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This issue of the journal contains five (5) papers of varying types of research and instructional approaches. There are two papers that continue the focus on aspects of online education or e-learning that received notable attention in the September issue.

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The first paper “Exam Anxiety: Using Paired Adaptive Tests to Reduce Stress in Business Classes” (Seeley, Andrade & Millr, 2018) developed a Paired Adaptive Test (PAT) system that allows students two chances to answer exam questions to reduce test-taking anxiety among businesses students. The results indicated a twelve percent lower test-taking anxiety overall score for the PAT system and as much as 20.85% lower scores for questions key to taking specific exams.

The second paper “Practical Persuasive Communication: The Evolving Attitudes of the iGeneration Student” (Austin, Clark & Sigmar, 2018) examines the effectiveness and impact of the AIDA (Attention, Interest, Desire, Action) persuasive strategy versus more direct rhetorical strategies on pairs of fundraising messages. The findings indicate that our participants, who represent an emerging audience for university fundraisers, prefer more direct strategies over AIDA.

The third paper “Relevance of General Education: An Assessment of Undergraduate Business Students” (Walter & Bockorny, 2018) examines the relevance of general education among undergraduate business students using Zaichkowsky’s (1985) personal involvement inventory (PII). The results suggest strong support for the reduced set of eight-items from Zaichkowsky’s (1994) scale modification.

The fourth paper “Technology Acceptance Factors and Student Retention in Online Courses” (Scarpin, Mondini & Scarpin, 2018) evaluated the relationship between factors of technology acceptance and retention of students in online courses. The results show that there is a definite and statistically significant relationship between student retention and expectation factors, hedonic motivation and information quality. The factors self-efficacy, social influence and quality of the system did not present significant relationship with retention, contrasting with the assumptions advocated in some of the empirical studies.

The fifth paper “Transitioning to Online: A SWOT Analysis by First Time Online Business Faculty” (de los Santos & Zanca, 2017) examines the teaching experiences of first-time business professors as seen through the lens of a SWOT analysis. Designed to capture the views of three stakeholders: Students, Faculty, and the Institution, the SWOT analysis suggests that local and regional research may yield untapped sources of opportunity for online programs at non-profit institutions. It provides a framework for future assessments and research.


References


