



***Program***  
***48<sup>th</sup> Annual Conference***  
***“Experiencing Virtuality”***



***March 24-26, 2021***  
***The Second ABSEL Virtual Conference***



## In Memoriam

**DR. KENNETH R. GOOSEN**

Little Rock, Arkansas

November 23, 1936 – December 17, 2020



ABSEL's remarkable Ken Goosen passed away December 17, 2020 at his home in Little Rock, Arkansas, surrounded by family.

Ken attended every annual ABSEL meeting during its 47-year history, and he was an ABSEL Fellow. He created the world's first managerial accounting simulation and then founded a company selling business simulation software. In 2020, ABSEL established the Kenneth R. Goosen ABSEL Sustained Engagement Award and named Ken its first recipient. The award is given for Enduring Engagement and Contributions in support of ABSEL and the Field of Experiential Learning.

Ken was born in Adams, Oklahoma on November 23, 1936 during the Dust Bowl era. He grew up on his family farm and was the first family member to earn a college degree. Dr. Goosen went on to earn his Ph.D. in Accounting from the University of Texas at Austin. After teaching accounting at the University of Arkansas at Little Rock for 22 years, he retired as professor emeritus.

We celebrate Ken's 47 years with ABSEL and, with a heavy heart, say that we will "ABSELutely miss you!"



Ken at his last in-person ABSEL meeting (2020 was virtual) in San Diego, March 22, 2019

# ABSEL 2021 Virtual Conference Snapshot Schedule

All Times U.S. Eastern Daylight Savings Time

## Wednesday, March 24

11:00 AM – 3:00 PM	Preconference Workshop	Session Chair: Jennifer Petrie-Wyman
4:30 – 5:30 PM	Board of Directors Meeting	Session Chair: Lora Reed

## Thursday, March 25

### Plenary Session

10:30 – 11:00 AM	Opening Welcome	Session Chair: Lora Reed  This meeting room will remain open all day for casual visits
11:00 AM – 12:00 PM	Keynote Presentation	
12:00 – 12:15 PM	BREAK	
12:15 – 12:45 PM	Keynote Q & A	
12:45 – 1:15 PM	BREAK	

### Concurrent Sessions

1:15 – 2:45 PM	Innovations Track	Session Chair: Tom Davis
	Experiential Track	Session Chair: Kiersten Maryott
2:45 – 3:15 PM	BREAK	
3:15 – 4:45 PM	Innovations Track	Session Chair: Elise Boyas
	Experiential Track	Session Chair: Celeste Grimard

## Friday, March 26

### Concurrent Sessions

10:30 AM – 12:00 PM	Simulation Track	Session Chair: Rich McConnell
	Games Ready to Play	Session Chair: Roy Hamada
12:00 – 12:30 PM	BREAK	
12:30 – 1:30 PM	Innovations Track	Session Chair: Deb Good
	Experiential Track	Session Chair: Aspy Palia
1:30 – 2:00 PM	BREAK	
2:00 – 3:00 PM	Innovations Track	Session Chair: Jennifer Petrie-Wyman
	Experiential Track	Session Chair: Sonia Goltz
3:00 – 4:00 PM	BREAK	

### Plenary Session

4:00 – 5:00 PM	Awards, Business Meeting and Conference Closeout	Session Chair: Lora Reed  This meeting room is open all day for casual visits
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# 48<sup>th</sup> Annual Conference Program “Experiencing Virtuality”

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# President's Message

## *Experiencing Virtuality*

***The only thing that is constant is change - Heraclitis***

*Thank you for joining us for the 48th annual meeting of ABSEL. In preparation for writing this message, I reviewed the messages crafted by previous ABSEL presidents over the past few years. I became increasingly aware of how ABSEL, our institutions, our membership, and the world around us are in constant flux. Last year, due to the impacts and uncertainty brought about by the onset of the COVID 19 pandemic, ABSEL was one of the first professional organizations of its kind to pivot, change direction, and create a virtual conference platform for our colleagues to meet, present and share knowledge and information, and consider how to proceed in the future. However, when one gets to know ABSEL, this is not terribly surprising. This is because ABSEL has been on the forefront of assessment, development, research, and creativity in experiential learning, games, simulations, and innovation for successful preparation of faculty and business students, both in the classroom and beyond.*

*This year, despite hopes that we would get to meet in person, ABSEL is again meeting virtually. Again, we are pivoting, but each conference, like each ABSEL attendee, has just a little different flavor. We are delighted that you are joining us and participating in ABSEL hospitality during the next few days (and beyond!). The ABSEL culture has kept me coming back since my first conference in 2010. ABSEL consists of scholars and practitioners from around the world. The organization spans five generations and four continents. What distinguishes ABSEL from other professional conferences I have attended is the openness and sharing of ideas through friendly, constructive dialogue and the collegiality that is the beauty of ABSEL style. In addition to the pre-conference, paper and gaming sessions, be sure to 'visit' the open meeting rooms. Who knows? You may meet a new friend, find a prospective collaborator for a project you have wanted to initiate, or you just might want to get involved in serving as a new member at large on the ABSEL board.*

*Whether this is your 1st year or your 48<sup>th</sup> conference, you are important to us. You are welcome and valued. Get to know ABSEL and the ABSEL-ites...and let us get to know you better too. We trust you will find the conference to be rewarding, and then make plans now to join us in Pittsburgh next year and bring someone new with you!*

*It has taken many people to make this conference possible. Special thanks to our sponsors, dedicated board members, fellows, program and track chairs, and manuscript reviewers.*

*Enjoy the conference!*

ABSEL-utely yours,  
Lora Reed  
ABSEL President, 2020-2021

# ABSEL Officers and Directors, 2020-2021

<p><b>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>	<p><b>President-Elect</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>Past-President</b> Ron Magnuson Director of MBA &amp; Professional Programs School of Business College of Charleston Charleston, SC 29424 USA 843-953-1380 <a href="mailto:magnusonra@cofc.edu">magnusonra@cofc.edu</a></p>
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## 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 2021 Virtual Conference Schedule

**Wednesday, March 24**

**Preconference Workshop**

All Times U.S. Eastern Daylight Savings Time

11:00 AM – 4:00 PM

Session Chair: Jennifer Petrie-Wyman

11:00 AM	<i>Would Self-Directed Education Help Address Some of the Challenges in Higher-Ed?</i> Ahamed Sifaan Zavahir
11:50 AM	<b>BREAK</b>
12:00 PM	<i>A Panel Discussion on Feedforward – An Approach to Improving Online Course Delivery</i> Annette Halpin, Raghu Kurthakoti, Deborah Good
12:50 PM	<b>BREAK</b>
1:00 PM	<i>Genius Breaks for Virtual Learning</i> Suzie Carmack
1:50 PM	<b>BREAK</b>
2:00 PM	<i>Why Do We Misbehave? Critical Cyber Ethics Implications for Virtual Learning</i> Rich McConnell, Anthony Rodi, Jennifer Petrie-Wyman
2:50 PM	<b>BREAK</b>
3:00 PM	<i>Design Thinking and the Challenges and Opportunities for Virtual Learning</i> Kenneth Long

**Thursday, March 25**

**Opening Welcome and Keynote Presentation**

All Times U.S. Eastern Daylight Savings Time

Session Chair: Lora Reed

10:30 AM	<b>Opening Welcome</b> President Lora Reed
11:00 AM	<b>Keynote Presentation – Simulations: From Dreams to Reality</b> Stuart Draper
12:00 PM	<b>BREAK</b>
12:15PM	<b>Keynote Q &amp; A</b> Stuart Draper
12:45 PM	<b>BREAK</b>

## Thursday, March 25

### Concurrent Sessions

All Times U.S. Eastern Daylight Savings Time

<b>1:15 PM</b>	<p><b>Innovations Track</b> <span style="float: right;"><b>Session Chair: Tom Davis</b></span></p> <p><i>Studio School: Robotic Professors, Games, Simulations, Virtual Labs, and the Future of Education</i> Paulo Vincente dos Santos Alves</p> <p><i>The Performance Paradox: How Business Schools Fall Short and What To Do About It</i> Hugh M. Cannon, James N. Cannon, Bryon C. Geddes, J. Alexander Smith</p> <p><i>Help for teaching strategy courses in a virtual world</i> Larry Chasteen</p>
<b>to</b>	
<b>2:45 PM</b>	<p><b>Experiential Track</b> <span style="float: right;"><b>Session Chair: Kiersten Maryott</b></span></p> <p><i>Expansion of Summiting Mount Everest for Classroom and Online Delivery; An Experiential Learning Application for Organizational Behavior</i> [best paper nomination] Sharon Beaudry</p> <p><i>Making the Most of Time: A Flipped Class Approach to Study Abroad</i> Gerald Burch, Jana Burch, John Batchelor</p> <p><i>Change Management and Team Mental Models: The Shift to Experience-Based Learning</i> [best student paper nomination] Rachel Hannum, Kiersten Maryott</p>
<b>2:45 PM</b>	<b>BREAK</b>
<b>3:15 PM</b>	<p><b>Innovations Track</b> <span style="float: right;"><b>Session Chair: Elise Boyas</b></span></p> <p><i>Integrative Capstone Assignment in Core MBA Curriculum</i> Elise Boyas, Haimanti Banerjee</p> <p><i>A Taxi Analysis of an International Marketing Multiple-Choice Question Bank</i> John Dickinson</p> <p><i>The Great Rotation: Experience-Based Learning in Business Education at a Distance in 2020</i> [best paper nomination] Tom Davis, Debbie Good, Kiersten Maryott</p>
<b>to</b>	
<b>4:45 PM</b>	<p><b>Experiential Track</b> <span style="float: right;"><b>Session Chair: Celeste Grimard</b></span></p> <p><i>From Mentoring to Individual Absorptive Capacity: The Gradual Release of Responsibility Model</i> Hugh Cannon, Ken Long</p> <p><i>Minimalism at Work: An Experiential Exercise for Putting Work in Perspective</i> Celeste Grimard</p> <p><i>Experiential Learning and Student Engagement Through a Stock Market Simulation Game</i> Linda Meltzer</p>
<b>4:45 PM</b>	<b>END OF SESSION</b>

## Friday, March 26 Concurrent Sessions

All Times U.S. Eastern Daylight Savings Time

<b>10:30 AM</b>  <b>to</b>  <b>12:00 PM</b>	<p><b>Simulation Track</b> <span style="float: right;"><b>Session Chair: Rich McConnell</b></span></p> <p><i>Cash Management and Inventory Management as Company Performance Criteria in General Management Simulations</i> William Biggs</p> <p><i>Engaging digital natives with simulations is a business data security course</i> [best paper nomination] Wendy Ford</p> <p><i>Replacing Summative Peer Evaluations with Self-Managed Group: A Lesson in Illusory Superiority</i> Precha Thavikulwat, Bosco Wing Tong Yu</p>
	<p><b>Games Ready to Play</b> <span style="float: right;"><b>Session Chair: Roy Hamada</b></span></p> <p><i>Experimental Approach for Game Design: Online and Analog Game Fusion in the Corona Era</i> Tomomi Kaneko, Ryoju Hamada, Masahiro Hiji</p> <p><i>The Juice Capacity Game: An Excel-Based Simulation</i> Christopher Scherpereel</p>
<b>12:00 PM</b>	<b>BREAK</b>
<b>12:30 PM</b>  <b>to</b>  <b>1:30 PM</b>	<p><b>Innovations Track</b> <span style="float: right;"><b>Session Chair: Deb Good</b></span></p> <p><i>The Visual Professional Development Model: An Experiential Counseling Model for Professional Development</i> Ken Long</p> <p><i>Virtual Internships - A New Reality</i> [best paper nomination] Khushwant K. S. Pittenger</p>
	<p><b>Experiential Track</b> <span style="float: right;"><b>Session Chair: Aspy Palia</b></span></p> <p><i>A Systematic Mapping of Gamification in Higher Education</i> [best student paper nomination] Leandro Ouriques, Diego Castro, Diogo Oliveira, Jessica Seibert, Geraldo Xexeo, Eduardo Mangeli</p> <p><i>Sustaining Engagement and Learning in a Pandemic</i> [best paper nomination] Aspy Palia</p>
<b>1:30 PM</b>	<b>BREAK</b>

2:00 PM  to  3:00 PM	<p><b>Innovations Track</b> <span style="float: right;"><b>Session Chair: Jennifer Petrie-Wyman</b></span></p> <p><i>Why Should I Behave? Addressing Unethical Cyber Behavior Through Education</i> Jennifer Petrie-Wyman, Anthony Rodi, Richard McConnell</p> <p><i>How to Make Strategy Simulations Relevant in Times of Pandemic</i> Rebecca Schmeller</p>
	<p><b>Experiential Track</b> <span style="float: right;"><b>Session Chair: Sonia Goltz</b></span></p> <p><i>A Real-World Negotiation Task for Real-Time (Synchronous) Learning</i> Sonia Goltz</p> <p><i>A First Approach to the Representation of the Experiential Learning Practice on the Top of the Quintessence Kernel</i> Carlos Mario Zapata-Jaramillo, Jesus Insuasti</p>
3:00 PM	BREAK

**Friday, March 26**

**Awards and Conference Closeout**

All Times U.S. Eastern Daylight Savings Time

Session Chair: Lora Reed

4:00 PM  to  5:00 PM	<p><b>Awards</b> Best reviewers Best papers</p> <p><b>Business Meeting</b> <b>Conference Closeout</b> President Lora Reed President Elect Debbie Good</p>
5:00 PM	<b>END OF CONFERENCE – WE LOOK FORWARD TO SEEING YOU IN PITTSBURGH IN 2022!</b>

# ABSEL 2021 Program Session Abstracts (Wednesday, March 24<sup>th</sup>)

PROFESSIONAL DEVELOPMENT TRACK

PRECONFERENCE WORKSHOP

11:00 AM —4:15 PM EDT

Wednesday, March 18

The Preconference Workshop aims to support the professional development of ABSEL members and faculty by providing hands-on experiential exercises to help build their teaching effectiveness.

## Would Self-Directed Education Help Address Some of the Challenges in Higher-Ed?

Ahamed Sifaan Zavahir, Co-Founder Schools 4.0 Lanka

When the pandemic moved education to virtual spaces, some of the questions that emerged (“Should virtual lessons cost as much as in-person?”, “Is the quality of the degree awarded based on it as good as in-person?”) reflected pre-pandemic concerns where the cost of degrees was rising while the value (in terms of employment prospects) was declining. Could giving students more agency over their education be part of the solution?

Join Sifaan Zavahir in a critical guided discussion on the role of self-directed education in higher education. The discussion will be a flipped webinar (more details [here](#)) with the asynchronous conversation (pre- and post-workshop) taking place [here](#).



## A Panel Discussion on - Feedforward - An Approach to Improving Online Course Delivery

Panelists: Dr. Annette L. Halpin, Arcadia University, Dr. Raghu Kurthakoti, Arcadia University, Dr. Deborah C. Good, University of Pittsburgh

Fellow Educators,

- Did you have to make a sudden transition from an in-person delivery mode to a fully online/virtual mode to deliver your courses due to COVID-19?
- Did you feel unsure and underprepared for this transition?
- Did you find it difficult to gauge what was working and not working in your online/virtual classes?

You are not Alone!!!

We too faced the same challenges and issues. To address some of these concerns, we moved from our reactive reliance on course evaluation feedback at the end of our term, to a more proactive and ongoing input-gathering mechanism of feedforward in our classrooms. This involved soliciting input from students over the course of a semester to identify areas within the course design that are working or not working for learners. Introducing this method of assessment recognizes students as co-partners in the

learning process and can provide meaningful suggestions to instructors who are willing to be flexible and responsive in their course design.

In this pre-conference workshop, we would like to share our experiences with this method of gathering student input. We will present some preliminary data collected during the spring 2021 semester and invite you all to participate in exploring ways in which this data could be put to use in making course design modifications that can lead to an improved co-created learning environment.



## **Genius Breaks for Virtual Learning**

**Dr. Suzie Carmack, George Mason University and Founder & CEO of YogaMedCo**

Dr. Suzie Carmack introduces the Genius Breaks Methods, which provides a method for integrating well-being into your workday. This workshop also navigates the demands of virtual work and the challenges of sedentary workplaces and offers a creative and practical solution to support and advance personal and student growth in wellness and mindfulness.



## **Why do we Misbehave? Critical Cyber Ethics Implications for Virtual Learning**

(Dr. Rich McConnell, U.S. Army Command & General Staff College, Dr. Anthony Rodi, University of Pittsburgh, Dr. Jennifer Petrie-Wyman, University of Pittsburgh)

Join us for a guided discussion and workshop that critically examines the cyber ethics implication of virtual learning. Has our understanding of ethical norms in cyber space been outpaced by the current need to adjust to unfolding challenges? Are we building dinosaurs in flight? Participants will explore pertinent challenges and envision solutions to confront the cyber ethics dilemmas in virtual learning.



## **Design Thinking and the Challenges & Opportunities for Virtual Learning**

**Dr. Kenneth Long, U.S. Army Command & General Staff College**

Dr. Ken Long leads a design-thinking workshop about the challenges and opportunities of virtual learning. Drawing on his experience with designing hybrid course models, creating online outreach communities, and conducting education and consulting work with online teams, Dr. Long will take participants through a design-thinking exercise and guided discussion to help participants confront the challenges and leverage the opportunities of virtual learning.

# ABSEL 2021 Program Session Abstracts (Thursday, March 25<sup>th</sup>)

## INNOVATIONS

1:15 — 2:45 PM EDT

Thursday, March 25

Session Chair: Tom Davis

### **Studio School: Robotic Professors, Games, Simulations, Virtual Labs, and the Future of Education**

Paulo Vicente dos Santos Alves  
Fundacao Dom Cabral-FDC  
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This article makes an analysis based on Kondratieff Cycles, investments in research and development (R&D), and major trends in the future of work and education, to propose a new educational model termed "Studio School," which is necessary to cope with those new technologies, and future needs of the society.

The global pandemic was an accelerator in those trends and exposed the obsolescence of the current model.

This new model is mainly remote and will require a strong support from experiential methods and techniques to work. Therefore, remote lectures, robotic professors, games, simulations, and virtual laboratories will be necessary.

Differentiation between school for inter-school competition will be done foremostly by the creation of exclusive content in form of research, and events (physical and virtual).

This new model is a blend of movie, television and game studio, which can work under a few different business models like subscription, pay-per-use, marketplace and syndication.

This new model is far from complete and will evolve during the next few decades.



### **The Performance Paradox: How Business Schools Fall Short and What to Do About It**

Hugh Cannon  
Wayne State University (Emeritus)  
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James Cannon  
Utah State University  
[james.cannon@usu.edu](mailto:james.cannon@usu.edu)

Bryon Geddes  
LDS Business College  
[bryon.geddes@ldsbc.edu](mailto:bryon.geddes@ldsbc.edu)

Alexander Smith  
Oklahoma City University  
[asmith@okcu.edu](mailto:asmith@okcu.edu)

Notwithstanding the apparent success of modern management education and predictions of increasing demand for business school graduates, the educational product has been subject to considerable criticism. We refer to this

as the “performance paradox.” If market forces attest to both the demand for and apparent success of business school graduates, why has the educational product been subject to so much criticism? In our effort to address the paradox, we focus on three separate but related points of attack: First, we ask whether the value of a business degree can be attributed primarily to the signal it provides to potential employers rather than the value of the education itself. Second, we consider the suitability of current curricular content and pedagogy for addressing the needs of modern management. And third, we evaluate the ability of metrics commonly used to determine whether a management education program is successful. We conclude that, as a whole, business schools fall short with respect to each of these criteria. We discuss why this might be the case and suggest what business schools might do to improve the quality of their offerings.



## Help for Teaching Strategy Courses in a Virtual World

Larry Chasteen  
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Due to COVID-19, almost all 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 are 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 if the simulation “matches” the chosen textbook, it makes the professor’s job much easier.



**EXPERIENTIAL**

**1:15 — 2:45 PM EDT**

**Thursday, March 25**

**Session Chair: Kiersten Maryott**

**BEST PAPER NOMINATION**

## **Expansion of Summiting Mount Everest for Classroom and Online Delivery: An Experiential Learning Application for Organizational Behavior**

Sharon Beaudry  
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Organizational behavior, often included as core business curriculum, instructs students how individuals and teams successfully work within organizations. This theory-based course, which often utilizes case studies, can be challenging to transform into a hands-on, applied learning approach. In 2016, an experiential course design for an organizational behavior was presented with the theme of summiting Mount Everest. This model utilized a variety of activities, along with a short computer simulation, to allow students to experience the challenges of ascending



the famous mountain. This current paper presents an expanded version of the Mount Everest design with a new "trek to basecamp" component in the early course stages and a fully flipped design for both classroom and online delivery. The expanded model allows students to be fully immersed into the Everest environment in order for students to apply and test approaches, discover solutions, and personalize tasks to bring greater meaning and learning to organizational behavior theory. The students encounter what it is like to maintain individual motivation, communicate effectively, develop trust within their team, build a culture, and experience conflict and change, all while negotiating the demanding environment of the Himalayas and Mount Everest. This paper provides a background, summary of the original model, details of the expanded design for both online and classroom, as well as assessment of all the models.



## **Making the Most of Time: A Flipped Class Approach to Study Abroad**

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Jana J. Burch  
21<sup>st</sup> Century Leadership  
Skills  
[jana@janaburch.com](mailto:jana@janaburch.com)

Study abroad programs have been used as significant experiential learning events. Due to the short nature of some of these programs, it is important to prepare students in advance to take advantage of the experiential learning opportunity. During a Study Abroad trip to Ireland, 15 students were given a "flipped class" approach to learning. Results of student engagement were compared between the "flipped class" and the previous year not "flipped class" where student questions significantly increased. Discussion of how to create such a course and future research are included.



### **BEST STUDENT PAPER NOMINATION**

## **Change Management and Team Mental Models: The Shift to Experience-Based Learning**

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Kiersten M. Maryott  
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As colleges and universities consider curriculum change as a way to address the skills gap between what employers desire and the skills graduates possess, one challenge is determining what combination of passive versus active learning will best close this gap. There can be resistance to both curriculum change as well as the specific learning approaches (active versus passive) included as part of this curriculum change. The authors discuss the roles of team mental models and change management as important considerations to increase acceptance of both curriculum change and the trend toward active experiential-learning approaches.



**INNOVATIONS**

**3:15 — 4:45 PM EDT**

**Thursday, March 25**

**Session Chair: Elise Boyas**

**Integrative Capstone Assignment in Core MBA Curriculum**

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Haimanti Banerjee  
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Since the early 2000s there has been a call for both K-12 and higher education to move away from a siloed delivery of curriculum and to integrate curriculum across disciplines. Simultaneously, there has been a focus on providing more opportunities for experiential-based learning in Master of Business Administration (MBA) programs. MBA programs are charged with developing future business leaders who have the skill set to critically analyze and solve complex real-world problems and curriculum needs to support this goal. This capstone assignment project at a top 40 MBA program was designed to give students an opportunity to analyze the impact of the worldwide COVID-19 pandemic on corporate financial results within the microeconomic framework in which the corporation operates. This paper describes the capstone assignment project across two MBA core courses and describes a unique opportunity to integrate microeconomic principles with financial reporting and disclosure practice.



**A *TaxI* Analysis of an International Marketing Multiple Choice Question Bank**

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Published banks of multiple-choice examination questions are ubiquitous. Many of the banks classify the questions into three levels of difficulty. The accuracy of those difficulty classifications, though, has been only sparsely investigated. This study assesses the accuracy of those classifications for a question bank accompanying a widely adopted international marketing textbook. The research employs a recently introduced statistic, *TaxI*, and complementary analyses associated with *TaxI*.



**BEST PAPER NOMINATION**

**The Great Rotation: Experience-Based Learning in Business Education at a Distance in 2020**

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Although the abrupt emergence of COVID-19 in March of 2020 was shocking, it was not without precedent, either in its disruption to society or in its acceleration of online learning within higher education. However, there were key differences in how events unfolded around the COVID-19 pandemic and the specific impact on universities' experience-based learning (EBL) courses. This paper examines the virtual/remote adaptations of three EBL courses at the University of Pittsburgh's Joseph M. Katz Graduate School of Business and College of Business Administration ("Pitt Business") as case studies in identifying and extending best practices for EBL that have emerged during this difficult chapter in global history. The framework for analysis is a novel adaption of Moore's theory of transactional distance in distance education overlaid on synchronous and asynchronous dimensions to form a thorough view of opportunities to strengthen EBL going forward, whether in person or remotely. Early indications suggest that increased context, consistency, and collaboration correlate highly to improved student satisfaction and outcomes in a virtual/remote environment.



## EXPERIENTIAL

3:15 — 4:45 PM EDT

Thursday, March 25

Session Chair: Celeste Grimard

### **From Mentoring to Individual Absorptive Capacity: The Gradual Release of Responsibility Model**

Hugh M. Cannon  
Wayne State University (emeritus)  
[hughmcannon@gmail.com](mailto:hughmcannon@gmail.com)

Kenneth Long  
Colorado Technical University  
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Individual absorptive capacity (IAC) addresses the ability of an individual to recognize and classify problem situations, to determine the kind of knowledge and skill she needs to address them, to quickly absorb the relevant knowledge and skills, and to adapt them as necessary to address the problem. This paper integrates two separate streams of IAC-related research. The first addresses a series of conceptual papers that grapple with the IAC concept from the perspective of service-dominant logic, from Marketing, discussing the process by which different kinds of operant resources provided by an educational institution interact with operand resources provided by the students to stimulate the development of IAC. The second stream addresses specific techniques developed and tested by the United States Military to develop IAC among military commanders, suggesting what an actual IAC program might look like in practice. The resulting integration is encompassed in a curriculum model (Gradual Release of Responsibility Model, or GRR) that is readily adapted to business school applications.



### **Minimalism at Work: An Experiential Exercise for Putting Work in Perspective**

Céleste M. Grimard  
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Published banks of multiple-choice examination questions are ubiquitous. Many of the banks classify the questions into three levels of difficulty. The accuracy of those difficulty classifications, though, has been only

sparsely investigated. This study assesses the accuracy of those classifications for a question bank accompanying a widely adopted international marketing textbook. The research employs a recently introduced statistic, *TaxI*, and complementary analyses associated with *TaxI*.



## **Experiential Learning and Student Engagement Through a Stock Market Simulation Game**

Linda Meltzer

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The Virtual Stock Exchange is a stock market simulated game that can be successfully integrated into a finance curriculum. The games are an effective pedagogical learning tool for facilitators to create a positive learning environment for students, cultivating their engagement, motivation and enhancing experiential learning. As a supplemental part to the course, the games are an experiential learning activity that support active learning, make connections to financial concepts and build soft skills. This paper shows the effectiveness of blending a simulated game into the course curriculum helps students to achieve learning outcomes.



# ABSEL 2021 Program Session Abstracts (Friday, March 26<sup>th</sup>)

**SIMULATION**

**10:30 AM — 12:00 PM EDT**

**Friday, March 26**

**Session Chair: Rich McConnell**

## **Cash Management and Inventory Management as Company Performance Criteria in General Management Simulations**

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This article argues that both cash management and inventory management can, and should, be used as criteria to evaluate company performance in general management simulations. These criteria are discussed, and an approach is suggested for using each of them.



**BEST PAPER NOMINATION**

## **Engaging Digital Natives with Simulations in a Business Data Security Course**

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To perform effectively, it is important for cyber security professionals to understand an organization's goals and objectives. This paper discusses how CyberCIEGE, a resource management simulation game, was used within a classroom setting to teach students about cyber security principles applied within a business setting. Digital game-based learning, which can be used to motivate and engage digital natives, was introduced into a college information security course and the simulation activities were aligned with Bloom's Revised Taxonomy. The course modification is outlined and quantitative data from the simulation game performance log is analyzed, along with qualitative data from a student survey. Student engagement with the simulation and student perceptions of the simulation are discussed. Findings indicated that while student engagement with the simulation was high and many students liked being able to solve business security problems in a virtual business setting, many students felt that additional help was needed to play the game effectively.



## Replacing Summative Peer Evaluation with Self-Managed Group: A Lesson in Illusory Superiority

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Individual absorptive capacity (IAC) addresses the ability of an individual to recognize and classify problem situations, to determine the kind of knowledge and skill she needs to address them, to quickly absorb the relevant knowledge and skills, and to adapt them as necessary to address the problem. This paper integrates two separate streams of IAC-related research. The first addresses a series of conceptual papers that grapple with the IAC concept from the perspective of service-dominant logic, from Marketing, discussing the process by which different kinds of operant resources provided by an educational institution interact with operand resources provided by the students to stimulate the development of IAC. The second stream addresses specific techniques developed and tested by the United States Military to develop IAC among military commanders, suggesting what an actual IAC program might look like in practice. The resulting integration is encompassed in a curriculum model (Gradual Release of Responsibility Model, or GRR) that is readily adapted to business school applications.



### GAMES READY TO PLAY

10:30 AM — 12:00 PM EDT

Friday, March 26

Session Chair: Roy Hamada

## Experimental Approach for Game Design: Online and Analog Game Fusion in the Corona Era

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The Covid-19 epidemic, which struck the world in early 2020, strongly affected analog gaming researchers and practitioners. Social distance was recommended for reducing infection risk. Many people have avoided surrounding tables. Furthermore, disinfection is required for objects that have been touched by others. These precautions all degrade the analog game experience. Analog games will disappear if nothing is done. Therefore, the authors examined methods to apply the virtues of analog games to online lectures.



## The Juice Capacity Game: An Excel Based Simulation

Christopher M. Scherpereel  
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The operations management discipline has long incorporated experiential exercises into their curriculum. However, many of these exercises require direct hands-on interactions during face-to-face instruction. The most popular of these exercises include variations on the Forester's beer game simulation (focused on supply chain communication), the Deming's bead activity (focused on quality control), and the Goldratt's matchstick experiment (focused on system variability and bottlenecks). Many attempts have been made to create computer simulations of these activities, but their ability to deliver a similar learning experience to the original in class activity has limited both their development and usage. COVID 19 in early 2020 had a drastic impact to face-to-face course delivery and the ability of faculty to deliver a similar experience in online and hybrid modalities. This renewed motivation encouraged the development of the Juice Capacity Game (JCG) based on Goldratt's matchstick experiment. Using Excel VBA as the development platform, I created JCG to help students better understand capacity related operations management concepts and demonstrate the impact of dependent events, statistical fluctuations, and constraints on capacity in a flow process.

**INNOVATIONS**

**12:30 — 1:30 PM EDT**

**Friday, March 26**

**Session Chair: Deb Good**

## The Visual Professional Development Model: An Experiential Counseling Model for Professional Development

Kenneth Long  
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This paper is a participatory action research progress memo and the after-action report of an exploratory case study. It describes an innovation in practical routine assessments and should not be generalized beyond the limits of the setting of the pilot project. However, the results are promising and suggest that other organizations may benefit from this broad approach to developing co-creative assessments of individual professional development between an advisor and a student, between a teacher and student, or between a mentor and mentee. It was developed during a Masters thesis inquiry at a military college, exploring innovative ways to improve talent management within a profession, and was piloted in a small cohort of students with several faculty members at a military college which educates mid-career organizational leaders. It has proven to be satisfying to faculty and students alike, and students who graduated last year that applied it in their next units of assignment report favorable reactions in the field. The model is being more broadly applied in a second pilot program in this year of the virus, and initial feedback looks promising for a wider application in the future. The author believes the method is easily adaptable to other professional domains based on application in private consulting among financial service professionals and in conjunction with business school faculty from a major university. The model was briefly presented during ABSEL 2020 Pre-conference workshop, and if accepted this abstract will be amplified with examples, a case study and instructions on how to adapt and apply the model.



**BEST PAPER NOMINATION**

**Virtual Internships – A New Reality**

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Virtual internships became a necessity for many businesses during the spring and summer of 2020 due to government regulations concerning the COVID-19 epidemic. The use of virtual internships, however, has been rising even before the pandemic. This paper shares the available literature on the use and design of virtual internships to invite academic research into their effectiveness in comparison to the traditional internships whose benefits are already well documented. The paper will be of use to enterprises, educational institutions, and researchers in the area of experiential learning.

**EXPERIENTIAL**

**12:30 — 1:30 PM EDT**

**Friday, March 26**

**Session Chair: Aspy Palia**

**BEST STUDENT PAPER NOMINATION**

**A Systematic Mapping of Gamification in Higher Education**

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A systematic mapping was performed on gamification in higher education to understand its main benefits, the most investigated gamification techniques and the main characteristics of a gamification design needed to apply in a course. Gamification is a practice adopted to encourage motivation and commitment of individuals involved in a specific activity. The results indicated that gamification designs in high education have positive effect on motivation, engagement and leaning. Gamification provide regular feedback to students and foster student's interest, attention, attendance and interaction in classroom. The most used game elements in the selected articles were points, achievements and leaderboards, followed by levels, rewards, feedback and challenges. The effectiveness of a gamification design has been often evaluated through students' results, activities and/or perceptions.





**BEST PAPER NOMINATION**

## **Sustaining Engagement and Learning in a Pandemic**

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Based on learning and engagement theory, this paper compares evidence of (a) observed in-class participation / interaction skills (cognitive), emotional (affective), and performance physical (behavioral) engagement among competing simulation team members prior to and during the Coronavirus COVID-19 Pandemic. Remote online (via Zoom) engagement measures monitored include observed levels of improved attendance, in-class focus and energy, relevant questions raised, discussion quality, decision support package usage, end-of-period scaffolding, initial, intermediate, and final debriefing despite initial Zoom-related challenges encountered. Outside-class engagement measures monitored include two-way communication, bi-weekly online decision entry, results retrieval, and graphics package usage, weekly writing assignments, individual report, team presentation, server log statistics of daily, weekly, and semester team activity, website tracking, prior to and during the COVID-19 pandemic.

### **INNOVATIONS**

**2:00 — 3:00 PM EDT**

**Friday, March 26**

**Session Chair: Jennifer Petrie-Wyman**

## **Why Should I Behave? Addressing Unethical Cyber Behavior Through Education**

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The pace and scale of change within the fields of data and cyber technology are so large that practitioners in these fields are focused on mission accomplishment over reflection on the ethical ramifications of evolving policies and procedures. As a consequence of the COVID-19 global pandemic, practitioners are scrambling to provide services over virtual platforms without pausing to reflect on the ethical implications and moral consequences of their increased virtual behavior. The escalation of data and cyber use without an ethical consciousness of that virtual technology makes us blind to unintended consequences and vulnerable to attacks by perpetrators and nation states exploiting our limitations. This paper examines the pertinent and timely need to reconsider cyber ethics, ethical cyber theories, and the limited and inequitable cyber ethics education happening in the United States. The authors then present a model for creating a comprehensive data and cyber ethics educational model and examine the leading role higher education and the military can play in advancing the model. The paper concludes with a call to collective action by professionals, educators, and leaders in the data and cyber technology sector and presents recommendations.



## How to Make Strategy Simulations Relevant in Times of Pandemic

Rebecca Schmeller  
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**Purpose.** The purpose of this teaching note is to share examples of how business capstone professors can enhance strategy simulation teaching with use of current business news. Professors can augment the use of strategy simulations by comparing simulation decisions to current, real-world decisions made by companies, as reported in mainstream business news, even in times of pandemic. Glo-Bus® Strategy Simulation was used as an example of the many available commercial strategy simulations. The Wall Street Journal June 3, 2020 was used as a sample of mainstream business news. This study addressed a gap in the literature because published articles about business capstone strategy simulation (primarily using Capsim®, Marketplace Live®, Micromatic®, Glo-Bus®) did not compare simulation decisions to real-world decisions. **Findings.** Examining one day of real-world business news decisions, June 3, 2020 (in times of pandemic) revealed similarities to decisions made by Glo-Bus® simulation participants. **Recommendations.** This paper gives a list of teaching techniques that can be used to engage simulation students with current business news to enhance their simulation learning. **Limitations.** Further research is needed to determine this technique's impacts on simulation performance and learning. This paper only presents the concept, not the results of its use. **Value.** Strategy simulations are used broadly by business schools, and specifically, Glo-Bus® Strategy Simulation is used globally (22 countries) by approximately 317 business schools with 32,600 students per year (Gamble, Thompson & Peteraf, 2013). Also, findings of this study can be applied to other non-Glo-Bus® strategy simulations (Capsim®, Marketplace Live®, Micromatic®, etc.). Accordingly, more research is needed to measure and report effects of this teaching technique.

EXPERIENTIAL

2:00 — 3:00 PM EDT

Friday, March 26

Session Chair: Sonia Goltz

## A Real-World Negotiation Task for Real-Time Synchronous Learning

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This paper describes a negotiation task designed to introduce negotiation concepts to business students experientially in a manner that also has real consequences for the students. Students negotiate for a variety of actual items that they can take home or use in other ways. Furthermore, the task, which previously was carried out only when teaching students who were attending class in person, was recently reformulated to include both in-person and remotely-attending students. Both in-person and remote students participate in the process and debriefing, and report that they enjoy the exercise and feel engaged. This activity helps answer the need to provide complex and messy experiences during synchronous instruction that can help achieve the same gains typically provided by experiential learning within the physical classroom.



## **A First Approach to the Representation of the Experiential Learning Practice on the Top of the Quintessence Kernel**

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In the educational scenario, some methods are used for curriculum design. Despite such methods, a sample of documented experiences about curriculum design shows designers use their criteria, i.e., we have virtually as many methods as curriculum designers. Facing such a situation, we focus on identifying common practices within such methods of curriculum design. According to a systematic literature review, experiential learning is identified as a common practice from such experiences. In this paper, we use a common ground for curriculum design affairs based on a Quintessence kernel. Considering Quintessence kernel is defined as a set of concepts and relationships essential and present in any project endeavor, such a kernel is the first approach to represent common practices of curriculum design, and we start with the experiential learning practice. Within the constructivist pedagogical trends, experiential learning plays a leading role since it supports the development of the student knowledge, and it is included in all the curriculum design methods from our literature review. The contribution in this regard is based on exploring alternative ways of representing common practices in curriculum design from a project management perspective, which is the basis of the Quintessence kernel.



# 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. Sauaia  
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- 2005** **Best Simulation Paper:** *Computer Business Simulaton 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
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- 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  
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- 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
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**Best Accreditation Paper:** *Experiential Strategies for Building Individual Absorptive Capacity.* Hugh M. Cannon, Bryon C. Geddes, Andrew Hale Feinstein  
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**Best Student Paper:**
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**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  
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- 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

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**49<sup>th</sup> Annual Conference  
March 30 – April 1, 2022**

**The University Club  
University of Pittsburgh  
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**Submission due date: October 10, 2021**