



*Association for Business  
Simulation &  
Experiential Learning*

**ABSEL**

## ***51<sup>st</sup> Annual Conference Program “Experiential Learning at a Crossroads?”***



***March 15-16, 2024***

***Pre-conference Professional Development Workshop  
March 14, 2024***

***Drury Plaza Hotel, Orlando – Disney Springs Area  
2000 Hotel Plaza Boulevard  
Lake Buena Vista, FL 32830***

## 2024 ABSEL Conference Sponsors



*Please visit the Suitable booth while you are at ABSEL 51.  
It will be in the Pre-function Space, between the meeting  
rooms, near where the coffee/tea are situated*

**Pitt Business** | David Berg Center  
for Ethics and Leadership

# ABSEL 2024 Snapshot Schedule

## Thursday, March 14

9:00 a.m.—12:00 p.m.	Professional Development Workshops 1	Room: Coral D
12:00 p.m. – 1:00 p.m.	Lunch (on City Beautiful Terrace)	
1:00 p.m.—3:00 p.m.	Professional Development Workshops 2	Room: Coral D
2:00 p.m.—6:00 p.m.	ABSEL Registration (pre-function space)	
4:00 p.m.—5:00 p.m.	ABSEL Board Meeting	Room: Coral D
5:30 p.m.—7:00 p.m.	ABSEL Mixer (Drury Kickback*)	
7:00 p.m.—8:30 p.m.	ABSEL Welcome Reception	City Beautiful Terrace

## Friday, March 15

7:30 a.m.—8:30 a.m.	Breakfast ('on your own'*)	
8:00 a.m.—2:00 p.m.	Registration Open (pre-function space)	
8:30 a.m.—9:00 a.m.	President and Program Chair Welcomes	Room: Coral A + B
9:00 a.m.—9:15 a.m.	Intro to the Track Chairs	Room: Coral A + B

### Experiential, Simulation, and Innovations in Education Track Sessions

9:15 a.m.—10:40 a.m.	Track Paper Sessions 1	Rooms: Coral C or D
10:40 a.m.—11:00 a.m.	Break (pre-function space)	
11:00 a.m.—11:10 a.m.	Keynote Speaker Introduction	Room: Coral A + B
11:10 a.m.—12:00 m.	Keynote: Dr Cameron Ford	
12:00 p.m. — 1:00 p.m.	Lunch	
1:00 p.m.—2:30 p.m.	Track Paper Sessions 2	Rooms: Coral C or D
2:30 p.m.—2:45 p.m.	Break (pre-function space)	
2:45 p.m.—4:15 p.m.	Track Paper Sessions 3	Rooms: Coral C or D
5:00 p.m.	ABSEL mixer (hotel Kickback*)	
Evening (details TBC)	ABSEL Social Event	

## Saturday, March 16

7:30 a.m.—8:30 a.m. ABSEL Board Meeting (in Coral A+B)

7:30 a.m.—8:30 a.m. Breakfast ('on your own'\*)

### Experiential, Simulation, and Innovations in Education Track Sessions

08:30 a.m.—10:00 a.m.	Track Paper Sessions 4	Coral C or D
10:00 a.m.—10:15 a.m.	Break (pre-function space)	
10:15 a.m.—11:45 p.m.	Track Paper Sessions 5	Coral C or D
11:45 a.m.—1:15 p.m.	Celebration Luncheon and Presentation of Awards	Coral A + B
1:15 p.m.—3:00 p.m.	Special Session: <i>"Artificially Intelligent, Naturally Confused: AI's Journey Through Business Curricula"</i>	Coral A + B
3:00 p.m.—3:30 p.m.	Closure/Adjournment	Coral A + B
4:00 p.m.—5:00 p.m.	ABSEL Fellows Assembly (Coral A+B or Coral C)	
5:00 p.m.—7:30 p.m.	ABSEL Fellows Dinner	



# 51<sup>st</sup> Annual Conference Program

## “Experiential Learning at a Crossroads”

2024 ABSEL Program Chair: Clive R. Kerridge

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# President's Message

## **EXPERIENTIAL LEARNING AT A CROSSROADS**

*An anonymous Sanskrit verse from the 11<sup>th</sup> century goes....*

आचार्यात् पादमादत्ते  
पादं शिष्यः स्वमेधया ।  
पादं सब्रह्मचारिभ्यः  
पादं कालक्रमेण च ॥

ācāryāt pādām ādatte  
pādām śiṣyaḥ svamedhayā |  
pādām sabrahmacāribhyaḥ  
pādām kālakrameṇa ca ॥

*Which (roughly) translated means; one-fourth of the learning comes from the teacher, one-fourth from innate abilities of the learner, one-fourth from interaction with like-minded peers and one-fourth from experience over time.*

*This means at least half of your learning comes from experiences (with others and over time) and at least a fourth comes from our individual absorptive capacities.*

*ABSEL in its past 50+ years of history has played an instrumental role in contributing to the higher education domain within business on all four fronts of the learning process. ABSEL continues to be a key contributor in the enhancement of learning within the experiential domain – through simulations, cases, class exercises and other experience-based learning. Through its innovative approaches to teaching business, ABSEL continues to contribute to a better understanding of the learning process, the creation of environments that leverages an individual's capacities, more effective peer-to-peer interactions, and enhanced teacher effectiveness in the classroom.*

*It is therefore a huge honor for me to be welcoming you to the 51<sup>st</sup> Annual ABSEL Conference as the President of this prestigious organization. I took over the presidency of ABSEL last March from the able hands of Jim Szot, and have been fortunate to work with an enterprising and supportive Program Chair, Clive Kerridge, and his conference organizing team. With this 51<sup>st</sup> conference, we are back in person for the second time post COVID and back at one of our most popular locations – Orlando, FL.*

*Today, higher education is truly at a crossroads with changing work dynamics and job expectations. Hybrid/remote work, the increasing role of artificial intelligence, an increase in contractual work, a greater emphasis on person-job/organization fit (rather than person-skill fit) are some of the changes putting increased demand on business educators to provide a transformational learning experience for students while ensuring students' intellectual, social and mental success. ABSEL's role as a leader in transformational business education is critical in these challenging times. Thus our conference theme for this year – **Experiential Learning at a Crossroads.***

*True to our name and what we stand for, ABSEL continues to evolve and learn in a way that allows us to better serve our community of scholar-educators and this year is no exception. This year's conference is a testing ground for some innovations at ABSEL – a shift in scheduling from a Wednesday-Friday timeframe to a Thursday-Saturday format. This will allow more of our teaching colleagues to attend ABSEL with fewer missed classes. We have also shifted the Keynote address to a later time on Friday to allow for more engagement and interaction with this speaker beyond the allotted hour.*

*Our Track Chairs, Jim Cannon, Céleste Grimard, Annette Halpin, Roy Hamada and Jennifer Petrie-Wyman as well as our Program Chair, Clive have been instrumental in these significant and meaningful adjustments to the schedule. Their immeasurable work over the past year navigating our submission portal as well as guiding the authors and reviewers throughout the process needs special recognition. They are the key pillars of the conference who ensure that the work of our members are showcased in both the presentations and proceedings.*

*It would be an injustice not to recognize the immense hard work of Alex Smith who prepared the Conference Proceedings in a timely manner.*

*My task as the President was made to seem so easy and effortless due to the incredible support from – Mick Fekula, Kiersten Maryott, and Deb Good in managing the local arrangements; Chris Scherpereel, in managing the technology and back-end of our entire process, along with the entire ABSEL Board that helped tremendously in the planning and organizing of this conference. I sincerely thank you all. Each one of you exemplifies the mission and value of ABSEL in the work you do on a daily basis.*

*I wish everyone a fun filled, enriching time here in Orlando as you catch up with colleagues, make new friends and navigate the “Experiential Learning at the Crossroads”.*

ABSELutely yours,

Raghu Kurthakoti

ABSEL President, 2023-2024

## Program Chair Notes

*Welcome to Orlando! Or perhaps I should say, welcome back to Orlando, especially to those of you who came to ABSEL 2014, the most recent of our six previous conferences here: yes, it is very much a favorite venue. Of course, some of you may also be fond of Orlando for other reasons – such as a prominent entertainment park, very near here.*

*If being back in Central Florida signals a return to some ABSEL normality, that is also true in other ways. Notably, this year we have authors and participants from across North America (25 states and provinces at my last count) but also internationally, with contributors from Brazil, Colombia, India, Poland, Puerto Rico, South Africa and Thailand, as well as some of my colleagues from across the ocean in Birmingham, England. As the long shadow of the pandemic diminishes – not least its impact on university travel budgets – we look forward to this great forum for exchanging ideas and best practice being able to involve educationists and graduate students from across the world again.*

*As ever, we have a broad range of presentations and workshops for you, spread across the three main tracks of Business Simulations, Experiential Learning, and Innovations in Education, plus a pre-conference day of professional development workshop sessions on Thursday. The written program document is intended to help you plan your time: there is a one-page “snapshot” view and a summary listing of the track session papers and authors (both are in your welcome folder), and the full program schedule will be available online, including the abstract for each and every paper and the five PD workshops.*

*The conference is structured so that there are no more than two concurrent sessions at any one time. You will be able to choose between 10 Business Simulation papers, 9 on Innovation themes, and 14 on EL aspects. We look forward to Friday’s address by our keynote speaker, Dr Cameron Ford and, based on your positive feedback last year, we are delighted to confirm that the ABSEL Dean of Fellows, Chris Scherpereel has agreed to speak and lead a plenary session, after the awards lunch on Saturday 16th. As in several of the presented papers, he will address that most vital live issue for us all: the impact – for good or for less good – of artificial intelligence on higher education and the business curriculum. Yes, we at ABSEL are facing that large, looming AI ‘elephant in the room’!*

*As Raghu has commented, we are experimenting this year with a one-day shift of conference into the weekend, again based on your feedback that for some faculty it would avoid them taking so much time away from class. We will be polling you at and after the conference for views and reflections on that change. Another change that regular ABSELErs may notice is that we do not have the usual Games Ready to Play workshops. Those are planned and led by our colleague from Japan, Roy Hamada who has been ill recently. We, of course, wish Roy a speedy recovery but in the meantime those workshop sessions have effectively been deferred until ABSEL 52 next year.*

*It has been a real honor to serve as your Program Chair. I admit to some earlier anxiety about being based five to eight time zones away from most of the ABSEL executive team. I am happy to report that it has rarely been a problem. In particular, can I thank Raghu Kurthakoti, Debbie Good, Kiersten Maryott, and Chris Scherpereel who have been so helpful and supportive for my efforts (and patient with my mistakes?) in planning and pulling together this year’s program. I really appreciate their kind help.*



*I also offer sincere thanks to my three very able track chairs, who are also associate editors for the DBSEL Proceedings: Céleste Grimard from Montreal for Business Simulations; Annette Halpin from Pennsylvania for the Experiential track; and Jim Cannon from Utah for the Innovations track; also to Jen Petrie-Wyman from Pittsburgh, who has arranged the excellent pre-conference workshop day program. We trust you will all benefit from their diligence and the encouragement (and occasional 'constructive feedback'!) given to our authors — be they old hands or first-time contributors.*

*ABSEL is above all a friendly, collegiate forum for those of us interested in the use and benefits of experiential learning in (and outside) the classroom. Games, simulations, role-plays, and various forms of playful learning can all have a place in enhancing student experience and learning. I trust that you will find time for discussing with like-minded educators here at the conference, maybe over coffee at the breaks, or in the Q&A sessions after the papers, or during the social events. We also hope you will go back at least somewhat invigorated, with some new ideas and some new friends and colleagues. Perhaps even with plans for some joint study projects.*

*Let me finish by thanking the others in our ABSEL team, with a singular mention for Alex Smith, who so patiently edits, formats, proofs, and re-edits the submitted papers and extended abstracts that comprise the DBSEL proceedings, a tangible outcome from ABSEL 51 and a valuable source for current and future practitioners and researchers.*

*In conclusion, do enjoy ABSEL 2024, both academically and socially. We look forward to the next set of paper submissions in the Fall and trust you will plan to join us again in Spring 2025 for ABSEL 52.*

*With very best wishes  
Clive Kerridge  
ABSEL Program Chair, 2024.*

# ABSEL Board Officers and Members, 2023-2024

<p style="text-align: center;"><b><i>President</i></b></p> <hr/> <p style="text-align: center;"><b>Raghu Kurthakoti</b></p> <p>Associate Professor of Marketing Chair, School of Global Business Arcadia University 313 Brubaker Hall 450 S Easton Road Glenside PA 19038 USA 215-517-2642 kurthakotir@arcadia.edu</p>	<p style="text-align: center;"><b><i>President-Elect</i></b></p> <hr/> <p style="text-align: center;"><b>Debbie Good</b></p> <p>Katz Graduate School of Business &amp; College of Business Administration University of Pittsburgh 2402 Sennott Square Pittsburgh, PA 15213 USA 412-648-1597 debgood@katz.pitt.edu</p>	<p style="text-align: center;"><b><i>Past-President</i></b></p> <hr/> <p style="text-align: center;"><b>James Szot</b></p> <p>Clinical Associate Professor Director, Project Management Program Executive Education Naveen Jindal School of Mgt. The University of Texas at Dallas 800 West Campbell Road, SM 10 Richardson, TX 75080-3021 USA 972-883-5811 jimshot@utdallas.edu</p>
<p style="text-align: center;"><b><i>VP &amp; Program Chair</i></b></p> <hr/> <p style="text-align: center;"><b>Clive R. Kerridge</b></p> <p>Teaching Fellow in Strategy Aston Business School Aston University Birmingham B4 7ET United Kingdom +44-121-204-4578 c.kerridge@aston.ac.uk</p>	<p style="text-align: center;"><b><i>VP &amp; Executive Director</i></b></p> <hr/> <p style="text-align: center;"><b>Mick Fekula</b></p> <p>Lander University Starnes Family Dean College of Business Carnell Learning Center CPO Box 6015 320 Stanley Ave, Greenwood, S.C. 29649 864-388-8775 mfekula@lander.edu</p>	<p style="text-align: center;"><b><i>Treasurer</i></b></p> <hr/> <p style="text-align: center;"><b>Kiersten M. Maryott</b></p> <p>Clinical Associate Professor of Business Administration Katz Graduate School of Business &amp; College of Business Administration 314 Mervis Hall University of Pittsburgh Pittsburgh, PA 15260 USA 412-624-3817 kmm174@pitt.edu</p>
<p style="text-align: center;"><b><i>Proceedings Editor</i></b></p> <hr/> <p style="text-align: center;"><b>J. Alexander Smith</b></p> <p>Meinders School of Business Oklahoma City University 2501 North Blackwelder Oklahoma City, Oklahoma 73106 405-208-5114 asmith@okcu.edu</p>	<p style="text-align: center;"><b><i>Director of Communications &amp; Webmaster</i></b></p> <hr/> <p style="text-align: center;"><b>Christopher M. Scherpereel</b></p> <p>Northern Arizona University W.A. Franke College of Business PO Box 15066 Flagstaff, AZ 86011-5066 928-523-7831 Chris.scherpereel@nau.edu</p>	<p style="text-align: center;"><b><i>Director of External Relations &amp; Marketing</i></b></p> <hr/> <p style="text-align: center;"><b>Cheryl Dowie</b></p> <p>Assistant Professor at University of Aberdeen Business School MacRobert Building (room 703) King Street, AB24 5UA Scotland, United Kingdom cheryl_dowie@hotmail.com</p>

***Director of Internal Relations & Marketing***

---

***Paul Klein***

Katz Graduate School of Business & College of Business Administration  
Mervis Hall  
University of Pittsburgh  
Pittsburgh, PA 15260 USA  
pmklein@katz.pitt.edu

***Local Arrangements Chair***

---

***Kiersten M. Maryott***

Clinical Associate Professor of Business Administration  
Katz Graduate School of Business & College of Business Administration  
314 Mervis Hall  
University of Pittsburgh  
Pittsburgh, PA 15260 USA  
412-624-3817  
kmm174@pitt.edu

***Experiential Track Chair & Associate Ed.***

---

***Annette Halpin***

Arcadia University  
308 Brubaker Hall  
450 S Easton Road  
Glenside PA 19038 USA  
215-572-2849  
halpina@arcadia.edu

***Simulation Track Chair & Associate Ed.***

---

***Céleste Grimard***

ESG-UQAM  
Case postale 8888, succ. Centre-ville  
Montréal (Québec) H3C 3P8 Canada  
celeste.grimard@yahoo.com

***Games Ready to Play Track Chair & Associate Ed.***

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***Ryoju (Roy) Hamada***

Professor, Interdisciplinary  
Asahikawa KOSEN College  
2-2-1-6 Syunkoudai, Asahikawa,  
Hokkaido,  
0718142 Japan  
+81-166-55-8069  
hamada.roy@gmail.com

***Innovations and Future Directions in Education Track Chair & Associate Ed***

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***James Cannon***

Utah State University  
Jon M. Huntsman School of Business  
816 Eccles Business Building  
3500 Old Main Hill  
Logan, Utah 84322-0900 USA  
801-927-7718  
james.cannon@usu.edu

***Professional Development Workshop & Associate Ed.***

---

***Jennifer Petrie-Wyman***

University of Pittsburgh  
Katz Graduate School of Business & College of Business Administration  
David Berg Center for Ethics and Leadership  
5213 Sennott Square  
724-272-4852  
jlpetrie@pitt.edu

***Director at Large***

---

***Meg Nolan***

Assistant Professor of Business Administration  
Faculty Coordinator of SGB Internships  
Arcadia University, School of Global Business  
450 S. Easton Road  
Glenside, PA 19038  
Brubaker 315  
nolanm@arcadia.edu

***Director at Large***

---

***Jack Wei***

Professor of Marketing  
Richards College of Business  
University of West Georgia  
678-839-5026  
jwei@westga.edu

<p style="text-align: center;"><b><i>Director at Large</i></b></p> <hr/> <p style="text-align: center;"><b>John Harris</b></p> <p>Assistant Professor of Management Georgia Southern University Parker College of Business 912-478-5997 jharris@georgiasouthern.edu</p>	<p style="text-align: center;"><b><i>Director at Large</i></b></p> <hr/> <p style="text-align: center;"><b>Anthony Rodi</b></p> <p>Clinical Associate Professor of Business Administration Faculty Director MS-MIS Program University of Pittsburgh Katz Graduate School of Business &amp; College of Business Administration 412-383-9011 afrodi@katz.pitt.edu</p>	<p style="text-align: center;"><b><i>Director at Large</i></b></p> <hr/> <p style="text-align: center;"><b>Ray Wang</b></p> <p>Lecturer Faculty of Journalism and Mass Communication Thammasat University Thailand raywang1@tu.ac.th</p>
<p style="text-align: center;"><b><i>Director at Large</i></b></p> <hr/> <p style="text-align: center;"><b>R. Gabrielle “Gabby” Swab</b></p> <p>Assistant Professor of Management Georgia Southern University Parker College of Business 912-478-8465 rswab@georgiasouthern.edu</p>	<p style="text-align: center;"><b><i>Director at Large</i></b></p> <hr/> <p style="text-align: center;"><b>Ken Long</b></p> <p>Associate Professor US Army Command &amp; Gen Staff College Ft Leavenworth, KS 66048 Kenneth.e.long20.civ@army.mil longke@yahoo.com 913.306.0587</p>	<p style="text-align: center;"><b><i>Director at Large</i></b></p> <hr/> <p style="text-align: center;"><b>Len Hostetter</b></p> <p>Assistant Professor of Practice - Marketing and Executive-in- Residence Northern Arizona University The W.A. Franke College of Business Len.Hostetter@nau.edu 928.523.1156</p>
<p style="text-align: center;"><b><i>Dean of ABSEL Fellows</i></b></p> <hr/> <p style="text-align: center;"><b>Christopher M. Scherpereel</b></p> <p>Northern Arizona University W.A. Franke College of Business PO Box 15066 Flagstaff, AZ 86011-5066 928-523-7831 Chris.scherpereel@nau.edu</p>	<hr/>	<hr/>

## ABSEL Fellows

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Kristie A. Abston	2019	J. Bernard Keys	1987
Phil Anderson	2003	Leigh Lawton	2009
William D. Biggs	1988	Nancy Leonard	2002
Alvin C. Burns	1993	Kenneth E. Long	2019
John Butler	2001	Peter Markulis	2007
Hugh Cannon	1998	Kiersten M. Maryott	2017
Chris Cassidy	2016	Sandy Morgan	2003
Jimmy M. Chang	2010	Carl Nielsen	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 2024 Program Schedule

## “Experiential Learning at a Crossroads”

**Thursday, March 14**

**Pre-Conference Workshop  
Professional Development Sessions**

**9:00 a.m.—3:00 p.m.**

**Room: Coral D**

**Thursday, March 14**

09:00 a.m.—09:30 a.m.	Moving and Mindfulness: Stress Management 101 for your B-School Classroom (Jennifer Petrie-Wyman, University of Pittsburgh, PA)
09:40 a.m. — 10:20 a.m.	Efficient Administration of Self-Score and Jury-Scored Assessment (Precha Thavikulwat, Towson University, MD)
10:30 a.m. — 12:00 p.m.	Get Me Outta Here: Developing a Digital Escape Room [DER] Exercise (Annette L. Halpin, Arcadia University, PA)
12:00 p.m. — 1:00 p.m.	Lunch
1:00 p.m. — 1:50 p.m.	‘Educate the Educators’ on Board Game Design in the Management Classroom (Gabrielle Swab & John Harris, Georgia Southern; Ian Mercer, Fairleigh Dickenson University NJ; David Tomczyk, Quinnipiac University CT; Adam Hnatkovich, Tunnel Monster Collective; and Ryan Bruns (Board Game Industry).
2:00 p.m. – 2:50 p.m.	Can Games Make Us More Creative? A workshop based on improving creative thinking through gameplay (Richard A. McConnell, US Army Command and General Staff College; Jennifer Petrie-Wyman, University of Pittsburgh; Ian Mercer, Fairleigh Dickenson University; Adam Hnatkovich, Tunnel Monster Games; and Angus Fletcher, Ohio State University.
4:00 p.m.—5:00 p.m.	ABSEL Board Meeting <span style="float: right;"><b>Room: Coral D</b></span>
5:30 p.m.—7:00 p.m.	ABSEL Mixer (Drury Kickback*)
7:00 p.m.—8:30 p.m.	ABSEL Welcome Reception (on City Beautiful Terrace)

## Friday, March 15

7:30 a.m.—8:30 a.m.

Breakfast ('on your own'\*)

8:00 a.m.—2:00 p.m.

Registration Open (pre-function space)

8:30 a.m.—9:00 a.m.

President and Program Chair Welcomes

**Room: Coral A + B**

9:00 a.m.—9:15 a.m.

and introduction to the Track Chairs

### 1-Exp: ROOM CORAL C

Friday, March 15

9:15 a.m. — 10:40 a.m.

Experiential Track

9:15 — 10:40 a.m.

*Session Chair: Chris Scherpereel*

**#99 Do I Really Want to Work Here? A Case Study of Double Binds in Academic Job Selection**  
Céleste Grimard, Université du Québec à Montréal and James M. Tolliver

**#108 AI's Endgame: Leveraging AI to Craft the Avengers Case Study** [a Best Paper nomination]  
Christopher M. Scherpereel, Northern Arizona University

**#120 Cursus: the politics of tenure and promotion (a case study)** [a Best Paper nomination]  
James M. Tolliver, Daniel F. Coleman, University of New Brunswick and Céleste Grimard,  
Université du Québec à Montréal

### 1-Inn: ROOM CORAL D

Friday, March 15

9:15 a.m.—10:40 a.m.

Innovations Track

9:15 — 10:40 a.m.

*Session Chair: Mick Fekula*

**#123 eCareer Readiness Portfolios: Assessment and Outcomes**  
Michael J. "Mick" Fekula & MaryKate Leggieri, Lander University

**#121 Perceptions of the Immediate Feedback Assessment Technique (IF-AT) on Perceptions of Learning and Reduction of Stress**  
Jeri Jones, University of Central Oklahoma, and J. Alexander Smith, Oklahoma City University

**#98 An Incentivized Honor System for Grading Preparatory Assignments of Business Games and Cases: theory and implementation**  
Precha Thavikulwat, Towson University, and Rebecca Schmeller, Ashland University

**BREAK**

**10:40 a.m.—11:00 a.m.**

**Friday, March 15**

**Keynote: Dr Cameron Ford**

**11:00 a.m.—12:00 m**

**Room: Coral A+B**

**Friday, March 15**



We are delighted to welcome Dr. Cameron Ford as our Keynote Speaker on this opening day of ABSEL 2024.

Cameron Ford is an Associate Professor of Management at the University of Central Florida (UCF), Founding Director of UCF's Center for Entrepreneurial Leadership (CEL), and Executive Director of the Blackstone LaunchPad at UCF. The CEL and Blackstone LaunchPad are campus-wide initiatives that empower students from all academic disciplines with entrepreneurial thinking skills and startup resources. He has established many academic classes and degree programs, experiential learning opportunities, mentoring programs, startup competitions, resource showcases, a student venture incubator, and countless speaker events that connect students to prominent entrepreneurial leaders.

Cameron's research and teaching interests lie at the intersection of creativity and entrepreneurship. His prior research describes how novel ideas evolve, gain legitimacy, and attract resources during the new venture emergence process. His research has appeared in over 60 academic papers and has earned over 5000 citations. His research has appeared in leading journals such as the Academy of Management Review, Journal of Management, Entrepreneurship Theory & Practice, Journal of Organizational Behavior, and IEEE Transactions on Engineering Management.

Cameron earned his Ph.D. in Business Administration from Pennsylvania State University and worked at the Graduate School of Management at Rutgers University prior to joining UCF.

**LUNCH**

**12:00 p.m.—1:00 p.m.**

**Pre-function Space**

**Friday, March 15**



**2-Sim ROOM CORAL D**

**Friday, March 15**

**1:00 p.m.—2:30 a.m.**

**Simulations Track**

1:00pm—2:30 p.m.

*Session Chair: Chris Scherpereel*

**#111 Employability Skills Development For Undergraduate Accounting Students Using A Business Simulation Game: A Case Study Of The Use Of Accounting Bissim**

Matt Davies, Aston Business School (UK) and Darren Sparkes, Warwick Business School (UK)

**#124 Employment Skills Development and SBT: an ongoing investigation of postgraduate student perceptions**

Clive Kerridge & Jason Evans, Aston Business School, Birmingham (UK)

**#106 The Power of Contextual Learning: Using the Juice SPC Game to Teach Control Charts in Operations Management** [a Best Paper nomination]

Christopher M. Scherpereel, Northern Arizona University

**2-Exp ROOM CORAL D**

**Friday, March 15**

**1:00 p.m. — 2:30 p.m.**

**Experiential Track**

1:00pm—2:30 p.m.

*Session Chair: Meg Nolan*

**#118 Improving Student-Faculty Virtual Connections Via Emojis in Online Classes**

Milena Quaresma Franzini & Pedro Ganatchian Barros Pilli, University of West Florida

**#115 Beyond Tradition: Exploring the Qualities of Experiential Instructors**

Céleste Grimard, Université du Québec à Montréal

**#117 Teaching Business Through Mass Media: A “Vicarious Learning” Experiential Approach**

Margaret Arrison Nolan and Raghu Kurthakoti, Arcadia University

**#95 Equine Facilitated Learning (EFL) Leadership Programs and Current Leadership Theories**

Christine A. Weber, Illinois School of Optometry, Chicago IL

**BREAK**

**2:30 p.m.—2:45 p.m.**

**Pre-function Space**

**Friday, March 15**

**3-Sim ROOM CORAL D**

**Friday, March 15**

**2:45 p.m.—4:15 p.m.**

**Simulations Track**

2:45pm—4:15 p.m.

*Session Chair: Clive Kerridge*

**#Sim10 What do Students Think!?: Comparing and Contrasting Four Strategic Management Simulations**

Lois M. Shelton, Nazarian College, California State University Northridge and Stephanie Dellande, Menlo College

**#110 The Effectiveness of Simulation-Based Learning from the Perspective of Knowledge Structure: A Conceptual Framework**

Uyen-Phuong Nguyen, Mahidol University, Thailand, and Philip Hallinger, Mahidol Univ./ University of Johannesburg RSA

**#116 Teaching Quantitative Methods Using a Supply Chain Business Simulation**

S. Christopher Ellis, Florida International University

**#128 Development of Entrepreneurial Intention Through Simulation**

Jason Evans & Jocelyne Fleming, Aston University, Birmingham, UK

**3-Inn ROOM CORAL C**

**Friday, March 15**

**2:45 p.m.—4:15 p.m.**

**Innovations Track**

2:45—4:15 p.m.

*...Session Co-chairs: Debbie Good & Kiersten Maryott*

**#129 Controlling Disruptive Technology: A Business School's Strategic Approach to ChatGPT**

Debbie Good, Kiersten Maryott, Chris Barlow, Ray Jones & Renee Schwartz, Pitt Business, University of Pittsburgh

**[a Best Paper nomination]**

**#119 Business simulations and generative artificial intelligence: Synergy for better understanding and decision-making**

Joseph Kuvshnikov, Gannon University

**#107 The AI Paradox: Unpacking the Potential and Perils in Business Education**

Christopher M. Scherpereel, Northern Arizona University

**[a Best Paper nomination]**

**ABSEL Social Event Evening**

6:00 p.m.

Details at the Hotel

## Saturday, March 16

7:30 a.m.—8:30 a.m.

ABSEL Board Meeting (in Coral A+B)

7:30 a.m.—8:30 a.m.

7:30 a.m.—8:30 a.m.

Breakfast ('on your own')

7:30 a.m.—8:30 a.m.

### 4-Sim ROOM CORAL C

Saturday, March 16

8:30 a.m.—10:00 a.m.

Simulations Track

8:30—10:00 a.m.

*Session Chair: Aspy Palia*

#### #94 **Applicability of Serious Games to Project Managers' Competencies Assessment – Literature Review**

Marcin Opas & Marcin Wardaszko, Kozminski University, Poland

#### #102 **Facilitating Online Business Simulation Debrief to Promote and Improve Learning and Professional Practice**

Neharika Vohra, Indian Institute of Management, Ahmedabad, and Rajshri Jobanputra, FocusU Engage, India

#### #105 **Decision Support-induced Engagement and Learning Trends by Simulation Phase**

Aspy P. Palia, University of Hawaii at Manoa

**[a Best Paper nomination]**

### 4-Exp ROOM CORAL D

Saturday, March 16

8:30 a.m.—10:00 a.m.

Experiential Track

8:30—10:00 a.m.

*Session Chair: Annette Halpin*

#### #103 **Panel Discussion on Innovative Approaches to Supplement the Curriculum with Experiential Learning**

Jacqueline Elcik, Providence College, and Angela Hersch, Suitable

#### #113 **Learning Through Micro-credential Experiences in Puerto Rican students: an exploration of Bank of America Jobs Initiative (BofA) perceived value**

Anamari Irizarry & Grisel Meléndez, University of Puerto Rico Río Piedras

#### #101A **A Serious Game-based Focus Group Validation of BPI<sup>10</sup>, Business Process Improvement Practices**

Antonio Vera & Carlos Mario Zapata, Universidad Nacional de Colombia, Medellin

**BREAK**

**10:00 a.m.—10:15 a.m.**

**Pre-function Space**

**Saturday, March 16**

**5-Exp ROOM CORAL D**

**Saturday, March 16**

**10:15 a.m.—11:45 a.m.**

**Experiential Track**

10:15 a.m.—11:45 a.m.

*Session Chair: Rich McConnell*

**#109 High School Research: Experiential Learning Insights from a Scholar and a Mentor**

Eliza A. Abston, University of Tennessee, Knoxville and Kelly G. Manix, Western Kentucky University

**[a Best Paper nomination]**

**#114 Lessons Learned From a Decade-Plus of Coordinating Student-Presented Fundraising Events**

David Bonko, University of Wisconsin-River Falls

**#126 The Business of Business is Saving the Planet**

Paul M. Klein, University of Pittsburgh

**#112 Improving Creative Thinking Through Gameplay**

Richard A. McConnell, US Army Command and General Staff College; Jennifer Petrie-Wyman, University of Pittsburgh; Ian Mercer, Fairleigh Dickenson University; Adam Hnatkovich, Tunnel Monster Games; and Angus Fletcher, Ohio State University

**5-Inn ROOM CORAL C**

**Saturday, March 16**

**10:15 a.m.—11:45 a.m.**

**Innovations Track**

10:15 a.m.—11:45 a.m.

*Session Chair: Helen Soter*

**#125 Education Delivery Modes: a Post-COVID Study of Traditional and Online Classes in Managerial Accounting**

Karen Shastri, & Brian Hogan, University of Pittsburgh

**[a Best Paper nomination]**

**#127 Exploring Differences in Online and Face-to-Face Student Engagement and Performance in Business Writing**

Helen A. Soter, University of West Florida and Kristie A. Abston, Middle Tennessee State University

**#Inn09 Fear and Tyranny in Information Technology: An Educational Perspective**

Timothy McIlveene & John H. Batchelor, University of West Florida

**CELEBRATION LUNCH AND AWARDS**

**11:45 a.m.—1:15 p.m.**

**CORAL A + B**

**Saturday, March 16**

**ABSEL SPECIAL SESSION**

**'Artificially Intelligent, Naturally Confused: AI's Journey Through the Business Curriculum'  
(Chris Scherpereel, Dean of ABSEL Fellows)**

**1:15 p.m.—3:00 p.m.**

**CORAL A + B**

**Saturday, March 16**

**CONCLUDING REMARKS AND ADJOURNMENT**

**3:00 p.m.—3:30 p.m.**

**CORAL A + B**

**Saturday, March 16**

**ABSEL FELLOWS ASSEMBLY**

**4:00 p.m.—5:00 p.m.**

**CORAL C (tbc)**

**Saturday, March 16**

**ABSEL FELLOWS DINNER**

**5:00 p.m.—7:30 p.m.**

**TBD**

**Saturday, March 16**

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 2024 Pre-Conference Professional Development Workshop**

**Thursday March 14**

**9:00AM – 3:00PM**

**Chair: Dr. Jennifer Petrie-Wyman, University of Pittsburgh**

### **Purpose:**

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

### **Overview:**

- The Pre-Conference Workshop offers a one day set of in-depth workshops to promote applied professional development led by expert faculty, scholars, and practitioners
- You will have the opportunity to network with faculty and scholars aiming to improve their teaching methods and effectiveness of incorporating experiential learning into the classroom
- You can participate in interactive site visits of organizations providing innovations in experience-based learning
- You will learn more about ABSEL and contribute to the development of documented practices from ABSEL members in our core competencies
- Lunch provided!

## **Timeline:**

### **Session 1**

**9:00AM-9:30AM**

## **Moving & Mindfulness: Stress Management 101 for Your B-School Classroom**

Presenter: Dr. Jennifer Petrie-Wyman, University of Pittsburgh

Today, our students confront a multitude of demands including social media, virtual learning, political unrest, climate change, working through school, challenging internships, and of course the ongoing competitive culture of business. Concurrently, faculty member workloads have also increased. There is a need to incorporate mental health and stress management techniques into our B-Schools. Not sure where to start to reduce the stress? This workshop provides a quick overview of easy & accessible stress management techniques to incorporate into your everyday classroom as well as a ten-minute moving and mindfulness lesson to use both for yourself and your students.



### **Session 2**

**9:40AM-10:20AM**

## **Efficient Administration of Self-Score & Jury-Scored Assessment**

Presenter: Dr. Precha Thavikulwat, Towson University

This workshop will address the logistics of enabling students to self-score their own submissions and jury-score the submissions of their peers. The potential advantages of self- and jury-scoring are logistical, pedagogical, metacognitive, and affective (Sadler and Good, 2006). Self- and jury-scoring, however, require administrative procedures that are difficult to perform reliably and efficiently without computer assistance.

I developed an assignment management system (AMS) that enables self- and jury-scoring to be performed reliably and efficiently. With a computer running Windows, you can download and install a demo version of the system from <https://wp.towson.edu/precha/>. From the website's main menu, select Downloads >> GroupMaker. Then click the link "Click here to download and install." The link will bring up the GroupMaker Demo installation page, at <http://geobusinessgame.com/groupapp/demo/publish.htm>.



### **Session 3**

**10:30AM-12:00PM**

## **Get Me Outta Here: Developing a Digital Escape Room (DER) Exercise**

Presenter: Annette L. Halpin, Arcadia University

This workshop will introduce participants to using a digital escape room (DER) as a game-based teaching tool. Participants will create their own DER using Google Forms, images, slides, links, and other elements. Participants will test the exercise to confirm its correctness, review a set of survey questions to solicit feedback from users (students), and publish a link that will take students to the exercise.



**LUNCH BREAK**

**12:00PM-1:00 PM**



**Session 4**

**1:00PM-1:50PM**

**‘Educate the Educators’ on Board Game Design in the Management Classroom**

Presenters: Dr. Gabrielle Swab, Georgia Southern University, Dr. John Harris, Georgia Southern University, Dr. Ian Mercer, Fairleigh Dickinson University, Dr. David Tomczyk, Quinnipiac University, Adam Hnatkovich, Tunnel Monster Collective, and Ryan Bruns, Board Game Industry

This Professional Development Workshop (PDW) seeks to generate an interactive discussion on best practices for game design – focusing on board game design in general business or management classrooms. The panelists are a group of management researchers and professors, along with industry experts passionate about exploring and using gaming in management learning and education.



**Session 5**

**2:00PM-2:50PM**

**Can Games Make Us More Creative? A Workshop Based on Improving Creative Thinking Through Gameplay**

Presenters: Dr. Richard A. McConnell, US Army Command & General Staff College, Dr. Jennifer Petrie-Wyman, University of Pittsburgh. Dr. Ian Mercer, Fairleigh Dickinson University, Adam Hnatkovich, Tunnel Monster Games. Dr. Angus Fletcher, Ohio State University

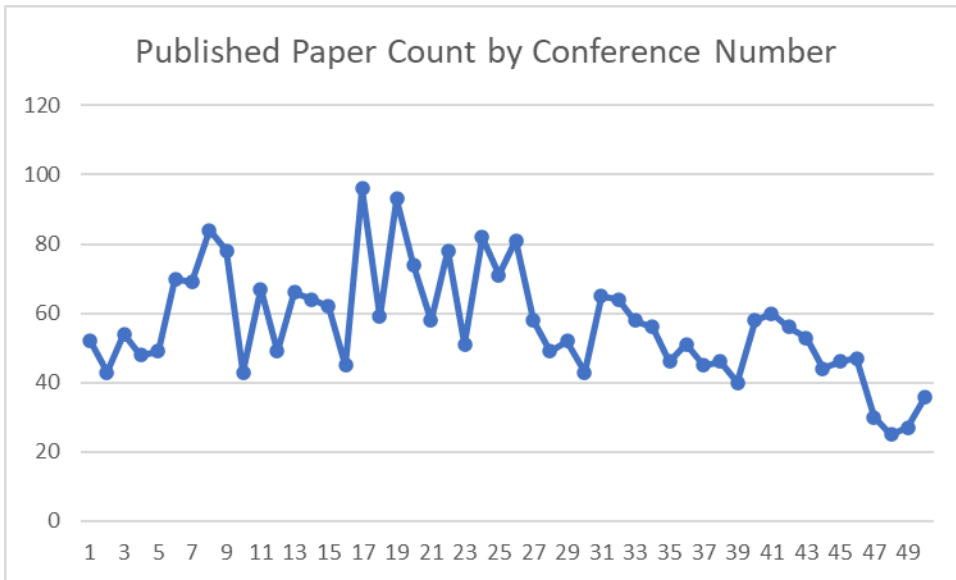
In this workshop, we provide participants with a snapshot overview about the positive impact gameplay has on creativity and divergent thinking, drawing on our own research and a literature review. We then take most of the time to provide participants with the opportunity to play three analog board games that can be used in the classroom to foster creativity: Dixit, The Big Idea, and Code Names. Participants will learn the basic rules and functions of the game, best practices for using them in the classroom setting, and discuss their active learning experience.



# Fifty Years of ABSEL

<b>Year</b>	<b>Conference Location</b>	<b>President</b>	<b>Program Chair</b>	<b>Papers</b>
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
2024	Orlando	Raghu Kurthakoti	Clive Kerridge	34

## 1974 – 2024



## 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 (7)	1981, 1985, 1989, 1996, 2005, 2014, 2024
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*	*ABSEL Fellows

# ABSEL 2024 Program Session Abstracts (Friday, March 15<sup>th</sup> – Saturday, March 16<sup>th</sup>)

**1-Exp: ROOM CORAL C**

**Friday, March 15**

**9:15 a.m. — 10:40 a.m.**

**Experiential Track**

9:15 — 10:40 a.m.

*Session Chair: Chris Scherpereel*

## **#99 Do I Really Want to Work Here? A Case Study of Double Binds in Academic Job Selection**

Céleste Grimard, Université du Québec à Montréal and James M. Tolliver  
grimard.celeste@uqam.ca , gryphon@unb.ca

*In this case study, a new Ph.D. graduate, Ian Finagle, faces a critical decision regarding a job offer from Skirmish State University. As he looks back on his interviews with two selection committees, he senses a clear rift between the committees and recognizes that, if he accepts Skirmish State's job offer, he'll find himself navigating conflicting job demands that may prove insurmountable. Our case study discusses how to recognize when a potential job is besieged by double binds – forming the very essence of a “bad” job in which the job candidate is caught in a net of contradictory expectations. Students studying career transitions, job selection, organizational culture, and academic careers may find this case study particularly relevant*

## **#108 AI's Endgame: Leveraging AI to Craft the Avengers Case Study**

Nominated for:



Christopher M. Scherpereel, Northern Arizona University  
chris.scherpereel@nau.edu

*In our research, we explore the transformative potential of Artificial Intelligence (AI) in enhancing strategic management education through storytelling-based case study development. Utilizing ChatGPT, a Generative AI model, we crafted a novel Avengers case study that serves as a modern, relatable educational tool. This AI-generated case study is rooted in the foundational elements of the classic "Robin Hood" case study, a well-established resource in the field. Our work validates ChatGPT's capability to produce short, content-rich cases suitable for single-class-period discussions or assessments. This addresses an existing gap in business education for timely and relevant case studies that effectively gauge students' analytical abilities. Moreover, ChatGPT's speed and adaptability enable instructors to swiftly generate alternative scenarios and corresponding answer keys, thereby maintaining the case's integrity in exam settings. Our research contributes to the evolving landscape of AI applications in educational case study development, particularly in strategic management pedagogy.*

## **#120 Cursus: the politics of tenure and promotion (a case study)**

Nominated for:



James M. Tolliver, Daniel F. Coleman, University of New Brunswick and Céleste Grimard,  
Université du Québec à Montréal  
[gryphon@unb.ca](mailto:gryphon@unb.ca) , [dan@unb.ca](mailto:dan@unb.ca) , [grimard.celeste@uqam.ca](mailto:grimard.celeste@uqam.ca)

*Ian Finagle moves from his initial employer, Façade University, to Megalith University, a much more prestigious “publish or perish” institution. Although Finagle is granted tenure at Megalith after a few years, when he applies for promotion to full professor, he runs into political games played by his dean, Frank Caine. Learners are asked to analyze the events described in the case study from two perspectives, that of a professor’s career and that of the university, by drawing from the literature on organizational politics.*

**1-Inn: ROOM CORAL D**

**Friday, March 15**

**9:15 a.m.—10:40 a.m.**

**Innovations Track**

9:15 — 10:40 a.m.

Session Chair: Mick Fekula

### **#123 eCareer Readiness Portfolios: Assessment and Outcomes**

Michael J. “Mick” Fekula & MaryKate Leggieri, Lander University

*Career readiness is a major program goal for our College of Business. Students, faculty, and employers view career readiness programs differently. While knowledge and skill are significant determinants of employability, other factors impact career readiness. This presentation describes the effectiveness of a professional development program in the eyes of employers, faculty, and students. The objective is to determine the outcome of our student career readiness efforts. Our analysis triangulates the target by examining data from internal constituents, external stakeholders, and the software associated with the web-based career readiness program. This presentation extends a prior ABSEL demonstration where we explained the professional development process as experiential, allowing each student to explore their unique capabilities and career goals. The process culminates with an electronic career readiness portfolio suitable for promotion to potential employers. The extension here results from data analysis indicating variance between direct and indirect measures. The exit survey showed that students rate themselves and their outcomes higher than our direct measures indicate. Faculty assessments showed shortcomings in the electronic career readiness portfolios. Employers wanted to complement the students but generally found that the portfolios were not valuable to their hiring process. In response, the College changed the standards for the portfolio and is determining whether employer expectations vary across different career fields and industries.*

### **#121 Perceptions of the Immediate Feedback Assessment Technique (IF-AT) on Perceptions of Learning and Reduction of Stress**

Jeri Jones, University of Central Oklahoma and J. Alexander Smith, Oklahoma City University  
[asmith@okcu.edu](mailto:asmith@okcu.edu)

*This paper reports the results of a study that investigated the impact of the Immediate Feedback Assessment Technique (IF-AT) on student perceptions of learning and stress or anxiety reduction during testing. The paper covers the basics of using the IF-AT scratch-off forms allowing for partial*

*credit iterative responding (PCIR) in a live class environment. Advantages and disadvantages of the technique are discussed from both a faculty and student perspective as well as the use of the actual forms themselves. Survey results are discussed indicating an increased perception of learning, a positive response to receiving immediate feedback, and a reduced sense of anxiety both while preparing and taking the exam. Finally, tips for faculty on making use of this format more efficient and effective are discussed.*

### **#98 An Incentivized Honor System for Grading Preparatory Assignments of Business Games and Cases: theory and implementation**

Precha Thavikulwat, Towson University and Rebecca Schmeller, Ashland University  
[pthavikulwat@towson.edu](mailto:pthavikulwat@towson.edu), [rschmell@ashland.edu](mailto:rschmell@ashland.edu)

*We present a theory and propose an empirical test of an incentivized honor system for grading preparatory assignments. Under the system, students apply an instructor-supplied rubric to self-scored submissions ex-ante, such that self-scores are delivered before or at the same time as submissions. The students' self-scores are the students' grades for their submissions unless the assignment is audited. When an assignment is audited, the instructor scores every submission and applies a veracity incentivized grading formula (VIGF) that includes a reward for veracity and a penalty for self-scores higher than instructor's scores. From expected-value analysis, we derive fixed VIGF parameters for randomly auditing half of a series of about five assignments. We derive adaptive parameters for auditing a series of about 10 assignments, using the reversed harmonic series to decide on audit frequencies. Manual and computerized implementation mechanics are discussed, and remedies for students gaming the system are explored. We caution on using ex-post self-scoring, whereby students deliver self-scores following their submissions after a duration that allows review of teaching materials and training in scoring, because the interest of instructors in saving time may conflict with the argued pedagogical advantage to students of the ex-post procedure. We end with a suggestion for testing the theory with data.*

**2-Sim ROOM CORAL D**

**Friday, March 15**

**1:00 p.m.—2:30 a.m.**

**Simulations Track**

1:00pm—2:30 p.m.

*Session Chair: Chris Scherpereel*

### **#111 Employability Skills Development For Undergraduate Accounting Students Using A Business Simulation Game: A Case Study Of The Use Of Accounting Bissim**

Matt Davies, Aston Business School (UK) and Darren Sparkes, Warwick Business School (UK)  
[m.l.davies@aston.ac.uk](mailto:m.l.davies@aston.ac.uk), [darren.sparkes@wbs.ac.uk](mailto:darren.sparkes@wbs.ac.uk)

*This paper provides a case study of the use of the Accounting Bissim business simulation game to develop accounting undergraduate students' employability skills at two UK universities: Aston University and De Montfort University. The authors, who co-developed the Accounting Bissim simulation in 2015, explain how their use of the simulation supports the development of the 11 key skills sought by modern employers (CMI, 2021) within both a second-year course at Aston University, in which employability skills development is the primary focus, and a final year course at De Montfort University, in which employability skills development is a secondary objective. The paper also includes some preliminary evidence of student perceptions of the impact of the simulation on their skills*

development. The paper responds to a gap in the literature as there is very limited evidence of the use of business simulation games for employability skills development in accounting programs.

### **#124 Employment Skills Development and SBT: an ongoing investigation of postgraduate student perceptions**

Clive Kerridge & Jason Evans, Aston Business School, Birmingham (UK)

[c.kerridge@aston.ac.uk](mailto:c.kerridge@aston.ac.uk) , [j.evans4@aston.ac.uk](mailto:j.evans4@aston.ac.uk)

*The authors report the results of a long-term research study covering two full cohort years' experiences of simulation-based training (SBT) activities. The research builds on previous studies by (a) extending the sample group to encompass two large diverse postgraduate cohorts, engaging with the same SBT activity; and (b) supplementing and enhancing our understanding of student experience using focus group activity. This study contributes to the field of simulation applications in business school education in three important ways: (1) Development of skills that enhance students' employability prospects and future career development; (2) Engaging increasingly diverse cohorts of students in the post-graduate space; (3) Embedding of experiential learning within business school curricula – in the context of this study, through simulation-based training [SBT]. The study that is being conducted will report qualitative and quantitative data and analysis to draw conclusions and make recommendations for further development of SBT in the HEI context, with a particular focus on employability.*

### **#106 The Power of Contextual Learning: Using the Juice SPC Game to Teach Control Charts in Operations Management**

Nominated for:



Christopher M. Scherpereel, Northern Arizona University  
[chris.scherpereel@nau.edu](mailto:chris.scherpereel@nau.edu)

*We introduce a new way to teach a complex topic in business education called Statistical Process Control (SPC) through a newly developed simulation called the Juice SPC Challenge. We noticed that learners often find it hard to grasp SPC concepts when taught using traditional methods like lectures and textbooks. The Juice SPC Challenge offers a hands-on experience, letting participants apply as they learn in a simulated real-world context. Using a well-known framework, we evaluate the effectiveness of contextual learning, focusing on how participants react to the simulation and any changes in their attitudes towards the subject. We surveyed 66 learners after they completed the challenge and found that they reported significant learning gains. Specifically, they felt more confident in tackling complex problems, a key goal in business education. The simulation also helped learners understand when and how to use control charts, a crucial tool in SPC. They learned to differentiate between creating and monitoring control charts, a common area of confusion, and how to make decisions based on control chart data. The simulation provided immediate feedback on their decisions, something not possible with traditional teaching methods. Our findings contribute to the ongoing debate about the best ways to teach business topics, showing that experiential learning methods like our simulation can offer significant benefits.*

**2-Exp ROOM CORAL D**

**Friday, March 15**

**1:00 p.m. — 2:30 p.m.**

**Experiential Track**

1:00pm—2:30 p.m.

Session Chair: Meg Nolan

**#118 Improving Student-Faculty Virtual Connections Via Emojis in Online Classes**

Milena Quaresma Franzini & Pedro Ganatchian Barros Pilli, University of West Florida  
[mqf1@students.uwf.edu](mailto:mqf1@students.uwf.edu) , [pp82@students.uwf.edu](mailto:pp82@students.uwf.edu)

*College online classes often lack the interpersonal connections found in traditional classrooms, mainly because of the absence of non-verbal communication cues. This paper explores the potential of emojis to bridge this gap in virtual learning environments. Emojis, graphical representations of emotions, expressions, and gestures, have become part of digital communication, especially among college students. However, their place in academic settings remains a question. This paper addresses the hesitation of both students and faculty to use emojis in educational communication caused by concerns about maintaining professionalism and perceived credibility in an educational relationship with asymmetric power.*

**#115 Beyond Tradition: Exploring the Qualities of Experiential Instructors**

Céleste Grimard, Université du Québec à Montréal  
[grimard.celeste@uqam.ca](mailto:grimard.celeste@uqam.ca)

*This paper explores the qualities that distinguish experiential instructors from their more traditional counterparts. It proposes that differences can be found in relation to their preferred learning processes, the goal and content of learning, instructor characteristics, their degree of innovation and responsiveness to needs, their incorporation of reflective practices, and the potential for transformation through learning.*

**#117 Teaching Business Through Mass Media: A “Vicarious Learning” Experiential Approach**

Margaret Arrison Nolan and Raghu Kurthakoti, Arcadia University  
[nolanm@arcadia.edu](mailto:nolanm@arcadia.edu)

*“Nothing in this world can take the place of good old persistence.” - Ray Kroc, played by Michael Keaton in The Founder (2016)*

*The purpose of this presentation is to provide an integrative approach for teaching multiple domains of business, such as management and marketing, through the use of mass media (film and television). Mass media is a form of pedagogy rooted in vicarious learning theory that has frequently been utilized in higher education to enrich students’ ability to meet learning outcomes (Mayes, 2015; Reyes-Santias et al., 2022). Vicarious learning was first introduced by Bandura et al. (1960) to demonstrate that learning can occur through the observation of others’ behaviors and recognition of the consequences of that behavior (Mayes, 2015). Mass media platforms, such as film and television, engage students in the learning process by allowing students to observe and analyze a variety of real or fictitious business scenarios while in a classroom setting.*

## #95 Equine Facilitated Learning (EFL) Leadership Programs and Current Leadership Theories

Christine A. Weber, Illinois School of Optometry, Chicago IL  
[cweber\\_11@yahoo.com](mailto:cweber_11@yahoo.com)

*Background:* Only a few scholarly studies examine the relationship of equine facilitated learning (EFL) leadership programs to leadership theories, their related success evaluations, and leadership training.

*Purpose:* Characteristics of 13 EFL leadership program are explored to examine their ties to four leadership theories: authentic, servant, situational, and transformational, their requisite success evaluations of the leadership theories, and how leadership is incorporated within the programs.

*Methodology/Approach:* A qualitative research design addresses research questions through manual qualitative content and thematic data collection and analyses gathered from program website information. Interviews with four program leader participants about their programs are also explored.

*Findings/Conclusions:* Program characteristics tend to be inconsistent. There are discrepancies among the programs and between the participants' perceptions of their programs' leadership theories and the information presented on program websites. Programs generally do not tend to adhere to one of the leadership theories investigated or to their related success metrics.

*Implications:* Programs should be more consistent and subscribe to a specific leadership theory, or theories, so they can accurately, reliably, and with validity, measure their outcomes. Lee & Dankin (2016) and Arci. Et. al (2016) were among those who suggested that additional research is needed.

### BREAK

2:30 p.m.—2:45 p.m.

Pre-function Space

Friday, March 15

3-Sim ROOM CORAL D

Friday, March 15

2:45 p.m.—4:15 p.m.

Simulations Track

2:45pm—4:15 p.m.

Session Chair: Clive Kerridge

## #Sim10 What do Students Think!?: Comparing and Contrasting Four Strategic Management Simulations

Lois M. Shelton, Nazarian College, California State University Northridge and Stephanie Dellande, Menlo College

[lois.shelton@csun.edu](mailto:lois.shelton@csun.edu) , [sdellande@menlo.edu](mailto:sdellande@menlo.edu)

*Qualitative data was collected from eight capstone undergraduate online strategic management classes (263 students) taught from Summer 2020 to Summer 2023. Students in each class played one of four strategic management simulations: Hubro Business, Strategic Management-Bikes (Marketplace Simulations), The Business Strategy Game, or Capstone 2.0 (Capsim). An analysis of student responses demonstrated the following: 1) Students primarily valued realism, competition, and teamwork in simulations; 2) More complex simulations were not considered more realistic; 3) Students did not*



*prefer relatively simple simulations to relatively complex simulations, as long as they had adequate support.*

### **#110 The Effectiveness of Simulation-Based Learning from the Perspective of Knowledge Structure: A Conceptual Framework**

Uyen-Phuong Nguyen, Mahidol University, Thailand, and Philip Hallinger, Mahidol Univ./  
University of Johannesburg RSA  
[rachel.uyenphuong@gmail.com](mailto:rachel.uyenphuong@gmail.com)

*Prior research on the use of simulations and serious games for teaching sustainability, as well as simulation-based learning in general, has rarely distinguished between different types or structures of knowledge when assessing learning outcomes. This paper aims to offer a conceptual framework and provide examples that can assist researchers and practitioners in developing and assessing the effectiveness of simulation-based learning in relation to knowledge-related outcomes: declarative knowledge, procedural knowledge, and conditional knowledge. The significance of this paper is to emphasize the necessity of rigorously conceptualizing and measuring knowledge as learning constructs in empirical research that utilizes simulation and gaming, which hopefully contributes to the research on the effectiveness of simulation-based learning.*

### **#116 Teaching Quantitative Methods Using a Supply Chain Business Simulation**

S. Christopher Ellis, Florida International University  
[ellisc@fiu.edu](mailto:ellisc@fiu.edu)

*I was given the assignment to teach Business Statistical Analysis in an Executive MBA program. This 8-week class for 25 higher-level executives would assume that these students, already middle managers, would be hiring data scientists to crunch numbers, create reports, and design studies. The focus of the class was, therefore, to help the students speak the language of data, what it can do, what it can't do, and teach them to make data-driven business decisions rather than focus on their actual problem-solving skills using quantitative methods.*

### **#128 Development of Entrepreneurial Intention Through Simulation**

Jason Evans & Jocelyne Fleming, Aston University, Birmingham, UK  
[evansj4@aston.ac.uk](mailto:evansj4@aston.ac.uk) , [j.fleming2@aston.ac.uk](mailto:j.fleming2@aston.ac.uk)

*We report the results of a research study that seeks to understand the impact of simulation-based training (SBT) on the entrepreneurial intentions of a student cohort at a UK higher education institution (HEI). The research builds on previous studies in two ways: (1) By utilizing a phenomenological approach to the question of intention development as a direct outcome of simulation experience; (2) By supplementing and enhancing our understanding of student experience using a mixed method approach. Our study sits at the nexus of three current avenues of importance in business school education: (1) Understanding the development of student's entrepreneurial intentions as an outcome of SBT in the HEI context; (2) Embedding experiential learning within business schools as a potential tool to support student intentions; and (3) Charting a course for future developments in entrepreneurship within HEIs.*

**3-Inn ROOM CORAL C**

**Friday, March 15**

**2:45 p.m.—4:15 p.m.**

**Innovations Track**

2:45—4:15 p.m.

...*Session Co-chairs: Debbie Good & Kiersten Maryott*

**#129 Controlling Disruptive Technology: A Business School's Strategic Approach to ChatGPT**

Nominated for:



Debbie Good, Kiersten Maryott, Chris Barlow, Ray Jones & Renee Schwartz, Pitt Business,  
University of Pittsburgh

[debgood@katz.pitt.edu](mailto:debgood@katz.pitt.edu), [kmm174@pitt.edu](mailto:kmm174@pitt.edu), [cbarlow@katz.pitt.edu](mailto:cbarlow@katz.pitt.edu), [rayjones@katz.pitt.edu](mailto:rayjones@katz.pitt.edu),  
[rschwartz@business.pitt.edu](mailto:rschwartz@business.pitt.edu)

*Colleges face a host of challenges post Covid, the most severe of which might be the disruptive innovation of ChatGPT. Generative Artificial Intelligence in general, and ChatGPT, in particular, is seen by some to not only be leading to the loss of jobs at universities but the obsolescence of higher education in general (Anft, 2023). This paper examines ChatGPT as a disruptive innovation, explores how one major research university's business school is utilizing the tool and offers a potential framework for creating programming and policies designed to manage the application going forward.*

**#119 Business simulations and generative artificial intelligence: Synergy for better understanding and decision-making**

Joseph Kuvshnikov, Gannon University

*(GAI) has taken business decision-making and business education to new levels. Combining business simulations and GAI has led to significant new pedagogical synergies. The number of business factors considered and explored can quickly increase. The purpose of this paper is to explore the ways faculty can coach simulation participants in prompting GAI and discerning how to apply the results to specific decision-making contexts. GAI rapidly equips faculty to embrace each teachable moment with simulation and real-world applications. The paper contains several examples of prompts applied in the context of the Income|Outcome (ASI) business simulation.*

**#107 The AI Paradox: Unpacking the Potential and Perils in Business Education**

Nominated for:



Christopher M. Scherpereel, Northern Arizona University  
[chris.scherpereel@nau.edu](mailto:chris.scherpereel@nau.edu)

*As business education faces significant challenges from technology advancements, we offer a exploration of the relationship between artificial intelligence (AI) and pedagogical methodologies. We highlight the transformative potential of AI, particularly in enhancing adaptive learning environments, personalizing educational experiences, and providing students with insights into contemporary business decision-making processes. However, this transformative potential is juxtaposed with a*

*paradoxical challenge: the emergence of conversational artificial intelligence (CAI) systems, such as ChatGPT, which pose significant concerns regarding academic integrity. These advanced AI systems, with their capability to generate content autonomously, challenge the bedrock principles of originality, critical analysis, and ethics in business education. While AI promises a revolution in education, making it more accessible, dynamic, and tailored to individual needs, it simultaneously demands a reevaluation of traditional academic values and practices. We contribute to this discourse, elaborating on the dual nature of AI in business education: its unparalleled potential to revolutionize pedagogy and its inherent challenges that could undermine the very essence of academic rigor and integrity. This duality encapsulates the AI Paradox, emphasizing the need for a balanced approach in integrating AI into the educational landscape, one that harnesses its potential while vigilantly addressing its associated perils.*

**4-Sim ROOM CORAL C**

**Saturday, March 16**

**8:30 a.m.—10:00 a.m.**

**Simulations Track**

8:30—10:00 a.m.

*Session Chair: Aspy Palia*

#### **#94 Applicability of Serious Games to Project Managers' Competencies Assessment – Literature Review**

Marcin Opas & Marcin Wardaszko, Kozminski University, Poland  
mopas@kozminski.edu.pl , wardaszko@kozminski.edu.pl

*More than 20% of global economic activity occurs as projects nowadays, and effective project management may generate an essential competitive advantage for companies. With the increasing complexity of projects across various industries, project management has become a critical skill set for organizations. This paper presents a literature review of simulation games for teaching project management, focusing on project managers' competencies. The authors use systematic and classical literature reviews, analyzing current research areas of simulation games adoption for project management, learning goals and skills, and assessment models. The literature review findings are then compared to the competency model of the IPMA and analyzed for similarities and differences. The paper's conclusions suggest the need for further development in the area of project manager competency games, assessment models, and simulation gaming, providing opportunities for adoption and usability.*

#### **#102 Facilitating Online Business Simulation Debrief to Promote and Improve Learning and Professional Practice**

Neharika Vohra, Indian Institute of Management, Ahmedabad, and Rajshri Jobanputra,  
FocusU Engage, India  
[neharika@iima.ac.in](mailto:neharika@iima.ac.in) , [rajshri@focusu.com](mailto:rajshri@focusu.com)

“All genuine education comes about through experience.”

John Dewey, *Experience and Education*, 1938.

*The concept and practice of experiential learning or learning by doing has come a long way since Dewey's widely acknowledged and celebrated work Experience and Education (1938). The earliest 1955 business games, Monopologs, developed by Rand Corporation followed by a host of design of experiences such as kinesthetic mass team building experience like rafting or drum circle, to cognitive*

*and cerebral board games, to the current generation of online business simulations. The need to focus on online learning because of the pandemic and the availability of technology has moved the conversation from impactful learning and learner engagement through experiential learning to the design of learning experiences using technology. With technology, internet, smartphone access becoming easy, experiential learning using online business simulations today are changing the landscape of learning especially within the L & D and management education sector.*

### **#105 Decision Support-induced Engagement and Learning Trends by Simulation Phase**

Nominated for:



Aspy P. Palia, University of Hawaii at Manoa  
aspy@hawaii.edu

*Based on learning and engagement theory, this disaggregated longitudinal trend analysis of decision support-induced engagement during Spring 2021 and Spring 2022 illustrates that early introduction of decision support system (dss) packages and freedom of choice results in increased dss usage tied to course assignments during each simulation phase. Further, the results support the hypothesis that user autonomy, relatedness, and competence foster dss-induced engagement, and that complex heavy workload demands under time pressure can be offset by the 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 increased online activity on both the simulation portal and course website. Participants downloaded and used more relevant dss packages tied to course assignments during each simulation phase. Enhanced understanding and application of strategic marketing concepts resulted in improved team presentations and individual strategic market plan reports.*

**4-Exp ROOM CORAL D**

**Saturday, March 16**

**8:30 a.m.—10:00 a.m.**

**Experiential Track**

8:30—10:00 a.m.

*Session Chair: Annette Halpin*

### **#103 Panel Discussion on Innovative Approaches to Supplement the Curriculum with Experiential Learning**

Jacqueline Elcik, Providence College, and Angela Hersch, Suitable  
[jelcik@providence.edu](mailto:jelcik@providence.edu) , [angela@suitable.co](mailto:angela@suitable.co)

*A college education used to be one of the ways a future employee could stand out among the many applicants. Now, the number of jobs that require a minimum of a bachelor's degree has increased. Moreover, a good GPA and a completed bachelor's degree is no longer enough. Experiential learning and skills development is becoming increasingly more important to employers when screening resumes (Job Outlook 2023, 2022); resulting in colleges and universities developing signature and high impact practices, as well as other activities to support out of classroom learning.*

*This presentation/session will share research on the benefits of experiential learning and will feature examples from three well established Colleges/Schools of Business; that have developed an experience-based approach to supporting students' professional and personal development. Additionally, the Colleges/Schools have partnered with Suitable to share how they use technology-based tools to support these initiatives.*

**#113 Learning through micro-credential experiences in Puerto Rican students: An exploration of Bank of America Jobs Initiative (BofA) perceived value**

Anamari Irizarry & Grisel Meléndez, University of Puerto Rico Río Piedras  
[anamari.irizarry@upr.edu](mailto:anamari.irizarry@upr.edu) , [grisel.melendez@upr.edu](mailto:grisel.melendez@upr.edu)

*This study uncovers students, professors, and employers' perceived value of micro-credential certification programs. Using a phenomenological methodology, we unveiled the meaning of participants' shared experiences. We performed a narrative analysis of students' written assessments and built a robust information-gathering structure with professors'/employers' interviews. The construction of the certification perceived value is mainly based upon the affective domain of learning, producing connected representations from participant students, employers, and professors. For students, those representations include power, effort, nourishment, and closeness. For employers, themes are benefit and construction/deconstruction, whereas professors emphasized the figure of the teacher and freedom. Those representations build a figure of value perceived of the micro-credential consisting of knowledge, development tools, and affective connections in the context of deinstitutionalization processes.*

**#101A A serious game-based focus group validation of BPI<sup>10</sup>, business process improvement practices**

Antonio Vera & Carlos Mario Zapata, Universidad Nacional de Colombia, Medellin  
[avera@unal.edu.co](mailto:avera@unal.edu.co) , [cmzapata@unal.edu.co](mailto:cmzapata@unal.edu.co)

*Serious games are usually developed for teaching and simulating specific real-life situations. Such simulations are meant to be reproduced in controlled environments. Practitioners in serious games perform actions before different circumstances by following a defined lifecycle. In addition, a goal must be achieved in order to finish/win the game. However, serious games are unnoticed when validating/demonstrating business process improvement (BPI) initiatives. In this paper we present a focus group conducted for validating a BPI representation including ten best practices (BPI<sup>10</sup>). The focus group includes three worldwide experts in the matter. In addition, a serious game was put in motion between the experts in a race to complete a project. We created a close experience between the experts and the implementation of BPI<sup>10</sup> in a playful way. The study offers an empirical exercise which provides evidence that serious games are helpful tools when demonstrating/validating/simulating BPI.*

**BREAK**

**10:00 a.m.—10:15 a.m.**

**Pre-function Space**

**Saturday, March 16**

**5-Exp ROOM CORAL D**

**Saturday, March 16**

**10:15 a.m.—11:45 a.m.**

**Experiential Track**

10:15 a.m.—11:45 a.m.

*Session Chair: Rich McConnell*

**#109 High School Research: Experiential Learning Insights from a Scholar and a Mentor**

Nominated for:



Eliza A. Abston, University of Tennessee, Knoxville; Kelly G. Manix, Western Kentucky University  
[EAbston@Vols.UTK.edu](mailto:EAbston@Vols.UTK.edu) , [KellyManix@gmail.com](mailto:KellyManix@gmail.com)

*Senior theses and capstone courses are experiential learning activities that high school seniors sometimes undertake in their last year of secondary education. These experiences allow students to research a topic of interest while applying the knowledge and skills they have acquired. This paper provides examples of such programs found in high schools throughout the world, shares the reflections of both a scholar and mentor on a senior thesis in marketing, and presents the limitations of such endeavors as experiential learning. Avenues for future research are identified regarding undergraduate and career outcomes for students who engage in high school research programs.*

**#114 Lessons Learned From a Decade-Plus of Coordinating Student-Presented Fundraising Events**

David Bonko, University of Wisconsin-River Falls  
[david.bonko@uwrf.edu](mailto:david.bonko@uwrf.edu)

*Since I began teaching in 1997, all of my classes have included a significant amount of experiential learning assignments. My ABSEL Conference objective is to provide a reflection on coordinating an experiential learning exercise (a student-managed fundraising event) over the past thirteen years that has benefited my students, their charity partners, and the University of Wisconsin-River Falls.*

**#126 The Business of Business is Saving the Planet**

Paul M. Klein, University of Pittsburgh  
[pmklein@katz.pitt.edu](mailto:pmklein@katz.pitt.edu)

*As an AACSB accredited institution, we are required to demonstrate how learning occurs and what steps must be taken to ensure learning. As experiential learning is understood as an engaged learning process, where students “learn by doing” and by reflecting on the experience, creating these opportunities can take many forms. As the AACSB , is encouraging and really urging member institutions, consistent with accreditation standards, to educate future business leaders, so that they understand the importance of making a positive impact on society and understand that to mean something beyond acts of service, charity or benevolence. Toward that end, students should have the opportunity to engage in course activities that position them to address some of our most vexing social challenges.*

## #112 Improving Creative Thinking Through Gameplay

Richard A. McConnell, US Army Command and General Staff College; Jennifer Petrie-Wyman, University of Pittsburgh; Ian Mercer, Fairleigh Dickenson University; Adam Hnatkovich, Tunnel Monster Games; and Angus Fletcher, Ohio State University

*“The fact is that everybody occasionally has a good idea, but for business, even though one good idea might take you a long way, the rate of change now really requires that people can be creative systematically, that they can depend upon their creative processes and powers. A lot of the work I do is about helping people understand how that can happen.” [Sir Kenneth Robinson]*

*Business education, in particular, has been criticized for its lack of critical thinking, creativity and innovation. Employers have expressed growing concern about the lack of creativity in the hiring pool of recent MBA. As organizations are faced with dynamic challenges and changing environments, the ability for employees to adapt, react to the environment, and apply creative solutions has become ever clearer. As the complexity of plural societies and globalization grow, and emergent and generative AI technologies rapidly surface, the need to elevate our creativity thinking is paramount (OECD, 2018). The US Army is one organization that is paying particular attention to the need for creative thinking.*

*The purpose of this paper is twofold. First, to review the work that the US Army has conducted within the field of creativity and game play. Second, to provide guidance to educators, and organizational trainers about potential commercial analog games that can be useful to improve creative thinking in students and employees.*

**5-Inn ROOM CORAL C**

**Saturday, March 16**

**10:15 a.m.—11:45 a.m.**

**Innovations Track**

10:15 a.m.—11:45 a.m.

Session Chair: Helen Soter

## #125 Education Delivery Modes: a Post-COVID Study of Traditional and Online Classes in Managerial Accounting

Nominated for:



Karen Shastri, & Brian Hogan, University of Pittsburgh

*In recent years, universities have been forced to adapt to online teaching methods due to the COVID pandemic. As these COVID restrictions were lifted, students taking an accounting-based course were offered the opportunity to continue to attend remotely or to return to a traditional face-to-face setting. In this study, we examined students’ feelings of engagement based on both manners of course delivery as well as their expectations of grade for the course. Our results suggest that face-to-face classes provide a better opportunity for following lectures, avoiding distractions, working on group projects, and communicating with instructors and their peers when given the choice between online and face-to-face classes. Students attending class in person also reported a higher expected final grade. However, students attending classes remotely reported appreciating the flexibility of the online format and correspondingly attended a higher percentage of lectures. Overall, these results suggest that students that have now experienced both face-to-face and online course formats may identify and register for course delivery methods with characteristics that more specifically appeal to their desired*

*format regardless of its potential impact on their class performance. To the extent that universities can adopt as many of these characteristics in traditional/fully remote or hybrid type delivery methods, the potential exists for higher student satisfaction levels while taking into consideration student needs.*

**#127 Exploring Differences in Online and Face-to-Face Student Engagement and Performance in Business Writing**

Helen A. Soter, University of West Florida and Kristie A. Abston, Middle Tennessee State University  
hrichard@uwf.edu, kristie.abston@mtsu.edu

*Disengagement and burnout are hot button topics in business around the world in 2023. Students and faculty are not immune to these challenges. This paper reports on a data-driven exploration of student engagement and academic performance in a business writing course across two semesters. This course was historically taught only face-to-face (F2F) but evolved to F2F, hybrid, and online offerings as a result of the pandemic. The professor's intuition was that the online students were not as engaged and were not performing as well as the students in the F2F sections, and a closer look at the engagement and performance data verified that suspicion. The paper summarizes the data and findings and proposes future research to help others who might be curious about the outcomes of online versus F2F teaching.*

**#Inn09 Fear and Tyranny in Information Technology: An Educational Perspective**

Timothy McIlveene & John H. Batchelor, University of West Florida

*In a university setting, many information technology (IT) departments may adopt fear-based and tyrannical management methods, wielding their power over users within the academic institution. As discussed in this paper, this management style is argued to be counterproductive for academic performance and innovation. The qualitative data used in the study identifies key drivers of such petty tyranny in university IT departments and examines its effects on the performance and innovation of users within the academic community.*

*The findings suggest that the personality traits of IT managers, particularly those associated with the dark triad, play a role in diminishing performance and innovation within the universities. Moreover, the study reveals that the relationship between managerial traits and negative outcomes is moderated by factors such as the level of bureaucracy and accountability of IT managers to university upper management.*

*In conclusion, the paper recommends implementing measures in university IT departments to address these issues. It suggests conducting personality screenings, specifically to identify dark triad traits, during the hiring process for IT managers. Additionally, the ongoing monitoring of current managers is proposed to detect and mitigate tyrannical behaviors that create a culture of fear within the university environment.*



## 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)
- 2023** **Best Simulation Paper:** “*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 (Odette School of Business)  
**Best Innovations and Future Directions in Education Paper:** “*Managing Expectations in a Pandemic and 'Getting Back to Normal'*”, Kristie Abston (Middle Tennessee State University) and Helen Soter (University of West Florida)  
**Best Student Paper:** “*An educational game about sustainability based on ESGP concepts*” Marcos Felipe Magalhaes, Marcus Parreiras, Leandro Ouriques, Eduardo Mangeli, Farmy Silva, Eduardo Valle & Geraldo Xexeo (Universidade Federal do Rio de Janeiro)

## List of Authors and Session Chairs

Adam Hnatkovich (Tunnel Monster Games /Collective)  
Anamari Irizarry (University of Puerto Rico Río Piedras)  
Angela Hirsch (Suitable)  
Angus Fletcher (Ohio State University)  
Annette L. Halpin (Arcadia University, PA)  
Antonio Vera (Universidad Nacional de Colombia, Medellin)  
Aspy P. Palia (University of Hawaii at Manoa)  
Carlos Mario Zapata (Universidad Nacional de Colombia, Medellin)  
Céleste Grimard (Université du Québec à Montréal)  
Christine A. Weber (Illinois College of Optometry, Chicago IL)  
Christopher H. Barlow (University of Pittsburgh, PA)  
Christopher M. Scherpereel (Northern Arizona University)  
Clive Kerridge (Aston University, Birmingham UK)  
Daniel Coleman (University of New Brunswick)  
Darren Sparkes (Warwick University, UK)  
David Bonko (University of Wisconsin -River Falls)  
David Tomczyk (Quinnipiac University, CT)  
Debbie Good (University of Pittsburgh)  
Eliza A. Abston (The University of Tennessee, Knoxville)  
Gabrielle Swab (Georgia Southern University)  
Grisel Meléndez (University of Puerto Rico Río Piedras)  
Helen A. Soter (University of West Florida)  
Ian Mercer (Fairleigh Dickenson University, NJ)  
J. Alexander Smith (Oklahoma City University)  
Jacqueline Elcik (Providence College, RI)  
James M. Tolliver (retired)  
Jason Evans (Aston University, Birmingham UK)  
Jennifer Petrie-Wyman (University of Pittsburgh)  
Jeri Jones (University of Central Oklahoma)  
Jocelyne Fleming (Aston University, Birmingham UK)  
John Harris (Georgia Southern University)  
Joseph Kuvshnikov (Gannon University)  
Karen Shastri & Brian Hogan (University of Pittsburgh)  
Kelly G. Manix (Western Kentucky University)  
Kiersten Maryott (University of Pittsburgh)  
Kristie A. Abston (Middle Tennessee State University)  
Lois M. Shelton (Nazarian College, California State University Northridge)  
Marcin Opas (Kozminski University, Poland)  
Marcin Wadaszko (Kozminski University, Poland)  
Margaret Arrison Nolan (Arcadia University, PA)  
MaryKate Leggieri (Lander University, SC)  
Matt Davies (Aston Business School, UK)  
Michael J. "Mick" Fekula (Lander University, SC)  
Milena Quaresma Franzini (University of West Florida)  
Neharika Vohra (Indian Institute of Management, Ahmedabad)  
Paul M. Klein (University of Pittsburgh, PA)  
Paulo Vicente dos Santos Alves (Fundação Dom Cabral - FDC, Brazil)  
Pedro Ganatchian Barros Pilli (University of West Florida)

Phillip Hallinger (Mahidol/ Univ. of Johannesburg RSA)  
 Precha Thavikulwat (Towson University, MD)  
 Raghu Kurthakoti (Arcadia University, PA)  
 Rajshri Jobanputra (FocusU Engage, India)  
 Ray Jones (University of Pittsburgh)  
 Rebecca Schmeller (Ashland University, OH)  
 Renee Schwartz (University of Pittsburgh, PA)  
 Richard A. McConnell (US Army Command and General Staff College),  
 Ryan Bruns (Board Game Industry).  
 S. Christopher Ellis (Florida International University)  
 Stephanie Dellande (Menlo College, CA)  
 Timothy McIlveene & John H. Batchelor (University of West Florida)  
 Uyen-Phuong Nguyen (Mahidol Univ, Bangkok, Thailand)

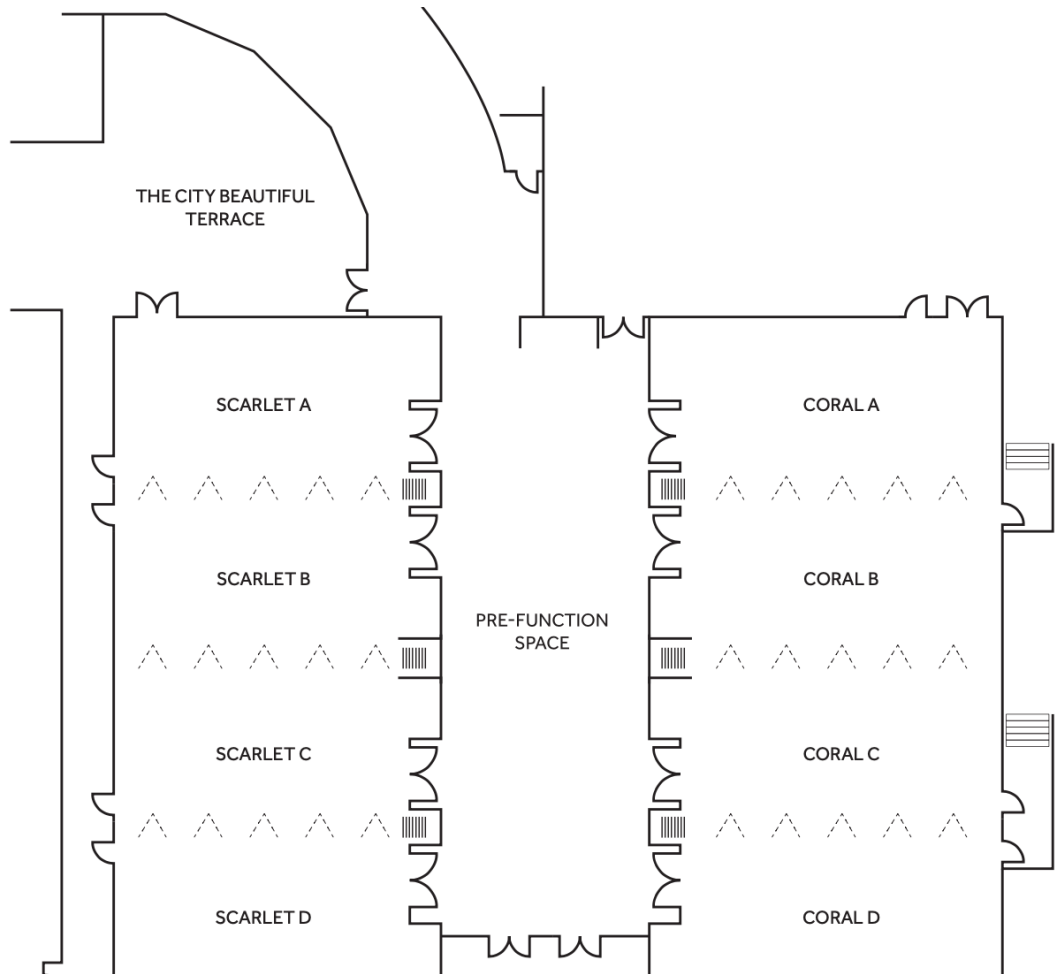
## ABSEL Leadership and Conference Sites

	Year	President	Program Chair	Proceedings Editors:	Site
1	1974	Bernie Keyes	Bernie Keyes	James Kenderdine & Bernie Keyes	Oklahoma
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 Brenenstuhl & Sam Certo	Denver
6	1979	Carl Neilsen	James Scherier	Sam Certo & Dan Brenenstuhl	New Orleans
7	1980	Duane Hoover	Sam Certo	Dan Brenenstuhl & William Biggs	Dallas
8	1981	James Scherier	Dan Brenenstuhl	William Biggs & Dave Fritzsche	Orlando
9	1982	Sam Certo	William Biggs	Dave Fritzsche & Lee Graf	Phoenix
10	1983	Dan Brenenstuhl	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-Jaramillo	Lora Reed	Alex Smith, Manabu Ichikawa, Debbie Good, Alan Swank, Raghu Kurthakoti	San Diego
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
51	2024	Raghu Kurthakoti	Clive Kerridge	Alex Smith, Annette Halpin, Céleste Grimard, Jim Cannon	Orlando

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## Conference Meeting Rooms Area



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**Preliminary ABSEL 2024 Call for Papers**  
**52<sup>nd</sup> Annual Conference**  
**March/April, 2025**  
**Location to be confirmed**

**Submission Due Date: 4<sup>th</sup> November, 2024**