—9:45 a.m. *Session Chair: Kriz*
- ☐ A ready-to-play game for dealing with risks as change management challenges *(Juan Sebastian Zapata-Tamayo, Carlos Mario Zapata-Jaramillo, María Fernanda Rojas-Valencia and Miguel David Rojas-López)*
- ☐ Riva Learning Quiz Game *(Willy Kriz, Werner Manahl, Helmut Wittenzellner and Herbert Schmidt)*
- ☐ Entrepreneurial Opportunities *(Richard Teach, Elizabeth Tipton and Tej Sidhu)*

9:45—10:15 a.m. Break— La Palma

INNOVATIONS AND FUTURE DIRECTIONS IN EDUCATION

10:15 a.m.—11:30 a.m. **Prado** **Friday, March 22**

10:15—11:30 a.m. *Session Chair: Jakubowski*
- ☐ Design Strategies of Gamified Educational Systems – How to Increase Chance to Create Engaging Learning Artifacts *(Michal Jakubowski)*
- ☐ Building a Serious VR Game for Soft-skill Learning – lessons learned *(Marcin Wardaszko, Michal Jakubowski, Anna Winniczuk, Błażej Podgórski and Małgorzata Ćwil)*

11:30 a.m.—1:00 p.m. Celebration Lunch—La Palma

2:30—3:30p.m.: ABSEL Fellows Assembly *(moderated by Richard Teach, Dean of ABSEL Fellows)*
For Fellows Only

ABSEL 2019 Program Session Abstracts

Adaptive Learning
Led by Rick Szal

A session to work through the design and implementation of adaptive learning strategies to leverage technology to meet individual student learning needs and progressions. 40 min prep session: https://www.youtube.com/watch?v=IEpf8nEpqek

Managing Ancillary Assignments for Experiential Learning
Led by Precha Thavikulwat

A session that examines how to develop effective assessments tailored for experiential learning. 43 min prep session: http://geobusinessgame.com/videos/ancillary_assignments.mp4 -or- https://towsonu.hosted.panopto.com/Panopto/Pages/Viewer.aspx?id=5228fea8-d2cb-4b8b-86c2-a983015064a1

Designing Experiential Games
Led by Richard Teach

A session that illustrates decades of best practices in the design of effective experiential learning games through the eyes of a master practitioner. Session preview: https://youtu.be/7BL8bUPx1kA

Experiential Learning with Game-Play for Ethical Decision-making
Led by Rich McConnell & Jen Petrie

A report on the design, implementation and results of a collaboration between Univ of Pittsburgh and the US Army Command & General Staff College on the design, implementation and preliminary results of an experiential game to learn ethical decision-making. Prep Video: https://www.youtube.com/watch?v=Uvjo09K3Ehg; Ethics game focus group insights; Ethics game design notes; Berg Center report on Ethics game use at Univ of Pittsburgh

Developing an Assessment Plan for Experiential Learning
Led by Deb Good & Paul Klein

A report on an effort to develop a synthesis of experiential learning rubrics for broad management programs

10:30—12:00 p.m.   *Session Chair:* Winniczuk

Erpsim Games in Management Higher Education

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The ERPsim simulations have been used in the past decade mainly to help students discover real-life skills in the classroom environment within higher education and to promote better decision-making skills. To date, these simulations have aided numerous instructors in teaching business processes in Information Systems courses. This paper reports on utilizing the games in a new context within senior level, undergraduate, managerial decision-making classes in universities. The main objectives in introducing this simulation to the students was to give them exposure to the use of business information in tactical and operational decision-making. By implementing simulation business games within the classroom curriculum and modify the way in which the simulation was introduced over subsequent interactions of the course, the instructors were able to increase student satisfaction.

Impact of Systems Thinking on Performance in Business Simulation Game

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Background: *Systems Thinking is one of the most important skills in today's world. . Our whole existence is a compilation of different coexisting systems. Especially in business, every entity should be aware of its interconnections and "the bigger picture". Developing systems thinking can provide an unique perspective, that can make a difference in today's volatile world. In order to make an effective decision, decision makers should develop systems thinking skills. Business simulation games can be used as a tool to provide a close to reality experience in which it is possible to observe how systems behave.* ***Aim:*** *The study aims to answer two research questions:*
1. *Does the participants' level of systems thinking affect their score in the game?*
2. *Does playing business simulation game increase participants' level of systems thinking?*

Is There a Shared Purpose Despite Multiple Logics in Higher Education?

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We propose a board game called the University Incentive Game. In the game, players assume the role of professors of a school within a university. The game provides an immersive environment that facilitates discussions about the system of incentives and goals in a university. The game consists of six rounds (representing years) in which participants decide how to invest their resources (representing time) as faculty. The purpose of the game is to examine how professors make decisions regarding resource allocation among four activities: research, teaching, internal and external service. The allocation of resources provides participants some points at the professor and school level. However, there are minimum investments amounts required at the individual and school level, and penalties for both if these minimums are not fulfilled. We ran the game with the professors and administrative staff of a private university in Latin America. Results show that in the first three rounds of the game, participants mostly focus at maximizing their own interests at the expense of the proper functioning of the school. As the game unfolds, discussion and collaboration between participants facilitate agreements on strategies for allotting time to different activities. It also facilitates sharing insights and alternatives to improve school governance.

12:00—1:30 p.m. Lunch/Business Meeting—La Palma

1:30 – 3:00 p.m.   *Session Chair: Zapata-Jaramillo*

The Exciting World of Simulations: Why Professors May Look Like Superstars When Using Academic Teaching Tools

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A simulation creates excitement about real-world challenges without inflicting real-world consequences. We'll address best practices from our users: what helps professors focus on their teaching objectives. How to build an environment that enables student out-of-the box thinking and creative solutions. Use-cases on online, blended and onsite classes. Balancing feature upgrade with instructors' pain points; preparation, grading, and evaluation. Insights to building realistic simulations for the changing business world.

The Gold/Pray Demand Model Revisited: A Response to a Response

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ABSTRACT

In 2010, I presented a paper at ABSEL in which I identified and discussed some problems which potentially reside in the Gold/Pray demand model. The next year at ABSEL, Gold, Markulis and Strang presented a paper in which they responded to the issues I raised. They concluded that the issues raised could be eliminated by selection of different parameters or that I had incorrectly understood their demand algorithm. In one instance, their solution created a new problem. Their paper was a good response and gave a better understanding and new insights into the Gold/Pray demand algorithm. In one sense, their paper was an addendum to the Gold/Pray 1983 paper. The purpose of this paper is to show that some of the problems I identified still remain in spite of the GMS authors belief that they had satisfactorily dismissed the issues I originally discussed.

Business Simulation by using Events from Pre-Conceptual-Schemas

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Business simulation is an interactive learning experience for simplifying and summarizing real systems. Events occur in such systems for changing states of processes and controlling system behavior. Some computational models are used in business simulation for recognizing events and processes from a domain and developing software systems. However, such models lack components for simulating business by using events. We propose business simulation by using events from pre-conceptual schemas (PSs). Such schemas are conceptual models for representing a business domain, which include simulation components based on mathematical notation. Thus, we represent a PS as simulation model for recognizing events in a seafood service monitoring system. Simulating events by using PSs allows for identifying the future system behavior and functionality.

Learning Transfer from a Business Simulation: How Are You Situated?

Nominated for

Best #1 Paper

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Studies have shown that learning is situated, where learning in one context does not easily transfer to a new context. So, does learning from a simulation game situation transfer to other contexts or do simulation game participants simply become better game players? To explore these questions, we asked 275 university students on a final examination to apply knowledge gained during the play of an operations management simulation, called The Fresh Connection, to both familiar and unfamiliar contexts. In the learning transfer literature, this would be classified as near low-road transfer. We hypothesized that if the context of the exam questions were both familiar (improving student comprehension of the question) and offered simulation related cues (stimulating recall of simulation learning), performance on those questions would be enhanced. We also anticipated that some learning would transfer to unfamiliar contexts. Unfortunately, our data did not unambiguously support these hypotheses. The current literature suggests that two confounding factors may have affected our experimental study: student engagement level and metacognition responses. Future research that controls for these two new variables may offer stronger support.

3:00—3:30 p.m. Break— La Palma

3:30—4:45 p.m.   *Session Chair: Woods*

Phenomenographic Study on the Teaching-Learning of Entrepreneurship Through the Use of Role-Playing Games

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In this article we establish the contribution of a role playing game in teaching entrepreneurship by using a phenomenological approach, for identifying and describing the different ways in which a group of people experience a particular phenomenon. We present the findings in a statement of results with referential and structural aspects, indicating what and how the students learn, respectively. With the game we manage to strengthen, among other things, collaborative work, decision making, strategy, and the identification of types of entrepreneurship, as well as the recognition of the actors of the ecosystem and their relationship.

Riskin': Software Risk Management as an Environmental Change Process for Providing Leadership Opportunities

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Developing and maintaining software is an extremely risky process. The success of the project demands effective management of the risks. Traditional theory of software risk management just includes the risks from the perspective of general project management, avoiding project environmental changes. Unlike traditional risk management theory, issues during a software development project are actually "change management" challenges. Successful change management requires leadership and effective teams. Any change could be either a potential crisis or a great opportunity, so leaders can make decisions for translating changes into opportunities. Risk management teaching strategies related to software projects leave aside the development of managerial and leadership skills. In addition, effective team characteristics affecting the project performance are avoided. In this paper, we propose Riskin', a game-based approach for teaching the importance of leadership decisions and effective team characteristics in change management process, and, therefore, risk management process. This game practice leads to a novel way to understand risks as leadership opportunities to develop effective teams.

The Challenges and Opportunities of Integrating Two Course Delivery Platforms for a Business Simulation

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Creating a course through an online modality that is summative of the academic experience in a given program would allow each student the opportunity to demonstrate what he or she has mastered in that program. In other courses, concepts are either introduced or reinforced through assignments, tests and discussion posts. In some courses students could demonstrate mastery of program learning outcomes. By creating a single course that is designed to be summative of the program learning experience, all MBA students can demonstrate whether they have mastered the program learning objectives. We will detail the process for creating a simulation base course. We will give attention to the integration of the Canvas Learning Management System (LMS) used by Ashford University with the business simulation software managed by Tri Corporation. Focus on the Collaboration efforts between Ashford University team members and members of Tri Corporation will be provided. Several factors were of considerable importance to the creation of a capstone simulation course. In particular adaptation of the simulation to a six-week format will be discussed. A focus on credit hour analysis will be provided. Details about course piloting and the training of qualified faculty to instruct the course will be addressed.

10:30—12:00 p.m.   *Session Chair: Reed*

Evaluating Experience-Based Learning Activities: Working Through the Morass

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The Association to Advance Collegiate Schools of Business (AACSB) recognized in the 2002 report titled "Management Education at Risk" that experiential education keeps students connected to rapidly changing business models. In the years since the report was issued, a number of colleges and universities have made experience-based learning (EBL) a part of their curriculum. This paper examines the manner in which a large Middle Atlantic university's business faculty implemented a strategic initiative to make EBL central to the curriculum. Specifically, it investigates the spectrum of activities recognized by these faculty members as EBL in orientation and the discipline specific nature of evaluation utilized for each such EBL activity with the goal of developing a framework for identifying best practices for experience-based learning assessment. Preliminary findings from this qualitative analysis indicate a need for closer attention to alignment of desired course outcomes with EBL activities and their assessment.

Does My Country's Social Media Work For You?: A Virtual Team Project with an International Twist
(Virtual Presentation)

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According to a 2017 study by Forbes, Inc., in 2016, 500 companies earned roughly two-thirds of GDP in the US and 37% of the world's GDP-- nearly $28 trillion in revenues and over $1.5 trillion in profits. The world's businesses are just that: world businesses. And to compete and be successful in these world businesses, no matter at what level of employment, employees need intercultural communication competency skills. The days of being fairly confident that employees within a division will share one's culture are over. Without employees who have the ability to understand and work within the framework of each other's cultural communication, those world businesses will falter. However, although universities are placing an increasing emphasis on providing theoretical education in intercultural competence, studies from the workplace show that this increase in emphasis has not yielded desired results. In fact, the U.S. National Association of Colleges and Employers 2018 Jobs Outlook Survey found, among other results, that the percentage of graduating seniors and young employees who believed that they were proficient in global/intercultural fluency was much higher than the percentage view of employers (Bauer-Wolff, 2018). As both teachers and researchers, the authors believe that part of the disconnect lies in the difference between learning about intercultural differences and actually experiencing those differences. In an effort to promote intercultural competency in students despite the constraints that might prevent them from studying abroad, university instructors are bringing the world into the classroom through collaborative online international learning (COIL) (SUNY Center for COIL, 2010). International virtual team projects bring students into direct contact with counterparts across the globe and simulate real-life international project experiences. In globally networked learning environments (GNLEs), students are encouraged to apply theoretical knowledge to actual intercultural interactions (Starke-Meyerring, 2010).

Using Business Simulations to Prepare Students to Think Critically, Make Better Decisions, and Solve Business Problems
(Virtual Presentation)

James Caruso
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Business simulations are a type of experiential learning that prepare students for skills that they will need in the workforce. This learn by doing approach brings the real business world right into the classroom and develops and enhances students' ability to think critically, make better decisions, and solve business problems. This paper will describe what business simulations are, their types, benefits and limitations, and how they are used. Then, this paper will discuss how to select and use a simulation in a course, including integrating interdisciplinary content and using a Simulation Implementation Framework. Finally, examples will be provided describing how the framework was applied to two courses.

Debriefing: Virtual Presentations and the Culture of ABSEL in the 21st Century
(Round Table Discussion)

Moderated by Debbie Good, Alan Swank, and Lora Reed

12:00—1:30 p.m. Lunch/Business Meeting—La Palma

INNOVATIONS AND FUTURE DIRECTIONS IN HIGHER EDUCATION

1:30 p.m.—3:00 p.m.   **La Palma**   **Thursday, March 21**

1:30—3:00 p.m.   *Session Chair: Dickinson*

From the Classroom to the Laboratory: A Framework Proposal to Design a Management Laboratory

Nominated For

Best 1 Paper

Pedro Primo Bristot   Rolf Hermann Erdmann
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This work presents a framework to design a management laboratory. It was formulated through the analysis of 19 papers published in the literature using the Proknow-C method. Ten elements were extracted from these works to form the framework. These elements are as follows: Flexibility; Facilitators; Data collect; Team interaction; Feedback, Presentations; Theoretical basis; Realism; Processes and Artifacts. The dynamics of the framework were constituted of the interrelation of these elements. Its main goal is to define the requirements to design a management laboratory. The framework is recommended to educational institutions, and other organizations that intend to use games and simulations as teaching tools in a predominantly face-to-face manner.

The Varying Difficulty Across Topics (i.e., Chapters) in Selected Marketing Texts

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In the realm of educational measurement considerable research has focused on item analysis, most fundamentally item difficulty. This over a period of decades. Little research has focused on the difficulty of the object of measurement. In a practical context, the present research investigates the variability of difficulty across topics (i.e., chapters) in selected marketing texts. That variability is found to be considerable with implications for professors and authors.

Enhancing Educational Experience of Business Students through Engagement in Innovative and Impactful Short-Term Study Abroad Program- A Case Study and Beyond

Nominated For

Best *Paper*

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The purpose of this article is to review and summarize existing literature on short-term study abroad programs (SSAPs) into a coherent whole in a way that faculty and administration can use the information to design and implement an effective SSAP for their business students. In light of increasing popularity of SSAPs, the need for such information is self-evident to build programs that add value to business students' growth and education. In addition to existing literature, the article also draws its recommendations on an existing program at a business school of a small liberal arts university. The demographics and feedback from the participants in the SSAP are provided.

A Template Application for Managing Online Assignments

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I developed a Microsoft Windows internet-based computer application (GroupMaker) for managing online-submitted assignments that is optimized to make grading student assignments easier. The application controls student submissions with templates, is internet-based, and presents information in panels that forestall errors. Assignments can be targeted to individual, group, and section. Assignment time settings include begin, due, end, and graded. Allowed privacy settings include none, group, full, and their combinations. Students submit assignments by typing and cut-and-paste, which allows character-input limits to be enforced. A demonstration version of GroupMaker can be downloaded from https://wp.towson.edu/precha/.
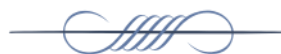
3:00—3:30 p.m. Break— La Palma

3:30—4:45 p.m.   *Session Chair: Reed/Swank*

Voices from the abroad: Personal Reflections of an MBA Program's Experiment with an Experiential Learning Course in Executive Skills
(Virtual Presentation)

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Three instructors with extensive experience teaching a behaviorally-based required MBA course in executive skills utilized whole person experiential learning methodologies over a period of years. This paper discusses the rewards, opportunities, challenges, and frustrations these instructors encountered. Borrowing from the format employed by the Academy of Management Learning and Education's inaugural issue article on the impacts of 9/11 on instructors and classes (Fukami, 2002), extensive questionnaire responses were pooled and reported in detail. Brief conclusions and implications for educators were drawn from these in-depth responses. However, we leave it to the informed ABSEL reader to make a more detailed assessment of how well such a concept might apply at any given institution and whether or not to adopt such a model wholesale or with pragmatic modifications.

Experiential Learning as a Game Event: Showcasing the Business Department by means of the Business Bowl Competition

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Soft-skills, teamwork, networking, collaboration, and collegiality are required competencies for the college business student to be successful in their career. Urban community college students who commute to campus have a difficult time building these types of relationships due to not being able to spend significant time with one another. Experiential learning in a competitive and fun game is a useful method to teach these skills. On college campuses faculty and administration can be at odds with one another. This paper shows how over a six year period the Business Bowl Competition brings together college administration, faculty, and students (N=182) into a collaborative game activity with positive results in collaboration, networking, teamwork, and experiential learning.

LEGO® Mansion: An Experiential Exercise for Understanding Leadership Styles

Nominated For

Best **#1** *Paper*

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This paper describes an experiential exercise that helps learners understand the impact of various leadership styles and answer the question, "What is the best way to lead?" The exercise invites groups of learners to build a house for an "important person" such as a president or prime minister under the guidance of leaders with varying styles. When groups fire a leader (as they inevitably do), another leader steps in who, in turn, is fired and replaced. This exercise is debriefed using concepts from Blake and Mouton's (1974) leadership grid, Kerr and Jermier's (1978) substitutes for leadership theory, and Hersey and Blanchard's (1972) situational leadership theory. Also, this exercise explores additional insights concerning learners' perceptions and preferences regarding leadership styles.

GAMES READY TO PLAY

10:30 a.m.—3:00 p.m.	Prado	Thursday, March 21

10:30—12:00 p.m.   *Session Chair: Mesa-Lopez*

Synergos

Nominated For

Best **#1** *Paper*

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Synergos is a new business management simulation. Working in groups, participants analyse information, make decisions and receive results. Decisions are made over a number of quarters and the results include operational and financial outcomes. Background economic data and some performance data for other groups is also released each quarter. Initially, group participants need to decide on the roles which each person will take. It is generally advisable for each person to take on a functional role, e.g. finance director, production director or marketing director. The group can decide whether individuals will take on the role which they already know something about through their work or their studies, or whether individuals want to maximise learning by taking responsibility for a function which is new to them. The objective is to learn how operational decisions lead to performance outcomes. In particular, the simulation enables participants to further their understanding of how businesses operate and how to manage the finances of a company. In this version each competing company's share price is provided each quarter and the ultimate objective for the companies is to have the highest share price at the end of the final quarter. Healthy competition is thus engendered and this enhances the learning experience as groups strive to improve their performance.

Role-Playing Game Villa Innovadora

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Villa Innovadora (Innovative Villa) is a role-playing game with hidden identities assigned using cards, which aims to develop and strengthen skills and values associated with entrepreneurship. The game has four key moments: Preparation, Crisis, Decision-making phase and Events.
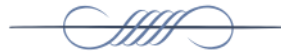
12:00—1:30 p.m.   Lunch/Business Meeting—La Palma

1:30—3:00 p.m.   *Session Chair: Hamada*

Development of Base Life Planning Game to Learn the Balance of Cost and Happiness

Nominated for

Best #1 Paper

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We created a simple game to help students plan their career in relation to money and happiness. Traditional career education has an over 40-year history and is quite important, but it lacks financial aspects. While following your dreams can make you happy, having money is also needed for achieving happiness and success in life. To teach students the proper balance between career and happiness in relation to money, we designed our card game named BASE Life Planning Game. It has two different stages, which are adjustable by the settings of the cards. Players are deemed to live until 75 years of age and select a job and residence every five years. The first stage urges players to spend money in the pursuit of happiness. The second stage encourages players to be more conservative. In our experiment, all players bankrupted in the first scenario when they retired from their job. After analyzing the reasons by midterm debriefings, they played the game again and now found a balance between spending and saving money.

Software Project Pool:
A Game for Learning Software Project Bidding

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Software project bidding is a phase of the marketing process of a project. Estimating cost and time are important activities in such a phase. Expert judgment is necessary for software project estimation. Some authors propose games related to software management focused on other topics like development lifecycle, project risks, schedule planning, and human resource management, among others. However, the simulation of the bidding activities between a seller and vendor is poorly reported in software management games. We propose a game for illustrating the offer made to a company during a bidding invitation and the variables considered by the client. In such a game students can learn about vendor evaluation factor for selecting a software development company and connections between cost and time.

3:00—3:15 p.m. Break—La Palma

INNOVATIONS AND FUTURE DIRECTIONS IN HIGHER EDUCATION

3:30 p.m.—4:45 p.m.   **La Palma**   **Thursday, March 21**

3:15—4:30p.m.   *Session Chair: Rodriguez*

A First Practice in Curriculum Design Represented in a Software Engineering Teaching Kernel

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In the educational setting, several methods are used for curriculum design. Despite the existence of such methods, a sample of documented experiences about curriculum design shows their designers use their own criteria. Also, the usage of heterogeneous practices and diversity of concepts, and different ways of working in curriculum design are detected in the curriculum design endeavor. In order to alleviate such situations, in this paper a common ground for curriculum design affairs based on a Software Engineering Teaching kernel is used. A kernel is defined as a set of concepts and relationships which are essential and are present in any software development effort. In this proposal, the usage of such a kernel is just the first step in order to think about practices and methods for curriculum design. The Software Engineering Teaching kernel we use for representing our first practice in curriculum design is derived from a general theory called SETMAT−Software Engineering Teaching Methods and Theory. The contribution in this regard is based on exploring alternative ways of working with curriculum design from an engineering perspective.

Transdisciplinary Research and Experience Based Learning:
The Case of Consultandes

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The purpose of this study is to understand why an academic program built on transdisciplinary research and experience-based learning is a powerful tool to position a school of management, its students and create significant value in society. It also examines how to implement such a program. The paper builds on the case study of Consultandes, an academic platform create in 2006 in the School of Management of University of Los Andes (Colombia). The implementations of main principles of transdisciplinary research combined to an experience-based learning process are the main components of the model. The institutional willingness to assign resources, a strong academic leadership, a highly compromised team and positioned brand are other key factors of success.

Using AAC&U Rubrics to Guide Online Technology toward Robust Assessment

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With the advent of a new MBA program, a school of business engaged in the development of an accompanying assessment system in compliance with accreditation requirements. After program outcomes were established, the MBA Director began working on the means to assess those outcomes. The Director's experience with assessment at the undergraduate level indicated that the existing process and instruments sorely needed improvement. In some cases the undergraduate assessment data was aggregated to the point of being useless for decision making. Thus, the Director sought a more robust system, to include an increase in the number of qualitative artifacts assessed across program outcomes. The challenges of this new approach included not only acquiring the resources to engage in the new level of assessment activity, but also developing the tools with which to conduct process. After discovering the Association of American Colleges and Universities value rubrics, the Director began examining ways to apply those to the assessment challenge. This presentation describes the process leading to a new and effective assessment system, the outcome of fall 2018 data analysis, and prescriptions for other schools desiring similar approaches. The presentation concludes with a discussion of the implications for experiential learning in terms of the application of AAC&U VALUE rubrics to experiential exercises and simulations.

ABSEL Social Dinner – 5:30—7:30 p.m. El Pueblo Room

Friday, March 22

7:00 a.m.—8:30 a.m.	Meeting of the New ABSEL Board	Prado
7:30 a.m.—8:30 a.m.	Breakfast included in Hotel Room Rate	Tequila Factory

GAMES

8:30 a.m.—9:45 a.m.	Prado	Friday, March 22

8:30 a.m.—9:45 a.m.   *Session Chair: Kriz*

A ready-to-play game for dealing with risks as change management challenges

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Developing and maintaining software is an extremely risky process. The success of the project demands effective management of the risks. Traditional theory of software risk management just includes the risks from the perspective of general project management, avoiding project environmental changes. Unlike traditional risk management theory, issues during a software development project are actually "change management" challenges. Successful change management requires leadership and effective teams. Any change could be either a potential crisis or a great opportunity, so leaders can make decisions for translating changes into opportunities. Risk management teaching strategies related to software projects leave aside the development of managerial and leadership skills. In addition, effective team characteristics affecting the project performance are avoided. In this paper, we propose Riskin', a game-based approach for teaching the importance of leadership decisions and effective team characteristics in change management process, and, therefore, risk management process. This game practice leads to a novel way to understand risks as leadership opportunities to develop effective teams.

Riva Learning Quiz Game

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The "Riva Learning Quiz Game" was originally developed 2017 as part of a large business simulation game. Positive feedback from participants lead to a use of this game as standalone method. We further developed and tested the quiz game unit as an independent educational tool in regular university program courses and educational workshops. The success and positive evaluation results of these tests and the request for further features and requirements from students and lecturers lead us to design an educational quiz game software that fulfills the various technical and instructional needs of a learning tool. The software integrates different types of media (e.g. texts, websites and wikis, pictures, videos etc.). It is furthermore possible to create fully gamified learning programs with alternating sequences of instruction and knowledge acquisition, various types of question-and-answer-games and feedback. The game features are based upon concepts of game-based learning and gamification that relate to theories of learning and performance and theories of motivation and engagement. The actual version has several options and characteristics for online learning and face-to-face education and training courses. In our interactive "Games Ready to Play" session we will demonstrate how to use the software as a lecturer. We will run some short demo games with different question-and-answer types, different modes of game execution and different types of feedback for the players. In addition we will present some instructional and didactics background and concepts. We will give concrete examples of application in different learning environments and show how we furthermore integrate quiz games within fully-fledged simulation games and for debriefing.

Entrepreneurial Opportunities

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Elizabeth Tipton
Eastern Washington University

Tej Sidhu
Washington University

This is a non-competitive simulation designed to teach its players how to evaluate entrepreneurial opportunities. The simulation creates a series of opportunities in which the player (or team of players) views an opportunity to join an inventor and form a high-tech start-up. The player evaluates an opportunity after receiving a substantial amount of both quantitative data as well as some qualitative data. During the first round the player describes the opportunity in a tweet of 180 charters. There after the player compares the current opportunity to the opportunity he or she just rejected opportunity in a tweet. These tweets are retained for further analysis. The exercise continues until the player accepts an opportunity. Note that once the player rejects an opportunity, he or she may not go back and accept it later. And similarly, once the player accepts an opportunity, he or she cannot search for better opportunities. This game is designed to teach the player how to compare entrepreneurial opportunities and how to select the best opportunity from a set of opportunities on the condition that once an opportunity is passed over, it cannot be retrieved and once an opportunity is selected, no more opportunities can be researched.

9:45—10:15 a.m. Break— La Palma

10:15—11:30 a.m. *Session Chair:* Jakubowski

Design Strategies of Gamified Educational Systems – How to Increase Chance to Create Engaging Learning Artifacts

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In the paper, Author will describe the outcomes of his interviews with a focus on how certain game elements are chosen and compiled into working gamification systems. Most popular elements which can be found in current gamified platforms and literature reviews are leaderboards, points, badges, and levels. It seems that designers are using it over and over again as it would be the only possibility when one thinks about boosting engagement. What is the reason that designers won't take advantage of other combinations of game design elements? How they are guiding the creative process of game design construction in the gamifiction design process? The following paper will try to deliver answers basing on data gathered during the research.

Building a Serious VR Game for Soft-skill Learning – Lessons Learned

Marcin Wardaszko	Michal Jakubowski	Anna Winniczuk
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The presented game design article aims at analyzing and reporting the main features of the simulation VR game CICERO. CICERO is a serious game designed for the porpoise of teaching and learning public speaking skills in a VR environment. The game supports two modes of play practice mode and challenge mode. In the practice mode the players have to recreate the existing presentation, and in the challenge mode they can use their presentation in the game and analyze their behavior and presentation skills. Game measures sight (gaze mechanic), speaking speed, speaking sound volume and hand gestures made by the player. In the article, we discuss the optimal setting of the game in the learning process and limitations of the VR technology in learning.

Celebration Lunch – ABSEL Awards – Best Paper Awards Sponsored by

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11:30 a.m.—1:00 p.m.   **La Palma**   **Friday, March 22**

ABSEL Fellows Assembly - For Fellows Only

Moderator: Richard Teach, Dean of ABSEL Fellows

EXPERIENTIAL

8:30 a.m.—2:15 p.m.	El Pueblo	Friday, March 22

8:30—9:45 a.m.   *Session Chair: Petrie*

Narrowing the Attainment Gap Between Domestic and International Students: Use of a Simulation and Experiential Learning in Mixed-Cohort Strategic Management Teaching.

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In this article we present an Action Research project which attempted to address the significant performance gap between domestic and international students on an undergraduate Business Management course at a UK university business school. In designing a final year strategy module around a business simulation, we provided international students with opportunities for active engagement through collaborative tasks, which we hoped would lead to enhanced performance and deeper engagement with teamwork, leadership and negotiation skills when studying in mixed-nationality cohorts.

Developing Global Competency and Ethical Leadership in Business Students Through Global Service Learning

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As a form of study abroad and experiential learning, global service learning programs are increasingly becoming a rich experiential and ethical learning model for business students (Desmond, Stahl, & Graham, 2011; Pless, Maak, & Stahl, 2011). While global service learning is on the rise, research on the experience and outcomes of global service learning is limited (Pless & Borecká, 2014). There is narrow discussion on the ways global service learning effects global competency, ethical decision-making, and career integration. This paper describes the results of a mixed methods research study indicating significant gains in the global competency and ethical leadership skills of business students enrolled in a global service learning course and the Certificate Program of Leadership and Ethics. This paper also presents recommendations for future research, program development, and career integration emphasizing the benefits of global service learning for business students.

Game Memocon, to Teach the Importance of Concentration in Learning Process

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Memory and concentration are key factors in the learning process, both in academic training as in the rest of life. Whether to remember the study material for a test, to remind significant events in a work meeting, or just to exercise the mind and accelerate the process of understanding the world and building knowledge, to use it later in problem solutions and to make decisions. This research shows the design process of a game to reinforce concentration and a test the game in order to check the importance of concentration in the learning and collecting of information process, highlighting the limitations and factors that interfere in its development.

9:45—10:15 a.m. Break—La Palma

10:15—11:30 a.m.   *Session Chair: Soter*

Practical Recommendations for Instructing Non-Native English-Speaking Students in the United States

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Many business students in U. S. colleges and universities struggle with writing, but the English Language Learners (ELLs) face challenges that are different from their English-speaking classmates. Because their challenges are different, there is a misconception that ELLs are weaker writers. These misconceptions lead to problems such as anxiety about speaking and writing in English that can have a negative impact on the student's performance and educational experience. Not only do the ELLs themselves have these misconceptions, but their American classmates and instructors may have these misconceptions as well. This paper presents the perspectives of a Brazilian student and three business instructors at the University of West Florida and offers recommendations that instructors can use to help alleviate the language anxiety and improve the learning experience for ELLs.

Design of a Serious Game to Teach Organizational Ethical Leadership

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An essential element for development of organizations is to identify the necessary leadership to grow and sustain. In that sense, literature on leadership describes that this is a temporary condition of people, in which certain skills and competencies are displayed. The role of the ethical leader is essential in organizations, more in times of crisis. Consequently, it is important to encourage virtues of ethical leadership in current and future leaders using tools such as the design of serious games. This paper, exposes the basic concepts of ethical leadership through a pedagogical methodology, a serious game that starts from a theoretical frame of reference and selection criteria, which generates opportunities for teaching ethical leadership as a scientific method complemented with fun.

Extended Abstract: Virtual International Internships in an Online International Business Program

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The changing nature and platform of education, has led to new demands and challenges in the industry. As the pendulum swings to more flexible and condensed courses and programs, many students are turning to online education for their academic needs. While the last few years have seen a decline in college enrollment overall, online enrollment numbers have had a steady increase (Allen & Seaman, 2017). Thus, as online education increases in popularity and numbers, educators struggle with innovative methods to ensure that online graduates experience a comprehensive education and are prepared for the job market. One such innovative idea is experiential learning in the form of virtual internships. In particular, this paper investigates the concept of virtual international internships in regard to adding value to students majoring in International Business in an online environment.
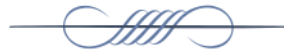
11:30 a.m.—1:00 p.m. Celebration Lunch—La Palma

1:00—2:15 p.m.   *Session Chair: Geddes*

Effectiveness of Student Co-Created Flip: A Comparative Study In A Marketing Principles Class

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Experiential learning has gained tremendous importance in recent times both from a pedagogical perspective as well as accreditation perspective. Flipped classroom is one such experiential approach which has many proponents but not enough evidence to support its adoption by educators. Theoretically derived from the notions of Consumer as co-creator (Vargo and Lusch, 2004) and the Co-Creative Educational Model (Geddes et. al., 2017), this paper describes the student co-created flip classroom approach. The paper also presents comparative effectiveness of the flipped classroom with a traditional classroom in terms of student outcomes in an introductory marketing class.

Turning Experience into Experiential Learning: A Framework for Structuring Internships

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Internships have become a major feature of modern college education, especially in schools of business. They provide students with practical experience in an actual working environment as well as a useful entrée to future job opportunities. This is potential good news for proponents of experiential learning. Internships are by their very nature highly experiential. However, experience is not the same as experiential learning. This paper draws on prior work in experiential learning theory to suggest practical mechanisms for making internships more effective as learning experiences.

8:30 a.m.—9:45 a.m.   *Session Chair: Thavikulwat*

Improving Student Cognition in Management Classes What Role for Simulations?

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In an attempt to improve understanding of managerial practices involved in decision-making, the authors of this paper turned to the ERP Simulation games developed by HEC Montreal. The past use of these games has primarily been limited to teaching business processes or SAP systems – on the face of it they also lend themselves to aiding understanding of management practices and providing an experience of decision-making. This paper reports on the first use of these games in this context and compares the results with the use of the games in another institution using them in their more traditional role of teaching business processes. The findings indicate that the simulation did not work as well in the management context as the business processes but provided indications of several areas where changes could be made to improve their efficacy.

You Have Troubles My Friend: That Starts with T and That Rhymes with B and That Stands for Business Simulations

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Faculty members that use business simulations in their classes tend to consider that simulations are effective and enjoyable ways to learn business shills. But is this true? This paper, by the use of an electronic survey of students just after they had completed a business simulation a set of questions about how they felt about the business simulation. His survey was presented to students from a variety of US Universities in order to remove the bias of gathering information from only one university or a single professor or those who used only a particular simulation. The survey results show that as many as one quarter or 25 percent of the students reported that the initial assumption of "It is fun and educational" is not true for them. This are important finds and they need to be addressed.

Trading Stock in a Business Game: Theory and the Management of Unethical Behaviors

Nominated for

Best #1 *Paper*

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We define three stages, 0 to 3, of human economic development, and argue that a Stage-3 game, where participants trade shares in the simulated companies that they manage, enables participants to practice high-level business-executive skills in a setting susceptible to the ethical issues of insider information, conflict of interest, and conspiracy. Recognizing that the ethical issues can be managed by punishment, omission, disclosure, diversion, and blocking, we argue that diversion and blocking are superior to the other methods. We describe how stock is traded in our Stage-3 game, and explain how we apply immediate update and disclosure to insider information, diversion to conflict of interest, and blocking to conspiracy. Primary-share trading, secondary-share trading, and statutory takeovers are covered. Two methods of diversion, the company-agent method and the screening-algorithm method are explained. That a business game might teach participants to avoid, through practice, unethical behaviors may be a novel perspective on the role of business games in business education.

9:45—10:15 a.m. Break— La Palma

10:15—11:30 a.m.   *Session Chair: Palia*

Enhancing Experiential Learning Via Phased Simulation Debriefing

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Phased intermediate and final simulation debriefing using the End Game Performance package turbocharges participant engagement and enhances learning. Final simulation debriefing, the culmination of the participant learning experience, follows phased intermediate briefing using a problem-based learning approach on marketing concepts, performance determinants, and marketing decision support system (DSS) package usage. Competing participant teams use marketing decision support packages to monitor and analyze team performance, identify and understand reasons for sub-par performance, and make better-informed decisions. Phased debriefing reduces uncertainty, improves understanding of underlying performance determinants, builds confidence and engagement, and motivates teamwork to identify problems, take corrective action, and exercise marketing control.

Small & Beauty: The Trend of Cooperate Training Shift to Fast-Focus Simulation Learning Program

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The e-commerce and dynamic of the market impact the company's business growth; P&G (Proctor Gamble) China suffers from it. The company hires 1800 new sales people every year to push the billion dollars' business growth. How to quickly help the sales people planning their yearly business use company's new gross margin oriented business planning process is the big challenge for the sales team. The US HQ's training program has limited fit the China's market and channels situation. The P&G (Proctor Gamble) China sales academy needs a brief simulation learning program to mass deployment and ensure the engagement and effective learning. It covers the business big picture, scenario based decision-making and behaviors change. Simu4wisdom use the tailor making S.E.M.(strategy engagement map) to help the sales team quickly engaged in and master the new business planning process in 2 hours.

Using Assessment to Measure the Effectiveness of a Financial Simulation

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This study examines how useful a financial simulation is at reinforcing financial learning goals as measured by an assessment. Programs within many College of Businesses are under increasing pressure to demonstrate that students are learning within their courses, assessment is one method of documenting learning. Most accreditation certifications require colleges to provide an assurance of learning using assessment techniques at the course and program levels. Business simulations play a potentially significant role in reinforcing course learning goals which are measured by assessments and document the assurance of learning process. Results indicate an improved comprehension of financial learning objectives for students after completing a business simulation with financial content.

11:30 a.m.—1:00 p.m. Celebration Lunch—La Palma

1:00—2:15 p.m.   *Session Chair: Whitten*

Student Performance and Critical Thinking Skills: Online Discussion Boards in a Computer Science Operating Systems Course

Nominated For

Best 🎗️ *Paper*

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As online courses and programs proliferate, more and more students are experiencing the benefits of online technologies within their coursework. Technology tools such as the online discussion forum (ODF) are becoming commonplace and researchers want to know the impact of these tools on student learning and achievement. In this study, 159 computer science students use the ODF in an online operating systems course. The use of ODF, based upon problem-based learning and engagement theories, are explored as to the effectiveness of higher-order skill attainment and overall student performance in the course. Performance is evaluated using the final exam and final grade. Students who scored well in the ODFs that asked higher order skill questions, such as analysis and application, attained better results on some higher order thinking questions on the final exam. Significant results are also found in the ANOVA and regression analysis between the effective use of critical thinking skills in the discussion boards and student performance measures overall.

The Millennial Stereotype in Business Classrooms

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This paper invites the reader to reflect upon his or her perceptions of generational differences, particularly millennials, and how those perceptions may be impacting effectiveness in the classroom. A brief review of the ABSEL literature and some key academic research related to stereotyping millennials is provided along with anecdotal examples of lessons learned.

The Importance of Teaching Civility as a Workplace Relationship Building Competency

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This paper explores the importance of teaching civility as a workplace relationship building competency. First, civility is defined and described as it pertains to workplace culture. Then organizational examples are provided to demonstrate why companies care about civility. Next, we ponder civility as a relationship building competency that is important for work-related relationships. Continuing our investigation, we list some of the indirect costs of incivility and bullying (both are antitheses of civility) to stakeholders in the workplace. We consider through organizational examples what a civil workplace is like and we survey ways of teaching civility in the Business school (B-School) classroom, either face to face or online as these are the platforms through which we teach, learn, and work.

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, Verifiabily, and Validity of Simulation Constructs for Evalulation"* 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, Stakholder 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 Ruszkowska, 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

2018 **Best Simulation Paper:** *"Why is learning so difficult to measure when "playing" simulations"* Richard Teach

Best Experiential Papers: *"Guide to Developing a Required Business Internship Program"* Khushwant K. S. Pittenger -AND- *"Experiential Learning with Capacity Building Management Projects"* Cheryl Ann Tokke

Best Innovations Paper: *"Addressing the Crisis in Higher Education: An Experiential Analysis"* Bryon C. Geddes, Hugh M. Cannon, James N. Cannon

Best Student Paper: *"Pre-Conceptual Schemas: Ten Years of Lessons Learned about Software Engineering Teaching"* Juan Sebastián Zapata-Tamayo, Carlos Mario Zapata-Jaramillo
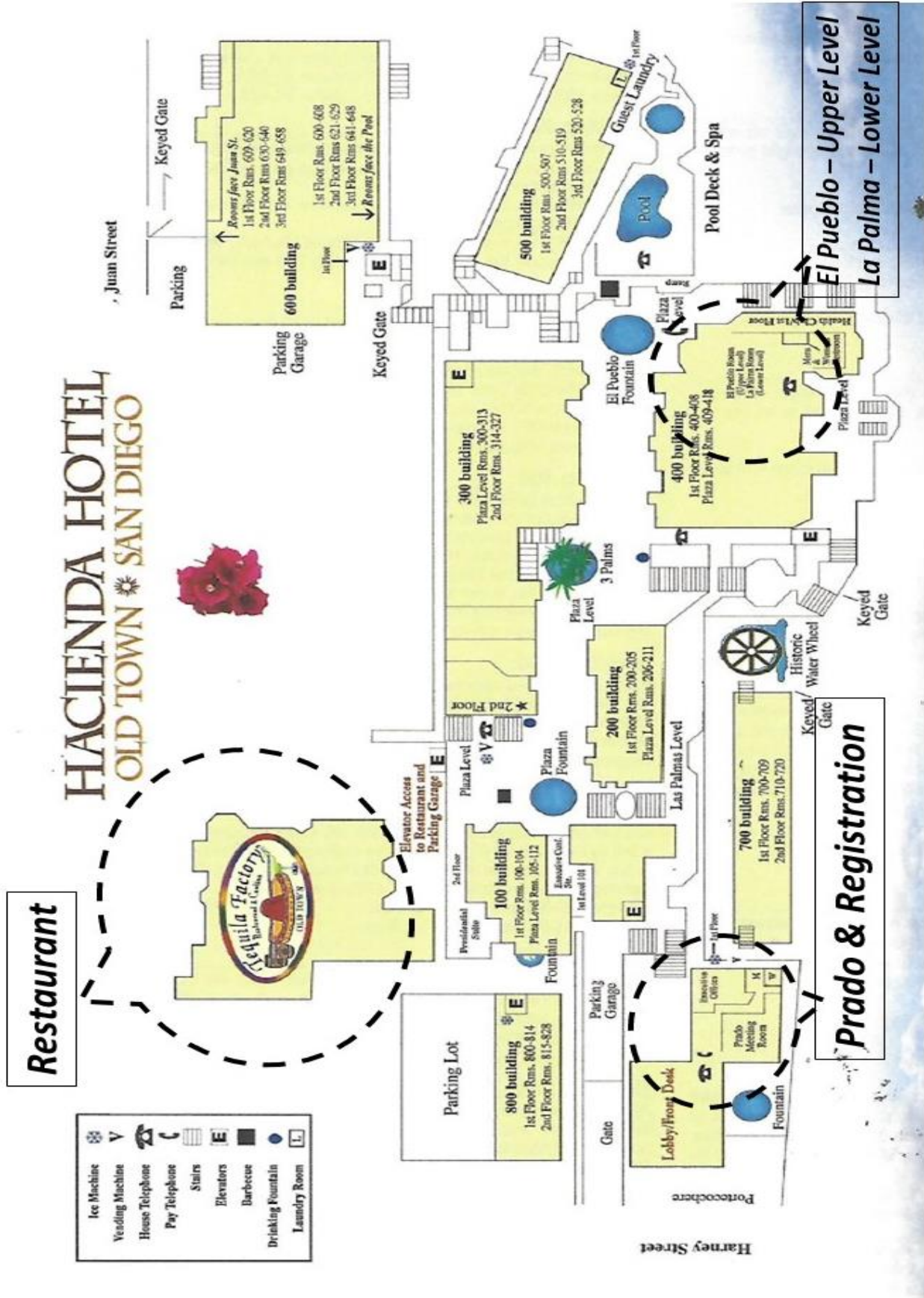
Author / Presenter / Session Chair Index

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 Hoov,er	Dan Brenenstuhl & Sam Certo	Denver
6	1979	Carl Neilsen	James Scherier	Sam Certo & Dan Brenenstuhl	New Orleans
7	1980	Duane Hoover	Sam Certo	Dan Brenenstuhl & William Biggs	Dallas
8	1981	James Scherier	Dan Brennenstuhl	William Biggs & Dave Fritzsche	Orlando
9	1982	Sam Certo	William Biggs	Dave Fritzsche & Lee Graf	Phoenix
10	1983	Dan Brennenstuhl	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 Thavikuluwat	John Overby & Alan Patz	San Antonio
23	1996	Steven Gold	John Overby	Alan Patz & John Butler	Orlando
24	1997	Precha Thavikuluwat	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
46	2019	Carlos Maria Zapata-Jaramillo	Lora Reed	Alex Smith, Manabu Ichikawa, Debbie Good, Alan Swank, Raghu Kurthakoti	San Diego
47	2020	Ron Magnuson			Pittsburgh

Hacienda Hotel and Old Town Maps

San Diego, California – Old Town

HISTORIC OLD TOWN SAN DIEGO

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11 Mormon Battalion
12 Old Town Improv
13 Old Town Saturday Market
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15 State Historic Park
16 Whaley House

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17 Cousins Candy Shop

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39 Zerguden, Turkish Handicraft
40 Whaley House Museum Shop

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M2 Casa de Machado y Silvas
M3 Wells Fargo Museum
M4 First San Diego Courthouse/Jail
M5 Casa Machado y Stewart
M6 Mason Street School
M7 San Diego Union Building
M8 Casa de Estudillo
M9 Blackhawk Livery Stable
M10 Seeley Stables
M11 Presidio Park/Serra Museum
M12 Mormon Battalion
M13 Sheriff's Museum

HOTELS
1 Best Western Hacienda
2 Hilton Garden Inn
3 Holiday Inn Express
4 Cosmopolitan Hotel
5 Courtyard by Marriott
6 Fairfield Inn
7 La Quinta Hotel
8 Old Town Inn
9 Western Inn

i Chamber Visitor Center
RESTROOMS
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PP PAID PARKING
LOCATION PARKING
TAXI

HISTORIC SITES
A Robinson Rose Visitor Center
B Casa de Wrightington
C San Diego House
D U.S. House
E Casa de Machado y Silvas
F Casa de Rodriguez
M2 Casa de Jose Machado site
G Colorado House
M3 First San Diego Courthouse/Jail
H Alvarado Adobe
I Johnson House
J Casa de Carrillo/Oldest House
K Cosmopolitan Hotel
L Casa de Pedrorena
M Casa de Aguirre
N Immaculate Conception Church
O Derby-Pendleton House
P Whaley House
Q El Campo Santo Cemetery
R Old Adobe Chapel
S Casa del Rey Moro
T La Casa de Lopez

Map Not to Scale

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ABSEL
Association for Business Simulation and Experiential Learning

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

Preliminary ABSEL 2020 Call

47th Annual Conference
March 18-20, 2020
The University Club
University of Pittsburgh
Pittsburgh, Pennsylvania, USA

Submission Due Date: October 7, 2019