



***Program***  
***49<sup>th</sup> Annual Conference***  
***“Transformative Education During Times  
of Disruption”***



***March 30-April 01, 2022***  
***The Third ABSEL Virtual Conference***

# ABSEL 2022 Virtual Conference Snapshot Schedule

All Times U.S. Eastern Daylight Savings Time

## Wednesday, March 30

9:00 AM – 3:00 PM	Preconference Workshop	
4:30 – 5:30 PM	Board of Directors Meeting	

## Thursday, March 31

### Opening Welcome

10:00 – 10:30 AM	Opening Welcome	Thursday Plenary
10:30 – 11:15 AM	ABSEL – Past, Present and Future – A Panel discussion	
11:15 – 12:00 Noon	Concurrent Breakout Panel Discussions Panel 1: How to get your pedagogical work published?	
11:15 – 12:00 Noon	Concurrent Breakout Panel Discussions Panel 2: How to grow the ABSEL community	

### Concurrent Sessions

1:15 – 2:45 PM	Innovations Track	
	Experiential Track	
	Simulation Track	
2:45 – 3:00 PM	BREAK	
3:00 – 4:30 PM	Innovations Track	
	Experiential Track	
	Games Ready to Play	
4:30 – 4:45 PM	BREAK	
4:45 – 5 PM	Summary of Opening Panel Sessions	

## Friday, April 01

### Concurrent Sessions

10:30 AM – 12:00 PM	Simulation Track	
	Games Ready to Play	
	Experiential Track	
12:00 – 1:00 PM	BREAK	
1:00 – 2:30 PM	Innovations Track	
	Experiential Track	
2:30 – 2:45 PM	BREAK	

<b>2:45 - 3:30 PM</b>	<b>Collaborator Corner - An Open Networking Session to identify your collaborators for ABSEL - 50.</b>	<b>Networking session</b>
<b>3:30 - 4:00 PM</b>	<b>BREAK</b>	
<b>Plenary Session</b>		
<b>4:00 - 5:00 PM</b>	<b>Awards, Business Meeting and Conference Closeout</b>	<b>Friday Plenary</b>

# 49<sup>th</sup> Annual Conference Program

## “Transformative Education during Times of Disruption”

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# President's Message

## ***Transformative Education During Times of Disruption***

*I am pleased to welcome you to the 49<sup>th</sup> Annual ABSEL Conference. When I took over the presidency of ABSEL last March I was so excited to help Program Chair, Raghu Kurthakoti and President Elect, Jim Szot prepare for the return to an in-person ABSEL Conference in my home town of Pittsburgh. But Covid had other ideas and so we are staging our third consecutive online ABSEL Conference.*

*Though disappointed that we will have to wait until next year to welcome you to Pittsburgh, the pivot back to the online format shows how insightful the theme of this year's conference really is as well as demonstrating the spirit and innovation of ABSEL as colleagues face any and all challenges that arise from these unprecedented times.*

*As such, our third online conference will serve as a testing ground for some new sessions -- Zoom breakout rooms for panel discussions that can become part of future ABSEL programs. This year's topics include: ABSEL – Past, Present and Future (featuring an overview of the history of ABSEL and a discussion about the Future of ABSEL led by some of our ABSEL Fellows); Publication Corner (an opportunity to meet well published ABSEL members and learn how to leverage and publish your pedagogical work) and Recruitment Corner (a brainstorming session to generate ideas on growing the ABSEL community).*

*These prototype sessions are the brainchild of Raghu Kurthakoti and Track Chairs, Jim Cannon, Rebecca Schmeller, Roy Hamada and Elise Boyas. Their work over the past year on not only these sessions, but on learning a new paper submission and evaluation system is to be applauded. Regardless of the obstacle, they prevailed.*

*Special thanks for tremendous support in a variety of areas also goes to Mick Fekula, Chris Scherpereel, Kiersten Maryott and Jim Szot. On a daily basis you exemplify why ABSEL is such a great organization.*

*As we prepare for our 50<sup>th</sup> Annual ABSEL Conference in 2023 we are working hard to create a conference program that will not only celebrate our return to a face-to-face format featuring our traditional paper presentations in the Experiential, Simulations, Innovation and Games Ready to Play tracks but will honor the pioneers of ABSEL as we expand on the solid foundation they have laid by adding poster sessions, panel discussions and site visits. We want the 50<sup>th</sup> ABSEL Conference to showcase this wonderful organization and have established a special marketing committee dedicated to growing our membership as we move ABSEL toward its next fifty years.*

*Enjoy "Transformative Education During Times of Disruption".*

*Although this has become somewhat of an ABSEL joke I am bound and determined, with my Pitt colleagues, to proudly show you how we use experienced-based education throughout our university, so I'll close by saying:*

*See you next year in Pittsburgh!*

ABSELutely yours,

Debbie Good  
ABSEL President, 2021-2022

# ABSEL Officers and Directors, 2021-2022

<p><b>President</b> Debbie Good Katz Graduate School of Business University of Pittsburgh 2402 Sennott Square Pittsburgh, PA 15213 USA 412-648-1597 <a href="mailto:debgood@katz.pitt.edu">debgood@katz.pitt.edu</a></p>	<p><b>President-Elect</b> James Szot Clinical Associate Professor Director, Project Management Program Naveen Jindal School of Management The University of Texas at Dallas 800 West Campbell Road, SM 10 Richardson, TX 75080-3021 USA 972-883-5811 <a href="mailto:jimszot@utdallas.edu">jimszot@utdallas.edu</a></p>	<p><b>Past-President</b> Lora L. Reed Senior Dissertation Associate College of Doctoral Studies, Grand Canyon University President, Peace Offerings, Inc. 941-705-0042 <a href="mailto:Lreed409@hotmail.com">Lreed409@hotmail.com</a></p>
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<p><b>Director at Large</b>  Anthony Rodi  Clinical Associate Professor of Business Administration  Faculty Director, MS-MIS Program  Katz Graduate School of Business &amp;  College of Business Administration  University of Pittsburgh  Pittsburgh, PA 15260 USA  <a href="mailto:afrodi@katz.pitt.edu">afrodi@katz.pitt.edu</a></p>		

## ABSEL Fellows

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Kristie A. Abston	2019	J. Bernard Keys	1987
Phil Anderson	2003	Leigh Lawton	2009
William D. Biggs	1988	Nancy Leonard	2002
Alvin C. Burns	1993	Kenneth E. Long	2019
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 <sup>†</sup>	1999
Susan Chesteen	2000	John Overby	2000
Dick Cotter <sup>†</sup>	2000	Dee Page	2004
Ralph Day <sup>†</sup>	1989	Aspy Palia	2011
John Dickinson	2015	Alan Patz <sup>†</sup>	1999
Anthony J. Faria	1993	Sharma Pillulta	2007
Mick Fekula	2012	Ritchie Platt	2009
Andy Feinstein	2008	Thomas F. Pray	1993
J. Ronald Frazier <sup>†</sup>	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 <sup>†</sup>	1987	Dan Strang	2004
Jerold Gosenpud	1991	Richard Teach	1996
Lee Graf	1992	Precha Thavikulwat	1999
Jeremy Hall <sup>†</sup>	2012	Stanley C. Vance <sup>†</sup>	1987
Annette Halpin	2011	Marcin Wardaszko	2017
J. Duane Hoover	2013	Bill Wellington	2008
Arata Ichikawa	2015	Walter J. Wheatley <sup>†</sup>	1995
Manabu Ichikawa	2019	Joseph Wolfe	1989
Ron Jensen	1998	Carlos Mario Zapata-Jamillo	2019
Lane Kelly <sup>†</sup>	1999		

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<sup>†</sup>IN MEMORIAM

\*Dean of the Fellows



# ABSEL 2022 Virtual Conference Schedule

**Wednesday, March 30**

**Preconference Workshop**

All Times U.S. Eastern Daylight Savings Time

09:00 AM – 3:00 PM

Preconference Zoom Link (password: **ABSEL**)

<b>09:00 AM</b>	<i><b>Pandemic Influences on Professionalism in Higher Education</b></i> Kristie Abston & Helen Soter
<b>09:50 AM</b>	<b>BREAK</b>
<b>10:00 AM</b>	Pre-Conference Round Table to facilitate networking and collaboration
<b>10:50 AM</b>	<b>BREAK</b>
<b>11:00 AM</b>	<i><b>Save Time and Reduce Errors With a Teaching Management System</b></i> Precha Thavikulwat
<b>12:00 PM</b>	<b>LUNCH BREAK</b>
<b>01:00 PM</b>	<i><b>The internship Experience Course</b></i> Margaret Nolan
<b>01:50 PM</b>	<b>BREAK</b>
<b>02:00 PM</b>	Pre-Conference Round Table to facilitate networking and collaboration
<b>03:00 PM</b>	Pre-Conference Workshop Conclusion

## Thursday, March 31

### Opening Session – Panels and Breakout Rooms

All Times U.S. Eastern Daylight Savings Time

Thursday Plenary Zoom Link (password: ABSEL)

<b>10:00 AM</b>	<b>Opening Welcome</b> President Debbie Good
<b>10:30 AM</b>	<b>ABSEL – Past, Present and Future – A Panel Discussion</b> An overview of the history of ABSEL and a discussion about the Future of ABSEL
<b>11:15 AM</b>	<b>Concurrent Breakout Panels</b> <b>Panel 1: Publication Corner</b> Meet well published ABSEL members and learn how to leverage and publish your pedagogical work in recognized publications <b>Panel 2: Recruitment Corner</b> A panel discussion to brainstorm ideas on growing the ABSEL community.
<b>12:00 PM</b>	<b>LUNCH BREAK</b>

## Thursday, March 31

### Concurrent Sessions

All Times U.S. Eastern Daylight Savings Time

<b>1:15 PM</b>  to  <b>2:45 PM</b>	<b>Innovations Track</b> <span style="float: right;"><b>Moderator: Jon Guest</b></span>  <i>The Knowledge Sharing Journey: How to Inform and Connect Cyber Ethics Education with the K-12 Pipeline</i> Jennifer L. Petrie-Wyman, Anthony Rodi, and Patty D’Ascenzo  <i>The Use of Robotic Players in Online Games</i> Jon Guest, Matthew Olczak and Robert Riegler  <i>Results from Teaching Strategy Courses in a Virtual World</i> Larry Chasteen
	<b>Experiential Track</b> <span style="float: right;"><b>Moderator: Yujie Wei</b></span>  <i>Teaching Social Media Marketing through Following Firms on Twitter - A Perspective of Experiential Learning</i> Yujie Wei  <i>Ethics as Experience: Hope, Revelation and Angst</i> Paul M. Klein
	<b>Simulation Track</b> <span style="float: right;"><b>Moderator: Eduardo Mangeli</b></span>  <i>Games With Purpose Development Methodology By A Ludology Laboratory</i> [best student paper nomination] Eduardo Mangeli, Tadeu Moreira de Classe, Pedro Marques, Lincoln Magalhães Costa, Marcus Parreiras, Farmy Silva, and Geraldo Xexéo

	<p><b><i>Creating the Leading Change for Sustainability in Schools (Vietnam) Simulation: A Research and Development Project</i></b>                  Vien-Thong Nguyen and Philip Hallinger</p> <p><b><i>Assessing the Development of Knowledge and Attitude for Sustainable Leadership through Simulation-based Learning</i></b>                  Chatchai Chatpinyakooop</p>
<b>2:45 PM</b>	<b>BREAK</b>
	<p><b>Innovations Track</b> <span style="float: right;"><b>Moderator: Antonio Vera</b></span></p> <p><b><i>Can Business News Articles be used to Teach Business Model Analysis?</i></b>                  Rebecca Schmeller</p> <p><b><i>Curriculum Harmonization in Educational Organizations with the Project Management Quintessence Kernel</i></b>                  Antonio Vera and Carlos Mario Zapata-Jaramillo</p> <p><b><i>Roadmap to the Future: An Undergraduate Business Program Redesign</i></b> [best paper nomination]                  Tom Davis, Debbie Good, and Kiersten Maryott</p>
<b>3:00 PM</b>	<p><b>Experiential Track</b> <span style="float: right;"><b>Moderator: Margaret Nolan</b></span></p> <p><b><i>The Juice SPC Game: An Excel Based Simulation Exercise</i></b> [best paper nomination]                  Christopher M. Scherpereel</p> <p><b><i>The Conference: Finagle Gets Educated About Research (A Case Study)</i></b>                  Céleste Grimard, James M. Tolliver and Daniel F. Coleman</p> <p><b><i>Developing Cultural Intelligence Through Short-Term International Travel Experiential Learning</i></b>                  Margaret Nolan, and Peggy Hickman.</p>
<b>to</b>	
<b>4:30 PM</b>	<p><b>Games Ready to Play</b> <span style="float: right;"><b>Moderator: Precha Thavikulwat</b></span></p> <p><b><i>Computer-Assisted Total-Economy Simulation</i></b>                  Precha Thavikulwat</p> <p><b><i>Weighing the Ethics of Outsourcing: An Original Simulation</i></b>                  Maureen Maguire Lewis</p>
<b>4:30 PM</b>	<b>BREAK</b>
<b>4:45 PM</b>	<b>A brief summary of the opening Panels – James Cannon</b>

## Friday, April 01

### Concurrent Sessions

All Times U.S. Eastern Daylight Savings Time

	<p><b>Simulation Track</b> <span style="float: right;"><b>Moderator: James Szot</b></span></p> <p><i>Case Study: The Impact of Moving a Simulation from Face-To-Face to Distance Modes</i> James Szot <small>Error! Bookmark not defined.</small></p> <p><i>Augmenting Engagement and Learning via Decision Support</i> [best paper nomination] Aspy P. Palia</p>
<b>10:30 AM</b>  to  <b>12:00 PM</b>	<p><b>Games Ready to Play</b> <span style="float: right;"><b>Moderator: Miruna Bicoli</b></span></p> <p><i>Miruna's Managerial Moves: A Snakes and Ladders Game</i> Céleste Grimard and Miruna Bicoli</p> <p><i>Facilitate Business Experience in the Classroom</i> Abdy Taminsyah</p>
	<p><b>Experiential Track</b> <span style="float: right;"><b>Moderator: Leandro Ouriques</b></span></p> <p><i>On the Design of Educational Course of Action Wargaming</i> [best student paper nomination] Leandro Ouriques, Carlos Eduardo Barbosa and Geraldo Xexéo</p> <p><i>Investigating the contribution of role-plays for social sustainability: Designing a role-play game for CSR Communication</i> [best paper nomination] [best student paper nomination] Ray Ting-Chun Wang</p>
<b>12:00 PM</b>	<b>BREAK</b>
<b>1:00 PM</b>  to  <b>2:30 PM</b>	<p><b>Innovations Track</b> <span style="float: right;"><b>Moderator: John Dickinson</b></span></p> <p><i>Feedforward: A Step towards a Co-created, Engaged Classroom</i> Raghu Kurthakoti and Annette L. Halpin</p> <p><i>The Unsuitability of Goodman and Kruskal's Lambda Measure of Association for Tax Analysis of Multiple-Choice Question Taxonomies</i> [best paper nomination] John Dickinson</p> <p><i>Assigning Individuals Credit Towards Grades for a Unified Submission: Theory and Application</i> [best paper nomination] Precha Thavikulwat</p>
	<p><b>Experiential Track</b> <span style="float: right;"><b>Moderator: Dr. C. Dowie</b></span></p> <p><i>An Innovative MBA Class in Organizational Behavior and its Relationship to Experiential Learning</i> Robert C. Giambatista, Ann E. "Nancy" Cummings and Robert L. McKeage</p> <p><i>Examining the Pedagogical Effectiveness of Role-Play Simulation Exercises: A Comparative Study Between Middle East and UK Graduates</i> Dr C. Dowie</p> <p><i>Experiential Learning: Applying and Evaluating a M&amp;A Role-Play Simulation for MBA Students and Future Senior Managers</i> Clive Kerridge and Deborah Cardwell</p>
<b>2:30 PM</b>	<b>BREAK</b>

<b>2:45 PM</b>	<b>Collaborator Corner – An Open Session</b> Please join us to network with other attendees and find your collaborators for the next ABSEL research paper
<b>to</b>	
<b>3:30 PM</b>	
<b>3:30 PM</b>	<b>BREAK</b>

**Friday, April 01**

**Awards and Conference Closeout**

All Times U.S. Eastern Daylight Savings Time

Friday Plenary Zoom Link

<b>4:00 PM</b>	<b>Awards</b> Best reviewers Best papers
<b>to</b>	<b>Business Meeting</b> <b>Conference Closeout</b> President Debbie Good President Jim Szot
<b>5:00 PM</b>	
<b>5:00 PM</b>	<b>END OF CONFERENCE – WE LOOK FORWARD TO SEEING YOU IN PITTSBURGH IN 2023!</b>

# ABSEL 2022 Program Session Abstracts (Wednesday, March 30<sup>th</sup>)

**PROFESSIONAL DEVELOPMENT TRACK**

**PRECONFERENCE WORKSHOP**

**09:00 AM — 3:00 PM EDT**

**Wednesday, March 30**

The Pre-Conference Workshop aims to support the professional development of ABSEL members and faculty in their teaching practice. The pre-conference workshop provides hands-on experiential exercises relevant to helping faculty to build their teaching effectiveness. Our goal is to develop faculty and scholars in the craft of business simulation and experiential learning.

## **Pandemic Influences on Professionalism in Higher Education**

Dr. Kristie Abston, Middle Tennessee State University

Dr. Helen Soter, University of West Florida

The COVID-19 pandemic dramatically changed higher education in the U.S. The abrupt shift to fully remote/online environments in March 2020 brought professionalism levels to an all-time low. Some of the habits everyone developed have made their way into classrooms now that many universities are back to in-person learning. This workshop will engage participants in knowledge sharing and identification of effective practices as we explore how to best navigate new norms for professionalism in the classroom and how to ensure that students are career ready in a post-pandemic world.



## **Pre-Conference Roundtable**

Presenters:

This one-hour roundtable will provide the space to learn about selected professional development topics and network with colleagues.



## **Save Time and Reduce Errors With a Teaching Management System**

Dr. Precha Thavikulwat, Towson University

If you have wondered why a learning management system (LMS) should be constructed of features that are time consuming and error prone for the instructor, the reason is that the LMS is designed primarily for students rather than instructors. A system designed primarily for instructors would be a *teaching* management system (TMS). It would have timesaving and error-resistant features that enable instructors to do better what they are already doing, such as grading projects, presentations, and essays; marking attendance; crediting engagement; and resolving issues of assignments that require group work. Workshop attendees will learn (a) how they can use GroupMaker, a TMS, to do better and faster what they are already doing for their classes, (b) how to use GroupMaker for research into teaching, and (c) how to be involved in GroupMaker extensions and refinements.



## **The Internship Experience Course**

Dr. Margaret Nolan, Arcadia University

Experiential learning programs, such as business internships, have been impacted by restrictions caused by COVID-19. The purpose of this workshop is to provide an exemplar of an online internship experience course designed to prepare business students to have valuable internship experiences while developing their knowledge, skills, and abilities for a successful transition from college to a professional career.



## **Pre-Conference Roundtable**

Presenters:

This one-hour roundtable will provide the space to learn about selected professional development topics.

# ABSEL 2022 Program Session Abstracts (Thursday, March 31<sup>st</sup>)

## INNOVATIONS

1:15 — 2:45 PM EDT

Thursday, March 31

Session Moderator: Jon Guest

### The B-School Knowledge Sharing Journey: How to Inform and Connect Cyber Ethics Education with the K-12 Pipeline

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Anthony Rodi  
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Patty D'Ascenzo  
University of Pittsburgh & Special  
Education Services, Allegheny Intermediate  
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The COVID-19 pandemic has disrupted our lives in many ways. One key area of disruption has been in K-12 learning. As the world was thrown into fully remote environments, students of all ages were forced into a cyber learning environment with little to no preparation, as these challenges were unlike any other in education. Both educators and students found out very quickly how unprepared this remote learning environment was from a cyber preparation perspective. Knowledge sharing across higher-education institutions, industry, and K-12 schools have been challenging because foundational structures for collaborative partnerships were frequently absent. . The purpose of this paper is to start to address some of the cyber challenges experienced by K-12 education in the United States through the presentation of a collaborative cyber ethics leadership framework and to address the gaps in training and sharing of best practices through a cyber ethics training intervention called the Cyber Ethics Education Accelerator. This paper describes the positive knowledge sharing journey that can happen across Business schools (B-Schools), industry, and the K-12 sector.





## The Use of Robotic Players in Online Games

Jon Guest  
Aston Business School, UK  
[j.guest1@aston.ac.uk](mailto:j.guest1@aston.ac.uk)

Matthew Olczak  
Aston Business School, UK  
[m.olczak@aston.ac.uk](mailto:m.olczak@aston.ac.uk)

Robert Riegler  
Aston Business School, UK  
[r.riegler@aston.ac.uk](mailto:r.riegler@aston.ac.uk)

Short in-class games have become an increasingly common way to teach a range of key concepts and theories in economics. These allow students to gain first-hand experience of incentives and the impact on decision making. This makes it easier for tutors to convey underlying economic theory and the implications of the resulting predictions. Furthermore, there is increasing evidence that these can have a positive impact on student learning. The move to an online teaching environment due to Covid-19 presents challenges for using this method of interactive teaching. Online versions of economics games have become increasingly common. However, these online games typically require human-human interaction. Consequently, the widespread adoption of asynchronous activities means that students cannot play such interactive games against one another. An alternative is to run games in which students play against robotic players that make decisions according to some pre-programmed rules. This greatly increase the possibility of using online games asynchronously. However, as it stands very little is known about how this affects student learning. The aim of our study was to investigate how student perceptions and in-game behaviour change when robotic players are used.



## Results from Teaching Strategy Courses in a Virtual World

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Due to COVID-19, more university instruction has gone online (either synchronous, asynchronous, or a combination of both). Online instruction has existed for many years but was mainly asynchronous with some web conferences for interaction with students. With new tools such as Zoom or Microsoft Teams, synchronous classes have supplemented (or replaced) the previous asynchronous online classes. Either of these methods is especially difficult for a strategy course since many professors use simulations in their course. Professors must make sure each student understands the simulation as well as how the simulation relates to the strategy process covered in strategy textbooks. In a classroom or lab setting, the professor could walk around the class to see what the students are doing and to answer questions in real-time. Online presents more challenges, but faculty have learned how to do this. This paper will present results from teaching in a virtual world from Fall 2020 through Fall 2021.



**EXPERIENTIAL**

**1:15 — 2:45 PM EDT**

**Thursday, March 31**

**Session Moderator: Yujie Wei**

## **Teaching Social Media Marketing through Following Firms on Twitter – A Perspective of Experiential Learning**

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The process of following companies on social media is experiential learning (Craciun and Corrigan, 2010). Social media users who follow a brand acquire knowledge of the brand, its company, and other users (Chu, Chen, and Sung, 2016; Jin and Phua, 2014; Logan, 2014). Similarly, college students can follow firms or their brands, learn brand information, evaluate assurances, and interact with account managers and other followers. In a sense, the following itself is “doing” from a perspective of experiential learning because the student can observe the marketing activities of firms and interact with account managers and other followers by writing comments for others and responding to others, including the account managers. College students can learn real-world social media marketing skills and content management by following companies.



## **Ethics as Experience: Hope, Revelation and Angst**

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As an AACSB accredited institution, we are required to demonstrate how learning occurs, what steps we might take to assure learning. With respect to the subject of ethics the focus is on student mastery of concepts. Not that such an understanding is without merit, and is in fact essential as it is intended to inform choices that we make, but it reflects a de-minimis approach to the subject. If we can agree that ethics must be more than a spectator sport, a passive endeavor that invites observers to offer critical insights and see it instead as a “contact sport”, in an intellectually challenging and controlled setting, then we might agree that the best way to test what has been learned, must be in the arena, a place of action. This may be akin to the clinical education used to educate healthcare professionals, but more broadly understood as supervised practical experience in any relevant discipline. This paper examines a specific discipline, the study of ethics in the context of business, and how we might close the divide between the conceptual understanding of the

subject and how we might test that understanding under conditions where participants must actualize that learning.



**SIMULATION**

**1:15 — 2:45 PM EDT**

**Thursday, March 31**

**Session Moderator: Eduardo Mangeli**

**BEST STUDENT PAPER NOMINATION**

**GAMES WITH PURPOSE DEVELOPMENT METHODOLOGY BY A  
LUDOLGY LABORATORY**

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This article presents the formalization of the methodology used by members of a Ludology Laboratory to develop games with purpose. The methodology consists of a five-step process: Conception, Project, Development, Evaluation, and Packaging, and also by the tools and practices used during the execution of its tasks. It was defined by considering experiences of lab members while creating ludic artifacts, other works that also propose processes for this very same end, the study of documentation created during game development within the laboratory, and the logs of these processes. Three examples of the usage of this methodology are shown. This work hopes to contribute to developing new methodologies for designing serious games, which have greater dynamism and collaboration between those involved, whether they are researchers, programmers, artists, or game designers.



## **Creating the Leading Change for Sustainability in Schools (Vietnam) Simulation: A Research and Development Project**

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This paper represents the initial steps of a research & development (R&D) project, aimed at producing an online computer simulation for the purpose of training educators for the challenge of integrating more sustainable practices into Vietnamese schools. The project used a formal set of R&D steps to create the *Leading Change for Sustainability in Schools (Vietnam) Simulation* based on an existing simulation previously designed for the global business sector (i.e., *Leading Change for Sustainability – Business version*). In this project, the authors adapted the existing English language business version of the simulation for use in preparing teachers and principals how to meet the challenge of leading the change towards sustainability in Vietnamese K-12 education system. Then, the authors present findings from the research and information collection phase which consisted of a literature review on education for sustainable development and a small-scale qualitative research study. Finally, the authors discuss how this information was employed to create an initial working version of the new education-oriented simulation for use in Vietnam. The significance of this paper lies in the detailed description of a research-based approach to simulation adaptation both in terms of organizational context (i.e., from corporate to school sector) and society (i.e., prepared explicitly for the Vietnamese cultural context).



## **Assessing the Development of Knowledge and Attitude for Sustainable Leadership through Simulation-based Learning**

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This empirical study aims to fill the gap in higher education for sustainable development research by studying the use of an online business simulation (*Leading Change for Sustainability*) in a graduate business degree program in Thailand. The main objective of this empirical study is to assess the extent to which the *Leading Change for Sustainability* simulation, or LCS, impacts student's knowledge and attitude in the domains of change management and sustainability science

INNOVATIONS

3:00 — 4:30 PM EDT

Thursday, March 31

Session Moderator: Antonio Vera

## Can Business News Articles be used to Teach Business Model Analysis?

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**Purpose.** The purpose of this paper is to share a content analysis of business news articles' usability for teaching Business Model concepts in a capstone business course. There is a gap in business capstone literature because published articles do not address the applicability of business news to Business Model teaching. **Findings.** Content analysis of a random convenience sample of business news articles found 63% of articles were appropriate for illustrating Business Model concepts. **Recommendations.** This limited study should be expanded with larger samples and automatic content analysis to determine if Business Capstone professors should include business news in strategy courses to address student lack of Business Model understanding. **Limitations.** This study used randomly chosen samples (teaching materials, news articles); therefore, findings are limited. Also this study's content analysis used interpretive coding. Future research with automatic coding is needed to increase validity. Future research is needed for broader samples and to measure effects of this teaching technique. **Value.** Business Model teaching is a core component of Business Capstone courses, but evidence shows students do not understand fundamental aspects; therefore, professors must use innovative and experiential methods that can improve learning.



## Curriculum Harmonization in Educational Organizations with the Project Management Quintessence Kernel

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Educational organizations aim to improve institutional capabilities by enhancing their curriculum programs. Therefore, colleges and universities include curriculum harmonization processes for complying with international homologation programs. Such programs are meant for standardizing quality assurance in formal education according to international regulations. However, institutions perform different harmonization practices for each educational department, lacking standardization in the process. Besides, the implementation and long-term substance for harmonizing curriculum programs are unpredictable due to the uncertainty about the activities, responsables, and output work products needed for the harmonization success. In this paper we propose a representation for harmonizing and accrediting—according to an international accreditation board organization—the *Requirements Engineering* course—which is part of a *Systems Engineering* curricular

program—in any formal educational institution. The representation is based on the Quintessence kernel, which serves as a neutral domain for evidencing harmonization in curricular programs. Our multidiscipline solution is aimed to consolidate formal, reusable, adaptable, and graphical constructs allowing educational organizations for starting curricular harmonization initiatives.



**BEST PAPER NOMINATION**

**Roadmap to the Future: An Undergraduate Business Program Curriculum Redesign**

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In 2020, the University of Pittsburgh's College of Business Administration (CBA) had reached an inflection point in its growth that warranted a full curriculum review. As with most strategic planning work in 2020, that review was delayed as the school responded to the COVID-19 pandemic including a pivot to fully remote instruction. When the curriculum review committee reconvened in 2021, the school was literally bursting at the seams – welcoming its largest incoming class ever, over-enrolling some sections to ensure that students slated to graduate could get the courses they needed, and seeking alternative classroom and office space to supplement its traditional campus location. Against that backdrop, the committee's work became even more urgent, and it began with a comprehensive analysis of the current state CBA curriculum. To start, a review of the literature compared against the committee's goals narrowed the scope of the analysis to two lenses for the review: A horizontal review (verifying that multiple sections of the same course cover the same learning objectives) and a subject-area review (verifying that similar content taught in different subject areas was reinforcing, not redundant). Second, a suitable curriculum mapping taxonomy was sought from within the field of business, and the American Institute of Certified Public Accountants (AICPA) provided inspiration in the form of its CPA Evolution Model Curriculum. That curriculum includes a line of sight from the organization's top level goals to course topics to learning objectives to courses, and the team was able to build an analogous CBA Model Curriculum Template to be populated with its own school-, curriculum-, and course-level data. Third, the team accessed all available, systemic metadata about each of CBA's existing courses and pre-populated its template. To fill in gaps in the systemic data and dig in on emerging areas of focus such as equity, diversity, and inclusion (EDI), data analytics, and integrated learning, interviews were conducted with course leads, and finally the comprehensive, current state CBA Curriculum Map was complete, highlighting the curriculum's strengths, gaps, and redundancies for the full committee to review and action both from the perspective of horizontal and subject-area reviews. In summary, this baseline curriculum map has been invaluable in enabling CBA to move

forward with its development of an evidence-based, future state curriculum, and the process of mapping the baseline curriculum has created a playbook that can be leveraged again for future curriculum reviews.



**EXPERIENTIAL**

**3:00 — 4:30 PM EDT**

**Thursday, March 31**

**Session Moderator: Margaret Nolan**

**BEST PAPER NOMINATION**

**The Juice SPC Game: An Excel Based Simulation Exercise**

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The operations management discipline has been incorporating experiential exercises into their pedagogy for decades. From the beginning, these exercises used direct hands-on interactions during face-to-face instruction to facilitate learning, but changes in delivery (remote, blended) and technology (computer) have offered new opportunities. One of the most popular of these early experiential exercises used in operations management was developed by William Edwards Deming, called the red bead experiment, which facilitated student understanding of several quality control concepts. Some attempts have been made to create computer simulations to replicate the red beads experiment, but until the creation of the Juice SPC Game, none took advantage of the technology to provide a contextual experience in a computer based simulation. Motivated by COVID restrictions and a rapid movement to more remote learning modalities, I developed the Juice SPC game. Using Excel VBA as the development platform, I created the game to help students better understand how to create, monitor, and interpret control charts in the context of a juice bottler. Initial introduction of the simulation, during the fall 2021, showed student SPC learning gains in subject matter attitude, skills, understanding, and integration.



**The Conference: Finagle Gets Educated About Research (A Case Study)**

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Ian Finagle, a doctoral student, wants to know how to become a productive researcher. At a conference, he and some colleagues from his Alma Mater discuss various tactics and strategies. Finagle receives considerable, but conflicting, advice. This case study asked learners to consider which advice is helpful and what advice is potentially unethical. As a result of reading and analyzing this case study, Ph.D. students and junior faculty members should have a better idea of the tactics they can employ to increase their research productivity.



## Developing Cultural Intelligence Through Short-Term International Travel Experiential Learning

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The growing globalization of business, education, and other sectors has illuminated the need for institutions of higher education to prepare students to adapt, interact and perform effectively in culturally diverse work environments (Arnett, 2002; Brislin & Yoshida, 1994; Williams et al., 2017). This qualitative, phenomenological, case study explored undergraduate students' perceived cultural intelligence (CQ) outcomes based on their participation in full semester courses, at a specific university, that embedded short-term (7-15 days) international travel experiential learning (SIT). This study delved into participants' perceptions of the role varied pedagogical elements of SIT played in their CQ development. Nine (9) phenomenological themes and multiple subthemes emerged across participants' recall of their lived SIT experiences using their own words, feelings, examples, and oral stories about their perceived CQ outcomes.



**GAMES READY TO PLAY**

**3:15 — 4:45 PM EDT**

**Thursday, March 31**

**Session Moderator: Precha Thavikulwat**  
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## Computer-Assisted Total-Economy Simulation

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This session will enable participants to engage with an adaptable simulation, GEO, that I developed for use in multiple business courses and settings. Courses where GEO has been used include Principles of Management, International Business, Global Economic Environment, and Strategic Management. Settings include on-site, online, and hybrid classes, as well as single-day online competitions. GEO is distinguished by its computer-assisted design,



which enables participants to engage with each other in trade, employment, and financial transactions through digital markets; and by its total-economy scope, which requires participants to account for the global economic consequences of their individual decisions.



## **Weighing the Ethics of Outsourcing: An original simulation**

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I submit to the ABSEL 2022 conference an original simulation, written in fall 2021. This new negotiation simulation, *Weighing the Ethics of Outsourcing*, focuses on issues relevant to undergraduate and graduate students. The simulation requires students to read the material, study relevant websites, periodicals, and newspaper articles cited within the work, and to understand the dilemmas of outsourcing faced by a fictitious company. No textbooks are needed or required.

# ABSEL 2022 Program Session Abstracts (Friday, April 1<sup>st</sup>)

**SIMULATION**

**10:30 AM — 12:00 PM EDT**

**Friday, April 01**

**Session Moderator: James Szot**

## **Case Study: The Impact of Moving a Simulation from Face-To-Face to Distance Modes**

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The COVID-19 pandemic caused a rapid move from traditional face-to-face classroom education to various forms of remote learning. Early research suggests that some faculty successfully adapted to the shift from classroom to remote learning and it was possible for students to maintain the same level of academic engagement without compromising their learning. This study contributes to that early research by examining student opinions about simulations and academic teamwork following a simulation game experience conducted synchronously during face-to-face class meetings prior to the COVID-19 pandemic, asynchronously using remote-mode technology with synchronous remote debriefs during the early stage of the pandemic, and hybrid mode with a combination of face-to-face classroom sessions and remote team meetings during later stages of the pandemic. Synchronous debrief sessions were held either face-to-face or via web conference for all modes. This study found no significant differences in student attitudes and learning between the three modes and noted a wider variation of attitudes towards simulations following the late-stage pandemic hybrid approach.



**BEST PAPER NOMINATION**

## **Augmenting Engagement and Learning via Decision Support**

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Based on learning and engagement theory, this paper provides evidence on behavioral and affective (perceptual) engagement among competing simulation team members as well as value-added to the learning experience with the use of decision support systems (dss). Behavioral evidence on engagement includes aggregate download statistics of online dss packages, dss package demo videos (suggested by students), and

dss-related articles. Affective (perceptual) engagement evidence on dss package effectiveness and value-added to the user learning experience includes individual participant survey responses on dss package usage, usefulness, effectiveness, usage experience, and value-added to the learning experience. The results suggest that (a) dss-induced user autonomy, relatedness and competence foster engagement. Further, complex heavy workload demands under time pressure can be offset by range of decision-making freedom and the amount of support provided.



## GAMES READY TO PLAY

10:30 AM — 12:00 PM EDT

Friday, April 01

Session Moderator: **Miruna Bicoli**

### **Miruna's Managerial Moves: A Snakes and Ladders Game**

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This management development game offers a fun yet insightful means of reinforcing learners' understanding of managerial work. It provides a context in which learners discuss and build on their ability to handle the day-to-day challenges of managers. In this game, players maneuver their way around snakes and ladders based, in part, on their ability to successfully respond to dilemmas in which Miruna, a tech manager, finds herself. During the debriefing process, learners draw connections between their work lives and the dilemmas in the game, how they played the game, as well as the existence of venomous snakes and career-boosting ladders in the workplace.



### **Facilitating Business Experience in the Classroom**

Abdy Taminsyah, MonsoonSIM

MonsoonSIM is a cloud based experiential learning platform that combines experiential and social learning to Formal Education. This workshop is for educators interested in bringing business experience into the classroom. In this 75-minute workshop, ABSEL participants will be operating as a virtual company owner in an immersive game.



**EXPERIENTIAL****10:30 AM — 12:00 PM EDT****Friday, April 01****Session Moderator: Leandro Ouriques****BEST STUDENT PAPER NOMINATION****On the Design of Educational Course of Action Wargaming**

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The Joint Planning Process is a document that describes the guidelines to employ the Brazilian Armed Forces. The military can also apply these guidelines for educational purposes, to train their staff in times of peace. The Brazilian Ministry of Defense intends to simulate the employment of military forces to speed up the decision-making cycle and increase the chances of operational success. Consequently, actions would be better planned and risks would be better assessed. The Course of Action (COA) Wargaming simulates each friendly COA against the possible enemy COAs. However, the doctrinal process lacks information to describe how to conduct a COA Wargame. Therefore, doctrinal knowledge is limited to systematizing this analysis. COA Wargaming has been subjective and has relied on tacit knowledge. This work aims to propose a method to conduct the COA Wargaming, and a conceptual model to structure the COA Wargaming, enabling the further use of computer systems to support its conduction. Wargames' concepts inspire this game design. Wargames are defined as models or simulations of conflicts in a synthetic environment, involving opposing forces, in which players make decisions based on rules, procedures, and information. Improving COA Wargaming as an educational wargame tool would simulate military planning, support players to build effective strategies, support instructors to analyze players' decisions and umpire engagements, and build a technological framework to collect decision data for future applications in knowledge management and artificial intelligence

**BEST PAPER NOMINATION, BEST STUDENT PAPER NOMINATION****Investigating the contribution of role-plays for social sustainability: Designing a role-play game for CSR Communication**

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With the growing emphasis on corporate social responsibility (CSR), scholarship has recognized that CSR communication is vital, but also very challenging. CSR communication has been called a double-edged sword, meaning that although it is important, communicating CSR too overtly can be "counterproductive." Another issue is that there has been a dearth of research on how to teach CSR communication. While research has emphasized the importance of teaching CSR and business ethics, it is not clear yet what kind of learning activities are most appropriate for teaching the subject. To address this question, an original role-play game was created for teaching

CSR communication. The role-play game is focused on a labor scandal at a fictitious multinational sporting goods company, modeled after true information from the Nike Labor Scandal of the 1990s-2000s. The students are divided into different stakeholder roles (e.g. supplier employees, executives, investors, labor activists), and then role-play these stakeholders in a community meeting to understand the different priorities for each stakeholder before discussing the key problems. Afterward, students of mixed roles form stakeholder teams to discuss their viewpoints and create a communication plan to address the CSR communication crisis. The teams then present these CSR plans to work professionals experienced in CSR and public relations, who would role-play as the CEO and Board of Directors at the company. This instructional design takes elements of role-play and combines them with service learning through the inclusion of experienced work professionals as part of the role-play team. It provides an active learning experience for teaching sustainability, while enhancing the understanding of how role-play contributes to CSR communication. This paper describes the rationale behind the design of this role-play-based teaching approach, as well as how it may be further investigated and enhanced in the future.



## INNOVATIONS

1:00 — 2:30 PM EDT

Friday, March 26

Session Moderator: John Dickinson

### Feedforward: A Step Towards a Co-Created, Engaging Classroom

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The COVID pandemic caused major disruption to the higher education environment. Especially hard hit was the student experience in the class. This study examines the use of feedforward to assess the pulse of the learning environment and the likelihood that instructors adjust their teaching methods and tools to provide a more engaging and satisfying classroom experience. This study also looks at the relation between feedforward results and end-of-semester teaching evaluations.



#### BEST PAPER NOMINATION

### The Unsuitability of Goodman and Kruskal's Lambda Measure of Association for *Taxi* Analysis of Multiple-Choice Question Difficulty Taxonomies

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*Taxi* analysis of published multiple-choice question bank difficulty taxonomies produces classification matrices relating measured or observed question difficulty to published difficulty level, i.e., the accuracy of the published taxonomy. Where there is a preponderance of questions in one of the published categories, an anomaly in the Goodman and Kruskal lambda measure of association renders it unsuitable for *Taxi* classification matrices. The present study explains that anomaly and illustrates its unsuitability are explained

**BEST PAPER NOMINATION**

**Assigning Individuals Credit Towards Grades for a Unified Submission: Theory and Application**

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A theory of how to assign individual credit towards grades for a unified submission is presented, together with a computerized teaching management application, GroupMaker, that implements the theory. Data on the choices students make and exploration of the reasons for those choices would extend this research



**EXPERIENTIAL**

**1:00 — 2:30 PM EDT**

**Friday, April 01**

**Session Moderator: C. Dowie**

**An Innovative MBA Class in Organizational Behavior and its Relationship to Experiential Learning**

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ABSEL's emphasis on experiential learning (EL) provides a vehicle for discussing a wide array of pedagogical practices, from specific tools to broader approaches. In this article, we present a pedagogy, or more appropriately an andragogy, that thematically drives a graduate class in organizational behavior (OB). This course systematically integrates a wide array of experiential aspects such as self-assessment, reflection, skills application planning, execution of skills plans inside and especially outside the classroom, evaluation of skills planning, and case analysis, following Whetten's (2020) text *Developing Management Skills*. While each of these activities are common EL tools, their overarching integration in one MBA curriculum's OB class is discussed here. The class design is described, related to experiential learning theory (Kolb, 1984), whole person learning (Hoover et al., 2010), and Bloom's taxonomy (Bloom et al., 1956), then concludes with three different instructor reflections on the approach's benefits and some practical limitations and implications.



## **Examining the Pedagogical Effectiveness of Role-Play Simulation Exercises: A Comparative Study Between Middle East and UK Graduates**

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Engaging in active-learning techniques like role-play simulations can provide opportunities for graduates and other learners to probe and reflect on the vicissitudes of communication that can help them build their analytical skills (Dengler, 2008), hone their critical and interpersonal skills (Weiss, 2003), as well as their public speaking and communication (Asal and Blake, 2006; Smith and Boyer, 1996). From a pedagogical viewpoint, enabling students to learn from the decisions they make, and helping them apply the knowledge and theories learned in the classroom to a simulated environment can deepen their understanding about the business challenges they are likely to face in the real-world. It is thus important to immerse students in concrete situations that require their active participation, allowing them to apply new knowledge and observe the consequences of their actions first-hand.



## **Experiential Learning: Applying and Evaluating a M&A Role-Play Simulation for MBA Students and Future Senior Managers**

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Incorporation of more Experiential Learning [EL] into an MBA syllabus, to give future senior managers experience with issues and challenges that they are likely to encounter in their business careers when managing strategic projects and, in this example, merger and acquisition [M&A] activity.



# Best Paper Awards

- 1978 Most Innovative:** *Emergent Simulation in Administration Courses.* 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.* T. Basuray and J. Gosenpud
- 1980 Best Research:** *Association Between Individual Cognitive Processing Variables and Business Game Performance and Play.* J.A. Wolfe
- 1981 Innovative Experiential:** *Finding an Effective Means of Teaching Managerial Behavioral Skills: Two Different Experiential Teaching Methods.* D.G. Minton and B. Lilligen-Minton  
**Best Simulation Research:** *Providing A Real-World View of the Personnel Function: A Simulation.* G.E. Stevens and E.K. Burton  
**Innovative Simulation:** *Teaching Performance Against Skills: An Experiential Approach.* E.K. Burton  
**Best Experiential Research:** *Problems in Evaluation of Experiential Learning in Management Education.* L. Kelley and J. Easton
- 1982 Best Research:** *The Effect of Different Team Sizes on Business Games Performance.* J.A. Wolfe and T.I. Chacko  
**Best Experiential:** *The Value of Conjoint Analysis in Enhancing Experiential Learning.* L. Greenhalgh and S.A. Neslin
- 1983 Outstanding Paper:** *Role-Playing Based on Video-Tape Scenarios: An Application of Modeling to Building Supervisory Skills.* J.C. Faltot and J.R. Ogilvie  
**Outstanding Research:** *Simulating Market and Firm Level Demand-A Robust Demand System.* S.C. Gold and T.F. Pray
- 1984 Best Research:** *A Path Analytic Study of the Effects of Alternative Pedagogies.* A.C. Burns and D.L. Sherrell
- 1985 Most Creative:** *Developing the Competencies of 'Resistance to Stress' and 'Accurate Self-Assessment.'* D.S. Kline  
**Best Research:** *Predicting Performance Over the Course of the Simulation.* J. Gosenpud and A. Larson
- 1986 Best Paper:** *The Assessment Center as a Teaching Learning Device.* R.B. McAfee and A. Hawryluk
- 1987 Most Innovative:** *Decision Styles and Student Simulation Performance.* R. Hornaday and K. Curran  
**Best Research-Simulation:** *The Use of Expert Systems to develop Strategic Scenarios: An Experiment Using a Simulated Market Environment.* 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.* J. Gosenpud and J.A. Wolfe  
**Best Paper-Experiential:** *Experimental Analysis of Magnitude and Source of Students' Inequitable Classroom Perceptions in Three Reward Conditions.* J.D. Overby and K.A. Durden
- 1989 Best Research:** *A Study of the Relationship Between Student Final Exam Performance and Simulation Game Participation.* T.R. Whitely and A.J. Faria  
**Most Innovative:** *A Simulating Simulation in International Business Negotiation with a Japanese Company.* B.S. Axe
- 1990 Most Innovative:** *Executive Evaluation of Student Learning in the Looking Glass.* D. Page and R.M. Roberts  
**Best Computer Simulation Research:** *Demand Equations: Which Include Product Attributes.* R.D. Teach
- 1991 Best Research Paper:** *Increasing Simulation Realism Through the Modeling of Step Costs.* K.R. Goosen
- 1992 Best Research Paper:** *An Examination of the Effect of Team Cohesion, Player Attitude, and Performance Expectations on Simulation Performance Results.* W.J. Wellington and A.J. Faria
- 1994 Best Research Paper:** *Complexity: Is it Really that Simple.* 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.* W.J. Wellington and A.J. Faria
- 1999 Best Experiential Paper:** *Progress: An Experiential Exercise in Developmental Marketing.* Hugh M. Cannon, Attila Yaprak and Irene Mokra.
- 2000 Best Simulation Paper:** *Visual Modeling of Business Simulations.* T. Pray and V. Perotti



- 2001 Best Simulation Paper:** *Fidelity, Verifiability, and Validity of Simulation Constructs for Evaluation.* A.H. Feinstein and H.M. Cannon
- 2002 Best Simulation Paper:** *Incorporating Cosmopolitan-Related Focus-Group Research into Global Advertising Simulations.* H.M. Cannon, A. Yaprak and S. Sasser
- 2003 Best Simulation Paper:** *The Tobin Q as a Company Performance Indicator.* J.A. Wolfe and A.C.A. Sauer
- Best Experiential Paper:** *Experiential Learning: Introducing Faculty and Staff to A Leadership Development Program.* M.J. Hornyak and D. Page
- 2004 Best Simulation Paper:** *Accounting for Company Reputation Variation on the Gold Standard.* H.M. Cannon and M. Schwaiger
- Best Experiential Paper:** *Integrating the Business Curriculum with a Comprehensive Case Study: A Prototype.* P.M. Markulis, D.R. Strang and H. Howe
- Best Online Education Paper:** *Designing a Globalization Simulation to Teach Corporate Social Responsibility.* N.S. Shami, N. Bos, T. Fort and M. Gordon
- 2005 Best Simulation Paper:** *Computer Business Simulation Design.* J.S.B. Hall
- Best Experiential Paper:** *The Internet to Enhance Course Presentation: A Help or Hindrance to Student Learning.* W. Wellington, D. Hutchinson and A.J. Faria
- 2006 Best Experiential Paper:** *Is Pay Inversion Ethical? A Three-Part Exercise.* M. Boscia, B. McAfee and M. Glassman
- 2007 Best Simulation Paper:** *Simulation Performance and its Effectiveness as a PBL Problem: A Follow-up Study.* P. Anderson
- 2008 Best Simulation Paper:** *Modeling Strategic Opportunities in Product-Mix Strategy: A Customer Versus Product-Oriented Perspective.* J.N. Cannon and H.M. Cannon
- Best Experiential Paper:** *Implementation of Effective Experiential Learning Environments.* A. McManus and A. Feinstein
- Best Student Paper:** *Internships and Occupational Socialization: What are Students Learning? 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.* H.M. Cannon and J.N. Cannon
- Best Experiential Paper:** *The Simplicity Paradox: Another Look at Complexity in Simulation Design.* 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.* 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.* M.P. de Souza, R.S.S. Bernard and H.M. Cannon
- Best Experiential Paper:** *Mustard Seeds as a Means for Creative Problem Solving, Ethical Decision Making, Stakeholder Alliance, & Leader Development Through Experiential Learning in Management Education.* 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.* J. N. Cannon, H. M. Cannon, D. P. Friesen, & A. H. Feinstein
- Best Experiential Paper (tie):** *Complexity Avoidance, Narcissism and Experiential Learning.* J. D. Hoover
- Best Experiential Paper (tie):** *Appreciating Complexity: The Chief of Staff of the Army Game.* Ken Long
- 2012 Best Simulation Paper:** *Pick your Group Size: A Better Procedure to Resolve the Free-Rider Problem in a Business Simulation.* Precha Thavikulwat and Jimmy Chang,
- Best Experiential Paper:** *Build a Business ... In an Hour or Less: Getting Closer to Reality into the Classroom.* Michael J. 'Mick' Fekula.
- Best Online Education Paper:** *Modeling a Modest Proposal for Increasing the efficiency of Academic Research Dissemination.* Hugh M. Cannon and James N. Cannon.

- 2013** **Best Simulation Paper:** *Implementing Mental Models: Extending Insight and Whole Person Learning.* Robert E. Robinson, Ronald Mitchell, and J. Duane Hoover  
**Best Experiential Paper:** *The Role of Simulations in Organizational Learning: Building Individual Absorptive Capacity.* 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.* Annette L. Halpin  
**Best Assessment Paper:** *Accounting for Externalities Harnessing the 'Face in the Mirror' Phenomenon.* 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.* 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 Paper:** *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.* Byron 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
- 2019** **Best Simulation Paper:** *Learning Transfer from a Business Simulation: How are you Situated?* Christopher M. Scherpereel, Susan K. Williams, Scott E. Hoefle  
**Best Experiential Paper:** *Lego® Mansion: An Experiential Exercise for Understanding Leadership Styles.* Céleste Grimard, Université Du Québec À Montréal  
**Best Games Paper:** *Development of Base Life Planning Game to Learn the Balance of Cost and Happiness.* Ryoju Hamada, Takashi Yokouchi, Tomomi Kaneko, Masahiro Hiji
- 2020** **Best Simulation Paper:** *Enhancing Experiential Learning via Sustained Student Engagement.* Aspy Palia  
**Best Experiential Paper:** *Individualizing Experiential Learning: A Theoretical Perspective.* Hugh Cannon, James Cannon, Bryon Geddes, J. Alexander Smith  
**Best Innovations Paper:** *Extending the Experience: Bringing Boards of Directors to Bear on a Business Simulation.* Tom Davis, Ron Magnuson
- 2021** **Best Simulation Paper:** *Engaging Digital Natives with Simulations.* Wendy Ford  
**Best Experiential Paper:** *Sustaining Engagement and Learning in a Pandemic.* Aspy Palia  
**Best Innovations Paper:** *The Great Rotation: Experience-Based Learning in Business Education at a Distance in 2020.* Tom Davis, Debbie Good, Kiersten Maryott.

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# **Preliminary ABSEL 2023 Call for Papers**

**ABSEL 50**

**March 22, 2023 – March 24, 2023**

**The University Club  
University of Pittsburgh  
Pittsburgh, PA**



**Submission due date: October 16, 2022**