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AN INVESTIGATION OF THE RELATIONSHIP BETWEEN LEADER OPENNESS TO EXPERIENCE AND FOLLOWER JOB SATISFACTION

Craig R. Starbuck, Regent University

ABSTRACT

This study examined the relationship between perceived leader openness to experience (LOE) and follower job satisfaction (FJS) using an online survey and 112 school employees in St. Louis, MO. LOE was positively related to FJS ($r = .41$; $p < .01$) and had a unique and significant effect on FJS above and beyond the control variables ($\beta = .404$ ($t = 4.709$; $p < .001$)). Practical implications and opportunities for future research are discussed.

Keywords: openness to experience, job satisfaction, leadership, job in general scale, m5-50 questionnaire, quantitative

A MODEL TO MOTIVATE STUDENTS IN A FLIPPED INSTRUCTION INFORMATION ASSURANCE CLASS

James Frost, Idaho State University

ABSTRACT

During the fall and spring of 2012 – 2013, I adopted a flipped instructional model for a course in information literacy and assurance. One critical aspect of this class was that they be exposed to proper research techniques (observing the integrity of the sources) and be given a chance to improve their writing (via feedback from the instructor). The research topics selected varied from motivation to information assurance needs and required critical thinking to properly address the subject posed for the student. Therefore in the fall semester, the evaluation components of this model combined lecture exams and info lit assignments. I felt their performance was below my expectations for an introductory class. Using an open system model, I introduced stimulus consisting of online quizzes in the spring semester. Apparently, this provided motivation for the students to review their notes for each online quiz. I noted a positive, significant difference in the scores of students on the second semester evaluation exams. Fall and spring semester exams were identical and no exams were returned to the students in the fall semester to maintain the integrity of the exam due to sharing or file systems.

INTRODUCTION

The flipped instruction model is being adopted in colleges and universities. A flipped instructional model can consist of having the students perform their own research on a focused topic and has a number of advantages identified by Fulton. (Fulton, 2012).

- students move at their own pace;
- doing "homework" in class gives teachers better insight into student difficulties and learning styles;
- teachers can more easily customize and update the curriculum and provide it to students 24/7;
- classroom time can be used more effectively and creatively;
- teachers using the method report seeing increased levels of student achievement, interest, and engagement;
- learning theory supports the new approaches; and
- the use of technology is flexible and appropriate

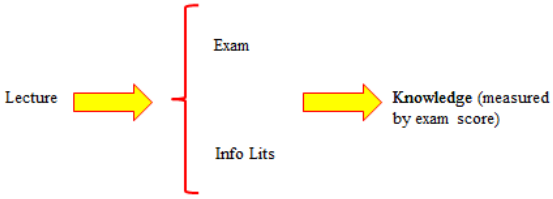
Another worthwhile reason to adopt a flipped instructional model is to promote thinking and discussion on the subject both inside and outside the classroom (Clyde Freeman Herreid and

Nancy A. Schiller, 2013). This opportunity is critical for introverted thinkers as they are provided a non-classroom opportunity to reflect on the issue under examination. We all have busy lives and being able to move at their own pace is a powerful technique to enhance the learning process. It is interesting as pointed out by several authors that this method of education has been around for quite a while and deserves a title of "blended learning (Strayer, 2012)." I appreciate the title of blended learning as I have noted professors using this technique to provide the students with an opportunity to expand their understanding of a subject out of the classroom lecture environment. This success of the environment is dependent on the student's motivation to expand or approach the issue posed lackadaisically.

I initiated a flipped instructional model for a CIS 1101 class – Information Literacy in the fall 2012 semester. I conducted lectures twice a week and provided an assignment for the third non-meeting where the students would conduct their own research to address a focused problem. Some students had difficulty completing their assignments in the allotted time even with the open study time.

During the fall and spring semester, I used the flipped instructional method to allow the students an opportunity to conduct their own research on a series of topics every other week. These research projects were described as Info Lit exercises. They would also have two lecture exams and a final exam during each term. The breakdown on each component was 40% for the Info Lit exercises and 60% for the lecture and final exams.

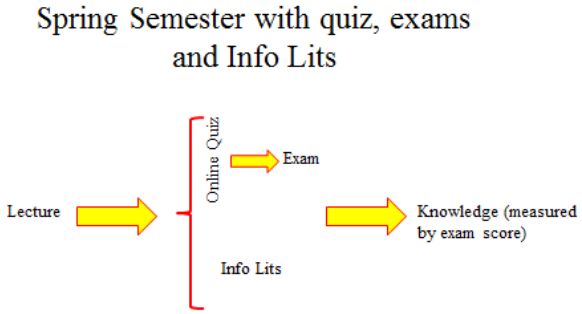
Fall Semester with exams and Info Lits



In the spring semester, I injected an online quiz to force the students to use their notes and review these resources to address the online quiz questions posed to them. The questions on the quiz were not reused on the lecture exams, however the same concept was occasionally followed. I also modified the percentages awarded for each component. In the spring I used the following breakdown for each component: Two lecture exams and one final exam @ 60%; Info Lit assignments @ 25%; Online quizzes @ 15%

MATERIALS AND METHODS

In the fall semester their lecture exam grades were very low in my opinion. I sought methods to increase the students involvement and understanding of the topics covered in the course. Therefore in the spring, I implemented an assignment every week to cover the semester. The first week the students had a ten question online quiz to complete and submit via the Moodle website. The following week they needed to complete an Info Lit. Then the assignments for the flipped instructional model alternated each week between a quiz and then an Info Lit assignment. The students were given a week to complete each quiz or Info Lit as they were always due on Friday at midnight. The quizzes were immediately graded and they could re-take the quiz up to six times although they were not informed which question they missed.



I was interested to see if a new stimulus would result in higher grades in the flipped instruction class. I introduced a quiz every other week that was administered online through Moodle. My intent was that the students would be forced to leaf through the handouts for the lectures to answer the online quizzes. The quiz questions were not repeated on the lecture exams, just the concepts from the notes. This would be an additional exposure to the materials that I believe are important for this class. I compared the lecture exam grades (interval data) of the students before the introduction of a quiz and after. The exams were the same both semesters. There were 79 students in the fall classes and 65 students in the spring class. My hypothesis for this study was:

H_0: $\mu_1 - \mu_2 = 0$ (Quiz has no effect on lecture exams)

H_1: $\mu_1 - \mu_2 \neq 0$ (Quiz has an effect on lecture exams)

I used Minitab to analyze the data after removing all students that didn't finish the semester with Microsoft Excel.

RESULTS

I examined the variances of the two groups of final exams for each semester. The p-values of 0.703 and 0.565 are greater than the α choices of 0.05, so we fail to reject the null hypothesis that the standard deviations are equal. Also, the mean value on this final exam increased from 69.8 to 75.6, indicating a positive influence of the stimulus.

We then conducted a two-sample T-test on the two semester final exam grades.

Two-sample T for 12 Fin Exam vs 13 Fin Exam

	N	Mean	StDev	SE Mean
12 Fin Exam	79	69.8	13.9	1.6
13 Fin Exam	65	75.6	13.3	1.6

Difference = mu (12 Fin Exam) - mu (13 Fin Exam)
Estimate for difference: -5.78
95% CI for difference: (-10.27, -1.29)
T-Test of difference = 0 (vs not =): T-Value = -2.55 P-Value = 0.012 DF = 138

Since the P-Value is less than 0.05 (a 95% confidence interval), there is a significance difference between the two final exams for the two semesters. The added stimulus of an on-line quiz made a significant positive difference in their grades (direction indicated by the means).

I continued the analysis by examining each lecture exam as well. The first lecture exam shows the following characteristics. The p-values of 0.052 and 0.097 are greater than the α choices of 0.05, so we fail to reject the null hypothesis that the standard deviations are equal. This first lecture exam shows a significant difference with a P-Value of 0.000.

Two-sample T for 12 L Exam 1 vs 13 L Exam 1

	N	Mean	StDev	SE Mean
12 L Exam 1	79	59.5	17.9	2.0
13 L Exam 1	65	72.8	14.2	1.8

Difference = mu (12 L Exam 1) - mu (13 L Exam 1)
Estimate for difference: -13.26
95% CI for difference: (-18.66, -7.85)
T-Test of difference = 0 (vs not =): T-Value = -4.85 P-Value = 0.000 DF = 142

The second lecture exam for each semester shows the following statistics. Tests

Test Method	DF1	DF2	Statistic	P-Value
F Test (normal)	78	64	0.87	0.552
Levene's Test (any continuous)	1	142	0.09	0.768

The p-values of 0.552 and 0.768 are greater than the α choices of 0.05, so we fail to reject the null hypothesis that the standard deviations are equal. This first lecture exam shows a significant difference with a P-Value of 0.010 which is less than the α value of 0.050.

Two-sample T for 12 L Exam 2 vs 13 L Exam 2

	N	Mean	StDev	SE Mean
12 L Exam 2	79	61.4	18.6	2.1
13 L Exam 2	65	69.8	20.0	2.5

Difference = mu (12 L Exam 2) - mu (13 L Exam 2)
Estimate for difference: -8.36
95% CI for difference: (-14.73, -2.00)
T-Test of difference = 0 (vs not =): T-Value = -2.60 P-Value = 0.010 DF = 142

DISCUSSION

I was pleased to see the student grades increase on each exam compared to the previous semester after the introduction of an online quiz stimulus. There is a statistical difference in the lecture exam grades for the two semesters. I believe that the introduction of an online quiz was beneficial as a stimulus to increase their grades in a flipped instructional model. This self-paced quiz offered the students an opportunity to address the issues of the class at their pace. The students enjoyed having Friday "off" even though they performed their own research instead of listening to me lecture. I am continuing with the model with online lecture quizzes every other week throughout the semester and intend to keep them referring to the lecture notes or now the eBook I adopted for the course to address the quiz questions.

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WHAT HAVE PROFESSORS LEARNED FROM MOOCS?

Timothy C. Johnston, Murray State University

ABSTRACT

Massive Online Open Courses burst on to the higher education scene in 2012. The year 2012 was "The Year of the MOOC," according to the New York Times. Three major MOOC platforms were founded: Coursera and edX in 2012, and Udacity in 2011.

What have professors learned from MOOCs in the first 2 years of their popular existence? This paper focuses not on the MOOC movement, but on the practical lessons learned by professors in their role as teachers in higher education. The lessons were gleaned from (1) reports of the experiences of MOOC teachers and learners, (2) the author's experience completing several MOOCs as a learner, and (3) the author's experience as a teacher who incorporated MOOC features into more traditional online and face-to-face courses.

"Lesson learned" include: the role of video lecture presentations; the use of peer reviews to provide learner feedback and evaluation; and "customer service" issues related to "scaling" for large enrollments.

CULTURAL CHALLENGES TO CONTENT AREA INSTRUCTION IN CHINA

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Kejing Zhao, Jinhua Polytechnic College

ABSTRACT

In this article, the two American instructors relate their experiences teaching a business curriculum at a higher education institution in China. Recent political and economic developments are chronicled in setting the stage for a discussion of cultural stereotypes which, in some cases, became barriers to teaching and learning. Focus is on the preconceived notions they arrived in China with and how those preconceived notions affected the design of their instruction. The validity of these notions was tested through a student survey and observations. The challenges faced when reality clashed with expectations is discussed. The research team included a Chinese lecturer who provides insights on the Chinese perspective related to the stereotypes identified.

Keywords: *China, Higher Education, Cultural Barriers, Stereotypes, One Child Policy, Andragogy, Geography, Face.*

TRANSITIONING A SMALL UNIVERSITY TO THE NEW AACSB STANDARDS

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Francis Raymond, Bellarmine University

ABSTRACT

The new standards approved by AACSB pose fresh challenges, especially for smaller schools of business with distinctive missions. Three pillars provide focal points for the new standards: engagement, innovation and impact. In terms of engagement, business school faculty are requested to become generally more involved with the business and professional communities, perhaps despite continuing pressure for university service. Increased focus on feasibility, by aligning resources and mission, will both guide and constrain innovation of new programs and curriculum development. Possibly the most significant change involves developing mission appropriate measures for the impact of faculty research.

This study contrasts the new standards with the old, identifying the principal challenges faced by small schools of business facing reaccreditation. The paper also makes several recommendations for a successful, mission driven, set of procedures for reaccreditation.

OLLIE OTTER BOOSTER SEAT SAFETY PROGRAM IN TENNESSEE

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M. Meral Anitsal, Tennessee Tech University
Ismet Anitsal, Tennessee Tech University

ABSTRACT

Ollie the Otter has become an essential education tool for seatbelt and booster seat safety in Tennessee. Ollie's Seatbelt and Booster Seat Safety Program was designed to target the lack of a comprehensive statewide seatbelt and booster seat education program and to help develop the next generation of drivers into making the correct choices in choosing not only to use their booster seats regularly and eventually wear their own seatbelt, but also to encourage others to do the same. This paper reviews the importance of early education of seatbelt and booster seat use, coupled with a quantitative analysis of the impact Ollie the Otter has had throughout Tennessee. Specifically, it compares the Ollie events to date to the percentage of restrained children in crashes and restrained children per population to Ollie events by population. Furthermore, this paper highlights the need for continuing education on the use of seatbelts and booster seats not only in Tennessee, but throughout the United States.

TECHNOLOGICAL IMPACTS ON EDUCATION

Hannah Schulz, Sam Houston State University
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Hadley Leavell, Sam Houston State University

ABSTRACT

Technology has been a significant factor in the changes of our education system and environment, and has allowed for new methods and processes in the conduct of education. These technological advances have been beneficial to society as a whole; however these advances come with costs. This paper will discuss and evaluate the positives and the possible negatives in the impact on education from technology. These benefits and costs will be analyzed for general education and educational research. This paper will conclude that technology is a close friend to education due to the wide range of benefits. However, it is incumbent on practitioners to recognize where technology should be limited.