

ABSTRACTS OF RESEARCH PAPERS, CASES AND PRESENTATIONS

THE POWER OF VOICE: AN ANALYSIS OF DIALOGUE AS A METHOD IN BOTH ELEMENTARY AND ADULT EDUCATION

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The core of the learner-centered approach in K-12 education is to give learners a more active role in the classroom especially through dialogue.

The characteristics of adult learners and the unique nature of adult education make it imperative that adult learners be actively involved the learning process. One method adult educators have emphasized in recent years is *Andragogy* which subsists mainly in dialogue because all methods that encourage participation revolve around dialogue.

Drawing extensively from literature and the author's personal experiences; the paper argues that dialogue can be and has been successfully employed as a methodology in both Elementary classrooms and adult education settings.

CREATIVE SOLUTIONS TO CREATIVE CHEATING IN THE CLASSROOM: A FOCUS ON PLAGIARISM AND CULTURE

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In many universities and colleges worldwide, academic cheating is, and always has been, a problem in the classroom. With students crossing cultures as international and exchange students, they must realize the influence that cultural norms play in defining "cheating." What may be considered cheating in one society, may be considered a legitimate academic strategy in another. So, all students must be forewarned about the definition of cheating in their particular new traditional or online college cultures.

The objective of this paper is, thus, fourfold: [1] to examine one form of academic cheating, plagiarism and its cyber-cousin, Internet plagiarism; [2] to provide more information on the interplay of culture and plagiarism; [3] to present creative methods for solving the cheating problem; and [4] to be made aware of a new interactive resource entitled *Preventing Internet Plagiarism: The Guide for Educators* for further self-education.

EDUCATIONAL ADMINISTRATION GRADUATE PROFESSIONAL DIPLOMA PROGRAM: A CASE STUDY OF STUDENT EVALUATIONS

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This paper presents a case study of graduate student involvement in the evaluation of a program in Educational Administration. In January of 2004, recent graduates and interns in field placements with cooperating administrators were asked to complete a survey that examined the degree to which the respondents believed the national standards for educational leaders were met in the college program. The faculty wanted to compare the attitudes of second year interns with those of recent graduates of the professional diploma program. Responses indicate that graduate students can distinguish levels of satisfaction with their course work and other activities in terms of the degree to which these events helped them to achieve the national standards for educational leadership proposed by the Educational Leadership Constituent Council (ELCC) and the National Council for Accreditation of Teacher Education (NCATE).

DUAL LANGUAGE PROGRAMS: WHAT AND WHY? SOME POINTS AND RECOMMENDATIONS FOR EDUCATORS, PARENTS AND ADMINISTRATORS

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In an increasingly diversified and multilingual world, more and more young children find themselves in an environment where more than one language is used. Similarly, with job changes that involve moving to different parts of the world, parents can feel overwhelmed by the linguistic demands placed on their children and themselves. What can parents expect for their children? Do parents have anything to contribute to the process of early language development? Do children have to be especially intelligent to be able to cope with more than one language?

BLENDING THE OLD WITH THE NEW: TEACHING FRESHMAN WRITING IN THE COMPUTER LABORATORY

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Freshman composition has been a staple of the undergraduate general education curriculum for decades. Its purpose is to prepare students for the rigors of academic work and, ultimately, for their future careers. In recent years, writing skills have taken on more importance and many colleges are adopting a "writing across the curriculum" approach. The introduction of technology onto the college campus can transform the teaching of writing both in freshman composition classes and in upper level classes in, and across, the disciplines. This paper describes an innovative pedagogy that has the potential to increase student engagement, student satisfaction, and student learning.

MANDATE TO ENGAGE STUDENTS TO THINK CREATIVELY: AN INSIGHT EXERCISE FOR EDUCATORS IN THE INFORMATION AGE

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Creativity is an elusive topic. Creative educational methods are equally elusive. James Adams of Stanford University, in his 1986 text on *Conceptual Blockbusting*, concluded that "for most of us, creativity is more of a dull glow than a divine spark. And the more fanning it receives, the brighter it will burn." This remark suggests that educators must find a way to engage the students into the active learning mode, rather than allow them to be passive listeners who just record, comprehend, and repeat facts. This presentation examines a methodology to exploit that general concept and focuses primarily on insights to be gained by students who are engaged actively in class discussion.

An illustrative case study was developed by the authors (eMatchmaker), which has been used extensively in graduate classes for several years and has proven to be a very suitable fan for that dull glow. Students have responded to their transformation from listener to active participant in some part because of the nature of the case study itself. Finding a suitable partner for life makes for both enjoyable and informative discussion, is complex enough to test initial assumptions, constraints, and solution designs, and has potential value to the world of business if marketed properly. In addition, students are forced to move back and forth between divergent and convergent thinking as they formulate a solution to the "matching" process. Some comparisons between traditional and active learning (creative approaches), as well as the use of humor in fostering the creative process, are provided to highlight concepts.

Since eCommerce is so pervasive today and will continue into the century, some emphasis is placed on internet implications and other non-technical issues, although the case study has an information technology starting point. The presentation does not assume any knowledge of IT and focuses on the learning aspect of the process almost exclusively. An outline of ideas accompanies this abstract to provide the reader with more details of how the methodology is developed and implemented. Presentation slides will supplement and highlight several of these concepts.

SUBURBIA: HOW A SENSE OF PLACE CAN ENHANCE TEACHING, SERVICE TO THE COMMUNITY AND PROFESSIONAL DEVELOPMENT

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A focus on suburbia allows students to view the multitude of meanings involved in the place where most Americans live. In this three-fold project, history, business and political science students among others are given an opportunity to write a sense of place research paper on a suburban site. The student, therefore, is able to act as a participant observer by combining research with actual on-site observations. The sites might involve a historical place, a business complex or mall, or an actual suburb. The variety of

suburbs include automotive suburbs, railroad suburbs, ethnic suburbs, black suburbs, etc. Students then would be able to compare their research in order to gain a better understanding of the "middle landscape." Students in the arts would be encouraged to research the influence suburbia has had on music, art, literature, motion pictures, drama, architecture or other discipline. In this manner we would create interdisciplinary exchanges among students, which would cover "suburb" as a specific place and "suburbia" as a state of mind.

The second part of the project is to unite interested members of the faculty to participate in interdisciplinary seminars on the suburbs to enhance their understanding of the middle landscape and allow them to work with students on their projects.

The third phase of the project is to use the newly found expertise of students and faculty to enhance the community. They may do this by sharing information, by volunteering in community projects or by working with professionals who are responsible for the well-being of their community such as mayors, police chiefs, superintendents of schools, hospital administrators and others.

The aim of the overall project is to unite teaching with professional development and community service by creating an interdisciplinary project which will influence all three areas of concern.

PROJECT MANAGEMENT TOOLS FOR FACILITATING TEAM PROJECTS

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The ability to work well within a team is one of the most important skills sought by companies and graduate schools, as confirmed by an article in the September 8, 2003 *Wall Street Journal*, which reported the responses of 2,191 recruiters. When asked, "When you decide which students to hire, what are the characteristics you consider most important?", over 90% of the respondents answered:

- Ability to work well within a team
- Communication and Interpersonal Skills

Yet, for many business students and professionals, working on teams is a frustrating and perilous experience, either because the project itself is not an appropriate "team" project or because the team members are ill-equipped to "manage" the team process.

It will be demonstrated that by identifying key elements of a team project that need to be "managed", and designating specific functions that each member must perform, the team process becomes manageable for all concerned parties. Accordingly, educators and managers could easily incorporate the use of project management tools into the specifications of projects, and integrate specific methodologies into their existing evaluation criteria to guarantee the effective use of such tools. It will also be demonstrated that such methodologies could be accomplished with minimal disruption of course content or pedagogical objectives.

GENERAL STUDIES DEGREE PROGRAMS: ACADEMIC AND ECONOMIC IMPERATIVES FOR URBAN POSTSECONDARY INSTITUTIONS

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General Studies degree programs have emerged as an attractive baccalaureate option for students at many urban postsecondary education institutions. These programs, which typically attract adult learners who return to school with an accumulation of credits, life and work experiences, or both, provide flexibility and customizability of learning to meet specific student needs. This paper presents the background, aims, and purposes of General Studies degree programs, including their academic rationale, their strengths and limitations, and the characteristics of students. How General Studies degrees contribute to the development of students, the institution, the community, and the economic vitality of a region are discussed. The curricular, co-curricular, and support programs and services needed by students are identified. Implications for teaching, learning, and assessment, and the emerging trends in General Studies degree programs, are highlighted.

AN ANALYSIS OF THE EARLY IMPLEMENTATION PHASE OF A CHANGE PROCESS AT A JUNIOR SENIOR HIGH SCHOOL IN NEW YORK

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The purpose of the study was to investigate the process of change at a junior senior high school on Long Island using an assessment model developed for this case study. The study focused on the faculty and staff perceptions regarding the importance and the existence of five elements of a change process: sense of urgency, effective communication, creation of a learning organization, appreciation of organizational culture and effective data analysis. These elements were selected from the literature as key predictors of success.

A mixed methodology was used to assess the presence of these factors, a survey and an interview of staff and faculty. The survey data was factor analyzed and two factors emerged, each containing six items. The factors that emerged were entitled vision focused communication (VFC) and cultural readiness (CR). These factors were then used in the quantitative analysis.

While both the quantitative and qualitative findings indicated that there was a significant difference in the perceptions of the staff and faculty between their perceptions of the importance of these factors and their existence in the school.

The research is significant and should be valuable for those leaders engaged in a change process and also should provide a framework for future research on the process of change. The resulting model should be tested in other settings.

THE USE OF WEB-BASED INTERACTIVE CASES IN ETHICAL SKILL DEVELOPMENT: A VALUABLE UNDERGRADUATE LEARNING TOOL

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Undergraduate business students will be confronted with many ethical dilemmas during their professional lifetimes. Some of these ethical dilemmas may be rather insignificant, and others may be serious enough to damage their professional reputations and careers, as well as to threaten the ongoing existence of their organizations. Given an increasingly widespread concern by the general public for more appropriate ethical decision-making in business environments, one must question what lies ahead in the future. It follows that part of the long-term solution to more appropriate ethical behavior is to assist undergraduate business students evaluate and become more sensitive to the ethical considerations associated with business-decision making. Although this paper describes the use of a web-based interactive method for developing ethical skills for business students, the method could also be applied in many courses in other academic disciplines.

The objective of this paper is to discuss an innovative project that makes use of a series of web-based interactive cases specifically designed to (1) help undergraduate business students recognize and become more sensitive to the complex nature of ethical dilemmas within the workplace environment; and (2) provide students with appropriate suggestions and strategies for resolving ethical dilemmas in the workplace. The web-based project is specifically designed for junior-level undergraduate business students enrolled in a required introductory management course at a regional university.

AN ANDRAGOGICAL APPROACH TO TEACHING CASES TO BUSINESS ENTREPRENEURS

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Over the years business educators have evolved from pedagogies including the lecture method, the case method, and the computer simulation teaching methodology. Recently, andragogy was applied to teaching adult student business entrepreneurs.

This paper will reveal the history of andragogy as applied to case studies for entrepreneurs and the results of applying andragogy into an entrepreneur case-based curriculum.

THE WILD CARD: AN INNOVATIVE TOOL FOR DIVERSE SETTINGS

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Information is changing so rapidly that it can be stated that "the future is here today." Thus, professionals must sort, evaluate and make decisions today focusing on "what might be tomorrow." The wild card is a tool that facilitates skills in critical thinking and prediction. This presentation will focus on: 1) the rationale behind the wild card, 2) provide examples of applications in diverse settings, 3) discuss uses

by individuals, groups, organizations, businesses or institutions with social, cultural, political, economic and education affiliations, and 4) initiate hands-on experience with the wild card technique.

MULTI-LAYERED ASSIGNMENTS FOR TEACHING THE COMPLEXITY OF LAW TO BUSINESS STUDENTS

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Students in undergraduate business programs at most American colleges and universities from all business disciplines are required to take one or occasionally two law courses before graduation. These classes are meant to provide students with an understanding of the nature of the legal system, and its role and influences on business and business decision-making. The Association to Advance Collegiate Schools of Business (AACSB) does not mandate the study of law in AACSB accredited institutions but it does require that curricula in such institutions include "ethical understanding and reasoning abilities" and "analytical skills." In many institutions the study of law and the legal environment is one of the content areas used to provide learning experiences in these skills and general knowledge areas. Numerous surveys of business managers also attest to the importance of knowledge about legal issues to business decision-making.

This paper describes an assignment design (and some example assignments) used by the author in a social and legal environment of business course to demonstrate the complexity of the law and the many ways in which legal issues influence business.

PROMISES, PITFALLS AND SOLUTIONS OF TEACHING AN ONLINE COURSE

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This presentation will put forth the affective and cognitive impact of online instruction in higher education. It will also enumerate the potential pitfalls that are barriers to online instruction. It will conclude by identifying possible solutions for one to easily develop online instructional materials.

CONFUCIAN DISCOURSE AND THE BECOMING OF HEALTH CARE PROFESSIONALS

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The Analects or sayings of Confucius have endured through time and are still in use today in philosophical thought and as a framework for discourse. Confucius taught that self-becoming, being virtuous, and continually evolving are worthy traits. By applying his sayings, students can be stimulated to be reflective, to think critically, and continually be self-awakening as they seek to be virtuous persons. Students learn from their teachers just as teachers learn from their students. "Even when walking in the company of two other men, I am bound to be able to learn from them. The good points of the one I copy, the bad points of the other I correct in myself" [Book 7.22]. Virtuous teachers question the ideas of students, demonstrate respect, and role model their own behaviors. While teachers are themselves

continually evolving, they teach students how to grow and become the persons they wish to be. This paper discusses using the Analects in cultivating virtuous traits and the behaviors of students as they become professionals.

CREATIVITY, REFLECTION AND THE PEDAGOGY OF NURSING

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With the increase in technology in the classroom and the everyday lives of students, much has changed with regard to teaching, and more specifically the teaching of nursing. The challenge is to develop creative alternatives to stimulate interest in the content and skills, while giving students the opportunity to acquire information through both the Internet and computer generated software. As an introspective science, nursing is in itself reflective; however this takes on additional meaning when placed in the context of current day teaching and learning methodologies. This paper examines the concepts of creative teaching, reflective learning, reflective teaching, and the roles of the nurse as a teacher. Creativity and reflection are integrated into a process to afford teachers the opportunity to examine how they might enter into creative teaching while incorporating reflection and assessing the multi-complex factors involved in each.

CORPORATE GOVERNANCE: WHAT'S WRONG WITH CG TODAY?

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Corporate governance continues to be a concern in all areas of the corporate world. It appears that even though American businesses have prospered so well there is indirect evidence that corporate boards may not be effectively doing their jobs. As a result, skepticism abounds with the media asking questions such as:

1. How can the busy people on boards devote enough time and attention to understand the individual company's environment and internal actions?
2. Aren't the board members at the mercy of the distilled information that the CEO serves them?
3. Why would busy people become directors in the first place?

The reason for these questions is the perceived lack of corporate governance in today's society. These publications seem to ask the question, "What's wrong with corporate governance today?"

THE CULTURALLY AND LINGUISTICALLY DIVERSE STUDENT: ASSET OR LIABILITY?

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"What am I going to do with these kids?" "How can I teach them when they don't know the language?" "They will just slow us down, put them in someone else's class." These are actual words spoken by mainstream teachers when Culturally and Linguistically Diverse (CLD) Students are moved into their classrooms. What is happening here? Why is the reaction so strong? Teachers should want to teach all children so why ask to be spared from teaching these children? We hope to find some answers to these and other questions.

This paper will attempt to present both sides of having CLD students in a classroom. The main objective of this paper is to help mainstream teachers to recognize CLD students and all students as assets to a classroom. A secondary objective is to help these teachers to become more comfortable with diverse populations of students and parents. The authors will present some of the research, then they will ask for audience participation in an activity. The audience will be given handouts with strategies and activities that can be used to incorporate the knowledge and background that CLD students bring to a classroom.

The authors, combined, have over twenty years of working with CLD students, their parents and with mainstream teachers. They hope to share some of their experiences and expertise in this field with others. This paper can be useful to "teachers" in all walks of life. Wherever there is interaction between culturally and linguistically diverse peoples. The activities and strategies can be adapted to all levels in education and to the business workplace.

TEACHING PROGRAMMING TECHNIQUES USING FORWARD-BACKWARD CONCEPT: A CREATIVE AND EFFECTIVE APPROACH TO SOLVING PROBLEMS IN A COMPUTER PROGRAMMING ARENA

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To avoid loosing valid facts and to achieve greater degree of consistency in a problem's solution steps are the main goals of Forward-Backward concept. Forward-Backward concept, a three-phase problem solution tool, is a creative, effective, and alternative method to planning and testing an algorithmic solution prior to the actual writing of the program code. This approach, although very rarely used, is effective in a problem-solving arena.

Forward-Backward approach demonstrates how the correct solution is achieved by adopting a process in which a programmer completes the next phase by using the documented information from the previous phase in a problem-solving environment. This paper discusses Forward-Backward concept and its approach to resolving a programming problem.

OPTIMIZING DATABASE TABLE STRUCTURES USING PLANNING SHEETS: PRACTICAL GUIDE TO TEACHING SCHEMA DESIGN AND DATA INTEGRITY

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The database table's planning sheet is the third tool used at the information level of a relational database design. Although rarely used in comparison to the frequencies at which normalization process and entity-relationship model are used to illustrate the conceptual phase of a database design, the planning sheet describes each attribute's requirement, including the attribute's data integrity constraints, that defines the structure of a table.

This paper shows how the planning sheet is used to optimize a relational database table. Using this instrument (a) documents the characteristics of a user table, (b) ensures that a user table's data integrity is enforced, and (c) assures that the user requirement is satisfactorily met. The instrument uses the declarative data integrity approach and follows the data modeling principles of the second level of the planning phase of information engineering.

UNIVERSITY STUDENTS, EMPLOYERS AND LABOUR MARKET: THE IMPORTANCE OF BEING EDUCATED IN VALUES

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Values constitute one of the cores of education, close to knowledge, skills and attitudes. The university graduate also has to possess a set of values to help him in his professional performance. In spite of this, the values are, in general, scarcely considered in the process of education - learning. For these reasons, in this paper the personal values of employers and students of a Center of the Spanish University of Huelva, the Faculty of Labour Sciences, are identified, to propose actions in the study plans to correct the gap that could exist between the values of both groups. The methodology used takes the scale of values proposed by Rokeach [1973] as a base.