



# ***52<sup>nd</sup> Annual Conference Program***

## ***“Publishing in the Simulation and Experiential World”***



***Thursday & Friday – March 13-14, 2025***

***Pre-conference Professional Development Workshop  
Wednesday, March 12, 2025***

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

# **52<sup>nd</sup> Annual Conference Program**

## **“Publishing in the Simulation & Experiential World”**

**2025 ABSEL Program Chair: Annette L. Halpin**

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# Thank You ABSEL 2025 Conference Sponsor



# ABSEL 2025 Snapshot Schedule

## Wednesday, March 12

### Professional Development Workshops

9:00 a.m. - 11:30 a.m.	Sessions 1 & 2	Room: Scarlet D
11:30 a.m. - 12:30 p.m.	Lunch	Lakeside Grill Area (Pool Deck)
12:30 p.m. - 3:45 p.m.	Sessions 3 & 4	Room: Scarlet D
2:00 p.m. - 6:00 p.m.	ABSEL Registration Open	Pre-Function Space
4:00 p.m. - 5:00 p.m.	ABSEL Board Meeting	Room: Scarlet D
5:30 p.m. - 7:00 p.m.	ABSEL Mixer	Kickback at Hotel (Free to Hotel Guests)
7:00 p.m. - 8:30 p.m.	ABSEL Welcome Reception	City Beautiful Terrace

## Thursday, March 13

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. – 8:50 a.m.	President’s Welcome, Program Chair’s Welcome, Introduction of Track Chairs	Rooms: Scarlet C & D

### Experiential, Simulation, Innovations in Education, & Games Ready to Play Sessions

9:00 a.m. – 10:00 a.m.	Track Paper Sessions 1	Rooms: Scarlet B or C
10:00 a.m. – 10:15 a.m.	Break	
10:15 a.m. – 11:45 a.m.	Keynote Panel: “The AI Trans- formation: Reshaping Business Education for the Modern Era – A Panel Discussion	Rooms: Scarlet C & D
12:00 p.m. – 1:00 p.m.	Lunch	Rooms: Scarlet C & D
1:00 p.m. – 2:30 p.m.	Track Paper Sessions 2	Rooms: Scarlet B or C
2:30 p.m. – 2:45 p.m.	Break	
2:45 p.m. – 4:15 p.m.	Track Paper Sessions 3	Rooms: Scarlet B or C
4:30 p.m. – 5:00 p.m.	Fellows Meeting	TBD
5:30 p.m. – 7:00 p.m.	ABSEL Mixer	Kickback at Hotel (Free for Hotel Guests)
8:00 p.m.	Cirque de Soleil (Dawn to Life) <i>Walk/Uber to Disney Springs; Arrive @7 p.m.; Be seated by 7:30 p.m (Big White Tent); See Kiersten Maryott for tickets</i>	Disney Springs

## Friday, March 14

7:30 a.m. – 8:30 a.m.	ABSEL Board Meeting	Room: Scarlet C
7:30 a.m. – 8:30 a.m.	Breakfast (On Your Own*)	

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

8:30 a.m. - 10:00 a.m.	Track Paper Sessions 4	Rooms: Scarlet B or C
10:00 a.m. - 10:15 a.m.	Break	
10:15 a.m. - 11:45 p.m.	Special Session: Research Hack-a-Thon	Rooms: Scarlet B or C
12:00 p.m. - 1:30 p.m.	<b>Celebration Luncheon, Presentation of Awards, and ABSEL 2026 Announcements</b>	Rooms: Scarlet C & D
1:30 p.m. - 2:30 p.m.	Special Session: Research Hack-a-Thon (Continued)	Rooms: Scarlet B or C
5:00/5:30 p.m.	ABSEL Fellows Dinner ( <i>All are Invited; Each Pays Their Own Way</i> )	TBD



# President's Message

## ***PUBLISHING IN THE SIMULATION & EXPERIENTIAL WORLD***

Welcome to Orlando and the 52<sup>nd</sup> Annual ABSEL Conference!

As our academic institutions face unprecedented challenges due to potential federal funding restrictions, the demographic cliff and the uncertain integration of artificial intelligence into our universities, ABSEL remains steadfast in its commitment to providing a forum to assess, develop research on and discuss experiential learning methods that can help our students grow academically and professionally.

When we left Orlando last March, we anticipated that returning to the same venue for this year's meeting would make planning and scheduling easy. We could not have been more wrong. A huge shoutout goes to Annette Halpin and Track Chairs Jim Cannon, Gabby Swab and Meg Nolan who navigated a host of issues including reviewing assignments that were not received by reviewers, late withdrawals due to illness and funding holds, and the last-minute cancellation of a planned trip for all conference attendees to a local experiential learning center. Kudos to them for quickly pivoting to alternate sessions that will allow all of us to address some of today's most difficult problems in higher education.

As I reflect on the problems we faced in putting on this year's conference, I'm reminded of the true strength and value of the ABSEL organization. We are adept at assessing situations and developing innovative solutions to maintain high quality outcomes. That is the ABSEL way and why this organization continues moving forward into its next fifty years.

In the coming year, look for new events that will support collaborative research among ABSEL members as well as online workshops that are designed to share experience-based learning techniques with a new generation of instructors. This past year, even with its obstacles in conference planning, has provided ABSEL the opportunity to grow its "infrastructure" through the development of new contacts in disciplines outside the traditional business school audience and the creation of marketing plans that should grow membership numbers in the coming years. As higher education finds itself at a crossroads, ABSEL is prepared to meet the challenges and thrive.

As we conclude our 52<sup>nd</sup> year and look to the future, the ABSEL culture continues to be the core that holds the organization together. I invite you to help build and maintain that culture by volunteering for a position in ABSEL. Consider joining the board as a delegate at large or help with conference planning by serving as a track chair.

As many have said, ABSEL does not hold a typical academic conference or present itself as a typical academic organization. Instead, we provide a supportive environment for exploring new concepts and ideas that help refine our research ideas or develop new classroom teaching methods that allow both ourselves and our students to grow. No one ever leaves an ABSEL conference without making a new friend or finding a new research topic or teaching technique. And we all leave ABSEL with a smile on our faces looking forward to next March when we will meet again. Whether this is your first ABSEL Conference or your 52<sup>nd</sup>, take time to enjoy the collegial atmosphere that is the hallmark of the ABSEL organization.

ABSELutely yours,

Deb Good  
ABSEL President, 2024 - 2025

# Program Chair Notes

Welcome to ABSEL 2025! We had such a good time last year in Orlando we're back at the Drury to do it again. Over the next few days you will have an opportunity to attend a variety of sessions, panels, and presentations that address some of the most interesting and challenging topics in business education today. These include artificial intelligence, skills acquisition, creativity, student engagement, and innovative teaching and learning techniques. Whether you are here to present your research, engage in thought-provoking discussions, or simply absorb new ideas, our goal at ABSEL is to offer you an intellectually stimulating experience in a supportive environment.

Take some time to review the abstracts on pages 24-35 to help plan your schedule and make the most of your time here. We begin the conference with our Pre-Conference Workshop which continues to grow in popularity and attendance. These interactive sessions provide hands-on learning experiences and asks participants to become 'students' for a few hours. As can happen when organizing a professional meeting, we had to make an adjustment to our Keynote Event. Instead of one speaker we will have a Keynote Panel of three members tackling the topic of artificial intelligence (AI) and its role in business education. This topic is a hot one and aligns nicely with several papers being presented. Don't miss it! As in the past, we continue with our four tracks - Experiential, Simulation, Innovation, and Games Ready to Play. You can cover lots of ground while here.

I encourage each of you to take advantage of the inaugural 'Research Hack-a-Thon' taking place on the last day. This is an opportunity to collaborate with others on a research topic you find interesting. Get some work done while you're here – perhaps an outline of a paper for ABSEL 2026. During this session we will also be working with authors of papers nominated for Best Paper this year to encourage them to prepare their work for submission to ABSEL's journal, JELB. Think of ABSEL as the place where your curiosity leads to connections and research projects.

On a personal note, ABSEL has played a significant role in my journey as an educator. I attended my first meeting over thirty years ago, and I keep coming back. The research shared at ABSEL has profoundly shaped my teaching methods and philosophy and, as with many ABSELers, the friendships and professional support received here have had quite an impact on me. This became even more apparent to me this past year.

It has been a privilege to serve as Program Chair this year but the success of any professional meeting is the sum of the collective efforts of many. I am so appreciative of our Track Chairs (Gabby Swab, Jim Cannon, and Meg Nolan) who worked closely with authors and me to get the submissions reviewed and to our editor in a timely manner. Additionally, I want to recognize the contributions of Raghu Kurthakoti, Clive Kerridge, Chris Scherpereel, Kiersten Maryott, Mick Fekula, Alex Smith, and Precha Thavikulwat who worked tirelessly behind the scenes. A very special thank you to Deb Good, our President, for her thoughtful guidance and patience as I navigated the duties of my role. Thank you, Deb. Thank you, Everyone!

I wish you all continued success in your work and hope that this conference is a wonderful learning experience for you. Enjoy!

Annette Halpin, Program Chair  
ABSEL 2025

# ABSEL Board Officers and Members, 2024-2025

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<p style="text-align: center;"><b><i>Director at Large</i></b></p> <hr/> <p style="text-align: center;"><b>Karen Shastri</b></p> <p style="text-align: center;">Clinical Associate Professor Faculty Director, MAcc University of Pittsburgh Katz Graduate School of Business 412-759-1330 kshastri@katz.pitt.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 style="text-align: center;">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 style="text-align: center;">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>Precha Thavikulwat</b></p> <p style="text-align: center;">Professor Emeritus of Management Towson University 410-828-8353 Skype: pthavikulwat pthavikulwat@towson.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
Debbie Good	2024	Dan Strang	2004
Kenneth Goosen	1987	Jim Szot	2024
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 2025 Pre-Conference Professional Development Workshop**

**Wednesday, March 12      Scarlet D      9:00AM – 3:45PM**

**Chair: Annette L. Halpin, Arcadia University**

## **Purpose:**

The Pre-Conference Workshop aims to support the professional development of ABSEL members and faculty in their teaching practice. These sessions provide hands-on experiential exercises relevant to helping faculty improve 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 sessions to promote applied professional development. Expert faculty, scholars, and practitioners lead attendees in a series of hands-on exercises.
- You will have the opportunity to network with faculty and scholars aiming to improve their teaching methods and effectiveness by incorporating innovative techniques and experiential exercises in your classroom.
- We encourage you to participate in the Research Hack-a-Thon taking place on Friday. Presenters at this workshop and at sessions throughout the conference are anxious to share their scholarship with you and, perhaps, develop joint research projects.
- You will learn more about ABSEL and, hopefully, be encouraged to share your knowledge and expertise during a future conference.
- Lunch will be provided!

## **Pre-Conference Professional Development Workshop Schedule**

**Session 1**

**Scarlet D**

**9:00 a.m. - 9:45 a.m.**

### **“Using WSJ.com Digital Content in the Business Classroom”**

Presenter: Rebecca Schmeller, Ashland University

Attendees at this session will wear/roll play two hats. One is as the student in order to understand how students receive course content. The other is as the instructor in order to plan the delivery of content. The Presenter will demonstrate various wsj.com tools (videos, articles, market dashboards) and then solicit responses from attendees as they experience this work as students and instructors. Participants will review sample assessments which will ‘test’ the understanding of those involved.

Attendee Responsibilities: Peruse the WSJ.com digital interface to become familiar with viewing videos, news, and market data dashboards. Bring your laptop with Wi-Fi connection.



**Session 2**

**Scarlet D**

**10:00 a.m. - 11:30 a.m.**

### **“Using Generative AI to Create Class Assignments in Business Writing, Human Resources, and Strategy Courses”**

Presenters: Laura Fitzwater, Arcadia University; Deb Good, University of Pittsburgh; Annette Halpin, Arcadia University

This session will begin with a discussion of the current use of Generative AI by attendees and the various platforms available for instructors. The Presenters will offer an introduction to ‘Prompt Writing’ – their purpose, types, length, output type, etc. AI-aided assignments in three business curriculum courses will be demonstrated. Participants will be asked to take on the role of students, moving through the sequence of steps to complete their work. Student feedback on how they use AI in completing university-level assignments will be shared along with a discussion of the role of ethics in adopting this teaching tool.

Attendee Responsibilities: Bring a laptop with Wi-Fi access and download ChatGPT prior to the start of the session in order to participate fully in this workshop.



**LUNCH BREAK**

**Lakeside Grill Area**  
*(Pool Deck)*

**11:30 a.m. - 12:30 p.m.**



**Session 3**

**Scarlet D**

**12:30 p.m. - 2:00 p.m.**

## **“Leveraging AI to Create Lesson Plans in a Student-Centric Flipped Class”**

Presenters: Raghu Kurthakoti, Arcadia University; Charli Rissmiller (Student), Arcadia University; Karynne Henry (Student), Arcadia University

A student-centric flipped classroom can be the primary pedagogical tool used in advanced business courses. With the increased availability of AI, one professor has incorporated this tool to strengthen student learning. This instructor and two students will speak to the benefits of the flipped classroom and then describe how AI can be used to create a lesson plan. Attendees will work in small groups to design a lesson plan using AI for a flipped classroom situation. The Presenters will provide guidance on how these teaching tools can improve student participation in the learning process and enhance learner engagement.

Attendee Responsibilities: Bring a concept from your discipline that is difficult for students to learn or engage with. Also, have a list of learning goals for this lesson. Bring a laptop with Wi-Fi access, your course syllabus downloaded, and your preferred generative AI platform.



**Session 4**

**Scarlet D**

**2:15 p.m. – 3:45 p.m.**

## **“How to be More Productive in Teaching and Research with an Assignment Management Application”**

Presenter: Precha Thavikulwat, Towson University

This session is for teachers and researchers who want to be more productive with the resources they have available. Learning Management Systems (LMS) such as Canvas and Blackboard put pressure on educators as learners demand more and faster service. This session introduces an Assignment Management Application (AMA) known as GroupMaker. GroupMaker is an application, a program that the user installs on their computer. Since an application communicates directly with an operating system, there is no communication through a browser. This improves visuals and means the application can be used when there is no access to the internet. When an application can do everything faster, this increases productivity.

Attendee Responsibilities: Bring your laptop to access GroupMaker using the internet or a thumb drive (will be provided). Download the internet-access version by going to <https://apps.microsoft.com/detail/9NK50R9QSMFR>.

# ABSEL 2025 Program Schedule

## “Publishing in the Simulation & Experiential World”

**Wednesday, March 12**

**Pre-Conference Workshop  
Professional Development Sessions**

**9:00 a.m. - 3:45 p.m.**

**Room: Scarlet D**

**Wednesday, March 12**

9:00 a.m. - 9:45 a.m.

“Using WSJ.com Digital Content in the Business Classroom” (Rebecca Schmeller, Ashland University)

10:00 a.m. - 11:30 a.m.

“Using Generative AI to Create Class Assignments in Business Writing, Human Resources, and Strategy Courses” (Laura Fitzwater, Arcadia University; Deb Good, University of Pittsburgh; Annette Halpin, Arcadia University)

11:30 p.m. - 12:30 p.m.

Lunch – Lakeside Grill Area (*Pool Deck*)

12:30 p.m. - 2:00 p.m.

“Leveraging AI to Create Lesson Plans in a Student-Centric Flipped Class” (Raghu Kurthakoti, Arcadia University; Charli Rissmiller (Student), Arcadia University; Karynne Henry (Student), Arcadia University)

2:15 p.m. - 3:45 p.m.

“How to be More Productive in Teaching and Research with an Assignment Management Application” (Precha Thavikulwat, Towson University)

4:00 p.m. - 5:00 p.m.

ABSEL Board Meeting

Room: Scarlet D

5:30 p.m. - 7:00 p.m.

ABSEL Mixer

Kickback at Hotel  
(Free for Hotel Guests)

7:00 p.m. - 8:30 p.m.

ABSEL Welcome Reception

City Beautiful Terrace

## Thursday, March 13

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. - 8:50 a.m.	President's Welcome, Program Chair's Welcome, Introduction of Track Chairs	Room: Scarlet C & D

### 1-Experiential: ROOM - SCARLET B

Thursday, March 13

9:00 a.m. - 10:00 a.m.

Experiential Track

9:00 a.m. - 10:00 a.m.

*Session Chair: Chris Scherpereel*

#### **Experiences for Half of a Century: Reflections on 50 Years of ABSEL**

J. Duane Hoover, Texas Tech University

#### **A Decade of Doing: Reviewing Ten Years of Experiential Learning at ABSEL**

Christopher M. Scherpereel, Northern Arizona University

### 1-Innovations: ROOM - SCARLET C

Thursday, March 13

9:00 a.m. - 10:00 a.m.

Innovations Track

9:00 a.m. - 10:00 a.m.

*Session Chair: Precha Thavikulwat*

#### **Narrative Paths to Creativity: Evaluating Human and AI Contributions**

U.S. Army Command and General Staff College: Richard A. McConnell, D.M. LTC (Ret); Devon F. Tomasulo; D.Litt; Damien Fosmoe, EdD LTC (Ret); Kenneth Long, D.M. LTC (Ret); Angus Fletcher, PhD; Morgan Cornstubble, MS.

#### **Instant Feedback: Theory and Implementation**

Precha Thavikulwat, Towson University; J. Alexander Smith, Oklahoma City University

## BREAK

10:00 a.m. - 10:15 a.m.

Thursday, March 13

\* Hotel Guests enjoy free breakfast.



## KEYNOTE PANEL

10:15 a.m. - 11:45 a.m. Room: Scarlet C & D Thursday, March 13

### “The AI Transformation: Reshaping Business Education for the Modern Era – A Panel Discussion”

This panel will explore the critical need for business programs to equip students with essential AI skills for the contemporary workforce. Featuring insights from recent graduates actively utilizing AI in diverse industries, alongside expert academic perspectives, the discussion will focus on:

- Real-world AI applications and industry expectations,
- Strategies for fostering an AI-ready learning environment, and
- Programmatic adaptations to integrate AI competencies into business curricula.

## LUNCH

Noon - 1:00 p.m. Room: Scarlet C & D Thursday, March 13

2-Simulation: ROOM - SCARLET B

Thursday, March 13

1:00 p.m. - 2:30 p.m.

Simulation Track

1:00 p.m. - 2:30 p.m.

*Session Chair: Bill Wellington*

#### **Development of a Scenario-Based Decision Practice Experience, With No Scenarios**

Perigeon Technologies: Brian Moon, Megan Leavens, Cara Menges; Jayden Moon, Tufts University; Ethos Veterinary Health: Annie Wayne, Alexandra Pivoda

#### **A Survey of Business Simulation Game Users, Former-Users, and Never-Users in AACSB Schools: A Retrospective Benchmark Report**

Bill Wellington, University of Windsor; Mark Lubrick, University of Windsor

#### **Virtual Scaffolding-Induced Engagement & Learning Trends by Simulation Phase**

Aspy P. Palia, University of Hawaii

2-Experiential: ROOM - SCARLET C

Thursday, March 13

1:00 p.m. - 2:30 p.m.

Experiential Track

1:00pm - 2:30 p.m.

*Session Chair: J. Duane Hoover*

**Building a Foundation for Cross Cultural Trust and Friendship through Experiential Learning and Coaching**

Joseph Kuvshnikov, Gannon University

**Bringing Experiential Learning to the Challenges of Examinations**

J. Duane Hoover, Texas Tech University

**2-Games Ready to Play: ROOM - SCARLET D**

**Thursday, March 13**

**1:00 p.m. - 2:30 p.m.**

**Games Ready to Play Track**

1:00 p.m. - 2:30 p.m.

*Session Chair: Kiersten Maryott*

**A Ready to Play Game: GREEN TEAM WINS**

John N. Harris, Georgia Southern University; R. Gabrielle Swab, Georgia Southern University; Ian Mercer, Fairleigh Dickinson University

**BREAK**

**2:30 p.m. - 2:45 p.m.**

**Pre-function Space**

**Thursday, March 13**

**3-Simulation: ROOM SCARLET B**

**Thursday, March 13**

**2:45 p.m. - 4:15 p.m.**

**Simulation Track**

2:45 p.m. - 4:15 p.m.

*Session Chair: Raghu Kurthakoti*

**Business Simulation and Employment Skills Development: Final Report on Investigation of Postgraduate Student Perceptions**

Clive Kerridge, Aston Business School (UK); Jason Evans, Aston Business School (UK)

**Development of Entrepreneurial Intention Through Simulation in UK HEIs; Multi-Level Analysis of Procedure as a Moderator of Outcomes**

Jason Evans, Aston Business School (UK); Clive Kerridge, Aston Business School (UK)

**3-Innovation: ROOM - SCARLET C**

**Thursday, March 13**

**2:45 p.m. - 4:15 p.m.**

**Innovations Track**

2:45 - 4:15 p.m.

*Session Chair: Kimberly Abel*

**Between Two Worlds: An Analysis of the IT Talent Cost Gap and Its Implications for Digital Transformation**

Antonio Vera, Universidad Nacional de Colombia

**Outsourcing the Mind: New Tech and the Business Student's Advantage**

Christopher M. Scherpereel, Northern Arizona University

**Workplace Learning: An Experience-Based Approach**

Kimberly Abel, University of Pittsburgh

**FELLOWS MEETING**

**4:30 p.m. – 5:00 p.m.**

**SCARLET B**

**Friday, March 14**

**ABSEL Thursday Evening Social Events**

5:30 p.m. – 7:00 p.m.

ABSEL Mixer

Kickback at Hotel  
*(Free for Hotel Guests)*

8:00 p.m.

Cirque de Soleil (Dawn to Life)  
Walk/Uber to Disney Springs; Arrive @  
7 p.m.; Be seated by 7:30 p.m. (Big White  
Tent); See Kiersten Maryott for tickets

Disney Springs

**Friday, March 14**

7:30 a.m. - 8:30 a.m.

ABSEL Board Meeting (Scarlet C & D)

7:30 a.m. - 8:30 a.m.

Breakfast On Your Own\*

\* Hotel Guests enjoy free breakfast.

**4-Experiential: ROOM - SCARLET B**

**Friday, March 14**

**8:30 a.m. - 10:00 a.m.**

**Experiential Track**

8:30 a.m. - 10:00 a.m.

*Session Chair: NH Manzur Maula*

**Enhancing Machine Learning Education in Business Schools through Experiential Learning in Sports Analytics: A Case Study Approach**

Tingting Zhao, University of Rhode Island; Guangyu Zhu, University of Rhode Island

**A Distressed Bank's Crisis Resolution: An Experiential Learning Approach in the Principles of Macroeconomics Class**

NH Manzur E Maula, Arcadia University

**4-Innovation: ROOM - SCARLET C**

**Friday, March 14**

**8:30 a.m. - 10:00 a.m.**

**Innovation Track**

8:30 - 10:00 a.m.

*Session Chair: Kelly Poppe-Gale*

**Continuous Improvement in a Capstone HRM Course**

Kristie A. Abston, Middle Tennessee State University

**Assignment Management Language and Application**

Precha Thavikulwat, Towson University

**Designing an Innovation Lab: A Catalyst for Entrepreneurial Creativity and Experiential Learning**

Kelly Poppe-Gale, Henderson State University

**BREAK**

**10:00 a.m - 10:15 a.m.**

**Pre-function Space**

**Friday, March 14**

**5-Special Session: ROOM - SCARLET B & C**

**Friday, March 14**

**10:15 a.m. – 11:45 a.m.**

**Panel Session**

### **Special Session: Research Hack-a-Thon**

Participate in dynamic round-table discussions designed to bring together authors and researchers who are passionate about advancing the study of simulations and experiential exercises in business education. This event has two goals. One is to provide an opportunity for authors whose research has been nominated for Best Paper or has been awarded Best Paper to work with the editorial board of ABSEL’s journal to get their work published. The second is to foster idea-sharing and co-author opportunities to increase the volume of research presented at ABSEL. Join with others to refine a research question, explore new methodologies, and/or connect with your future co-author. Don’t miss this opportunity to contribute to the growing body of knowledge on experiential learning in business education!

Scarlet B: Journal Talk - JELB

Scarlet C: Co-Authoring Opportunities

### **CELEBRATION LUNCH AND AWARDS**

**12:00 p.m. - 1:30 p.m.**

**SCARLET C & D**

**Friday, March 14**

**6-Special Session: ROOM - SCARLET B & C**

**Friday, March 14**

**1:30 p.m. – 2:30 p.m.**

**Panel Session**

### **Special Session: Research Hack-a-Thon (Continued)**

Re-group to finalize your plans to publish in JEBL or to conduct new research with your fellow ABSELErs. The Submission Deadline for ABSEL 2026 is November 1, 2025.

### **ABSEL FELLOWS DINNER**

**5:00/5:30 p.m.**

**TBD**

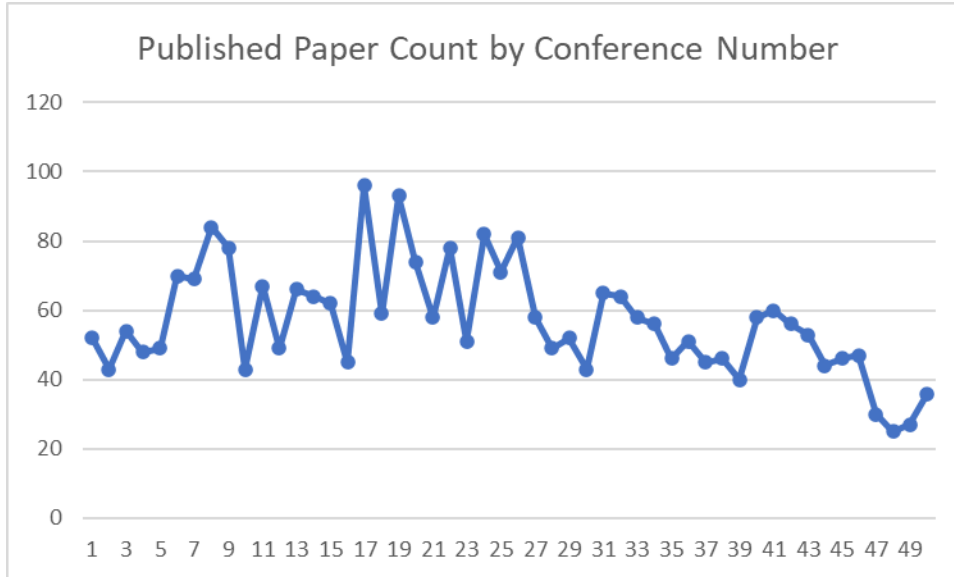
**Friday, March 14**

All conference participants are welcome. Come mingle with long-time ABSEL Members who have been in the forefront of innovations in teaching business concepts. Renew old friendships and create new ones. Come and be inspired. Transportation and dinner at your own expense.

# Fifty-Two 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
2025	Orlando	Debbie Good	Annette Halpin	23

# 1974 – 2025



**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 (8)	1981, 1985, 1989, 1996, 2005, 2014, 2024, 2025
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 2025 Program Session Abstracts (Thursday, March 13<sup>th</sup> – Friday, March 14<sup>th</sup>)

1-Experiential: ROOM - SCARLET B

Thursday, March 13

9:00 a.m. - 10:00 a.m.

Experiential Track

9:00 a.m. - 10:00 a.m.

Session Chair: Chris Scherpereel

## Experiences for Half of a Century: Reflections on 50 Years of ABSEL

J. Duane Hoover, Texas Tech University  
[Duane.hoover@ttu.edu](mailto:Duane.hoover@ttu.edu)

*An ABSEL veteran of 50 years shares reflections on 50 years of ABSEL. The development and persistence of the Hoover definition of experiential learning is discussed. The rationale for a continuing adoption of alternative educational processes is highlighted as well as a preference for andragogy over pedagogy for adult learners. The characteristics of ABSEL's target audience of students are discussed by comparing the students of 2024 with the students of 1974. Challenges for ABSEL going forward inform the conclusion.*

## A Decade of Doing: Reviewing Ten Years of Experiential Learning at ABSEL

Nominated for  
Best  Paper

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

*Over the past decade, the Association for Business Simulation and Experiential Learning (ABSEL) has significantly advanced experiential learning within business education. Our paper presents a comprehensive review of 313 research papers from the ABSEL conferences spanning 2015 to 2024, aiming to decode the architecture of research in experiential learning within business education. By categorizing the research along critical dimensions—such as theoretical versus empirical, qualitative versus quantitative, and basic versus applied studies—the analysis highlights how ABSEL has fostered innovation, practical application, and interdisciplinary approaches in experiential learning. The findings reveal that ABSEL has predominantly emphasized empirical (61.3%) and applied research (90.4%), reflecting its commitment to evidence-based practices and immediate problem-solving. The prevalence of qualitative methodologies (59.7%) demonstrates ABSEL's focus on in-depth exploration of experiences and processes, contributing rich contextual insights that enhance pedagogical strategies. Additionally, the significant representation of mixed-methods research (24.9%) indicates ABSEL's encouragement of comprehensive approaches that integrate diverse data types for a holistic understanding of educational phenomena. This paper contributes to our understanding by illuminating trends, strengths, and gaps within ABSEL's body of research, identifying underexplored areas such as experimental and exploratory studies, which constitute only 4.8% and 2.9% of the research,*



respectively. By providing this systematic categorization and analysis, the paper not only clarifies ABSEL's substantial contributions to the experiential learning domain but also serves as a roadmap for future inquiry, guiding the development of more effective educational programs. Ultimately, the insights gained enhance our understanding of experiential learning's role in business education and highlight ABSEL's pivotal influence in shaping the field over the past decade.

**1-Innovation: ROOM - SCARLET C**

**Thursday, March 13**

**9:00 a.m. - 10:00 a.m.**

**Innovations Track**

9:00 a.m. - 10:00 a.m.

Session Chair: Precha Thavikulwat

### **Narrative Paths to Creativity: Evaluating Human and AI Contributions**

U.S. Army Command and General Staff College

Richard A. McConnell, D.M. LTC (Ret), Devon F. Tomasulo, D.Litt, Damien Fosmoe, EdD, LTC (Ret) Kenneth Long, D.M. LTC (Ret), Angus Fletcher, PhD, Morgan Cornstubble, MS.

*Military educators must prepare their students for an uncertain future. By sharpening creativity skills, military students can develop the creative imagination to predict what will happen next and be better prepared to adapt to the unexpected. Such prediction requires acute creative thinking skills that can be combined with critical thinking. Military planning processes can help the combining of creativity and critical thinking if the conditions for such an endeavor can be nurtured. These processes entail a means of developing plans, testing those plans for viability, and publishing an order directing subordinate units to execute the selected plan (Department of the Army, 2014; Department of the Army, 2012a). Included in this process is a technique for testing plans for viability also known as the wargaming step of the military decision-making process (MDMP) which involves imaginatively predicting the future actions of opponents on a battlefield. This study examines new curriculum designed to help improve student creativity. The focus of this study was to conduct a mixed methods program evaluation of the C150 Critical and Creative Thinking block with a specific focus on the experimental lesson from the Creativity Study to determine if this curriculum replicated the improved creativity of the original study. This study, like the original, was conducted at the U.S. Army Command and General Staff College (CGSC). This mixed methods program evaluation examining creativity levels among CGSC students before and after receiving narrative perspective taking, followed the Ohio State University Project Narrative method (Fletcher, 2021c).*

### **Instant Feedback: Theory and Implementation**

Nominated for



Precha Thavikulwat, Towson University and J. Alexander Smith, Oklahoma City University  
[pthavikulwat@towson.edu](mailto:pthavikulwat@towson.edu), [asmith@okcu.edu](mailto:asmith@okcu.edu)

*Instant Feedback (INSF) is a feature of an internet-based computer application that resolves limitations of the paper-based Immediate Feedback Assessment Technique (IF-AT). Whereas IF-AT*

*reveals the correctness of each response immediately when the test taker enters a response, INSF gives test takers control over the timing of feedback by revealing correctness instantly when the test taker selects the OK button following responses to any number of items. Scoring rules that give partial credit based on the number of attempts are explicated, concluding with the finding that the harmonic rule, which incentivizes excellence and never yields a zero result, is easiest to administer when scores are computed automatically. How INSF is implemented in an assignment management application is described. Further research is suggested into the antecedents of test taker decisions on the timing of feedback that INSF allows, and into the consequences for learning of allowing test takers to make those decisions.*

## BREAK

10:00 a.m. - 10:15 a.m.

Thursday, March 13

## Keynote Panel

10:15 a.m. - 11:45 a.m.

Room: Scarlet C & D

Thursday, March 13

### **“The AI Transformation: Reshaping Business Education for the Modern Era – A Panel Discussion”**

This panel will explore the critical need for business programs to equip students with essential AI skills for the contemporary workforce. Featuring insights from recent graduates actively utilizing AI in diverse industries, alongside expert academic perspectives, the discussion will focus on:

- Real-world AI applications and industry expectations,
- Strategies for fostering an AI-ready learning environment, and
- Programmatic adaptations to integrate AI competencies into business curricula.

Join us as we examine how to bridge the gap between academic preparation and the demands of an AI-driven workplace.

#### **Our Panelists include:**

##### Kurthakoti, Raghu

Raghu Kurthakoti is an Associate Professor and Chair of the School of Global Business at Arcadia University, where he has taught since 2011. Holding degrees in Agriculture and Marketing, including a PhD from the USA, he brings diverse experience from business management in India. His teaching focuses on International Marketing, Brand Management, and Consumer Behavior. Currently, he is experimenting with integrating AI into marketing courses, emphasizing the development of effective prompting skills to enhance students' ability to leverage AI tools. His research centers on innovative pedagogy and evaluating its effectiveness.

##### Scherpereel, Christopher

Christopher M Scherpereel, PhD, MBA is a Professor in the Department of Management, Marketing and Information Systems at Northern Arizona University where he has been teaching since 2001. In addition to being an academic, Chris has extensive industry experience in multinational corporations such as Whirlpool and IBM. A long time ABSEL member and an ABSEL fellow, Chris leverages his

engineering and management backgrounds to design experiential exercises in his operations management courses. Chris is one of ABSEL's resident experts in the use of AI for both teaching and research and will be sharing his views and perspectives on the role of AI in business education during the session.

Yee, Kevin

Kevin Yee earned his Ph.D. in German Literature from UC Irvine, and enjoyed teaching for several years as a full-time faculty member at the University of Iowa and Duke University before changing his focus to educational development when joining the University of Central Florida in 2004. He is now the director of UCF's Faculty Center for Teaching and Learning and the co-author of **ChatGPT Assignments to Use in Your Classroom Today**

**Young Graduate/Undergraduate Panelists**

Victoria Eccles, 2021 Graduate in Accounting, Arcadia University  
Senior Accountant, G-Squared Partners

<b>LUNCH</b>		
<b>12:00 a.m. - 1:00 p.m.</b>	<b>Room: Scarlet C &amp; D</b>	<b>Thursday, March 13</b>

<b>2-Simulation: ROOM - SCARLET B</b>	<b>Thursday, March 13</b>
<b>1:00 p.m. - 2:30 p.m.</b>	<b>Simulation Track</b>

1:00 p.m. – 2:30 p.m.

*Session Chair: Bill Wellington*

**Development of a Scenario-Based Decision Practice Experience, With No Scenarios**

Nominated for



Brian Moon, Megan Leavens, Cara Menges, Perigeon Technologies  
brian, megan, cara@perigeantechnologies.com

Jayden Moon, Cummings School of Veterinary Medicine at Tufts University  
jayden.moon@tufts.edu

Annie Wayne, DVM, Alexandra Pivoda, BVMS, Ethos Veterinary Health  
awayne, apivoda@ethosvet.com

*Scenario-based learning experiences have been in use for centuries. Tactical decision games (TDGs) are a recent example that have been implemented in the military and first-responder organizations to train tactical and strategic skills to junior and senior personnel. While implementation strategies vary, the basic structure has remained the same for decades: introduce a scenario riddled with*

*uncertainty, pose at least one dilemma that prompts a response from the learner, provide feedback to the learner. TDGs can be considered a subset of simulations. Seeking to enhance an incipient mentoring program for emergency veterinarians, we developed a decision practice experience that alters the TDG format, draws on cognitive task analysis and the experience of the players as the basis for the learning mechanism, and offers a more scalable approach to implementation. This paper discusses the motivations behind its design, introduces the experience, and shares early feedback from organizations who have implemented it.*

**A Survey of Business Simulation Game Users, Former-Users, and Never-Users in AACSB Schools: A Retrospective Benchmark Report**

Bill Wellington and Mark Lubrick, University of Windsor  
[R87@uwindsor.ca](mailto:R87@uwindsor.ca), [mlubrick@uwindsor.ca](mailto:mlubrick@uwindsor.ca)

*A ten-year retrospective benchmark report updating an earlier survey by Faria and Wellington (2004) on business simulation game usage by educators is presented. It was a follow-up survey of business faculty members at Association for the Accreditation of Collegiate Schools of Business (AACSB) member schools in North America and was undertaken in 2013. This article fills in a gap in the record and reports on the state of the educational use of business simulation games in 2013 with respect to simulation game adoption; reasons for adoption; objectives in use; sources of game information; usage of games by discipline and course; reasons for changing games or dropping games; and why simulation games are not used; and where appropriate, a comparison with views expressed by a similar audience in 2004 is undertaken. An e-mail was sent to 30,137 business faculty members at AACSB member schools in North America requesting their participation in a web-based survey. Across the 1,072 respondents to the 2013 survey, 37.0% were current business game users as compared to 30.6% in 2003; 19.1% were former game users in 2013 while this proportion was 17.1% in 2003; and finally, 43.8% were never-users of business simulation games in contrast to 52.5% in 2003. Between 2003 and 2013, business simulation game usage amongst business faculty at AACSB member schools increased and there were changes in the reasons for simulation game adoption, objectives and how games are used. The authors speculate that these changes were related to the Assurance of Learning considerations in the AACSB standards that were being emphasized at the time.*

**Virtual Scaffolding-Induced Engagement & Learning Trends by Simulation Phase**

Aspy P. Palia, University of Hawaii at Manoa  
[aspy@hawaii.edu](mailto:aspy@hawaii.edu)

*This study analyzes the impact of early virtual scaffolding through decision support systems (DSS) on student engagement over three semesters. Findings indicate that early introduction of DSS and virtual scaffolding enhances engagement in both remote and in-class learning environments. Enhanced understanding and application of strategic marketing concepts resulted in improved team presentations and individual strategic market plan reports.*

**2-Experiential: ROOM - SCARLET C**

**Thursday, March 13**

**1:00 p.m. - 2:30 p.m.**

**Experiential Track**

1:00 p.m. – 2:30 p.m.

*Session Chair: J. Duane Hoover*

**Building a Foundation for Cross Cultural Trust and Friendship through Experiential Learning and Coaching**

Joseph Kuvshinikov, Gannon University  
[Kuvshini002@gannon.edu](mailto:Kuvshini002@gannon.edu)

*The ability to build trust in cross-cultural followers is critical to affective leadership. Trust on the part of followers is not only pivotal in fostering follower personal growth and education but also ensuring the healthy functioning of organizations. Follower interpersonal trust—rooted in perceptions of ability, goodwill, and integrity—is particularly essential to acclimation and development when individuals find themselves in new cultures. This study addresses using an experiential learning model to help future leaders learn how to teach followers to trust in cross-cultural settings.*

**Bringing Experiential Learning to the Challenges of Examinations**

J. Duane Hoover, Texas Tech University  
[Duane.hoover@ttu.edu](mailto:Duane.hoover@ttu.edu)

*Examinations are an integral and unavoidable part of the challenges facing ABSEL scholars. This paper addresses this challenge by applying experiential learning techniques to the examination process. An oral examination technique based on the integration of direct experiential learning (DEL) and vicarious experiential learning (VEL) called Hot Seats is presented as a mechanism for enhancing student learning engagement and depth of student learning retention. A model of integrative experiential learning combining direct experience and vicarious observational experience is developed. The paper concludes with a detailed description of the Hot Seat inverse lecture process and its potential for enhancing student engagement.*

**2-Games Ready to Play: ROOM - SCARLET D**

**Thursday, March 13**

**1:00 p.m. - 2:30 p.m.**

**Games Ready to Play Track**

1:00 p.m. – 2:30 p.m.

*Session Chair: Kiersten Maryott*

**A Ready to Play Game: GREEN TEAM WINS**

John N. Harris and R. Gabrielle Swab, Georgia Southern University, Ian S. Mercer, Fairleigh Dickinson University  
[jharris@georgiasouthern.edu](mailto:jharris@georgiasouthern.edu), [rswab@georgiasouthern.edu](mailto:rswab@georgiasouthern.edu), [i.mercer@fdu.edu](mailto:i.mercer@fdu.edu)

*This paper presents the application and adaptation of a commercially available board game, “Green Team Wins,” for use in management education. It focuses on the use and potential impact of the game as a tool to allow students to experience and explore management concepts such as consensus, groupthink, in-group/out-group dynamics, and political behavior in their teams and organizations.*

<b>BREAK</b>		
<b>2:30 p.m. - 2:45 p.m.</b>	<b>Pre-function Space</b>	<b>Thursday, March 13</b>

<b>3-Simulation: ROOM – SCARLET B</b>	<b>Thursday, March 13</b>
<b>2:45 p.m. - 4:15 p.m.</b>	<b>Simulation Track</b>

2:45 p.m. – 4:15 p.m.

*Session Chair: Raghu Kurthakoti*

**Business Simulation and Employment Skills Development: Final Report on Investigation or Postgraduate Student Perceptions**

Clive Kerridge and Jason Evans, Aston Business School  
[c.kerridge@aston.ac.uk](mailto:c.kerridge@aston.ac.uk), [j.evans4@aston.ac.uk](mailto:j.evans4@aston.ac.uk)

*We report findings from a recently conducted three-year research study on student perceptions of employability skills developed or enhanced through a multi-week business simulation project. Focus of the project has been postgraduate students at a leading UK business school, complementing a previous study by the authors on undergraduate student cohorts. Some preliminary and interim findings have been presented previously but this paper incorporates the cumulative research data and summarises results across the project’s duration. The research builds on earlier studies by extending the sample group to three diverse postgraduate cohorts, engaging with the same simulation activity, and by validating our understanding of student experience through further focus group activity. This study contributes to the field of simulation applications in business and management 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 post-graduate teaching and learning delivery; (3) Embedding of experiential learning within business school curricula – in the context of this study, through simulation-based training [SBT]. The study reports qualitative and quantitative data and analysis, to draw conclusions and make recommendations for further development of SBT in the business school context, with a particular focus on employability.*

**Development of Entrepreneurial Intention Through Simulation in UK HEIs; Multi-Level Analysis of Procedure as a Moderator of Outcomes.**

Jason Evans and Clive Kerridge, Aston Business School  
[evansj4@aston.ac.uk](mailto:evansj4@aston.ac.uk), [ckerridge@aston.ac.uk](mailto:ckerridge@aston.ac.uk)

*This study examines the impact of simulation-based training (SBT) on the entrepreneurial intentions of undergraduate and postgraduate students at a UK higher education institution. Using a mixed-methods approach, the research investigates student perceptions and evaluates SBT as a moderator of entrepreneurial intention development. Quantitative pre- and post-simulation surveys measure changes in intention, while qualitative focus groups provide contextual insights. Findings highlight differences in entrepreneurial skills development between undergraduate strategic management simulations and postgraduate social enterprise simulations. The study contributes to understanding the role of experiential learning in entrepreneurship education and offers actionable recommendations for enhancing SBT in business school curricula.*

**3-Innovation: ROOM - SCARLET C**

**Thursday, March 13**

**2:45 p.m. - 4:15 p.m.**

**Innovations Track**

2:45 p.m. – 4:15 p.m.

*Session Chair: Kimberly Abel*

**Between Two Worlds: An Analysis of the IT Talent Cost Gap and Its Implications for Digital Transformation**

Antonio Vera, Universidad Nacional de Colombia  
[avera@unal.edu.co](mailto:avera@unal.edu.co)

*The demand for IT (Information Technology) services has been increasing worldwide since the early 2020s. The COVID-19 pandemic triggered a phenomenon in which several companies invested in digital transformation in order to maintain competitiveness. The proliferation of online resources and formal education programs worldwide has empowered practitioners globally to develop digital solutions for companies across various regions. In this paper we evaluate the talent acquisition costs of four key IT roles essential for digital product development by comparing emerging South American economies with developed North American economies. In addition, we incorporate insights from IT Directors providing a comprehensive analysis to guide corporations in strategic talent acquisition decisions based on specific needs and budgets.*

**Outsourcing the Mind: New Tech and the Business Student's Advantage**

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

*We explore how cognitive offloading, the delegation of mental tasks to external aids, can transform business education in conjunction with AI, VR, AR, and digital platforms. Rooted in distributed cognition and experiential learning theories, cognitive offloading alleviates lower-level mental tasks, allowing students to concentrate on conceptual thinking, strategic analysis, and creative problem-solving. The widespread use of personal devices and technology acceptance frameworks reveals how*



*these tools can revolutionize learning outcomes by fostering deeper engagement. Immersive simulations reduce cognitive load, while data-driven AI tutoring systems personalize education to enhance understanding and performance. However, reliance on automated aids raises concerns over diminished foundational skills and equity challenges arising from the persistent digital divide. Ethical issues, such as data privacy and algorithmic bias, likewise demand careful consideration. By reviewing successful case studies from global business schools, this paper identifies best practices for harnessing new technologies without sacrificing core cognitive abilities. The discussion concludes with recommendations for future research, advocating for cultural sensitivity, sustained inquiry, and holistic frameworks that balance innovation with critical thinking. We argue that judicious use of cognitive offloading and emerging technologies can enrich business education while preserving the essential skills required of future leaders, such as critical thinking and adaptability.*

**Workplace Learning: An Experience-Based Approach**

Kimberly Abel, University of Pittsburgh School of Business

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*This paper examines the development and application of an innovative instructional framework designed to integrate emerging workplace learning strategies within a graduate Human Resource course. Addressing the growing demand for continuous knowledge and skill development of the workforce, the course emphasized experiential and self-directed learning methodologies. The instructional framework was grounded in the foundational adult learning theories established by Kolb, Knowles, Kenyon and Hase, and Mezirow. Fostering the development of skills required for successful learning in the workplace including analytical thinking, social learning, critical discourse, and reflection. Qualitative feedback from students highlighted the course’s effectiveness in promoting engagement, motivation to learn, and relevance to work role, and industry context. These initial findings suggest that such instructional approaches can contribute to workplace learning practices, supporting organizational sustainability, and fostering a competitive advantage.*

**ABSEL Thursday Evening Social Event**

5:30 p.m. – 7:00 p.m.

ABSEL Mixer

Kickback at Hotel  
(Free for Hotel Guests)

8:00 p.m.

Cirque de Soleil (Dawn to Life)  
Walk/Uber to Disney Springs at  
7 p.m.; Be seated by 7:30 p.m. (Big  
White Tent); See Kiersten Maryott  
for tickets

Disney Springs



**Friday, March 14**

**4-Experiential: ROOM - SCARLET B**

**Friday, March 14**

**8:30 a.m. - 10:00 a.m.**

**Experiential Track**

8:30 a.m. - 10:00 a.m.

*Session Chair: NH Manzur Maula*

**Enhancing Machine Learning Education in Business Schools Through Experiential Learning in Sports Analytics: A Case Study Approach**

Tingting Zhao and Guangyu Zhu, University of Rhode Island  
tingting.zhao@uri.edu, guangyuzhu@uri.edu

*In the rapidly evolving field of education, experiential learning has proven to be an effective approach for fostering student engagement and deep understanding by immersing learners in hands-on, real-*

*world challenges. This paper presents a structured framework for teaching Machine Learning (ML) concepts, implementation with applications to sports management through personalized, project-based learning, using an NBA playoff prediction project as a case study. The framework integrates experiential learning principles with the technical rigor of ML, emphasizing three key aspects: data centric learning, model-centric learning, and application-centric learning. By allowing students to personalize their projects within the general domain of machine learning applications, the approach ensures alignment with students' interests and aspirations. Students engage in the end-to-end ML pipeline, including data acquisition, cleaning, feature engineering, data visualization, model implementation using techniques such as XGBoost, and evaluation through metrics and interpretability. This personalized, hands-on method equips students with both theoretical knowledge and practical skills, cultivating critical thinking, creativity, and a sense of ownership in their learning. The paper contributes to experiential learning literature by presenting a replicable framework that bridges technical proficiency and real-world applications, demonstrating its efficacy in fostering a holistic understanding of Artificial Intelligence integration in business education.*

**A Distressed Bank's Crisis Resolution: An Experiential Learning Approach in the Principles of Macroeconomics Class**

N H Manzur E Maula, Arcadia University  
[Maulam@arcadia.edu](mailto:Maulam@arcadia.edu)

*This paper presents an experiential learning exercise designed to simulate a distressed bank scenario in a Principles of Macroeconomics course at the undergraduate level. The exercise offers students a unique opportunity to engage with critical macroeconomic concepts, including bank failures, liquidity crises, systemic risk, central bank interventions, and government bailouts. By assuming roles within a simulated financial system, students will gain a deeper understanding of these complex concepts while simultaneously developing valuable skills in critical thinking, collaboration, and decision-making. Additionally, prior to the experiential learning, a classroom survey is administered*

*to assess students' baseline understanding of these concepts and their attitudes toward financial crises. The initial responses from the survey will be used for analytical purposes, allowing for a comparison of changes in students' knowledge and perceptions as a result of their participation in experiential learning. This paper discusses the design and execution of the experiential activity, the role of the pre-experiential-activity survey in assessing learning outcomes, and the broader implications for teaching macroeconomics.*

**4-Innovation: ROOM - SCARLET C**

**Friday, March 14**

**8:30 a.m. - 10:00 a.m.**

**Innovation Track**

8:30 a.m. - 10:00 a.m.

*Session Chair: Kelly Poppe-Gale*

### **Continuous Improvement in a Capstone HRM Course**

Kristie A. Abston

Middle Tennessee State University

[Kristie.Abston@MTSU.edu](mailto:Kristie.Abston@MTSU.edu)

*This paper examines the use of generative artificial intelligence and text mining tools to analyze student reflections and performance in two sections of a new human resource management capstone course, aiming to identify impactful modifications for continuous improvement. Primary elements of the course include a commercially available simulation, a research assignment, and regular reflections. Results from the analyses are shared along with future directions. Instructors who use experiential course assignments, including simulations and reflections, may glean some practical insights and identify strategies for reviewing and revising their course design.*

### **Assignment Management Language and Application**

Nominated for



Precha Thavikulwat, Towson University

[pthavikulwat@towson.edu](mailto:pthavikulwat@towson.edu)

*Adoption of educational innovations accompanied by assignments is hindered by the burden assignment administration imposes on instructors. The burden would be less if assignments could be described in a language that software can be programmed to process. I developed Assignment Markup Language™ (AML) for the purpose and modified an assignment management application (AMA) to process the language. AML is a scripting language that is minimally intrusive, distinctive, and parsimonious, requiring only 8 keyboard characters to form 12 directives. Should educators coalesce on a common language for assignments, network economics will compel AMA service providers to modify their AMAs to be literate in the common language for assignments. An ABSEL repository for assignments is suggested to motivate coalescence.*

## **Designing an Innovation Lab: A Catalyst for Entrepreneurial Creativity and Experiential Learning**

Kelly Poppe-Gale, Henderson State University  
[Poppegalek@hsu.edu](mailto:Poppegalek@hsu.edu)

*With the increasing demand for innovative entrepreneurship curricula, it is essential to consider the physical spaces that best support student learning. This paper presents a conceptual framework for designing dynamic environments that foster creativity and experiential learning. The proposed space is designed to promote collaboration, ideation, and problem-solving while providing students with the tools they need to develop and implement their ideas. Although this paper does not present empirical data on student outcomes, its primary aim is to propose a conceptual design framework for an innovation lab. By mapping current theories in entrepreneurship education, experiential learning, and technology integration to practical design elements, this work establishes a foundation that future studies can build upon to empirically assess the lab's impact on student engagement, creativity, and entrepreneurial success.*

**BREAK**

**10:00 a.m. – 10:15 a.m.**

**Friday, March 14**

**5-Special Session: ROOM - SCARLET B & C**

**Friday, March 14**

**10:15 a.m. – 11:45 a.m.**

**Research Hack-a-Thon**

### **Special Session: Research Hack-a-Thon**

Participate in dynamic round-table discussions designed to bring together authors and researchers who are passionate about advancing the study of simulations and experiential exercises in business education. This event has two goals. One is to provide an opportunity for authors whose research has been nominated for Best Paper or has been awarded Best Paper to work with the editorial board of ABSEL's journal to get their work published. The second is to foster idea-sharing and co-author opportunities to increase the volume of research presented at ABSEL. Join with others to refine a research question, explore new methodologies, and/or connect with your future co-author. Don't miss this opportunity to contribute to the growing body of knowledge on simulations and experiential learning in business education!

**Scarlet B: Journal Talk - JELB**

**Scarlet C: Co-Authoring Opportunities**

**CELEBRATION LUNCH AND AWARDS**

**12:00 p.m. - 1:30 p.m.**

**SCARLET C & D**

**Friday, March 14**

**6-Special Session: ROOM - SCARLET B & C**

**Friday, March 14**

**1:30 p.m. – 2:30 p.m.**

**Research Hack-a-Thon  
(Continued)**

**Special Session: Research Hack-a-Thon (Continued)**

Re-group to finalize your plans to publish in JEBL or to conduct new research with your fellow ABSELeers. The Submission Deadline for ABSEL 2026 is November 1, 2025.

# 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, Stakholder Alliance, & Leader Development Through Experiential Learning in Management Education” by L.L. Reed
- 2011 Best Simulation Paper:** “Would You Take a Marketing Man to a Quick Service Restaurant? Modeling Corporate Social Responsibility in a Food Service Menu-Management Simulation” by J. N. Cannon, H. M. Cannon, D. P. Friesen, & A. H. Feinstein
- Best Experiential Paper (tie):** “Complexity Avoidance, Narcissism and Experiential Learning” by J. D. Hoover
- Best Experiential Paper (tie):** “Appreciating Complexity: The Chief of Staff of the Army Game” by Ken Long
- 2012 Best Simulation Paper:** “Pick your Group Size: A Better Procedure to Resolve the Free-Rider Problem in a Business Simulation” by Precha Thavikulwat and Jimmy Chang,
- Best Experiential Paper:** “Build a Business ... In an Hour or Less: Getting Closer to Reality into the Classroom” by Michael J. ‘Mick’ Fekula.
- Best Online Education Paper:** “Modeling a Modest Proposal for Increasing the efficiency of Academic Research Dissemination” by Hugh M. Cannon and James N. Cannon.
- 2013 Best Simulation Paper:** “Implementing Mental Models: Extending Insight and Whole Person Learning” by Robert E. Robinson, Ronald Mitchell, and J. Duane Hoover
- Best Experiential Paper:** “The Role of Simulations in Organizational Learning: Building Individual Absorptive Capacity” by Hugh M. Cannon, Andrew H. Feinstein, Daniel P. Friesen (student), and Attila Yaprak
- Best Innovations and Future Directions Paper:** “A Review of the Simulation Research in the Academy of Management Journal: Suggestions for Strengthening the Research Conducted by ABSEL Members” by Annette L. Halpin
- Best Assessment Paper:** “Accounting for Externalities Harnessing the ‘Face in the Mirror’ Phenomenon” by Hugh M. Cannon James M. Cannon, Ahmet B. Köksal (student), Swati Verma (student)
- Best Issues Related to ABSEL Scholarship Paper:** “Measuring the Performance Ranking Curve in Marketing Simulation Games” by William J. Wellington, David Hutchinson, and Anthony J. Faria
- 2014 Best Simulation Paper:** “Customer Transaction Costs and marketing Simulations: Modeling a New Relationship Marketing Approach.” Hugh M. Cannon, James N. Cannon, Ahmet Köksal, Aaron Johnson
- Best Experiential Paper:** “An Exploration of Overconfidence in Experiential learning of Behavioral Skills among MBA Students.” Robert C. Giambatista, J. Duane Hoover.

- Best Innovations Paper:** *“The Distance MBA: A Need for Guiding Philosophy and Theories.”* Vanthanh Phan, J. Duane Hoover
- Best Accreditation Paper:** *“Experiential Strategies for Building Individual Absorptive Capacity.”* Hugh M. Cannon, Bryon C. Geddes, Andrew Hale Feinstein
- Best Student Paper:** *“A Business Simulation Game for Location-Based Strategies.”* Martin Prause, Christina Gunther, Jurgen Weigand
- 2015** **Best Simulation Paper:** *„Hybrid Methods of Organizing Groups for a Business Game”* Precha Thavikulwat, Jimmy Chang
- Best Experiential Paper:** *“Developing Educational Strategies for Experiential Learning: An Application of Service Dominant Logic from Marketing”* Bryon C. Geddes, Hugh M. Cannon, James N. Cannon, Andrew Hale Feinstein
- Best Innovations Paper:** *“Strategic Knowledge Mapping: The Co-Creation of Useful Knowledge”* Steven E. Wallis, Bernadette Wright
- Best Student Paper:**
- 2016** **Best Simulation Paper:** *“Can Action Complexity be used to Measure the Effectiveness of an Educational Game?”* Precha Thavikulwat, Jimmy Chang, Bosco Wing Tong Yu
- Best Experiential Paper:** *“Experiential Learning Potential as a Function of Psychological Predispositions and Demographic Variables”* Lori Tribble, Robert C. Giambatista, J. Duane Hoover
- Best Innovations Paper:** *“Teaching Values: An Experiential Approach”* Hugh M. Cannon, James N. Cannon, Bryon C. Geddes, Andrew Hale Feinstein
- Best Student Paper:** *“Process-oriented Research Method for Teamwork Effectiveness Assessment in Business Simulation Games”* Anna Ruzzkowska, 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)
- 2024** **Best Simulation Paper:** *“Decision Support-Induced Engagement and Learning Trends by Simulation Phase”* Aspy P. Palia (University of Hawaii at Manoa)
- Best Experiential Paper:** *“AI’s Endgame: Leveraging AI to Craft the Avengers Case Study”* Christopher M. Scherpereel (Northern Arizona University)
- Best Innovations and Future Directions in Education Paper:** *“The AI Paradox: Unpacking the Potential and Perils in Business Education”* Christopher M. Scherpereel (Northern Arizona University)



# List of Authors, Panelists, and Session Chairs

Alexandra Pivoda (Ethos Veterinary Health)  
Angus Fletcher (U.S. Army Command and General Staff College)  
Annette L. Halpin (Arcadia University, PA)  
Annie Wayne (Ethos Veterinary Health)  
Antonio Vera (Universidad Nacional de Colombia, Medellin Colombia)  
Aspy P. Palia (University of Hawaii, HI)  
Bill Wellington (University of Windsor, Ontario Canada)  
Brian Moon (Perigean Technologies)  
Cara Menges (Perigean Technologies)  
Charli Rissmiller (Arcadia University, PA)  
Christopher M. Scherpereel (Northern Arizona University, AZ)  
Clive Kerridge (Aston University, Birmingham UK)  
Damien Fosmoe (U.S. Army Command and General Staff College)  
Debbie Good (University of Pittsburgh, PA)  
Devon F. Tomasulo (U.S. Army Command and General Staff College)  
Guangyu Zhu (University of Rhode Island, RI)  
Ian Mercer (Fairleigh Dickenson University, NJ)  
J. Alexander Smith (Oklahoma City University, OK)  
J. Duane Hoover (Texas Tech University, TX)  
Jason Evans (Aston University, Birmingham UK)  
Jayden Moon (Tufts University, MA)  
John Harris (Georgia Southern University, GA)  
Joseph Kuvshnikov (Gannon University)  
Karynne Henry (Arcadia University, PA)  
Kelly Poppe-Gale (Henderson State University, AR)  
Kenneth Long (U.S. Army Command and General Staff College)  
Kevin Yee (University of Central Florida, FL)  
Kiersten Maryott (University of Pittsburgh, PA)  
Kimberly Abel (University of Pittsburgh, PA)  
Kristie A. Abston (Middle Tennessee State University, TN)  
Laura Fitzwater (Arcadia University, PA)  
Mark Lubrick (University of Windsor, Ontario Canada)  
Megan Leavens (Perigean Technologies)  
Michael J. "Mick" Fekula (Retired)  
NH Manzur E. Maula (Arcadia University, PA)  
Precha Thavikulwat (Towson University, MD)  
R. Gabrielle Swab (Georgia Southern University, GA)  
Raghu Kurthakoti (Arcadia University, PA)  
Rebecca Schmeller (Ashland University, OH)  
Richard A. McConnell (US Army Command and General Staff College)  
Tingting Zhao (University of Rhode Island, RI)  
Victoria Eccles (G-Squared Partners)

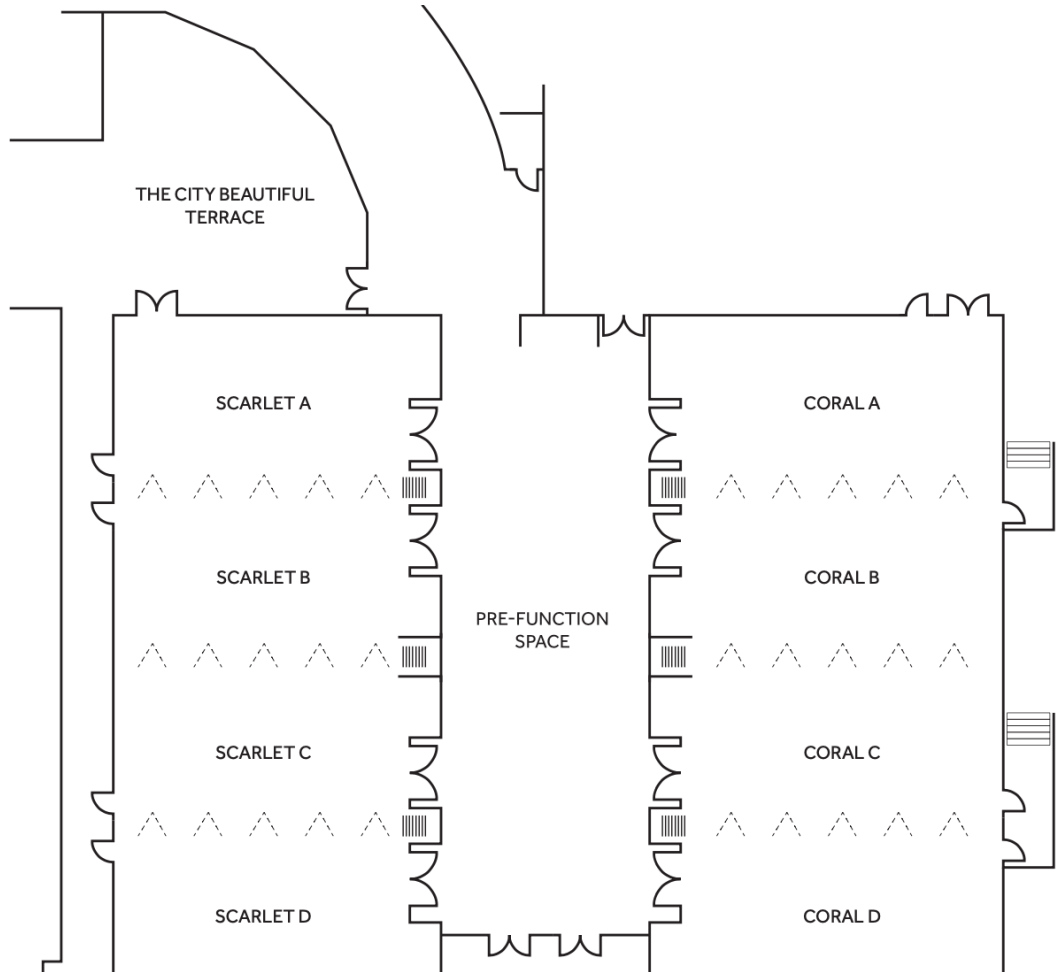
# ABSEL Leadership and Conference Sites

	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
52	2025	Debbie Good	Annette Halpin	Alex Smith, Jim Cannon, Meg Nolan, Gabby Swab	Orlando

# Drury Plaza Hotel

## Conference Meeting Rooms Area



[DRURYPLAZAHOTELORLANDO.COM](http://DRURYPLAZAHOTELORLANDO.COM)

The ABSEL 2025 Conference will take place in the Scarlet suite of meeting rooms.

# **ABSEL 2026 Call for Papers**

**53<sup>rd</sup> Annual Conference  
March/April, 2026  
Dates and Location TBD**

**Submission Due Date: November 1, 2025**