



***50th Annual Conference Program
“Forging the Future of Experiential Learning”***



March 23-24, 2023

***Pre-conference Professional Development Workshop
March 22, 2023***

***The University Club
123 University Place
Pittsburgh, PA***

2023 ABSEL Conference Sponsors

Pitt Business | David Berg Center
for Ethics and Leadership

2023 ABSEL Conference Sponsor



**2023 ABSEL
Conference
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ABSEL 2023 Snapshot Schedule

Wednesday, March 22

9:00 a.m.—12:15 p.m.	Professional Development Workshops	Gold Room
12:30 p.m.—4:00 p.m.	Site Visits	Pitt Studios, WISER, Center for Creativity
2:00 p.m.—6:00 p.m. 4:00 p.m.—5:00 p.m.	ABSEL Registration ABSEL Board Meeting	2 nd Floor Lobby Gold Room
6:00 p.m.—8:30 p.m.	ABSEL Welcome Reception	Ballroom B

Thursday, March 23

7:30 a.m.—8:30 a.m.	Breakfast	Ballroom B
8:00 a.m.—2:00 p.m.	Registration Open	
8:30 a.m.—9:00 a.m.	President and Program Chair Welcome Keynote Speaker Introduction	Ballroom B
9:00 a.m.—10:00 a.m.	Keynote Speaker: Kevin Smith	Ballroom B

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

10:00 a.m.—10:20 a.m.	Break	
10:20 a.m.—11:40 a.m.	Paper Sessions	
11:40 a.m.—12:30 p.m.	Lunch	Ballroom B
12:30 p.m.—1:30 p.m.	ABSEL 50 th Anniversary Special Session: Fellows Panel	
12:30 p.m.—1:00 p.m.	Pitt Studios Visit	
1:30 p.m.—2:30 p.m.	Wiser Center Site Visit	
1:30 p.m.—2:50 p.m.	Paper Sessions	
2:50 p.m.—3:00 p.m.	Break	
3:00 p.m.—4:20 p.m.	Paper Sessions	
5:00 p.m.	Bus Pickup for River Cruise	
5:15 p.m.—9:30 p.m.	ABSEL Dinner, Gateway Clipper Fleet Dinner Cruise	

Friday, March 24

7:30 a.m.—8:30 a.m.

ABSEL Board Meeting

Gold Room

7:30 a.m.—8:30 a.m.

Breakfast

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

8:30 a.m.—9:50 a.m.

Paper Sessions

9:50 a.m.—10:00 a.m.

Break

10:00 a.m.—11:20 p.m.

Sessions

11:20 a.m.—1:00 p.m.

Celebration Luncheon and
Business Meeting

12:30 p.m.—1:00 p.m.

Pitt Studios Tour

1:00 p.m.—3:00 p.m.

Special Session: ChatGPT

Ballroom B

2:00 p.m.—3:00 p.m.

Wiser Center Tour

3:00 p.m.—3:30 p.m.

Adjournment

4:00 p.m.—5:00 p.m.

ABSEL Fellows Assembly

5:00 p.m.—7:30 p.m.

ABSEL Fellows Dinner



50th Annual Conference Program “Forging the Future of Experiential Learning”

2023 ABSEL Program Chair Debbie Good

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President's Message

Welcome to Pittsburgh! After three years of virtual conferences, it's great to be back together to celebrate ABSEL's 50th anniversary in person! A special thanks to Deb Good for agreeing to take on the role of Program Chair when she could have been enjoying her past president year as a spectator rather than a key contributor! Deb and her team at the University of Pittsburgh have done a fantastic job arranging a program that goes beyond our norm by offering several campus facility tours, an evening river cruise, and a panel discussion of long-time members reflecting on 50 years of ABSEL.

Thanks also to the other officers and directors for their active participation during this past year, especially the track chairs for their diligence in orchestrating the paper peer review process and Alex Smith for the untold hours spent formatting those papers and publishing them to the Bernie Keys Library which is available on our ABSEL website.

It was the Bernie Keys Library and the ABSEL *Guide to Business Gaming and Experiential Learning* (Gentry, 1990) that introduced me to ABSEL about 15 years ago. After 30+ years in industry, I was beginning a born-again journey to become an academic and researching how to determine whether spending 40% of a capstone course playing a project simulation game was a good use of class time and student tuition dollars. Looking back, I find I cited *Simulation and Gaming* 27 times, ABSEL proceedings 17 times, and the *Guide to Business Gaming and Experiential Learning* seven times. These totaled 34% of my 150 citations and introduced me to the writings of ABSEL Fellows including Anderson, Biggs, Faria, Gentry, Gosenpud, Keys, Lawton, Teach, Wellington, and Wolfe; some of whom I later had the pleasure of meeting at ABSEL conferences. Sadly, some of them are only with us now in spirit and this year we mourn the passing of Joe Wolfe, contributor of 48 papers in past ABSEL proceedings.

All this would not have come to pass had Bernie Keys not organized the first ABSEL conference at Oklahoma Christian College fifty years ago. He helped assure success by arranging for well-known authors of business simulation games to keynote the program as an attraction on the call for papers, and as a result, fifty-two papers were published in the first ABSEL proceedings: *Simulations, Games and Experiential Learning Techniques - On the Road to a New Frontier*.

For the first seven years, the proceedings were titled as the conference theme, then became *Developments in Business Simulation and Experiential Exercises* for Volumes 8 – 24 and *Developments in Business Simulation and Experiential Learning* thereafter.

Over the years ABSEL has averaged nearly 57 papers per conference, with the decade of the 90's being the highest with an average of 74, and the past three COVID-induced virtual conferences the lowest with an average of 27. This year we are on the rebound with 36 papers scheduled to be presented and would have had more, but several authors withdrew their papers due to travel restrictions at their school. We expect this rebound to continue in 2024 as conference travel funds become more available.

When asked about the main contributions of ABSEL for education and research fields using business games, Bernie responded (<https://bernard.com.br/en/interviews/interview-bernie-keys/>):

ABSEL's main contribution, from its inception in 1974, was that it served as forum and reunion of many of the very active and well-known professors and trainers in simulations, games, and experiential exercises. We did not just like simulations and experiential exercises, we "loved and lived them" more than any text or book...

Through research on simulations, games, and experiential learning, we found that almost every aspect of business behavior had been simulated. Further, through the research and presentation of Joe Wolfe and others, we learned that lectures and simulations, or experiential exercises, produced learning in business, superior to lecture only. We also

learned that simulations and games are not effective when used without instructor guidance, and they are more effective when reinforced with traditional texts and classroom lectures. We learned the important fact that success in performance such as sales or profitability in a simulation or game, by a team, is not necessarily related to successful learning in a simulation or game. As in real life, teams are sometimes successful without understanding how or why, and unsuccessful performers sometimes learn more than the successful ones. ABSEL assisted new members in learning to direct simulations and games, in acquiring research, and in some instances acquiring lifetime friends and colleagues.

I find Bernie's comments remain true today. ABSEL continues to be comprised of extraordinary people contributing to the simulation and experiential learning body of knowledge, helping newcomers, and becoming lifelong friends. As a midlife newcomer to both ABSEL and the academic world, I remember Annette Halpin sending me a CD of the Bernie Keys Library when I needed access to the proceedings for my research but had a conflict and couldn't attend the upcoming conference in Little Rock to get a copy as a member. This was followed by Mick Fekula's warm welcome at the registration table in Pensacola the next year where he welcomed me to the ABSEL culture by nicely suggesting I could lose the tie; then having dinner with Bill Wellington and our wives in San Diego the year after that. They, and the collegial dialogue during the sessions, made me feel welcome and helped me realize ABSEL was not your typical academic research organization; rather it was a group of colleagues that I could engage with and wanted to stay involved with. Now that we're back together again for the first time in four years, I encourage you to welcome and get to know the newcomers and invite them to join the conversations you'll be having with your old friends, so they too will want to continue to contribute and return for years to come.

ABSEL has flourished for 50 years thanks to a core group of leaders that has evolved over the years. As we move into our next half-century, we will need new leaders to emerge to continue to build the ABSEL legacy. Please offer our current leaders your thanks and consider how you can best help build our future legacy.

Again, welcome to Pittsburgh! I hope you enjoy the conference and I look forward to getting to know you better and hearing how ABSEL has influenced your life.

ABSELutely yours,
Jim Szot
ABSEL President, 2022-2023

Program Chair Notes

Welcome to Pittsburgh! As they say, “Third Time’s the Charm”. After two years of virtual conferences, we are so excited to have the ABSEL conference return to an in-person event and doubly excited to have you visit us to celebrate the 50th Annual ABSEL Conference at the University of Pittsburgh. Pittsburgh is a perfect location for the ABSEL Conference because as a city we represent the core theme of this year’s conference – “Forging the Future of Experiential Learning”. Pittsburgh was once “The Smoky City”, the world leader in steel production, an industrial giant. We have taken the work ethic of those who toiled in the mills and used it to forge a new beginning, and have become a center for cutting edge research in robotics, self-driving autonomous vehicles, medicine and education and in the process have become one of the nation’s “Most Livable Cities”.

We have worked hard to incorporate that Pittsburgh spirit throughout the conference. On Wednesday, the continually expanding Professional Development track will present the Pre-Conference Workshop. Four hands-on sessions will help participants generate new ideas on how to deliver material to their students as well as develop new research streams for next year’s ABSEL Conference. The Pre-Conference will conclude with tours of various award-winning experiential learning sites here on the Pitt campus.

On Thursday, we are proud to present Keynote Speaker Kevin Smith. Following the Keynote, and continuing through Friday afternoon, 35 paper presentations and games in the Experiential, Simulations, Innovations & Future Directions in Education and Games Ready to Play tracks will be delivered concurrently in three different rooms located throughout the University Club. Please note that a few of our international colleagues had to withdraw their accepted submissions due to issues related to the coronavirus and other travel restrictions. We will miss their collegial interactions and hope that they will be able to share their papers with us at next year’s conference.

In celebration of our 50th year, our conference program will offer a number of special sessions and events. On Thursday, following lunch, we are proud to honor our ABSEL Fellows as they present a panel discussion on their work on games, simulations and other experiential learning types and offer their perspective on this pedagogy in the future. On Friday, also after lunch, we introduce a second new session to the program, Special Topics, this presentation and discussion focused on the timely topic of ChatGPT and its impact on education in general and experiential learning in particular.

Throughout the three days of the conference, we have scheduled special tours of sites at the University of Pittsburgh focused on experiential learning including UPMC’s Winter Institute of Simulation, Education and Research (WISER) one of the most advanced simulation centers in the world for training those in the medical field, Pitt Studios, designed by NEP, a world leader in video production, with a special emphasis on creating opportunities for students to contribute to ESPN programming and the Center for Creativity. We are very excited to show you how the University of Pittsburgh uses experience-based learning as a core element in the curriculum.

Pittsburgh is known as a “Foodie Town” and we hope to show you how we got that title. Wednesday evening, join us for the ABSEL Welcome Reception featuring the “Pittsburgh Cookie Table” and great conversation. Thursday evening, we will see Pittsburgh’s Three Rivers on the Gateway Clipper Dinner Cruise and Friday evening, after the conference concludes, the ABSEL Fellows invite you to join them (transportation and meal at your expense) for dinner and more conversation.

This program features a number of items to help you plan your time at the conference and in the Steel City. On pages 17-38 you will find abstracts for each of the presentations offered on Thursday and Friday. You will find many sessions to match your interests ranging from those centered on traditional research on experiential learning questions to those offering a new exercise for use in an undergraduate accounting class. Also note on pages 48-50 are some of the attractions the city of Pittsburgh offers. Located on the Pitt Campus are the Cathedral of Learning with its 31 Nationality Classrooms and Heinz Chapel with a two-year waitlist for scheduling weddings. Across the street from the University's Main Entrance are the Carnegie Museums of Art and History and just up the street is Phipps Conservatory. In addition, some of the best-known tourist spots in Pittsburgh are listed including the Duquesne Incline, Andy Warhol Museum and Carnegie Science Center. These attractions are easily accessible by Uber, Lyft, cab or Pittsburgh Regional Transit (PRT) bus.

It has been my distinct honor to serve as this year's Conference Program Chair. Though we had glitches with the paper submission and review systems (typical growing pains for tools new to organization members) the willingness to support one another with hard work and kind words allowed us to experiment with a university based ABSEL conference model. Special thanks to the Track Chairs (Elise Boyas, Jim Cannon, Roy Hamada and Rebecca Schmeller) who were superior at setting and meeting deadlines and helping out one another when our "real" jobs interfered with our ABSEL duties. Jim Szot, Raghu Kurthakoti, Mick Fekula and Alex Smith offered tremendous support throughout this process and I am most grateful for all your advice and guidance. Chris Scherpereel, Dean of ABSEL Fellows, coordinated all the best paper selections but deserves special recognition for his willingness to address any and all problems or issues that arose with webpages and submission systems. Not only did Chris fix the problems, he went the extra mile to find out what caused them and taught us all how to avoid similar scenarios in the future. My Berg Center colleagues, Ray Jones, Audrey Murrell, Tom Davis, and Claire Howard are the most supportive team anyone could every ask for and have assisted me in planning this conference in many ways big and small. The Pittsburgh Team of Elise Boyas, Paul Klein, Tony Rodi, Renee Schwartz, Derek McDonald, Jeanne O'Donnell and Jen Petrie are Pitt Business colleagues who constantly step up to handle details and offer kind words. You are all reasons why working at Pitt is such a joy. Finally, my deepest gratitude to my friend and colleague, Kiersten Maryott, who served as local arrangements chair but did so much more. Kiersten introduced me to ABSEL a number of years ago and so I thank her not only for her support and guidance as we put together this Pittsburgh conference but for bringing me into the ABSEL organization.

And so, I welcome you once more to Pittsburgh, also known as "Someplace Special." One of my Pitt colleagues who is attending the conference for the first time asked me what was "the best thing about ABSEL." My answer was easy, "the tremendously supportive, collegial atmosphere you will find at the conference." Somehow it is fitting that this special conference comes to this special place. Enjoy the conference, enjoy Pittsburgh. And then, join us at ABSEL in Orlando next year.

*Debbie Good
ABSEL Program Chair, 2023*

ABSEL Board Officers and Members, 2022-2023

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ABSEL Fellows

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	1999
Susan Chesteen	2000	John Overby	2000
Dick Cotter	2000	Dee Page	2004
Ralph Day	1989	Aspy Palia	2011
John Dickinson	2015	Alan Patz	1999
Anthony J. Faria	1993	Sharma Pillulta	2007
Mick Fekula	2012	Ritchie Platt	2009
Andy Feinstein	2008	Thomas F. Pray	1993
J. Ronald Frazier	1988	Lora L. Reed	2017
David J. Fritsche	1990	Pat Sanders	1994
James Gentry	1990	Chris Scherpereel	2017*
Steven C. Gold	1997	Alex Smith	2014
Kenneth Goosen	1987	Dan Strang	2004
Jerold Gosenpud	1991	Richard Teach	1996
Lee Graf	1992	Precha Thavikulwat	1999
Jeremy Hall	2012	Stanley C. Vance	1987
Annette Halpin	2011	Marcin Wardaszko	2017
J. Duane Hoover	2013	Bill Wellington	2008
Arata Ichikawa	2015	Walter J. Wheatley	1995
Manabu Ichikawa	2019	Joseph Wolfe	1989
Ron Jensen	1998	Carlos Mario Zapata-Jamillo	2019
Lane Kelly	1999		

*Dean of the Fellows

ABSEL 2023 Program Schedule

“Forging the Future of Experiential Learning”

Wednesday, March 22

Pre-Conference Workshop
Professional Development Track

9:00 a.m.—4:00 p.m. Conference Room B Wednesday, March 22

9:00 a.m.—10:00 a.m.	Improving Creativity Thinking Through Narrative Practice (Dr. Richard McConnell, U.S. Army Command & General Staff College)
10:00 a.m. -- 10:30 a.m.	Fourteen Recommendations for Using a Business Simulation Game (Dr. William Wellington, University of Windsor)
10:30 a.m. -- 11:00 a.m.	Assessment Through a Teaching Management System (Dr. Precha Thavikulwat, Towson University)
11:00 a.m. — 11:30 a.m.	Leveraging Creativity with True Storytelling (Dr. Ken Long, U.S. Army Command & General Staff College)
11:30 a.m. –12:15 p.m.	Lunch
12:30 p.m.—1:00 p.m.	Pitt Studios Tour
1:30 p.m.—2:30 p.m.	Wiser Center Tour
3:00 p.m.—4:00 p.m.	Center for Creativity
4:00 p.m.—5:00 p.m.	ABSEL Board Meeting (Gold Room, 2 nd Floor)
6:00 p.m.—8:30 p.m.	ABSEL Welcome Reception (Ballroom B, 2 nd Floor)



Thursday, March 23

7:30 a.m.—8:30 a.m.	Breakfast
7:30 a.m.—9:00 a.m.	Registration Open
8:30 a.m.—9:00 a.m.	President and Program Chair Welcome Keynote Speaker Introduction
9:00 a.m.—10:00 a.m.	Keynote Speaker: Kevin Smith

Keynote: Kevin Smith

9:00 a.m.—10:00 a.m.

Ballroom B

Thursday, March 23

"MUCH WANTS MORE" Kevin Smith

As the Director of Undergraduate Studies for Broadcasting and Teaching Professor at the University of Pittsburgh, Kevin has had the honor of designing and implementing the Broadcast curriculum in the Film & Media Studies department. Kevin is also engaged with the College in High School program and works with prospective screenwriting students at the University of Pittsburgh.

A multi-award-winning Hollywood screenwriter, playwright and producer, Kevin has written for and worked with Academy Award nominated actors, directors and producers for the past 20 years.

Whether it is feature films, stage plays, teleplays, TV sitcoms, TV dramadies, mini-series and scripted reality TV, Kevin's unique talents delve into the nuances and attributes of unforgettable characters, as well as transport viewers into historical and memorable events.

Kevin's feature film catalogue includes PRIDE (starring Terrance Howard - produced by Lionsgate Films), starring Academy Award nominee Terrence Howard and the late Bernie Mac. The film received an ESPY nomination for best "sports" movie of the year (2007), as well as a Movieguide "Top 10 Films for Mature Audiences" Award (2007).

Other films and projects currently in production in Kevin's catalogue include, FLIP - THE FLIP

WILSON STORY (with Atmosphere Productions & KEMB Production); ONE HEARTBEAT (with KEMB Productions & – Director Reggie Hudlin); ALL-STAR MOM; BUMP & RUNNING (with Bear-Bucca Entertainment); MY BROTHER'S KEEPER (with KEMB Production); JOE LOUIS VS THE WORLD; FOREVER FRIENDS (animated feature with Turtle Pond Productions & Bohemia Group Originals); THE PITTSBURGH POWDERKEGS (with KEMB Production – Director Kris Wilson); CONSCIENCE OF THE CITY (with Mike Ilitch Jr.); FINDING WOODSTOCK (TV drama with Bohemia Group Originals); and GARDEL (stage play with producer Kurt Swanson, Justin Ross, director Rajendra Ramoon Maharaj and choreographer Alycia Perrin).

Kevin is the producer of “The Women of ‘68” podcast. The 4-part podcast features the unique perspective of the women who comprised the 1968 U.S. Olympic team, who opened the door for Title IX.

In addition, Kevin, along with Sarah Gabany, Isaiah Stewart, and Jane Baronek, produced the documentary, “Struggling in Silence,” which highlights the rise of student-athlete mental health issues and awareness.

As a scripted television writer, Kevin, partnered with Brooke Lewis (“Ms. Vampy”), won the Hollywood Dreams Film Festival “Best Comedy Screenplay,” as well as Action on Film Festival’s “1st runner-up Best Comedy Screenplay” for the scripted series “VAMP IT OUT.”

Kevin’s broadcasting career includes Executive Producer for the Pittsburgh Penguins Hockey Team, where he designed a two-time Telly Award-winning and Emmy nominated magazine show called “Pens Confidential”.

As a writer/producer/reporter/anchor at WTAE-TV Kevin garnered 2 Telly Awards, 4 Regional Emmy nominations, 4 Golden Quill Awards, 4 Associated Press Awards, a National Headliners Award and the prestigious Edward R. Murrow Award.

Kevin’s radio broadcast career began with New Your City radio station, WHTZ "Z-100" and the original “Z-100 Morning Zoo,” the station’s morning drive ensemble, variety show. Within 72 days, "the Z-100 Morning Zoo" had become the most listened to radio station in America. Kevin's role as "Captain Kevin," placed him in the position as the youngest sports director in New York City media history.

In 2022, Kevin was named principal and executive producer of One of One Entertainment, the first ever Hollywood-based virtual movie studio and content network. Kevin is also a consultant for Fred Rogers Productions diversity-focused script writing program.

A member of “Panthers to Pros” mentorship program, and a “Forever Panther” (former varsity athlete) himself, Kevin is represented by Bohemia Group Management and is an active member of the Writers Guild of America - West.

BREAK		
10:00 a.m.—10:20 a.m.	3rd Floor Lobby & Ballroom B	Thursday, March 23

CONFERENCE ROOM A**Thursday, March 23****10:20 a.m. — 11:40 a.m.****Simulations Track**

BOLD text indicates Best Paper nominations

10:20—11:40 a.m.

Session Chair: Chris Scherpereel

- The experiential learnings of two career academics: Reflections, insights and recommendations from years of teaching and research on the use of business simulation games in marketing education** (*William Wellington and AJ Faria*)
- The Juice Supply Game: An Excel-Based Simulation** (*Chris Scherpereel*)
- Employment Skills Development in a Simulation Activity: An Investigation of Postgraduate Student Perception (*Clive Kerridge and Jason Evans*)

GOLD ROOM**Thursday, March 23****10:20 a.m.—11:40 a.m.****Innovations Track**

10:20—11:40 a.m.

Session Chair: Elise Boyas

- Aligning Competency Frameworks and Co-Curricular Experiences: An Interactive Experience with Suitable Platform (*Audrey Murrell and Mark Visco*)
- Incorporating Mission and Societal Impact into One School's Integrated Learning Program (*Sara Moeller, Christopher Barlow and Albrecht Powell*)

CONFERENCE ROOM B**Thursday, March 23****10:20 a.m.—11:20 a.m.****Games Ready to Play**

10:20—11:40 a.m.

Session Chair: Roy Hamada

- Sustainable Point Card Management Game (*Ryoju Hamada and Tomomi Kaneko*)

LUNCH**11:40 a.m.—12:30 p.m.****Ballroom B****Thursday, March 23**

ABSEL 50th ANNIVERSARY CONFERENCE SPECIAL SESSION: FELLOWS PANEL

12:30 p.m.—1:30 p.m.

Ballroom B

Thursday, March 23

CONFERENCE ROOM A

Thursday, March 23

1:30 p.m. — 2:50 p.m.

Experiential Track

1:30 p.m. – 2:50 p.m.

Session Chair: Paul Klein

- Should I Stay or Should I Go Now? (*James M. Tolliver, Celeste Grimard, and Daniel F. Coleman*)
- Role Playing as Experiential Learning: Using Dungeons and Dragons to Teach Management Concepts (*John Harris, R. Gabrielle Swab, Ian Mercer, David Tomczyk*)
- Improving Writing Skills Through Diagnosing and Treating At-Risk Writers (*Richard McConnell*)

GOLD ROOM (2nd Floor)

Thursday, March 23

1:30 p.m.—2:50 p.m.

Innovations Track

BOLD text indicates Best Paper nominations

1:30—2:50 p.m.

Session Chair: Mick Fekula

- The Role of ECareer Portfolios in Professional Development: An Experiential Process with a Genuine Outcome (*Mick Fekula and MaryKate Leggieri*)
- Pan Africa Business Simulations (*Gildo Armando Cossa, Gercia Sequeira, and Vali Issufo*)
- How to Mix the Membership of Groups: A Solution to Free Riding, Leadership Training, and Early Dominance** (*Precha Thavikulwat*)

CONFERENCE ROOM B

Thursday, March 23

1:30 p.m.—2:50 p.m.

Games Ready to Play

1:30—2:50 p.m.

Session Chair: Roy Hamada

- NASA's Project Leadership Simulation Lab: Practicing the Game of Project Management (*Larry Suda*)

BREAK

2:50 p.m.—3:00 p.m.

**3rd Floor Lobby &
Ballroom B**

Thursday, March 23

CONFERENCE ROOM A

Thursday, March 23

3:00 p.m. — 4:20 p.m.

Experiential Track

3:00—4:20 p.m.

Session Chair: Tony Rodi

- Experiential Learning in Marketing – Creating a Student Client Consulting Engagement (*Leonard Hostetter*)
- Forging the Future of Experiential Learning: Developing Leaders Through Remote Experiential Consulting Project Courses (*Joseph Kuvshnikov*)
- I’m Puzzled by Your Incompetence: An Experiential Exercise for Understanding Workplace Microaggressions (*Celeste Grimard, Raymond T. Lee and Grace O’Farrell*)
- Developing an Online/Hybrid Course for Business Internships (*Meg Nolan*)

GOLD ROOM (2nd Floor)

Thursday, March 23

3:00 p.m.—4:20 p.m.

Innovations Track

BOLD text indicates Best Paper nominations

3:00—4:20 p.m.

Session Chair: Jennifer Petrie-Wyman

- Managing Expectations in a Pandemic and “Getting Back to Normal”** (*Kristie Abston and Helen Soter*)
- Investigating Student Perceptions of Two Active Learning Methods Converted to Online Format: Role Play vs. Case Based Learning for CSR Communication (*Ray Wang*)
- Improving Creativity Thinking Through Narrative Practice (*Richard A. McConnell, Jared Kite, Angela Samosorn, Ryan Strong, Andrew Shoffner, Kenneth Long, Jacob Mong, Angus Fletcher, Morgan Cornstubble*)

CONFERENCE ROOM B**Thursday, March 23****3:00 p.m.—4:20 p.m.****Games Ready to Play***Session Chair: Roy Hamada*

3:00—4:20 p.m.

- When Play and Work Collide: An Interactive Panel Symposium Exploring the Use of Gaming in Management Education** (*Ian Mercer, R. Gabrielle Swab, John Harris, David A. Tomczyk, Adam Hnatkovich, Ryan Bruns*)

ABSEL Social Dinner

5:00 p.m.

Bus Departure

6:00 p.m.—6:30 p.m.

Gateway Clipper Boarding

Station Square

6:30 p.m. — 9:30 p.m.

Gateway Clipper Fleet Dinner Cruise

Station Square

*Buses will leave from the hotel at 5:00 p.m. The Clipper sets sail at 6:30 p.m. so please board on time.

Friday, March 24

7:30 a.m.—8:30 a.m.

Mtg. of New ABSEL Board

Gold Room

7:30 a.m.—8:30 a.m.

Breakfast

Ballroom B

CONFERENCE ROOM A**Friday, March 24****8:30 a.m.—9:50 a.m.****Simulations Track****BOLD** text indicates Best Paper nominations

8:30—9:50 a.m.

Session Chair: Jack Wei

- Accelerating Engagement and Learning via Early Decision Support Mediation** (*Aspy Palia*)
- Research into Hoover's Three Domains of Experiential Learning: The Impact of Business Simulation (*William Wellington and AJ Faria*)
- Experiential Learning, Simulation and Student Satisfaction (*Jack Wei*)

GOLD ROOM (2nd Floor)**Friday, March 24****8:30 a.m.—9:50 a.m.****Experiential Track**

8:30—9:50 a.m.

Session Chair: Elise Boyas

- Btown Coach: A Case Study for Financial Accounting Students (*Elise Boyas and Brian Hogan*)
- Scaling Experiential Learning Projects: Meeting Sourcing and Scaling Outcome Challenges (*Deborah Good, Timothy Ziaukas, Christopher McCarrick and Robert Butter*)
- Wealth Inequality and “The Case of the Problematic Patent”: An Experiential Classroom Exercise (*Linda Barkacs and Craig Barkacs*)

CONFERENCE ROOM B**Friday, March 24****8:30 a.m.—9:50 a.m.****Games Ready to Play**

8:30 a.m.—9:50 a.m.

Session Chair: Roy Hamada

- A Ready to Play Game on Cooperative Resource Management: Let’s Regenerate (*Adam Hnatkovich, R. Gabrielle Swab, Ian Mercer and John Harris*)
- GEO: An Individual Scoring Business Simulation (*Precha Thavikulwat*)

BREAK**9:50 a.m.—10:00 a.m.****3rd Floor Lobby &
Ballroom B****Friday, March 24****CONFERENCE ROOM A****Friday, March 24****10:00 a.m.—11:20 a.m.****Experiential Track****BOLD** text indicates Best Paper nominations

10:00 a.m.—11:20 a.m.

Session Chair: Tom Davis

- An Education Game about Sustainability Based on ESG Concepts** (*Marcos Felipe Magalhaes, Marcus Parreiras, Leandro Ouriques, Eduardo Mangeli, Farmy Silva, Eduardo Valle and Geraldo Xexeo*)
- Bringing Fun into Learning Using Games and Projects (*Cheryl Tokke*)
- Leveraging Creativity with True Storytelling (*Ken Long*)

GOLD ROOM (2nd Floor)

Friday, March 24

10:00 a.m.—11:20 a.m.

Experiential Track

BOLD text indicates Best Paper nominations

10:00 a.m.—11:20 a.m.

Session Chair: Annette Halpin

- Use of a Digital Escape Room (DER) to Assess Student Learning, Communication Skills and Engagement in a Corporate Finance Course (*Annette Halpin*)
- Make Our Garden Grow—Cultivating Empathy (*Paul Klein*)
- Negotiating in the Pseudo World: Designing Role Play Simulation in the Digital Era (*Cheryl Dowie*)

CONFERENCE ROOM B

Friday, March 24

10:00 a.m.—11:20 a.m.

Games Ready to Play

Session Chair: Roy Hamada

10:00 a.m.—11:20 a.m.

- The People Game: Teaching the Influence of Migration Crisis on Micro-economics in Polish-Belarusian Borderland (*Weronika Szatkowska*)
- Increasing Software Efficacy and Professor Fluency in Strategy Simulation (*Rebecca Schmeller*)

CELEBRATION LUNCH AND AWARDS

11:20 a.m.—1:00 p.m.

Ballroom B

Friday, March 24

ABSEL SPECIAL SESSION

Generative AI (e.g. ChatGPT): A Game-Changer or a Cheater for Higher Education?

(Chris Scherpereel, Dean of ABSEL Fellows)

1:00 p.m.—3:00 p.m.

Ballroom B

Friday, March 24

CONCLUDING REMARKS AND ADJOURNMENT

3:00 p.m.—3:30 p.m.

Ballroom B

Friday, March 24

ABSEL FELLOWS ASSEMBLY

4:00 p.m.—5:00 p.m.

Gold Room, 2nd Floor

Friday, March 24

ABSEL FELLOWS DINNER

5:00 p.m.—7:00 p.m.

TBD

Friday, March 24

5:00 p.m.—7:30 p.m.

- ABSEL Fellows Dinner (All conference participants are welcome to this event. Transportation and dinner at your own expense.)

ABSEL 2023 Program Session Abstracts (Wednesday, March 22nd)

PROFESSIONAL DEVELOPMENT TRACK PRE-CONFERENCE WORKSHOP

9:00 a.m.—12:15 p.m.

Gold Room

Wednesday, March 22

Improving Creative Thinking through Narrative Practice

(led by Dr. Richard McConnell)

Military leaders must poise subordinate leaders to predict future states. By appreciating clues presented in environments, leaders must predict what will happen next. Such prediction requires acute creative thinking skills. Army leaders plan for future operations using military planning processes including the Military Decision Making Process (MDMP). These processes entail a means of developing courses of action, testing those courses of action for viability, and publishing an order directing subordinate units to execute the selected course of action. Also included is testing courses of action for viability also known as the wargaming step of MDMP. The focus of this study was to conduct a mixed methods study of the Creative Thinking Class C122 at the U.S. Army Command and General Staff College (CGSC) and document the observed effects on student creative skills, to determine two different methodologies to teach creativity. The current C122 is a lecture and practical exercise method to teaching creativity. The proposed test in this mixed methods study was to improve creativity among CGSC students through narrative perspective taking which follows the work of Ohio State University Project Narrative and Dr. Angus Fletcher Narrative treatment.



Fourteen Recommendations for Using a Business Simulation Game

(led by Dr. William Wellington)

Business simulation games have been part of business programs since at least 1957 and are currently in use in over 97.5% of AACSB schools (Faria and Nulsen, 1996). Over 57% of University business instructors have reported at least one experience using a business simulation game (Wellington, Faria and Hutchinson, 2014). Although business simulation games are well established as instructional tools, there are key questions that need to be considered before any instructor employs them in a business classroom. What is the role of a business simulation game in learning as part of the business curriculum? How can business simulation games be used to teach business concepts and principles? What should an instructor consider before deciding whether or not to use a simulation game? The workshop will provide some answers to these questions and guidance on how to employ business simulation games to teach business courses. The workshop will touch upon Assurance of Learning requirements and develop learning objectives and learning outcomes. We will compare alternative learning approaches to simulation games. There will be a discussion on how to choose a business simulation game (complexity versus simplicity), and the importance of student and instructor motivations for play. The implementation of business simulation game exercises will be covered along with a discussion of grade weighting, length of play and learning enhancements. The assessment of learning of business simulation exercises will also be discussed in terms of measures of learning, evaluating experience and specific grade evaluation tools. Finally, the workshop will present how to debrief the simulation game experience and suggest means of evaluating the instructor experience in relation to the student experience. As part of the workshop we will consider the fourteen recommendations for using a business simulation game.



Assessment Through a Teaching Management System

(led by Dr. Precha Thavikulwat)

This workshop will cover the process of assessing student work through a teaching management system (TMS) that I developed. A TMS is like a learning management system (LMS) in that both are comprehensive computerized educational applications. But whereas the LMS primarily serves students, the TMS primarily serves instructors.

Assessment is an essential, but burdensome, part of teaching. Using forms is one way to reduce the burden of assessment. Enabling student assessment of each other's work is another way. The workshop will cover both methods.

Learning outcomes

- Know how a TMS differs from an LMS
- Know how to use forms with the TMS
- Know how to control conflicts of interest when students assess each other's work
- Know why a TMS can be useful in research

Interactive and experiential component

Participants with Windows computers and Apple-Mac computers with Windows installed will be able to log into a demonstration version of the TMS and try out its features.



Leveraging Creativity with True Storytelling

(led by Dr. Ken Long)

This workshop will report the findings of extensive IRB-approved research into the teaching of Creativity to a cohort of military officers (n =300), which found a statistically significant effect on measured creativity by a panel of independent professional expert judges using the Consensual Assessment Technique (CAT), the "gold standard" for evaluating creativity in the literature. The presentation will discuss the design of the experiment, the impaneling of the expert judges, the criteria establish for evaluating, the lessons learned in the delivery of the curriculum, and why the results should encourage the adoption of the approach in all professional curricula. The method employs the narrative story science techniques of award-winning Prof Angus Fletcher of Ohio State, the world's leading think tank for story science. The "Fletcher Treatment" has found utility and acceptance in a wide variety of educational and developmental settings and will be of great interest to the ABSEL community of practice.



Fifty Years of ABSEL

Year	Conference Location	President	Program Chair	Papers
1974	Oklahoma City	Bernie Keys	Bernie Keys	52
1975	Bloomington	Stan Vance	Stan Vance	43
1976	Knoxville	Ralph Day	Ralph Day	54
1977	Wichita	Ralph Day	Carl Neilsen	48
1978	Denver	Dick Buskirk	Duane Hoover	49
1979	New Orleans	Carl Neilsen	James Scherier	70
1980	Dallas	Duane Hoover	Sam Certo	69
1981	Orlando	James Scherier	Dan Brennenstuhl	84
1982	Phoenix	Sam Certo	William Biggs	78
1983	Tulsa	Dan Brennenstuhl	Dave Fritzsche	43
1984	Hawaii	William Biggs	Lee Graf	67
1985	Orlando	Dave Fritzsche	Joe Wolfe	49
1986	Reno	Lee Graf	James Gentry	66
1987	Hiltonhead	Joe Wolfe	Alvin Burns	64
1988	San Diego	James Gentry	Lane Kelley	62
1989	Orlando	Alvin Burns	Patricia Sanders	45
1990	Hawaii	Lane Kelley	Tom Pray	96
1991	Nashville	Patricia Sanders	John Wingender	59
1992	Las Vegas	Tom Pray	Walt Wheatley	93
1993	Savannah	John Wingender	Jerry Gosenpud	74
1994	San Diego	Walt Wheatley	Steven Gold	58
1995	San Antonio	Jerry Gosenpud	Precha Thavikulwat	78
1996	Orlando	Steven Gold	John Overby	51
1997	New Orleans	Precha Thavikulwat	Alan Patz	82
1998	Hawaii	John Overby	John Butler	71
1999	Philadelphia	Alan Patz	Nancy Leonard	81
2000	Savannah	John Butler	Sandra Morgan	58
2001	San Diego	Nancy Leonard	Diana Page	49
2002	Pensacola	Sandra Morgan	Khushwant Pittenger	52
2003	Baltimore	Diana Page	Mary Jo Vaughn	43
2004	Las Vegas	Khushwant Pittenger	Andy Feinstein	65
2005	Orlando	Mary Jo Vaughn	Denise Potosky	64
2006	San Francisco	Andy Feinstein	Doug Micklich	58
2007	San Antonio	Denise Potosky	Doug Micklich	56
2008	Charleston	Richie Platt	Andy Feinstein	46
2009	Seattle	Dick Teach	Mick Fekula	51
2010	Little Rock	Bill Wellington	David Hutchinson	45
2011	Pensacola	Mick Fekula	Chris Cassidy	46
2012	San Diego	Alex Smith	Bill Wellington	40
2013	Oklahoma City	Duane Hoover	Kiersten Maryott	58
2014	Lake Buena Vista, FL	Chris Cassidy	David Rahn	60
2015	Las Vegas	Kiersten Maryott	Chris Scherpereel	56
2016	New Orleans	David Rahn	Marcin Wardaszko	53
2017	Myrtle Beach, SC	Chris Scherpereel	Carlos Mario Zapata-Jaramillo	44
2018	Seattle	Kristie Abston	Ron Magnuson	46
2019	San Diego	Carlos Mario Zapata-Jaramillo	Lora Reed	47
2020	Virtual	Ron Magnuson	Debbie Good	30
2021	Virtual	Lora Reed	Jim Szot	25
2022	Virtual	Debbie Good	Raghu Kurthakoti	27
2023	Pittsburgh	Jim Szot	Debbie Good	36

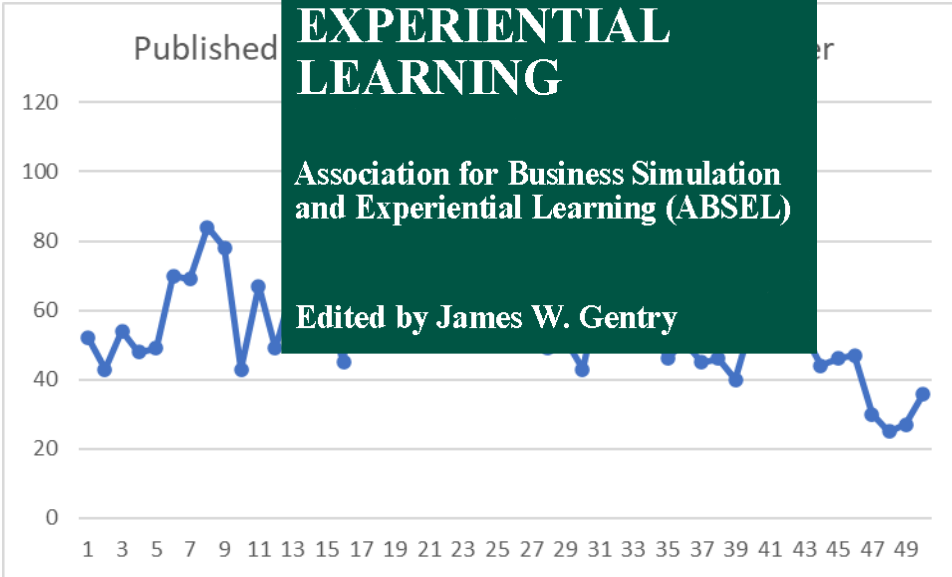
1974 –

2023

**GUIDE TO
BUSINESS GAMING
and
EXPERIENTIAL
LEARNING**

Association for Business Simulation
and Experiential Learning (ABSEL)

Edited by James W. Gentry



Most Frequent Conference Locations

Orlando (6)	1981, 1985, 1989, 1996, 2005, 2014
San Diego (5)	1988, 1994, 2001, 2012, 2019
New Orleans (3)	1979, 1997, 2016
Hawaii (3)	1984, 1990, 1998
Las Vegas (3)	1992, 2004, 2015
Virtual (3)	2020, 2021, 2022
Oklahoma City (2)	1974, 2013
Savannah (2)	1993, 2000
San Antonio (2)	1995, 2007
Pensacola (2)	2002, 2011
Seattle (2)	2009, 2018

Published 1990 Contributors:

Theodore C. Alex	William D. Biggs*
Alvin C. Burns*	Hugh M. Cannon*
Newell E Chiesl	Richard V. Cotter*
Anthony J. Faria*	David J. Fritzche*
Steven C. Gold*	Jerry Gosenpud*
Lee A. Graf*	Calvin E. Kellogg
J. Bernard Keys*	R. Bruce McAfee
Alan L. Paltz*	Thomas F. Pray*
James W. Schreier	Richard D. Teach*
Joseph W. Wolfe*	* <i>ABSEL Fellows</i>

ABSEL 2023 Program Session Abstracts (Thursday, March 23rd)

SIMULATIONS

10:20 a.m.—11:40 a.m. Conference Room A Thursday, March 23

Session Chair: Chris Scherpereel

The Experiential Learnings of Two Career Career Academics: Reflections, Insights and Recommendations from Years of Teaching and Research on the Use of Business Simulation Games in Marketing Education

Nominated for:



William Wellington
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A.J. Faria
University of Windsor, Canada (Posthumous)

The learnings of two highly experienced marketing simulation game creators, users and researchers are presented to guide business instructors who are using, or planning to use, a business simulation game as part of their instructional methodology. The usage considerations that the authors have observed and/or investigated over the years are provided. Research studies on the use of marketing simulation games for educating college students and business practitioners that have been presented at ABSEL are reviewed. Some thoughts on the future of simulation gaming usage are put forward. The paper concludes by offering the overriding reason, which after all their experiences and research, the authors finally recognized as being the impetus behind their long-term persistence in using marketing simulation games as part of their teaching methodology.

The Juice Supply Game: An Excel-Based Simulation

Nominated for:



Christopher Scherpereel
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Computer simulation exercises have long been used in business education to immerse learners into a replicated real-world learning environments. These exercises allow for direct hands-on interactions with decision situations in which the learner has little experience and context familiarity. In the field of operations management, computer simulations have been developed to expose participants to a variety of difficult decisions in inventory management, statistical process control, forecasting, capacity planning, and supply chain management. 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). One area of operations management has received less attention, inventory management. Inventory management presents a classic stock-flow system. Research has shown that stock-flow accumulation problems are counter-intuitive and difficult, even for highly educated individuals. Using Excel visual basic as the development platform, I created the Juice Supply Game to help students better understand inventory accumulation concepts and demonstrate the effect of variability on order quantities.



Employment Skills Development in a Simulation Activity: An Investigation of Postgraduate Student Perceptions

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The authors report a short-term research study which is at the nexus of two current avenues of importance in business school education:

1. Development of skills that enhance students' employability prospects and future career development;
2. Embedding of experiential learning within business school curricula – in the context of this study, through simulation-based training [SBT]

The contemporary Higher Education institution [HEI] environment in the UK and elsewhere is rapidly evolving. Within this dynamic arena, students are increasingly indicating financial drivers as the primary motivator (Crockford, Hordósy, and Simms, 2015) for undertaking study. As such, HEIs are becoming increasingly aware of the need to support students' transition into employment by addressing the needs of employers more effectively. Consequently, universities engage with a number of activities designed to support employability of graduates, including work placement schemes (representing a form of on-the-job training [OTJT]) and a wide range of simulations and

role-playing scenarios. These are intended to contribute to the development of generic employability skills, as well as provide a ‘head start’ for graduates at the outset of their careers (Wilton, 2012).

Similarly, universities are more alert to how their programs, assessment strategies and on-campus activities can support graduate and postgraduate employability. One such approach is the use of SBT in the classroom as a form of ‘free-practice’ activity, often linked to assessment. The use of SBT has been shown to act as both a catalyst and a vehicle for learning (e.g. C, A and B, 2016).



INNOVATIONS AND FUTURE DIRECTIONS OF EDUCATION

10:20 a.m.—11:40 a.m.

Gold Room

Thursday, March 23

Session Chair: Elise Boyas

Aligning Competency Frameworks and Co-Curricular Experiences: An Interactive Experience with Suitable Platform

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Schools embed learning objectives in their courses and co-curricular activities, but often they have difficulty determining if students are mastering stated objectives. Research shows that the most effective learning competencies should be flexible, stackable, transferable, measurable. In addition, the use of competency frameworks allows schools to track the skills that students develop through both curricular and co-curricular activities. How to align learning goals and objectives with competency frameworks while collecting student experiences and outcomes data is the focus of this interactive session. Using the platform created by the Suitable company, we will examine the use of competency-based frameworks as a tool for achieving learning objectives while also employing a “gamification” approach that yields powerful data for ongoing evaluation and accreditation efforts.



Incorporating Mission and Societal Impact into One School’s Integrated Learning Program

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This paper provides a strategy for creating and implementing a community-based integrated learning program (CILP) which incorporates mission and societal impact. Our conclusions are based on the extent literature coupled with our experience designing and executing such programs. Furthermore, we offer impact measures so outcomes from a CILP may be analyzed over successive years with the intention to (a) improve on the experience, (b) lever skill-based volunteering and (c) generate best practices that may support other integrated learning programs.



GAMES READY TO PLAY

10:20 a.m.—11:40 a.m. Conference Room B Thursday, March 23

Session Chair: Roy Hamada

Sustainable Point Card Management Game

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Point Cards have been commonly used worldwide in recent decades. There are many systems involving a lot of functions by utilizing cutting-edge ICT innovations. Those systems are usually exclusive to other e-commerce systems, so the operators must compete aggressively to increase their share. The competition is often overheated. For instance, we can see too harsh point campaigns beyond the reasonable possible range. Consumers crowd to gather instant benefits but often lack a long-term perspective. The existence of people interested only in points heats endless matches among cashless transaction systems. After the game, only a few winners' companies remain. They will terminate the point campaign. Furthermore, they will revise their rules to collect the cost consumed for the previous meaningless fights from the customers already captured in the specified system.

To avoid such tragedy, people should learn the mechanism of a cashless transaction system to ensure service providers' fair competition and benefits. However, such systems are pretty complex ICT systems quite hard to grasp for ordinary people.

To resolve such problems, the authors developed the point card management game to support the learning point system experientially. In the first stage, a player works as an individual shop that provides points independently. In the second stage, players experience the joint point campaign with neighbouring shops to increase new and regular customers. When a shop offers points to customers, they must deposit the same money to the service provider. When the customer returns and consumes points at the shop, the shop can get a refund from the operator while paying a commission for the second transaction. In the third stage, other players, like a local government, step into the game. They

subsidize the participants and sometimes host an event to increase the transaction. Throughout the process, the player can learn the outline of the point system, calculation, operation, and campaign. The player can determine the fair competition of cashless transaction systems and be able to discover the path to encourage sustainable E-commerces.



LUNCH

11:40 a.m.—12:30
p.m.

Ballroom B

Thursday, March 23



ABSEL 50th ANNIVERSARY CONFERENCE SPECIAL SESSION: FELLOWS PANEL

12:30 a.m.—1:30 p.m.

Ballroom B

Thursday, March 23



EXPERIENTIAL

1:30 p.m.—2:50 p.m.

Conference Room A

Thursday, March 23

Session Chair: Paul Klein

I'm Puzzled by Your Incompetence: An Experiential Exercise for Understanding Workplace Microaggressions

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According to Merriam-Webster, a microaggression is a “comment or action that subtly and often unconsciously or unintentionally expresses a prejudiced attitude toward a member of a marginalized group (such as a racial minority).” In this paper, we extend the applicability of this construct to all employees in a workplace. After situating the construct of microaggressions within the aggression, bullying, civility, and stigmatization and ostracism literature, we discuss its impact on targets, bystanders, workplaces, and beyond. Then, we address how to deal with it from the perspective of targets, bystanders, managers, and the organization. Finally, we present an experiential exercise that helps learners become more aware of the elements and impact of workplace microaggressions.



Should I Stay or Should I Go Now? Deciding to Retire (A Case Study)

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Daniel F. Coleman
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In this case study, we witness a conversation between three colleagues: Kathy who is thinking about retiring, and Dusty and Ian who have already retired. Together they explore the factors that push employees toward retirement and those that pull them back into their work. The case study explores the topics of making the difficult decision to retire and adjusting to retirement, especially in terms of one’s social identity. Students of HR, organizational change, career transitions, and academic careers will find the case study to be particularly relevant.



Improving Writing Skills Through Diagnosing and Treating at Risk Writers

Richard McConnell
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In 2015, the U.S. Army Command and General Staff College (CGSC) developed the Pre-Command and General Staff Officers’ Course (CGSOC) Writing Program (PCWP) to improve students’ writing skills. This study examined how attending the PCWP affected students’ subsequent academic performance. Using a causal-comparative research design, the authors analyzed the academic performance of 720 CGSOC students, including 39 that attended the PCWP. The analysis found that attending the PCWP increased student performance on written exams later in the course. Additionally, this study found that the diagnostic essay used to select students for the PCWP is a weaker predictor of academic risk than a writing skills test and the Nelson-Denny reading test. These findings support recommendations for further study in Army communication skills, faculty development in writing evaluation, and curriculum changes throughout Army University. These findings also would be generalizable to other institutions of higher learning as well as leaders in

business and government who might be interested in refining writing education through improved writing skills diagnosis.



INNOVATIONS AND FUTURE DIRECTIONS IN EDUCATION

1:30 p.m.—2:50 p.m.

Gold Room

Thursday, March 23

Session Chair: Mick Fekula

The Role of ECareer Portfolios in Professional Development: An Experiential Process with a Genuine Outcome

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This presentation describes a three-course professional development sequence culminating in an electronic career readiness portfolio developed by undergraduate business students preparing for their careers. During the process, students initiate career planning through self-discovery and determining a vision for their future by systematically assessing their competencies, soft skills, and interests. In subsequent modules, they are asked to tell their story, recognize opportunities, learn how to leverage and negotiate, build a personal brand, develop a social network, and cultivate professional relationships. Further, they explore contemporary issues, including financial literacy, values, inclusivity, forward-thinking business behaviors, and societal impact factors. In the final module, the students consider major life decisions, entrepreneurial behavior, financial considerations, leadership, and their grand plan. Resumes, cover letters, interviews, and job search plans culminate the experience.

The hallmark of this professional development experience is the student's electronic career readiness portfolio. Throughout the process, students build an online career portfolio accompanied by a web link that they can share with anyone, especially prospective employers. The portfolio requires the students to provide a site menu with the following minimum items: about me, resume, career plan, personal plan, academic plan, community service, and contact information. The topics covered during the professional development process provide the raw material to build the electronic portfolio.

During this process, faculty act as facilitators, advisors, and mentors. Students take responsibility for their experience by engaging as individuals in a series of web-based modules from the program entitled Exploring Your Potential™. The students use the results of the web-based modules to build their electronic portfolios systematically. Each eCareer Readiness Portfolio is unique to the individual according to their academic emphasis area. As the student's portfolio matures, faculty specializing in the relevant academic area guide the student to ensure the portfolio is relevant to their professional future.

The three courses occur at the sophomore, junior, and senior levels, respectively, so the portfolio development process can be as long as two years. During this time, the portfolios are assessed and mature into products that students are proud to show prospective employers. Even more importantly, the experience provides evidence to show that students have systematically and thoroughly thought

through and prepared for their prospective careers. The professional development process is thoroughly and systematically assessed through learning goals, including self-awareness, problem-solving, informed decision-making, career orientation, strategic planning, and execution. The College of Business uses the program to assess whether its graduates are ready to succeed in their careers and make a positive societal impact. The authors will show actual student eCareer Readiness Portfolios during this presentation.



Pan Africa Business Simulations

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Economists have demonstrated a positive correlation between management quality and the country's economic performance. In turn, business simulation games have shown their educational effectiveness in developing management skills crucial for African countries. However, its use is still embryonic, although they present different characteristics favorable to its implementation, for example, The African Continental Free Trade Area, the Digital Transformation Strategy Project for Africa (2020-2030), and The Pan-Africa Games Group. They also present singular characteristics such as the predominance of the informal sector, political instability, and high corruption rates, these are factors that influence the design and adoption of a Pan-African Business Simulation Games Framework suitable for this specific context. This proposal aims to contribute a gaming framework to support collaborative development and appropriation by the end-users, with contents representative of their contextual diversity.



How to Mix the Membership of Groups: A Solution to Free Riding, Leadership Training, and Early Dominance

Nominated for:



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The rationale for mixing the membership of groups is presented and the result of mixing is defined for three levels of quality: minimal, complete, and perfect. Two systematic mixing methods,

transposition and staggered looping, are explored. Four findings on the number of complete- and perfect-quality mixes that are possible under specified conditions are explained. Steps for manually implementing transposition and staggered looping are given, and equations for implementing them computationally are supplied. A table is presented showing the number of complete- and perfect-quality mixes that can be obtained with number of groups ranging from 2 to 7 and group sizes of the same range.



EXPERIENTIAL

1:30 p.m.—2:50 p.m.

Conference Room B

Thursday, March 23

Session Chair: Roy Hamada

When Play and Work Collide: An Interactive Panel Symposium Exploring the Use of Gaming in Management Education

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This panel symposium brings together management researchers with experience of the gaming industry, and industry professionals to explore the use of gaming in management education. We focus on how educators can use board games and role-playing games to increase student engagement and highlight the use of specific games in several different management courses including Leadership, Organizational Behavior, Human Resource Management, Entrepreneurship and Strategic Management as experiential learning activities. Guided by the facilitators, and through active participation, attendees will use commercially available games such as Dungeons and Dragons, and Forbidden Island to illustrate management course material. We give participants a hands-on experience of some of the games we have successfully used to creatively illustrate management material.



BREAK

2:50 p.m.—3:00 p.m.

3rd Floor Lobby , Ballroom B

Thursday, March 23

EXPERIENTIAL

3:00 p.m.—4:20 p.m.

Conference Room A

Thursday, March 23

Session Chair: Tony Rodi

Experiential Learning in Marketing – Creating a Student Client Consulting Engagement

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This experiential learning in marketing opportunity involves learning through experience, using experiential learning by creating a student client consulting engagement. During the second week of class, teams of students are assigned a real-life marketing challenge facing a client. Each team of students is responsible for completing an analysis of the challenge and formulating recommendations to the client. The analysis and recommendations are presented to the client in both a business paper and oral presentation at the end of the semester. The objective is for students to understand and apply marketing concepts and practices presented in textbook readings and instructor-led teaching throughout their marketing coursework, to a real-life marketing challenge for a client. This experiential learning opportunity exposes students to the practical application of marketing based on a client consulting engagement in a senior-level undergraduate marketing capstone course.



Forging the Future of Experiential Learning: Developing Leaders Through Remote Experiential Consulting Project Courses

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Gannon University faculty have embraced a variety of pedagogies and technologies to create a remote synchronous experiential consulting program that helps develop leadership competencies in global students. Recent global events have set the stage for development of new pedagogies which prepare students to become members of inclusive highly productive globally distributed teams. Depending on the class, students embrace remote technologies to collaborate and serve as consultants who work closely with real-world clients to either develop implementation road maps for clients to embrace big data capabilities or to develop comprehensive strategic business plans that incorporate big data capabilities for true strategic advantage. Through synergistic collaboration with a variety of

external incubators and networks, school of business faculty provide students with team-based semester-long remote experiential client consulting projects that incorporate all requisite content for their assigned courses. Faculty serve as instructors, mentors, and coaches. Instruction transcends into environments that simulate guided internship experiences that enhance students' learning journey to leadership.



Role Playing as Experiential Learning: Using Dungeons and Dragons to Teach Management Concepts

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In this manuscript, we discuss role-playing as a gamification activity. We introduce the creation of content-specific fictional characters, allowing Management and Leadership students to meaningfully engage with course material, while also stimulating students' creative and outside-the-box thinking. Further, the character-building classroom activity develops students' skills in decision making, the weighing and assessing of choices, and further, communicating those challenges all while engaging with the course content in a novel and interesting way. Though this activity can be applied to a range of courses, we highlight an example character-building activity in which students create their 'Ideal Leader' in undergraduate and graduate classrooms.

INNOVATIONS AND FUTURE DIRECTIONS IN EDUCATION

3:00 p.m.—4:20 p.m.

Gold Room

Thursday, March 23

Session Chair: Jennifer Petrie-Wayman

Managing Expectations in a Pandemic and “Getting Back to Normal”

Nominated for:



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Faculty around the world are getting back to teaching in ways that resemble life before COVID-19 closed everything down in March 2020. Still, many things involved in teaching are far from “normal.” This paper explores the residual negative effects of faculty delivering and students receiving instruction exclusively via online, remote, or hybrid delivery modes for multiple semesters. Student and faculty professionalism behaviors changed dramatically, and expectations shifted as everyone tried to roll with all the changes. We discuss the stress and well-being issues faculty continue to face as they navigate managing expectations while a new normal emerges, including setting boundaries to offset the always-on feeling that became normal during the pandemic. We share observations from two business professors at two universities in the southeastern United States, and we discuss our strategies and suggestions from research that are aimed at helping faculty find a healthier, more sustainable balance. This paper extends our previous work on student professionalism behaviors. At the conference, the authors will use part of the presentation time to engage attendees in a discussion about their own experiences with this important topic.



Investigating Student Perceptions of Two Active Learning Methods Converted to Online Format: Role-Play vs. Case-Based Learning for CSR Communication

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The Covid-19 pandemic forced rapid adjustments among university educators around the world. With millions of educators and students forced to migrate online for an extended period, teachers were challenged not only to adapt to teaching in an online environment but also to find ways of creating an active learning environment that engaged students. This challenge also created opportunities to explore the possibilities and limits of using existing active learning methods in an online mode. This research was designed to examine the learning experience of bachelor’s degree students studying corporate social responsibility (CSR) communication in two different learning groups – case-based learning and role-play learning – in a fully online teaching and learning environment. The results indicate that while students found both activities engaging, the online format created several challenges for both groups. The emphasis on team-based learning in both activities was also not optimal for the students. However, the experience of presenting their CSR communication plans to work professionals online was viewed as a key part of learning. The study offers insight into how face-to-face active learning activities should be implemented for online learning and what factors should be considered when conducting these activities.



Improving Creativity Thinking Using Narrative Practice

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Military leaders must poise subordinate leaders to predict future states. By appreciating clues presented in environments, leaders must predict what will happen next. Such prediction requires acute creative thinking skills. Army leaders plan for future operations using military planning processes including the Military Decision Making Process (MDMP). These processes entail a means of developing courses of action, testing those courses of action for viability, and publishing an order directing subordinate units to execute the selected course of action. Also included is testing courses of action for viability also known as the wargaming step of MDMP. The focus of this study was to conduct a mixed methods study of the Creative Thinking Class C122 at the U.S. Army Command and General Staff College (CGSC) and document the observed effects on student creative skills, to determine two different methodologies to teach creativity. The current C122 is a lecture and practical exercise method to teaching creativity. The proposed test in this mixed methods study was to improve creativity among CGSC students through narrative perspective taking which follows the work of Ohio State University Project Narrative and Dr. Angus Fletcher Narrative treatment.



GAMES READY TO PLAY

3:00 p.m.—4:20 p.m.

Conference Room B


Thursday, March 23

Session Chair: Roy Hamada

NASA's Project Leadership Simulation Lab: Practicing the Game of Project Management

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The project leader reached for his fourth cup of coffee. It was only 9:30 am and he was already stressed by all the bad news: One key team member resigned; the client was upset about the quality and schedule and wanted to meet immediately; and his manager was not happy about the potential cost overruns of 50%. Everything that could go wrong was going wrong and worse yet all at the same time. To add more fire to this particularly hellish week, there was a new round of complaints about a key engineer's abrasive style, and technical quality of work. He was sent out for some technical training. That's five days of work the project will never get back. A consultant was hired "on the cheap" -- only to learn, once again, that you get what you pay for. He was fired, which was a huge distraction and waste of time and money. Now the good news. These events didn't happen anywhere in what we call "real life" and in some sense they didn't happen at all. Despite the rocky performance, and fortunate for this project leader, all these problems were the direct result of a project simulation exercise used by NASA to help train current and future project managers. The entire experience unfolded on the screen of a laptop computer running a "Project Management Leadership Simulation Lab," as part of the NASA's project management training initiative. The program uses a computer-based project simulation designed and developed by the Palatine Group, a New York based company.

Maintaining a talented pool of project managers at NASA is critical to the space program, scientific community and the public. NASA's Academy for Project Program Engineering Leadership (APPEL) actively promotes a unique disciplinary cultural approach that goes beyond the boundaries of conventional project management. One program out of a series of project management training programs is the Simulation Lab. The Lab is a five-day workshop using various learning methodologies and technologies, including simulations, 360 leadership and team assessments and promotes the unconventional mix of various learning approaches to create a powerful learning design. The Simulation Lab encourages people to Think-Act-Reflect in real time just like they must  do on their real-life projects.

BUS DEPARTURE FOR GATEWAY CLIPPER CRUISE

5:00 p.m. **Wyndham Hotel** **Thursday, March 23**
Entrance


ABSEL 2023 Program Session Abstracts
(Friday, March 24th)

SIMULATIONS

Accelerating Engagement and Learning via Early Decision Support Mediation

Nominated for:



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Based on learning and engagement theory, this longitudinal study of simulation participant engagement during Spring 2021 and Spring 2022 illustrates that early introduction of decision support and freedom of choice results in a substantial increase in engagement during each simulation phase. Further, the results support the hypothesis that dss-induced user autonomy, relatedness and competence foster engagement, and that complex heavy workload demands under time pressure can be offset by range of decision-making freedom and the amount of support provided. Based on prior participant suggestions, early dss introduction and support during the Spring 2022 semester resulted in substantial increase in online activity on both the simulation portal and course website.

Simulation participants downloaded and used substantially more dss packages, dss-related articles and dss demo videos during each simulation phase.



Research into Hoover's Three Domains of Experiential Learning: The Impact of Business Simulation

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AJ Faria
University of Windsor, Canada (Posthumous)

At the inaugural ABSEL meeting, Hoover (1974) presented a definition of Experiential Learning which has set the tone for ABSEL research ever since. Hoover conceptualized that experiential learning involved a continuum of three domains which were: cognitive, behavioral, and affective. A research review of empirical studies by two marketing educators to assess the level of impact that business simulation gaming as an instructional methodology has on the three domains of experiential learning was undertaken. The findings from the review uncovered evidence in support of an experiential learning impact from business simulation gaming as being: weak for the cognitive

domain, medium for the behavioral domain, and strong for the affective domain. The conclusion drawn from this research review was that business simulation gaming has a presence in all three of Hoover's domains of experiential learning and is thus an effective instructional methodology.



Experiential Learning, Simulation and Student Satisfaction

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The simulation methods, which provide that context by creating a complex decision-making setting in the classroom, help develop students' professional skills and competencies in marketing management, linking the academic and business environments. It has also been found that simulations are an effective way for students to engage actively in learning, bridging the gap between theory and practice. Simulations can build students' ability to respond in a normative reasoned fashion to a decision situation or to experience the situation in its complexity and respond in a synthetic intuitive manner. Brooks, Burson, & Cox (2010) called for a research agenda to examine the relationships between student perceptions of learning and student satisfaction levels of a computer simulation project. However, limited research has been done on simulation's role in student's learning, as measured by the degree to which students are satisfied with intended learning outcomes. This study examines the relationship between simulation methods and student satisfaction, a unique assessment of all disciplines related to the education field.



EXPERIENTIAL

8:30 a.m.—9:50 a.m.

Gold Room

Friday, March 24

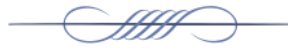
Session Chair: Elise Boyas

Btown Coach: A Case Study for Financial Accounting

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Since the early 2000s there has been a call for both K-12 and higher education to provide opportunities for experience-based learning in business programs. ABSEL’s focus on experience-based learning and pedagogy provides an opportunity for sharing effective pedagogical tools. This case study assignment is designed to give accounting students an opportunity to interpret transactions and prepare basic financial statements. It is best used in the first course in the financial accounting major but could be modified for use in a core course in a graduate program. This paper includes the case, the grading rubric, and student responses to its use.



Scaling Experiential Learning Projects: Meeting Sourcing and Scaling Outcome Challenges

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Experiential learning activities are an important part of the curriculum in many business classes. As employers have increasingly demanded that students graduate with “job ready “ skill sets more and more instructors develop projects with clients focused on the resolution of “authentic” workplace problems. Unfortunately, most of those projects are single use in orientation and tailored to the objectives of a single class. Scaling projects for use by large numbers of students while still retaining high quality standards and customizing the project experience for individual needs has received minimal attention to date. This paper presents an initial attempt to scale an experience-based learning project for 450 students in a required core business class (business communication) at a major Mid-Atlantic university during the Fall semester, 2022. Preliminary anecdotal and survey data regarding student and client satisfaction are provided as well as recommendations for replicating a similar large scale project going forward.



Wealth Inequality and “The Case of the Problematic Patent”: An Experiential Classroom Exercise

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As academic topics, wealth inequality tends to be seen by students as relevant and interesting, whereas intellectual property is more inclined toward mixed reviews. Without a doubt, the study of intellectual property is extremely important, multifaceted, and replete with legal and ethical issues. Nevertheless, the classroom rollout of intellectual property can come off as exceedingly abstract, overly complex, and, yes, even boring. Regardless, the basics of intellectual property often need coverage in traditional business school courses, particularly those involving law and the regulatory environment. A powerful and engaging way to introduce both topics is with the experiential classroom exercise “The Case of the Problematic Patent,” which implicates issues of wealth disparities and intellectual property rights associated with the major players in the pharmaceutical industry – Big Pharma, NGOs (Non-Governmental Organizations), and Government (in the form of a U.S. Congressional Representative). These issues include high research costs, drug company profits, the cost of drugs to U.S. patients, U.S. law on negotiating drug prices, global access to life-saving drugs, generic drugs, evergreening, ethics, and more. This exercise works in classes involving business law, the regulatory environment, ethics, international business law, and organization behavior. Debriefing the exercise may be tailored to emphasize key issues of the particular discipline being taught.



GAMES READY TO PLAY

8:30 a.m.—9:50 a.m.

Conference Room B

Friday, March 24

Session Chair: Raghu Kurthakoti

A Ready to Play Game on Cooperative Resource Management: Let’s Regenerate

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Regenerate! is a cooperative resource management board game that simulates two decades of community-building at Fly Ranch, a 3,800 acre, off-grid property in the intermountain west (Nevada, USA). Starting with an undeveloped landscape, the team (1 to 6 players) must organize and prioritize projects, strategically budgeting resources (water, food, energy, capital) as they grow their community in the high-desert. Each player assumes the role of a unique partner and with that, must manage their special abilities and actions as they cooperate with their teammates. As the team manages resources and attempts to maximize their Community Score (the victory points of the

game), they must also minimize degradation across the landscape, as the team is penalized for degenerative habitat conditions and rewarded for regenerative conditions at the end of the game. Further, the team must also manage random events which are revealed at the beginning of each round. To simulate the escalating impact of climate change on community development and landscape conservation, more event cards are revealed as the game progresses and the positive or negative impact of events are intensified.



GEO: An Individual Scoring Business Simulation

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Computerized business simulations that score teams are common, but business simulations that score individuals who may work in teams are uncommon. Scoring individuals is advantageous because it avoids the incentive for free riding associated with giving individuals credit towards grades for the performance of the team, as well as the bias associated with summative peer ratings when ratings are used moderate free-riding concerns. But scoring individuals is hard for the computerized simulation because the computerized simulation must track the actions of each individual participant if it is to supply everyone an individualized performance score.

GEO is a computerized business simulation that does the hard work. As GEO's scoring system computes a Total Performance Score that sums each participant's Individual Performance Score and that participant's Group Credit, GEO makes the performance of each participant's group, or team, a built-in part of each participant's score. Thus, summative peer evaluations are unnecessary. Precisely how GEO scores participants will be explained in the session, together with the rationale of its scoring system.

GEO has been used in many courses, including Principles of Management, International Business, Global Economic Environment, and Strategic Management, for on-site, online, and hybrid classes, as well as single-day online competitions. GEO enables participants to engage in trade, migration, employment, and financial transactions through digital markets. GEO requires participants to consider the global economic consequences of their individual decisions, because global consequences affect the outcome of decisions.

Learning outcomes

- Know what GEO does to engages students in social interactions
- Know how to adapt GEO to courses and settings
- Know why a single game can be useful for students enrolled in different courses



BREAK

9:50 a.m.—10:00 a.m.

**3rd Floor Lobby &
Ballroom B**

Friday, March 24



EXPERIENTIAL

10:00 a.m.—11:20 a.m. Conference Room A Friday, March 24

Session Chair: Tom Davis

An Education Game About Sustainability Based on ESGP Concepts

Nominated for:



Best Student Paper

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This work presents the design of an educational game to teach sustainability. Stakeholder satisfaction analyzes this strategic concept, which considers the organization's investments in Environmental, Social, Governance and People (ESGP) resources. Every decision in the game has a risk and implies meeting the interests of the Stakeholders. This game creates an atmosphere for students to simulate the consequences of their decisions without the risks of the real world.



Bringing Fun Into Learning Using Games and Projects

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The COVID era forced education out of the physical classroom and into the online environment. The loss of face-to-face interaction, especially in a group environment, eliminated learning processes that were based on human socialization. Learning from a computer screen did become an efficient way to expand the physical space of learning out of the classroom and into one's private/public space in the home office, living room, game room, or wherever a student might join the online meeting. Online group games and project to some degree continued, but the organic community was in many ways lost.

With the post-COVID return to the classroom, it will be critical to reengage the social interaction and relationships, especially in activities that bring the human touch between students. Used successfully prior to the COVID shutdown, the following paper profiles a number of activities that will bring together collaborative group projects that are entertaining and educational. Panitz,(1999) states, "Cooperative learning is defined by a set of processes which help people interact together in order to accomplish a specific goal or develop an end product that is usually content specific. It is more directive and closely controlled by the teacher" (p. 1). "Cooperative learning has been linked to increases in self-esteem, attendance, time on task, enjoyment of college classes and motivation to learn" (Nagel, 2007, p. 364).



Look Up from the Phone! Creatively Using Old School Blackboard in the World of Online Blackboard

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In the current culture, students bury their heads in their phones checking their social media, texting, Instagramming, Snapchatting, gaming, or whatever might hold their attention. A difficulty in this tablet and keyboard generation is engaging them in classroom activities that get them off their phones and keyboards and engaging the learning space of the classroom. This paper will demonstrate creative techniques in using the traditional blackboard/whiteboard in the classroom as a collaborative and tactile learning tool. It gets students not only off of their phones but also out of their seats into game-like experiential learning.



EXPERIENTIAL

10:00 a.m.—11:20 a.m.

Gold Room

Friday, March 24

Session Chair: Annette Halpin

Use of a Digital Escape Room (DER) to Assess Student Learning, Communication Skills and Engagement in a Corporate Finance Course

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This research examines the use of a digital escape room (DER) to reinforce accounting concepts, strengthen interpersonal communication skills, and increase student engagement among business students. Upper-level undergraduate business courses build on concepts introduced in the first- and second-year requirements. In more advanced business courses such as accounting and finance, it is expected that students have a solid grasp of what data is shown on a firm's financial statements as well as the relationships between the various documents. To aid in reinforcing accounting concepts, a hands-on digital escape room (DER) was designed and administered to students in a corporate finance course at a small comprehensive institution in the northeast of the US. This exercise reinforces content learned in basic accounting classes and promotes team building, communication, and engagement.



Make Our Garden Grow—Cultivating Empathy

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As an AACSB accredited institution, we are required to demonstrate how learning occurs, what steps we might take to ensure learning. With respect to the subject of ethics, the focus is among others, the student mastery of critical concepts. But a more expansive view of ethics is an understanding of how ethical behavior might occur and the enhancements that might motivate or inspire that desired conduct. Perhaps this is the province of psychologists and there is much that can be learned from those who have thought deeply and researched tirelessly to understand how we become attentive to the inner voice that calls us to our better selves. And so it is that psychological research suggests that empathy may be the umbrella trait required to develop our capacity for tolerance, kindness, understanding and forgiveness. Accessing our better selves has become increasingly difficult in a world in which our differences are much more obvious than what we share, but as empathy researcher and Stanford University psychologist Jamil Zaki has come to understand, empathy is the “psychological superglue” that connects people and undergirds cooperation and kindness.



Negotiating in the Pseudo World: Designing Role Play Simulation in the Digital Age

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Existing literature shows that conservative methods of teaching and assessing take precedence over the active learning methods, which emphasizes on student participation and responsibility and aims to achieve six qualitatively distinct levels of understanding i.e., knowledge, comprehension, application, analysis, synthesis, and evaluation (Johnson, 2016). While online simulations and tools have evolved over the last 20 years (Russell and Shepherd, 2010), social scientists and management scholars continue to incorporate role-play simulations and accompanying readings in their curriculum, with the view to engage students in a supported learning environment before they venture into the real-world. Carrying out active-learning exercises in an online or other hybrid learning environments, can be challenging because it requires more time to set-up and structure the rules and roles, while at the same time monitor and communicate with learners in an online setting. However, with the online learning environment growing rapidly (Ibid.) especially after the covid-19 pandemic, it becomes imperative for instructors to learn the different active learning approaches that can help them provide learners with the opportunity to demonstrate their understanding of the course materials and examine issues from a wider range of perspectives (Youde, 2008). Facilitating learning in an e-learning environment requires skills to develop active learners, who learn that problem-solving skills cannot be taught but must be discovered (Piaget, 1936). Such cognitive maturation involves decentring, a process which requires ‘shifting the focus of awareness from a limited aspect of reality to several different dimensions’ (Muuss, 1982, p. 250). In this study we use Piaget’s Cognitive Learning Theory (CLT) (Piaget, 1983) as the foundation to design our role-play simulation exercises, since it considers the learner as the focus of the design process (McLeod, 2003) and corroborates with the notion that cognitive development occurs from biological maturation and the interaction with one’s environment (Piaget, 1936). Unlike behaviourism that neglects mental activity, cognitive learning theory studies human thought processes (Carlile and Jordan, 2005, p. 7) and emphasizes the importance of problem-solving (Piaget, 1936). It can be applied to any discipline (Grider, 1993) and is based on the notion that “deep learning involves collecting and organizing experiences and information to make sense of stimuli from the environment” (Ibid., p. 38). This information could be based on previous knowledge, course materials, practical examples, and everyday experiences (Sloam, 2008). Through receiving, storing, and retrieving information, learners are exposed to strategies that can help them bridge the gap between pre-requisite skills to learning objectives, while benefitting from learning efficiently. In other words, there is a strong correlation between the mental components and the processed information that enable learners to accordingly understand and apply knowledge (Grider, 1993). Through organizing and re-organizing the new information experienced, learners can create more complex cognitive structures to help them navigate through their different levels of intellectual growth.



Games Ready to Play

10:00 a.m.—11:20 a.m. Conference Room B Friday, March 24

The People Game: Teaching the Influence of Migration Crisis on Micro-economics in Polish-Belarusian Borderland

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Simulation role-play board game "The People" reflects a social system in the State Emergency Zone (SEZ) during existing humanitarian crisis. The game builds awareness of the complexity of the migration situation, as well as its impact on the microeconomic situation through narration and reflecting social dynamics in the mechanics. Players in the game take roles of local people living in the SEZ. It is played in groups of 4-12 people, usually during 90-120min with debriefing included.

Participants discover the conditions that the refugees face but also deal with social implications of the crisis in a small, interconnected community living in the State of Emergency Zone. The game raises awareness of the shortcomings of current legal solutions, including no media, no humanitarian aid or illegal push-backs. The crisis destroys existing social ties, affects local businesses and the employment structure.

Players in the game take social roles, typical for the villages located in the SEZ. Their roles represent either armed forces or civilians. The first group consists of employees of the army, police or national services (e.g. police, border guard, national park guard), while the roles that belong to the second group are examples of civil occupation in the SEZ like shopkeeper, beekeeper, hotel owner, lumberjack, teacher, activist, researcher. Roles in the game are interconnected in a simple way by family ties, economic relations, friendship or everyday life. They are also influenced by the events happening in the gameplay. This information is underlined in the brief descriptions of the roles that players are given at the beginning. The game clearly shows the mechanics of the crisis, primarily from the perspective of the impact on the local community and microeconomic relations, and the real crisis of social trust.



Increasing Software Efficacy and Professor Fluency in Strategy Simulation

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The annual ABSEL conference and its proceedings often include papers and presentations about business simulations augmented with supplemental materials. These supplements include out-of-software exercises, assignments, tests, and study guides (Davis & Magnuson, 2020). The papers typically include empirical evidence of efficacy as measured by content analysis, regression analysis, and student surveys. Some examples of supplements include: CEO letters, BOD meetings, WSJ.com headlines, investor relations presentations, and peer consulting (Halpin, 2020, Davis & Magnuson 2020, Gove 2012).

Objective. The objective of the session would be to have attendees leave with fresh ideas about how to improve simulation efficacy through supplemental materials and to create a network where professors can support each other to avoid “reinventing the wheel”.

Value. The objectives of this session directly match some of the objectives of ABSEL: sharing, networking, and improving simulation teaching methods.

Best Paper Awards

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

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

- Best Student Paper:** *“A Business Simulation Game for Location-Based Strategies.”* Martin Prause, Christina Gunther, Jurgen Weigand
- 2015 Best Simulation Paper:** *„Hybrid Methods of Organizing Groups for a Business Game”* Precha Thavikulwat, Jimmy Chang
- Best Experiential Paper:** *“Developing Educational Strategies for Experiential Learning: An Application of Service Dominant Logic from Marketing”* Bryon C. Geddes, Hugh M. Cannon, James N. Cannon, Andrew Hale Feinstein
- Best Innovations Paper:** *“Strategic Knowledge Mapping: The Co-Creation of Useful Knowledge”* Steven E. Wallis, Bernadette Wright
- Best Student Paper:**
- 2016 Best Simulation Paper:** *“Can Action Complexity be used to Measure the Effectiveness of an Educational Game?”* Precha Thavikulwat, Jimmy Chang, Bosco Wing Tong Yu
- Best Experiential Paper:** *“Experiential Learning Potential as a Function of Psychological Predispositions and Demographic Variables”* Lori Tribble, Robert C. Giambatista, J. Duane Hoover
- Best Innovations Paper:** *“Teaching Values: An Experiential Approach”* Hugh M. Cannon, James N. Cannon, Bryon C. Geddes, Andrew Hale Feinstein
- Best Student Paper:** *“Process-oriented Research Method for Teamwork Effectiveness Assessment in Business Simulation Games”* Anna Ruskowska, 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, Northern Arizona University
- 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 (Thammasat University), Takashi Yokouchi (Tohoku University), Tomomi Kaneko (Hokkaido University of Science), Masahiro Hiji (Tohoku University)
- 2020 Best Simulation Paper:** *“Enhancing Experiential Learning via Sustained Student Engagement”* Aspy Palia, University of Hawaii at Manoa
- Best Experiential Paper:** *“Individualizing Experiential Learning: A Theoretical Perspective”*, Hugh Cannon (Wayne State University, Emeritus), James Cannon (Utah State University), Bryon Geddes (Dixie State University), J. Alexander Smith (Oklahoma City University)
- Best Innovations Paper:** *“Extending the Experience: Bringing Boards of Directors to Bear on a Business Simulation”* Tom Davis (University of Pittsburgh), Ron Magnuson (College of Charleston)
- 2021 Best Simulation Paper:** *“Engaging Digital Natives with Simulations”* Wendy Ford (Queensborough Community College – City University of New York)
- Best Experiential Paper:** *“Sustaining Engagement and Learning in a Pandemic”* Aspy Palia (University of Hawaii at Manoa)
- Best Innovations Paper:** *“The Great Rotation: Experience Based Learning in Business Education at a Distance in 2020”* Tom Davis, Debbie Good, Kiersten Maryott (University of Pittsburgh)
- Best Student Paper:** *“A Systematic Mapping of Gamification in Higher Education”* Diego Castro, Diago Olivera, Geraldo Xexeo, Jessica Seibert, Leandro Ouriques, Eduardo Mangeli (Universidade Federal do Rio de Janeiro)
- 2022 Best Simulation Paper:** *“Augmenting Engagement and Learning via Decision Support”* Aspy Palia (University of Hawaii at Manoa)

Best Experiential Paper: “*The Juice SPC Game: An Excel Based Simulation Exercise*” Christopher M. Scherpereel (Northern Arizona University)

Best Innovations Paper: “*Assigning Individuals Credit Towards Grades for a Unified Submission: Theory and Application*” Precha Thavikulwat (Towson University)

Best Student Paper: “*Games with Purpose Development Methodology by Ludology Laboratory*” Eduardo Mangeli (Universidade Federal do Rio de Janeiro), Tadeu Moreira de Classe (Universidade Federal do Estado do Rio de Janeiro), Horacio Macedo (Universidade Federal Fluminense), Pedro Marques, Lincoln Magalhaes Costa, Marcus Parreiras and Farmy Silva (Universidade Federal do Rio de Janeiro)

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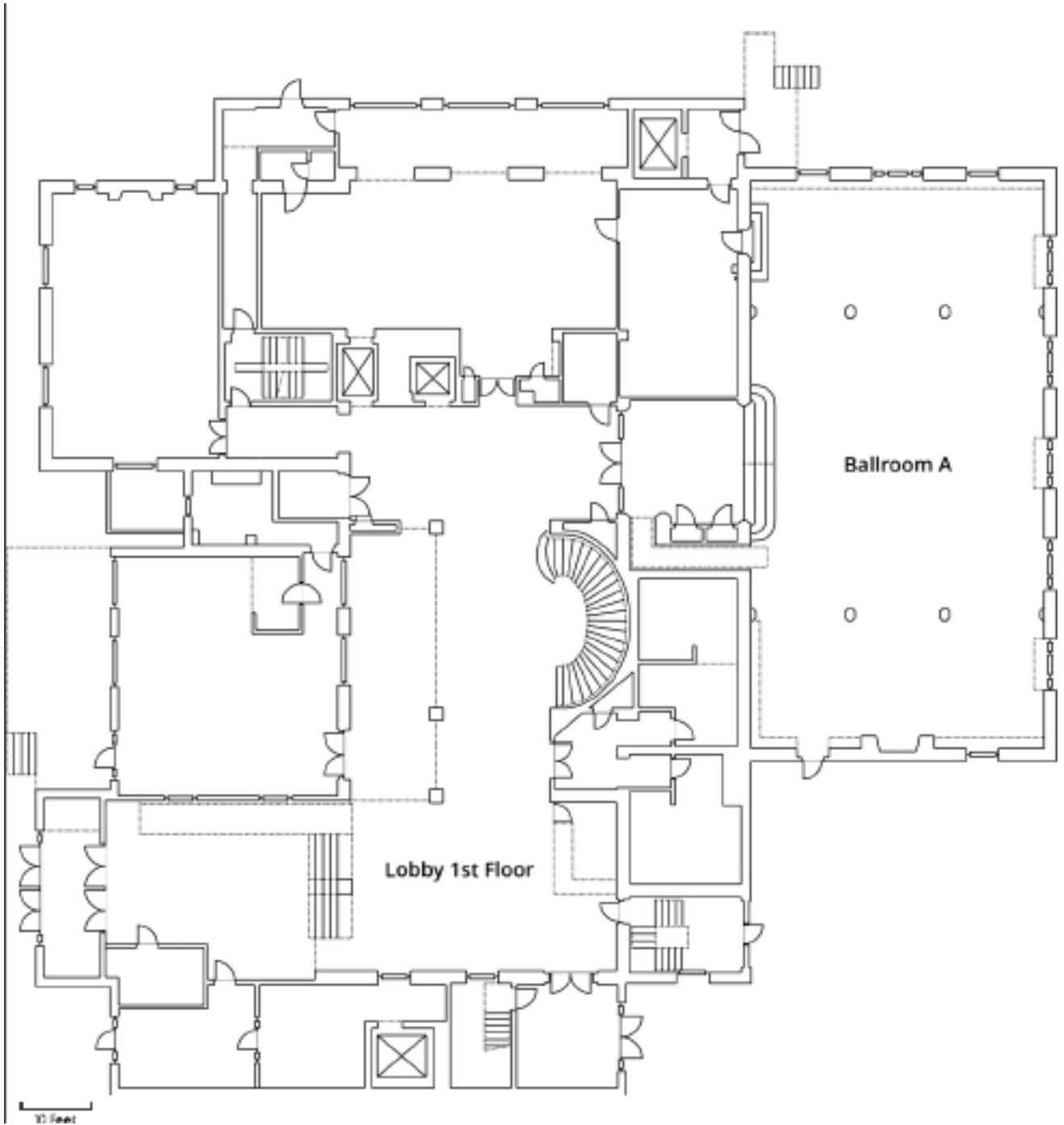
ABSEL Leadership and Conference Sites

	Year	President	Program Chair	Proceedings Editors:	Site
1	1974	Bernie Keyes	Bernie Keyes	James Kenderdine & Bernie Keyes	Oklahoma City
2	1975	Stan Vance	Stan Vance	Richard Buskirk	Bloomington
3	1976	Ralph Day	Ralph Day	Bernard Sord	Knoxville
4	1977	Ralph Day	Carl Neilsen	Carl Neilsen	Wichita
5	1978	Dick Buskirk	Duane Hoover	Dan Brenenstuhel & Sam Certo	Denver
6	1979	Carl Neilsen	James Scherier	Sam Certo & Dan Brenenstuhel	New Orleans
7	1980	Duane Hoover	Sam Certo	Dan Brenenstuhel & William Biggs	Dallas
8	1981	James Scherier	Dan Brenenstuhel	William Biggs & Dave Fritzsche	Orlando
9	1982	Sam Certo	William Biggs	Dave Fritzsche & Lee Graf	Phoenix
10	1983	Dan Brenenstuhel	Dave Fritzsche	Lee Graf & David Currie	Tulsa
11	1984	William Biggs	Lee Graf	David Currie & James Gentry	Hawaii
12	1985	Dave Fritzsche	Joe Wolfe	James Gentry & Alvin Burns	Orlando
13	1986	Lee Graf	James Gentry	Alvin Burns & Lane Kelley	Reno
14	1987	Joe Wolfe	Alvin Burns	Lane Kelley & Patricia Sanders	Hiltonhead
15	1988	James Gentry	Lane Kelley	Patricia Sanders & Tom Pray	San Diego
16	1989	Alvin Burns	Patricia Sanders	Tom Pray & John Wingender	Orlando
17	1990	Lane Kelley	Tom Pray	John Wingender & Walt Wheatley	Hawaii
18	1991	Patricia Sanders	John Wingender	Walt Wheatley & Steven Gold	Nashville
19	1992	Thomas Pray	Walt Wheatley	Jerry Gosenpud & Steven Gold	Las Vegas
20	1993	John Wingender	Jerry Gosenpud	Steven Gold & Precha Thavikulwat	Savannah
21	1994	Walt Wheatley	Steven Gold	Precha Thavikulwat & John Overby	San Diego
22	1995	Jerry Gosenpud	Precha Thavikulwat	John Overby & Alan Patz	San Antonio
23	1996	Steven Gold	John Overby	Alan Patz & John Butler	Orlando
24	1997	Precha Thavikulwat	Alan Patz	John Butler & Nancy Leonard	New Orleans
25	1998	John Overby	John Butler	Nancy Leonard & Sandra Morgan	Hawaii
26	1999	Alan Patz	Nancy Leonard	Sandra Morgan & Diana Page	Philadelphia
27	2000	John Butler	Sandra Morgan	Diana Page & L.T. Snyder	Savannah
28	2001	Nancy Leonard	Diana Page	Khushwant Pittenger & Mary Jo Vaughn	San Diego
29	2002	Sandra Morgan	Khushwant Pittenger	Mary Jo Vaughn & Sharma Pillutla	Pensacola
30	2003	Diana Page	Mary Jo Vaughn	Sharma Pillutla & Andy Feinstein	Baltimore
31	2004	Khushwant Pittenger	Andy Feinstein	Andy Feinstein & Denise Potosky	Las Vegas
32	2005	Mary Jo Vaughn	Denise Potosky	Robert Ledman	Orlando
33	2006	Andy Feinstein	Doug Micklich	Alex Smith	San Francisco
34	2007	Denise Potosky	Doug Micklich	Alex Smith	San Antonio
35	2008	Richie Platt	Andy Feinstein	Alex Smith, Janet Duck, Mick Fekula, & Bill Wellington	Charleston
36	2009	Dick Teach	Mick Fekula	Alex Smith, Janet Duck, Elizabeth Murff & Chris Scherpereel	Seattle
37	2010	Bill Wellington	David Hutchinson	Alex Smith, Mick Fekula, Elizabeth Murff, Chris Cassidy & Dick Teach	Little Rock
38	2011	Mick Fekula	Chris Cassidy	Elizabeth Murff, David Hutchinson, Bill Wellington, Chris Scherpereel, Dick Teach, & Mick Fekula	Pensacola Beach
39	2012	Alex Smith	Bill Wellington	David Hutchinson, Kiersten Maryott, David Rahn, Chris Scherpereel, Dick Teach & Alex Smith	San Diego
40	2013	Duane Hoover	Kiersten Maryott	Alex Smith, Marian Boscia, David Rahn, Lora Reed, Dick Teach, Carlos Mario Zapata Jaramillo, Qing Li, Chris Cassidy	Oklahoma City
41	2014	Chris Cassidy	David Rahn	Alex Smith, David Rahn, Lora Reed, Dick Teach, Carlos Mario Zapata Jaramillo, Marcin Wardaszko & Kenneth E. Long	Orlando
42	2015	Kiersten Maryott	Chris Scherpereel	Alex Smith, Christian Karl, Carlos Mario Zapata Jaramillo, Marcin Wardaszko & Kenneth E. Long	Las Vegas
43	2016	David Rahn	Marcin Wardaszko	Alex Smith, Kristie Abston, Pat Hendrickson, Carlos Mario Zapata Jaramillo & Kenneth E. Long	New Orleans
44	2017	Chris Scherpereel	Carlos Mario Zapata-Jaramillo	Alex Smith, Ken. Long, Chris Cassidy, Pat Hendrickson, & Maja Zelihic	Myrtle Beach
45	2018	Kristie Abston	Ron Magnuson	Alex Smith, Ken Long, Lora Reed, Alan Swank, Maja Z, Manabu Ichikawa	Seattle
46	2019	Carlos Mario Zapata-	Lora Reed	Alex Smith, Manabu Ichikawa, Debbie Good, Alan Swank,	San Diego

		Jaramillo		Raghu Kurthakoti	
47	2020	Ron Magnuson	Debbie Good	Alex Smith, Manabu Ichikawa, Debbie Good, Raghu Kurthakoti	Virtual
48	2021	Debbie Good	Raghu Kurthakoti	Alex Smith, Raghu Kurthakoti, Manabu Ichikawa, Helen Soter	Virtual
49	2022	Raghu Kurthakoti	Jim Szot	Alex Smith, Elise Boyas, Rebecca Schmeller, Jim Cannon	Virtual
50	2023	Jim Szot	Debbie Good	Alex Smith, Elise Boyas, Rebecca Schmeller, Jim Cannon	Pittsburgh

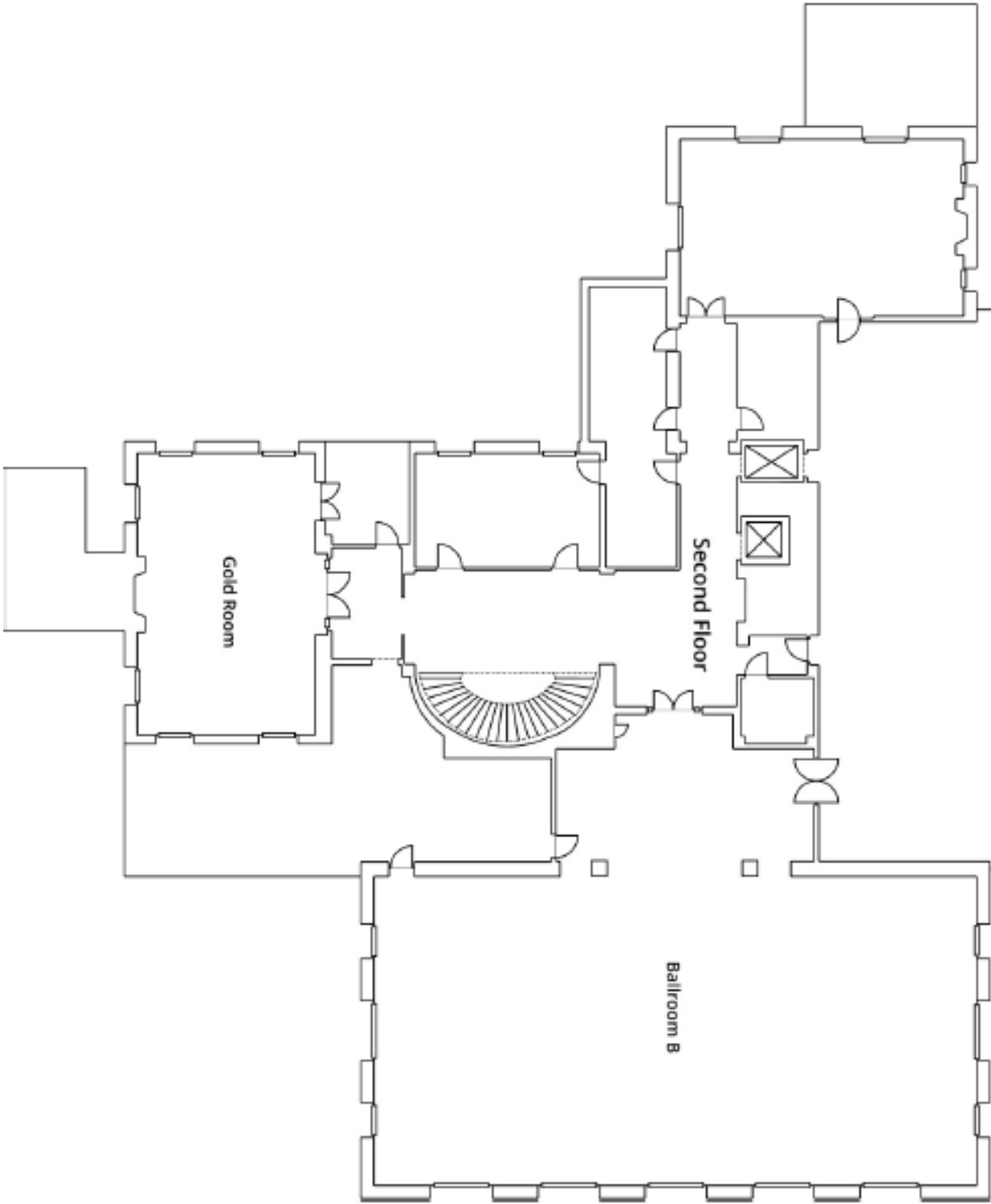
University Club Map

First Floor



University Club Map

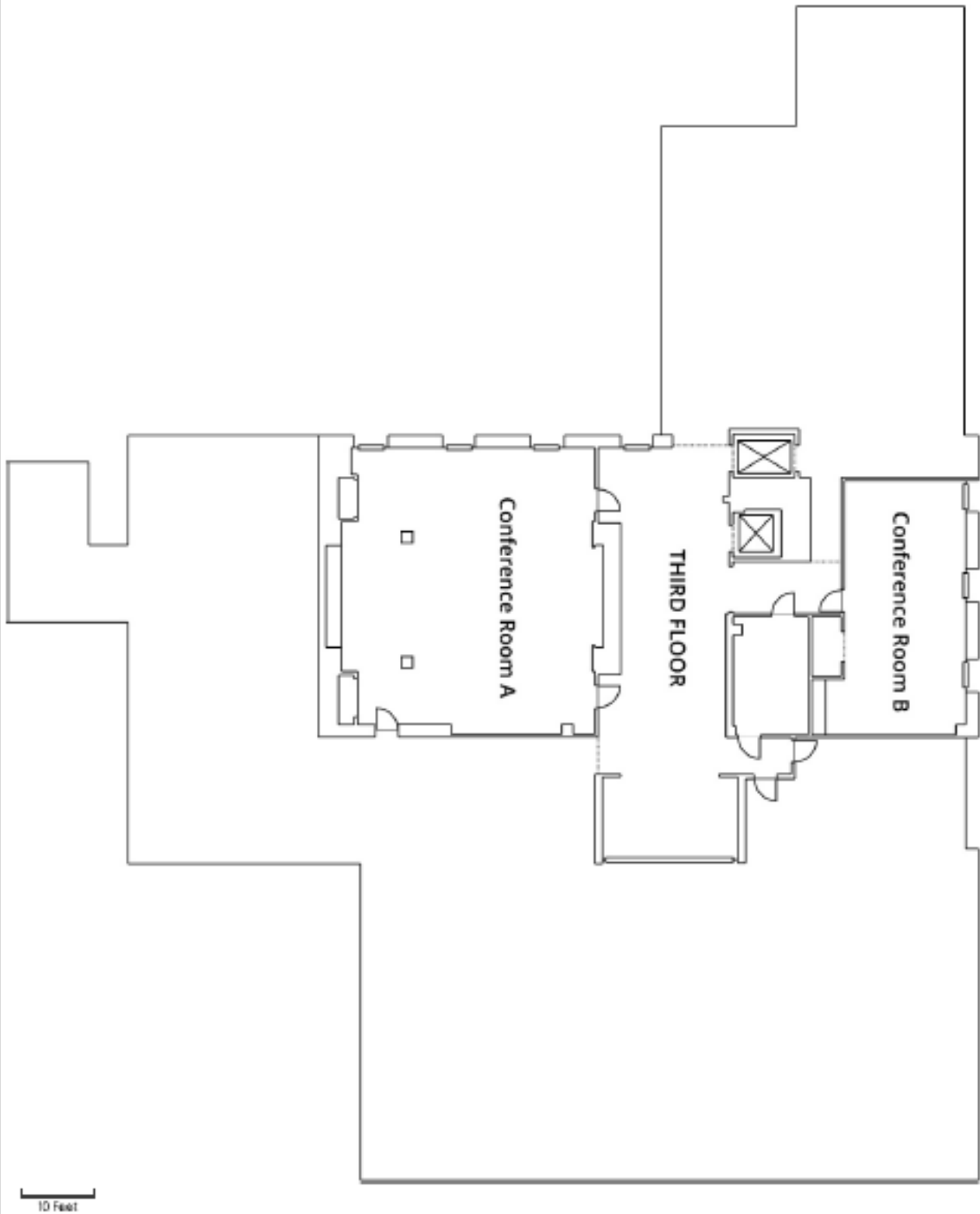
Second Floor



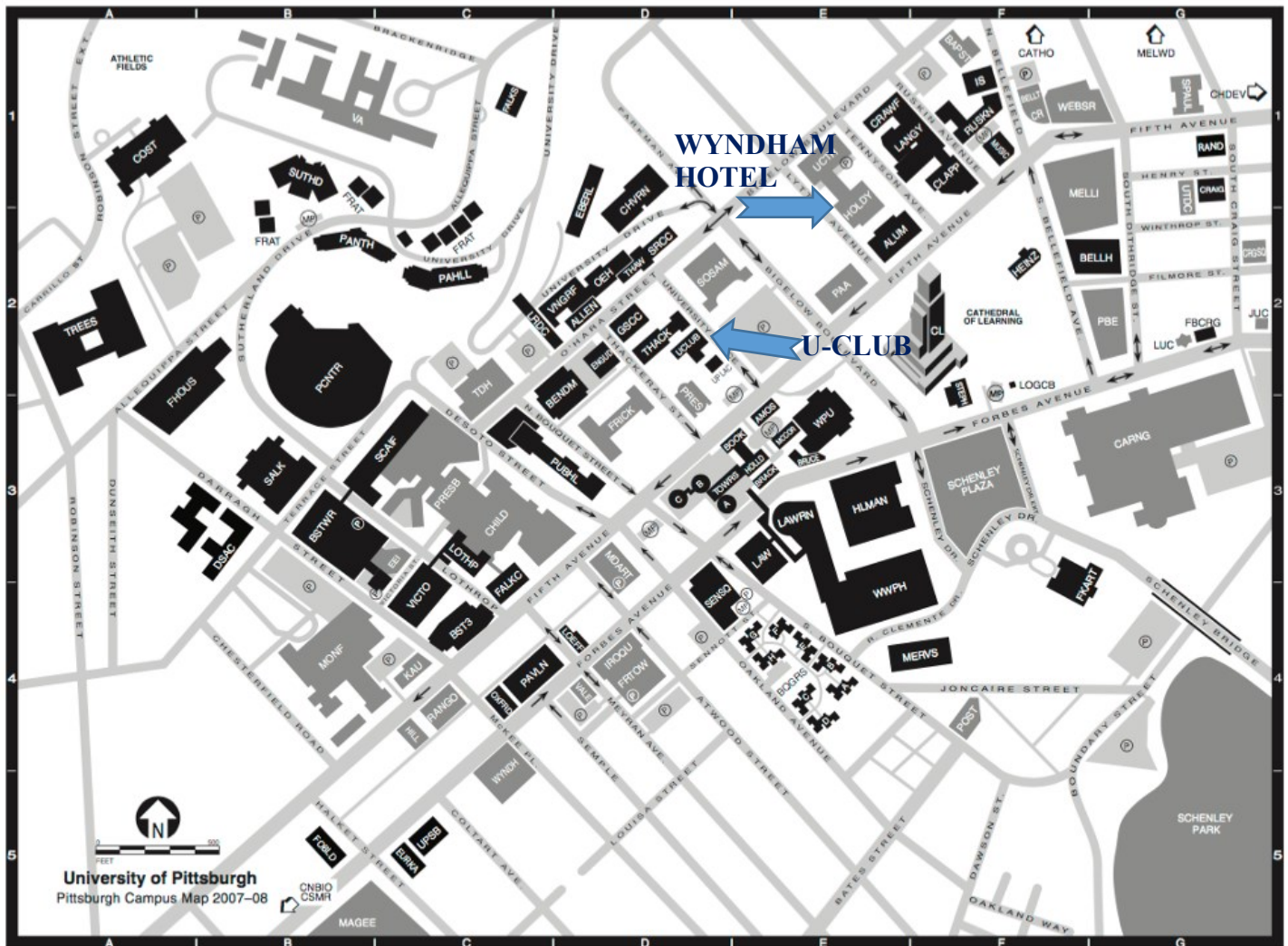
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University Club Map

Third Floor



University of Pittsburgh Campus Map



*Detailed maps are also available at <https://www.map.pitt.edu>

Places to Visit Near Pitt's Campus

The Cathedral of Learning

The absolute “must see” attraction at the University is The Cathedral of Learning. Located one block from your hotel and easily seen from the University Club, “Cathy” as she is affectionately known, is the tallest education building in the Western Hemisphere. Situated on the ground floor of the Cathedral are The Nationality Rooms- 31 active classrooms that depict the national and ethnic groups that built the city of Pittsburgh. The classrooms can be self-toured or seen with a docent on a scheduled tour.

Nationality Room Hours: Monday-Friday 9:00 AM – 2:30 PM



Carnegie Museums of Art and Natural History

The Carnegie Museum of Natural History located at 4400 Forbes Avenue (immediately across the street from the main gate of the University) has an extensive dinosaur collection. Other major exhibits at the museum include the Hillman Hall of Minerals and Gems, Alcoa Foundation Hall of American Indians, Polar World: Wyckoff Hall of Arctic Life, Walton Hall of Ancient Egypt and the Benedum Hall of Geology.

**Museum Hours: Wednesday & Friday 10:00 AM – 5:00 PM
Thursday 10:00 AM – 8:00 PM**

Admission: - \$25 Adults; Senior Citizens- \$20



Phipps Conservatory and Botanical Gardens

Located across the bridge between Pitt and Carnegie Mellon University at 1 Schenley Park, Phipps is an easy walk from your hotel. It is a City of Pittsburgh historic landmark and is listed on the National Register of Historic Places. The gardens were founded in 1893 by steel and real-estate magnate Henry Phipps as a gift to the City of Pittsburgh. Founded in 1893, the gardens were created to educate and entertain the people of Pittsburgh with formal gardens (Roman, English, etc.) and various species of exotic plants.



Hours: Monday – Thursday 9:30AM – 5PM; Friday – 9:30AM- 10PM

Admission: Adults- \$21.95; Senior Citizens- \$19.95

Heinz Memorial Chapel

Heinz Memorial Chapel is a non-sectarian chapel given by the H.J. Heinz family to the University of Pittsburgh. Dedicated in 1938, the chapel hosts approximately 1,000 events annually including religious services, weddings, classes, lectures, concerts, memorial services, and guided tours. Admission is free.

Hours: Monday – Thursday 10:00 AM – 4PM

Note: There may be weddings scheduled on Friday, Saturday afternoons



Places to Visit in Pittsburgh

Andy Warhol Museum

The Warhol, the keeper of Andy Warhol's legacy, is one of the most comprehensive single-artist museums in the world. Provocative, challenging, and exploring all that art can and should be. The museum is located in North Shore and has a wonderful café and gift shop that are open during museum hours and accessible without admission.

Hours: Monday-Thursday 10AM-5PM, Friday 10AM-10PM

Admission: Adults- \$25



Duquesne Incline

After a complete renovation, the Incline has just re-opened so you may enjoy a spectacular panorama of Pittsburgh and its three rivers. Ride to the Observation Deck in the 140-year-old Incline car to see what USA Today Weekend Magazine calls one of the "10 most beautiful views in America". Historical exhibits in the waiting room entertain between rides.

Hours: Monday-Saturday 5:30AM-12:45AM

Admission: Adults- \$5 Round trip



Senator John Heinz History Center

An affiliate of the Smithsonian Institution, the History Center explores Pittsburgh's 250-year history with highlights including Mister Rogers, Heinz, and the Western Pennsylvania Sports Museum.

Hours: Monday-Sunday 10AM-5PM

Admission: Adults- \$18; Senior Citizens- \$15



Carnegie Science Center

Located in the heart of Pittsburgh's North Shore between Heinz Field and Rivers Casino, Carnegie Science Center is a family attraction close to downtown and sits along the Three Rivers Heritage Trail. It's an ideal destination for motorists and cyclists alike! The Science Center also is within a two-mile walking distance of several other attractions on the North Shore like Heinz Field and PNC Park, so you can extend your fun-filled day after taking in the museum's delightful exhibits.

Hours: Wednesday-Monday 10AM-5PM

Admission: Adults- \$25, Senior Citizens- \$20



Clemente Museum

The Clemente Museum is housed in historic Engine House 25, located in the revitalized Lawrenceville section of Pittsburgh. It showcases the world's largest exhibited collection of baseball artifacts, works of art, literature, photographs, memorabilia, and related materials which focus on Roberto Clemente, his teammates, his personal life, and his humanitarian causes. Whether it is the Gold Gloves, The Silver Slugger Award, The 1960 and '71 World Series Rings, the cleats and home base from the '71 series or the name of his wife, Vera, scratched into a vase Roberto made for her, visitors to the museum will leave knowing, more fully, what made Roberto Clemente a great man



Note: The museum is not open to the public, but by guided tours only. If you are interested in visiting the museum for a guided tour, please visit

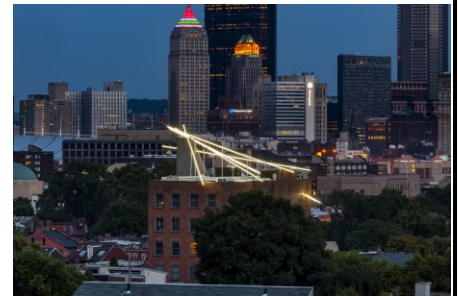
www.clementemuseum.com/book-a-tour/

The Mattress Factory

Founded in 1977 and hailed as the best facility for installation art in the United States, the Mattress Factory is a contemporary art museum and experimental lab featuring site-specific installations created by artists in residence from around the world

Hours: Tuesday, Thursday-Sunday 11AM-6PM, Wednesday 11 AM-8PM

Admission: Adults- \$20, Senior Citizens- \$15





Preliminary ABSEL 2024 Call for Papers
51st Annual Conference
March 14-16, 2024
Orlando
Drury Plaza Hotel Orlando – *Disney Springs*

Submission Due Date: October 23, 2023

