Editorial Vol. 12 Iss. 1 2018

This issue of the journal contains ten (10) papers of varying types of research and instructional approaches that contribute to the enhancement of learning and teaching in higher education.

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The first paper "Oh, Behave! Insights and Strategies for Teaching Business Ethics to Gen Y Students" (Edwards & Gallagher, 2018) focuses on the author's experiences of teaching business ethics to Gen Y students and provides instructional guidance on learning activities and assessment items that can help to facilitate internalization of learning, including industry guests, case studies, reflective journals and role-plays.

The second paper "Work-integrated-learning in International Business: Exploring Stakeholder Value for Regional Export Companies" (Jenner, 2018) examines how experiential learning approaches such as work-integrated learning (WIL) are an important international business (IB) educational tool that has also provided value to regional Australian export companies. The research helps inform IB educators, potentially leading to the development of more accessible, effective and sustainable WIL programmes based upon a better understanding of the value of these programmes to this key stakeholder groups.

The third paper "An analysis of mission statements of tertiary institutions: Business colleges in UAE" (Dedousis, 2018) examines the mission statements of business colleges operating in the United Arab Emirates. Content analysis was used to analyze the components of mission statements such as philosophy, contribution, markets, and distinctiveness. The findings reveal clusters of colleges sharing similar characteristics and following strategies of differentiation or cost leadership in a segmented and crowded business education market.

The fourth paper "A Case Study of Faculty Attitudes Related to Electronic Texts and Course Content in Business School Classrooms" (Seeley, Chapman, Glen, Adams & Wright, 2018) is a case study which examines faculty attitudes related to using electronic texts in business classes. The results of the research show that high levels of perceived quality of the electronic materials combined with a perception of a system that is easy to use were correlated with high levels of faculty satisfaction.

The fifth paper "Teaching Internal Control Using a Student-Generated Video Project" (Seow & Pan, 2017) presents a project that involves student-generated videos to teach internal control in an undergraduate accounting information systems course. Survey results showed that most of the respondents viewed the video project positively.

The sixth paper "Managing the Team Project Process: Helpful Hints and Tools to Ease the Workload without Sacrificing Learning Objectives" (Smith, 2018) provides examples for the use of teams in college courses and provides a team project process developed from five years of experience with students at a small, regional, commuter campus. The learning objectives and examples of group assignments are provided for application in the teaching environment.

The seventh paper "First Year Business Practicum: Impacts of Early Experiential Learning" (Maguire, 2018) examines students' confidence in their chosen business education path through the introduction of a first-year experiential business practicum course. The findings suggest that first-year students' completion of an experiential business practicum course is associated with increased confidence in their chosen major and a sense of engagement with their freshman cohort.
The eighth paper “Fair Grade Allocation to Unfair Students: An Application of the Shapley Value to Solve the Free-Rider Problem” (Prasad & Kumar, 2018) applies the Shapley value within the context of class-group based peer assessments by treating it as a cooperative game and giving fairness to each group member to cushion the effect of coalitions. The Shapley Value method is used to identify the fair marks which should be given/allocated to individuals with in groups where there is uneven participation.

The ninth paper “Beyond Digital: Exploring the Influence of Two Disruptive Technologies on Marketing Education” (Elbeck, 2018) explores how the disruptive technologies of cognitive computing and robotics might influence marketing education. A pilot study was conducted in a Principles of Marketing class the findings suggest that students are aware of the likely influence these technology disruptors will have on career choice.

The tenth paper “Big Data and The Commoditytization of Analytics: Engaging First-Year Business Students with Analytics” (Zadeh, Schiller, Duffy & Williams, 2018) explores the new analytical tools being taught in the Management Information Systems (MIS) or business analytics (BA) programs to foster students’ development of the analytical competency. Instructions are provided on how SAS Enterprise Miner can used to teach technical topics and perform business-centric data analytics.

References


