



CENTER FOR
SCHOLASTIC
INQUIRY

RESEARCHING PROFESSIONAL PRACTICE

International Academic Research Conference

April 6-7, 2020

Online Conference

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Pages	Table of Contents
3-40	Discouraging Cheating in the Age of Siri and Alexa - Dr. Lori R. Van Wallendael
41-54	How to Write A Collaborative E-Text Book: From Research, to Writing, to Editing - Dr. Waddell, Dr. Mims, Dr. Wood, and Jessica Moreira Long
55-72	Knowledge Construction and Garden Planting - Dr. Gilbert Duenas
73-102	How LGBT Characters are Portrayed in Media - Dr. Brian J. Cowley, Dr. Cynthia Cerrentano
103-123	Made in China: The Economic Headwinds of an Economic Superpower - Dr. Bradford R. Frazier, Dr. Alan R. Belcher
124-148	Microfinance in the Age of Crowdfunding -Dr. Sandra Frempong
149-172	The Reinvention of Teaching Assignments and Classroom Settings: A Roadmap for Higher Academic Performance and Achievement in Philadelphia Public Elementary Schools -Dr. Admasu E. Tucho
173-189	Shepherd Leadership: A Distinguishing Model of Delivering Exceptional Results -Dr. Philip L. Fioravante

Discouraging Cheating In the Age of Siri and Alexa



Lori R. Van Wallendael

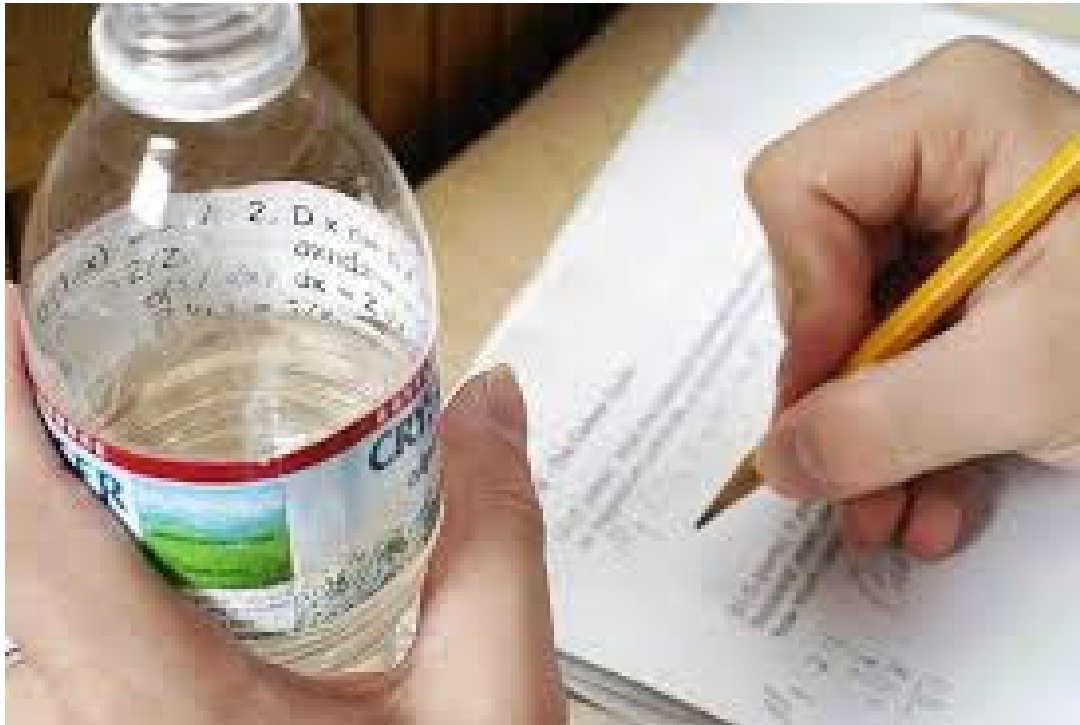
Department of Psychological Science
University of North Carolina Charlotte

Outline

- ▶ How cheating has changed over the years
- ▶ Study 1: Discouraging cheating on online exams
- ▶ Study 2: Effects of cheating deterrence on D/F/W rates
- ▶ The technology of cheating in face-to-face settings
- ▶ Can we use technology to change the culture?



Cheating
once looked
like this....





Popularity of online testing has led to new forms of cheating

Why do instructors use online quizzes and tests?

- ▶ To free class time for other learning activities
- ▶ To ensure that students have read assigned material before class
- ▶ To give students immediate feedback about their performance
- ▶ To allow the instructor to give more class time to concepts that are difficult for students
- ▶ To help students learn more effectively (The Testing Effect)

Early days of online testing: Precautions against cheating

- ▶ Time the test (@ 45 seconds per multiple choice question)
- ▶ Randomize the order of questions and responses
- ▶ Pull questions randomly from large question banks



Those techniques help prevent this

But they cannot prevent this:

[Modules](#)[Assignments](#)[Discussions](#)[Grades](#)[People](#)[Media Gallery](#)[My Media](#)[Canvas to Banner
Grade Submission](#)[Outcomes](#) [Files](#) [Pages](#) [Quizzes](#) [Collaborations](#) [Conferences](#) [Settings](#)

Quiz Instructions

This exam covers modules 1-13 and all associated workbook and lecture material from the semester. Your score on this exam may NOT be DROPPED as your lowest exam score. You may take this exam only **ONCE**. You will have **75 minutes** to answer 50 multiple choice questions. The exam is worth 100 points, and must be taken **CLOSED BOOK**, **CLOSED NOTES**, and **WITHOUT THE AID OF ANY OUTSIDE REFERENCES OR OTHER PEOPLE**.



Question 1

2 pts

Which of the following is true of the relationship between hypotheses and theories?

- ☐ Multiple theories are needed to test whether a hypothesis is accurate.
- ☐ Hypotheses are used to determine if a theory is accurate.
- ☐ Theories are used to determine if a hypothesis is accurate.
- ☐ *Hypotheses* and *theories* are synonymous terms.

Next ►

But they cannot prevent this:



Which of the following is true of the relationship between hypotheses and theories?



Search

All

Images

News

Shopping

Videos

More

Settings

Tools

About 176,000,000 results (0.88 seconds)

quizlet.com › research-methods-1-exam-1-flash-cards ▾

Research methods 1 exam 1 Flashcards | Quizlet

Which of the following is true of the relationship between hypotheses and theories? a)
hypotheses are steps taken to determine if the theory is accurate

People also ask

What is true regarding the differences between a hypothesis and a theory? ▾

But they cannot prevent this:

The image is a screenshot of the Quizlet website interface. At the top is a dark blue header with the 'Quizlet' logo on the left, a search bar with a magnifying glass icon and the text 'Search', and a 'Create' button with a plus icon on the right. Below the header, the title 'Research methods 1 exam 1' is displayed in bold. To the left of the main content area is a sidebar with two sections: 'STUDY' and 'PLAY'. Under 'STUDY', there are five options: 'Flashcards' (highlighted with an orange underline), 'Learn', 'Write', 'Spell', and 'Test'. Under 'PLAY', there are two options: 'Match' and 'Gravity'. The main content area features a large white card with a soft shadow. The card contains the text 'A: hypotheses are steps taken to determine if the theory is accurate'. Below the card, there is a navigation bar with a left arrow, the text '1/136', a right arrow, a keyboard icon, and a full-screen icon.

Quizlet Search Create

Research methods 1 exam 1

STUDY

- Flashcards
- Learn
- Write
- Spell
- Test

PLAY

- Match
- Gravity

A: hypotheses are steps taken to determine if the theory is accurate

← 1/136 →

Incidence of cheating in educational settings

- ▶ McCabe, Butterfield & Trevino(2012): *Cheating in College*
 - ▶ Based on multi-year, multi-site surveys
 - ▶ Trends over time
 - ▶ Personal and social factors supporting cheating
- ▶ Stiles, Wong & LaBeff (2018)
 - ▶ 46.8% of college students admit to cheating
 - ▶ More common in juniors and seniors
 - ▶ More common for students in sororities/fraternities
 - ▶ More common in athletes
 - ▶ Related to academic entitlement
- ▶ International Center for Academic Integrity data
 - ▶ 17,000 graduate students and 71,300 undergraduates surveyed over past 12 years
 - ▶ 68% of undergraduates admitted to some form of cheating
 - ▶ 43% of graduate students admitted to some form of cheating

Some history of online quizzing in the UNCC Department of Psychological Science

- ▶ PSYC 1101 redesigned as a hybrid course, 2010; all exams (except in-class final exam) moved to online
- ▶ Since then, increasing numbers of department faculty have responded to student demand for hybrid and online courses
- ▶ Fall, 2019, department offered:
 - ▶ 18 fully online sections
 - ▶ 7 hybrid (50% online) sections
 - ▶ A number of instructors also used online quizzing in face-to-face courses

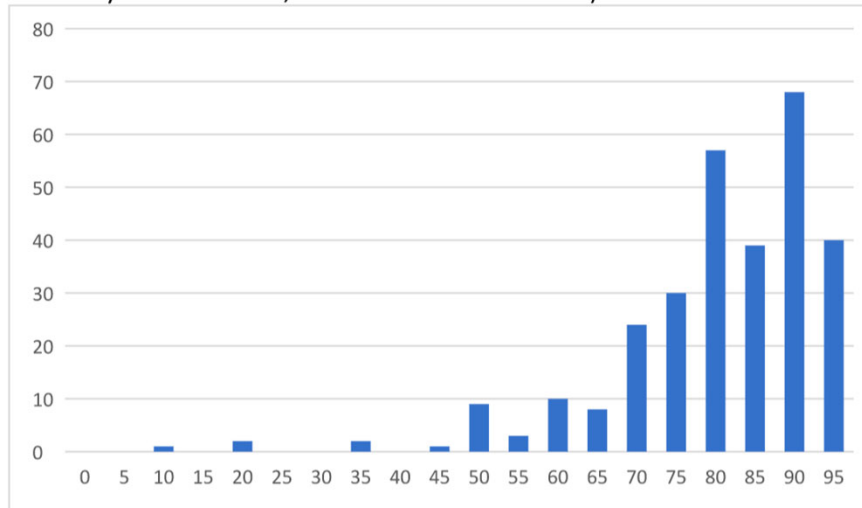
Study 1:

PSYC 1101 Quasi-experiment, spring 2018

- ▶ Three hybrid sections of PSYC 1101 used same syllabus, same text, similar powerpoint slides, same exams
- ▶ Each section used a different anti-cheating protocol
 - ▶ Section A: random questions from testbank, random answer orders, 1 minute per question time limit
 - ▶ Section B: all of the above, plus Lockdown Browser
 - ▶ Section C: all of the above, plus Lockdown Monitor (webcam proctoring of exams)

Exam 1 grade distributions, Section A

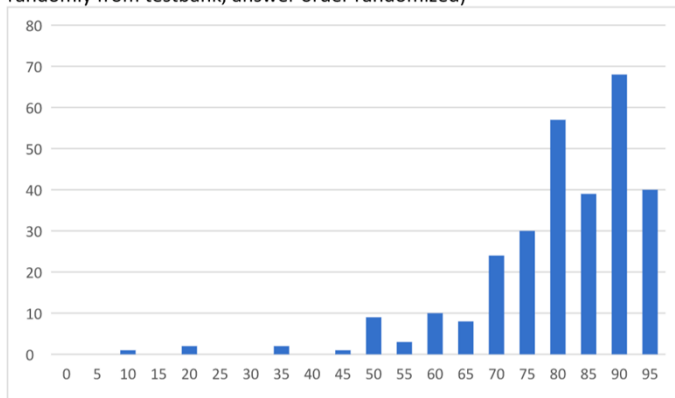
SECTION A: Canvas deterrents to cheating (1 minute per question time limit, questions drawn randomly from testbank, answer order randomized)



Mean = 82.4; median = 90; range 10-100

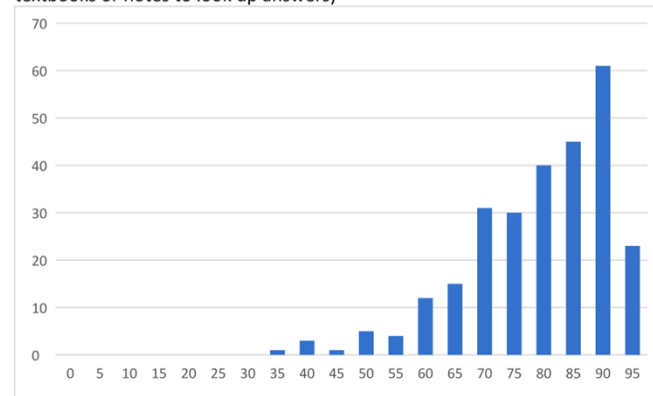
Exam 1 grade distributions, Sections A vs. B

SECTION A: Canvas deterrents to cheating (1 minute per question time limit, questions drawn randomly from testbank, answer order randomized)



Mean = 82.4; median = 90; range 10-100

SECTION B: Canvas deterrents, plus Lockdown Browser (prohibits students from opening other web pages or applications during exam; does not prevent students from using smartphones, textbooks or notes to look up answers)



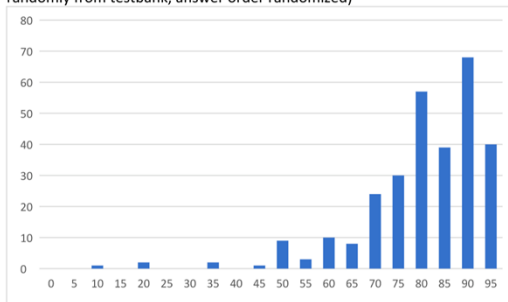
Mean 81.2; median = 84; range 36-100



Why no
difference?

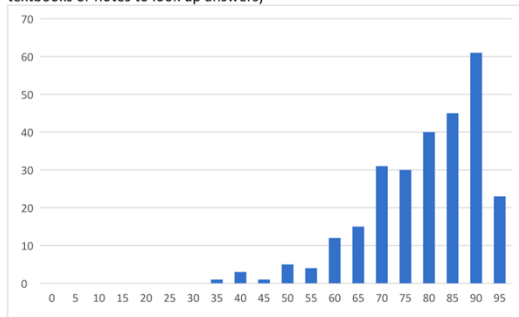
Exam 1 grade distributions, all three sections

SECTION A: Canvas deterrents to cheating (1 minute per question time limit, questions drawn randomly from testbank, answer order randomized)



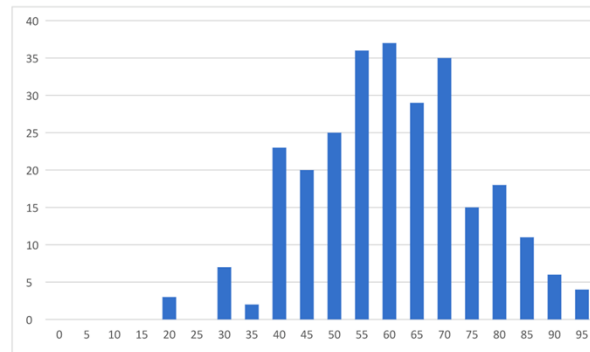
Mean = 82.4; median = 90; range 10-100

SECTION B: Canvas deterrents, plus Lockdown Browser (prohibits students from opening other web pages or applications during exam; does not prevent students from using smartphones, textbooks or notes to look up answers)



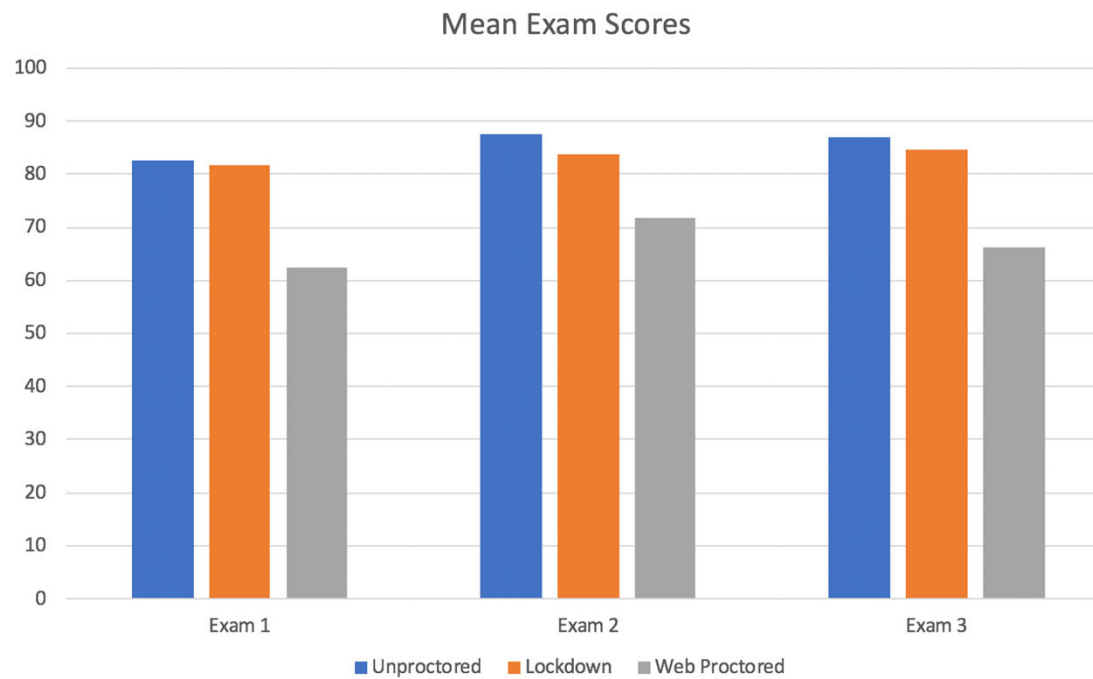
Mean 81.2; median = 84; range 36-100

SECTION C: Canvas deterrents (with longer time limit), Lockdown Browser, plus Monitor (webcam proctoring):

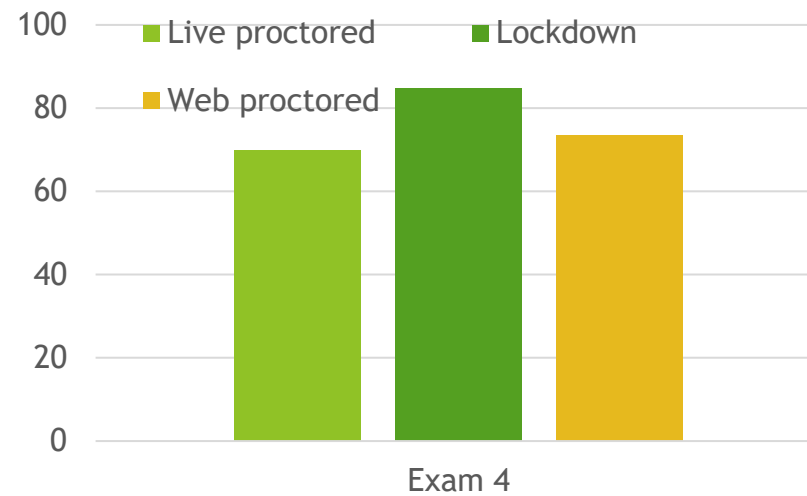


Mean = 62.2; median = 62; range 20-100

Subsequent exams during the semester showed similar results



Group comparison	p value	d (Effect size)
Exam 1: $F(2, 818) = 190.28, p < .0001$		
Unproctored v. Lockdown	n.s.	
Unproctored v. Web proctored	<.001	1.416 (Large)
Lockdown v. Web proctored	<.001	1.417 (Large)
Exam 2: $F(2,768) = 130.52, p < .0001$		
Unproctored v. Lockdown	.001	0.358 (Small)
Unproctored v. Web proctored	<.001	1.291 (Large)
Lockdown v. Web proctored	<.001	1.034 (Large)
Exam 3: $F(2,785) = 169.67, p < .0001$		
Unproctored v. Lockdown	<.001	0.456 (Small)
Unproctored v. Web proctored	<.001	1.501 (Large)
Lockdown v. Web proctored	<.001	1.090 (Large)



Group comparison	p value	d (Effect size)
Exam 4: $F(2, 698) = 94.11, p < .0001$		
Live proctored v. Lockdown	<.001	1.490 (Large)
Live proctored v. Web proctored	.009	0.310 (Small)
Lockdown v. Web proctored	<.001	0.842 (Large)

Study 2: Consequences of cheating deterrence

Four online asynchronous courses

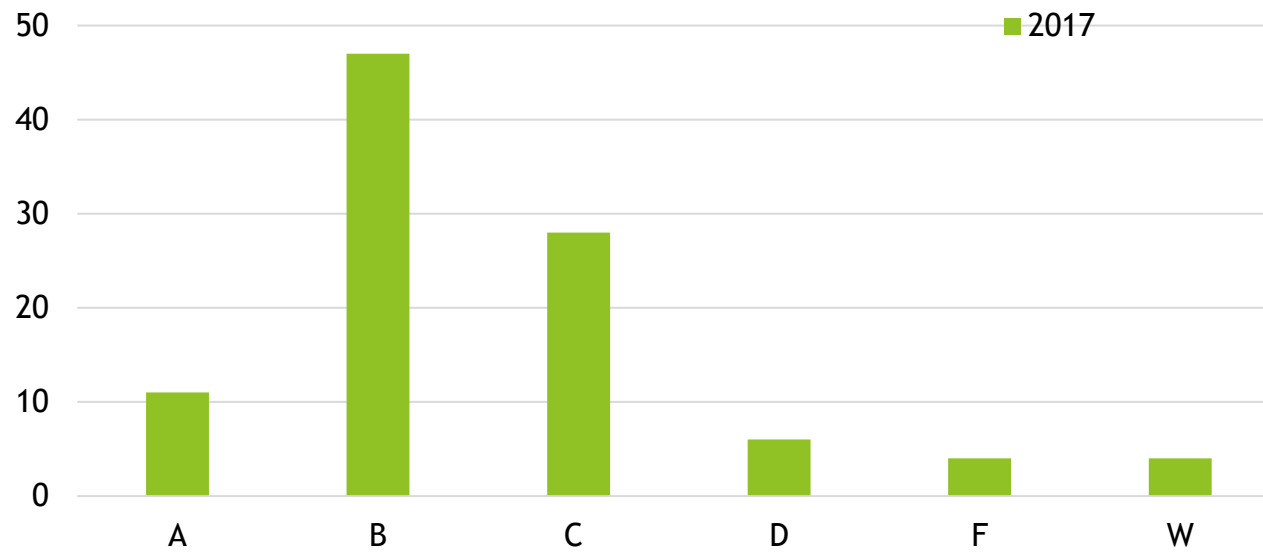
Summer 2017: No cheating deterrence or use of Lockdown Browser only

Summer 2018: Addition of Lockdown Monitor online proctoring

Same instructors taught the 2017 and 2018 sections

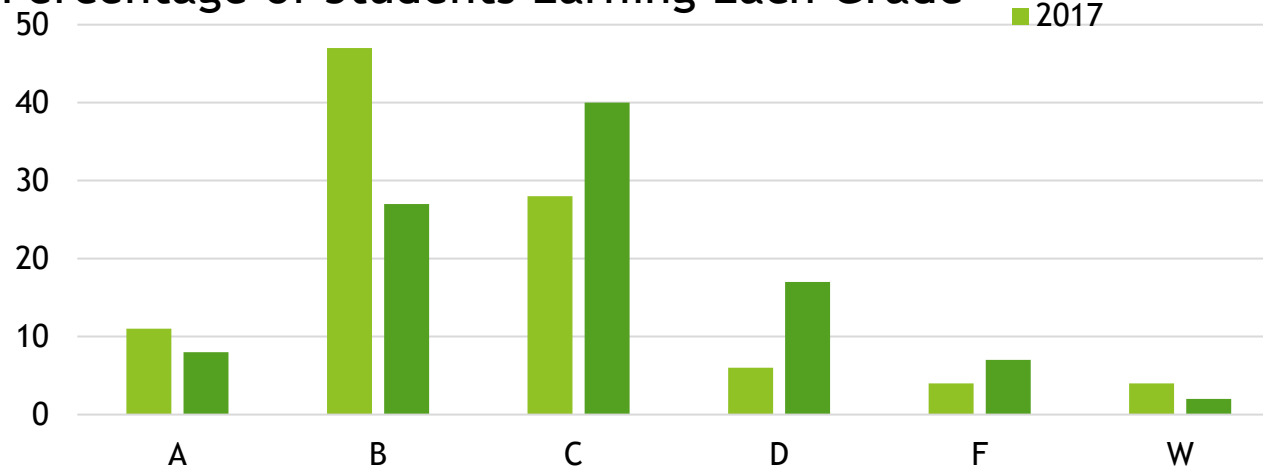
No changes made to content or assessment between 2017 and 2018

Percentage of Students Earning Each Grade

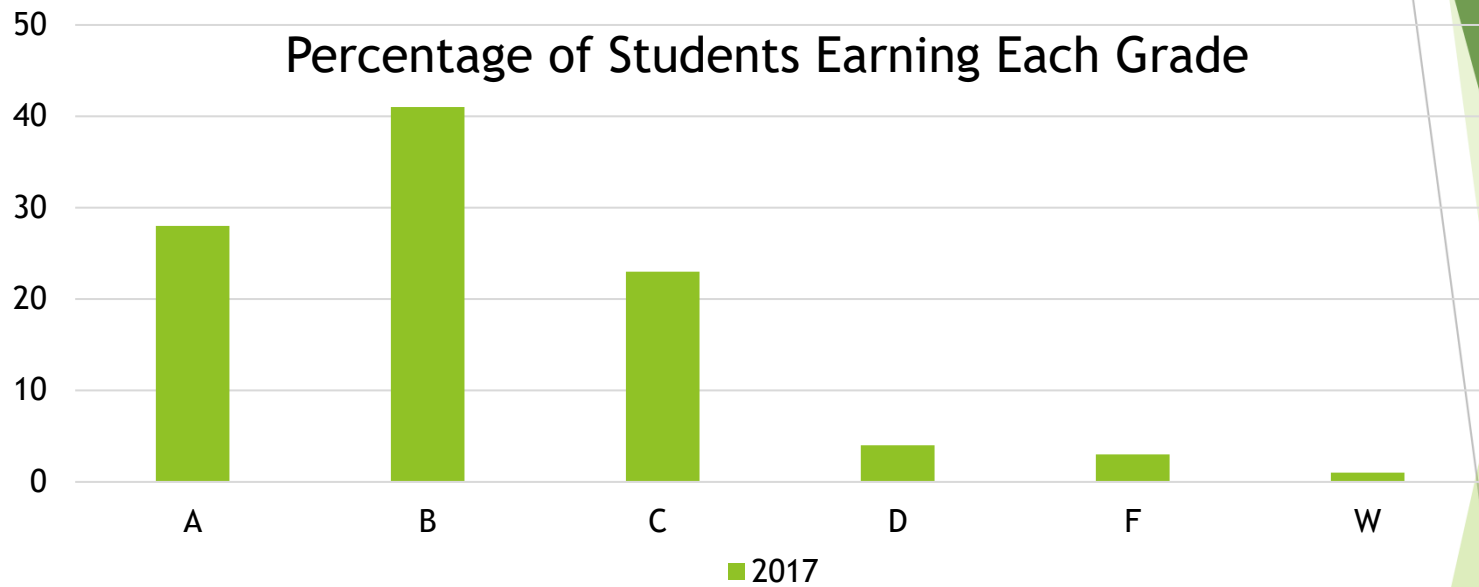


PSYC 2101 Research Methods 1

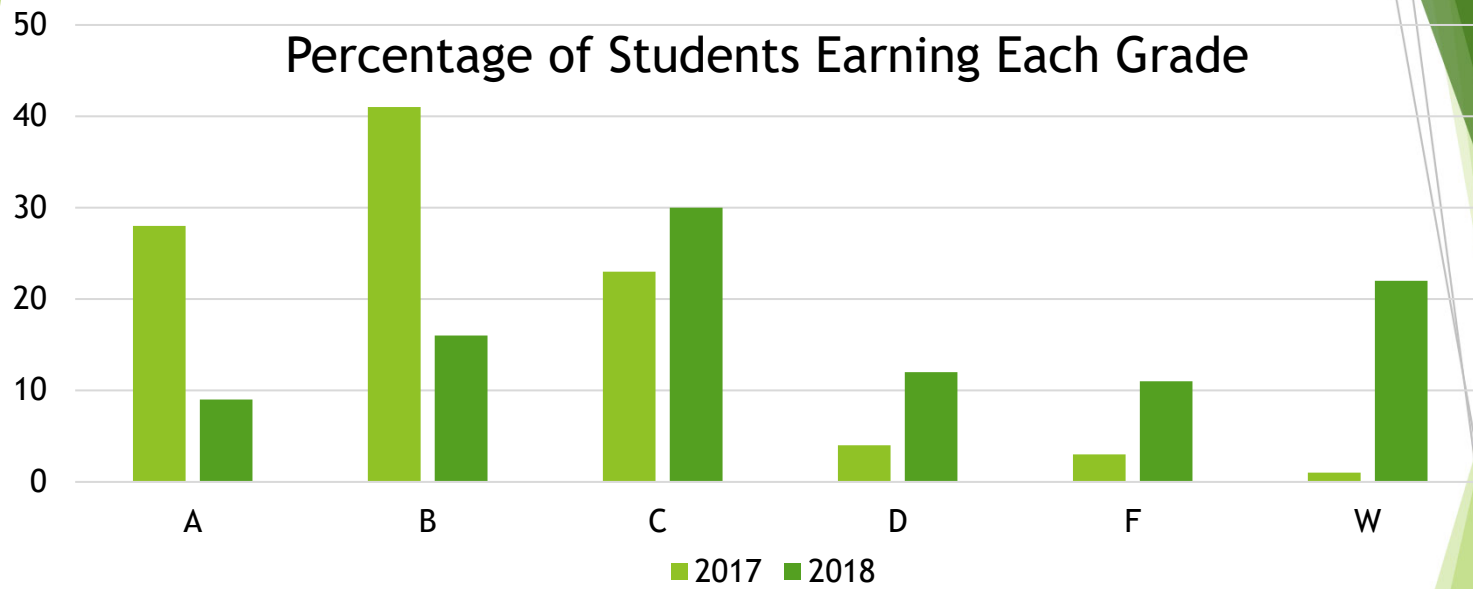
Percentage of Students Earning Each Grade



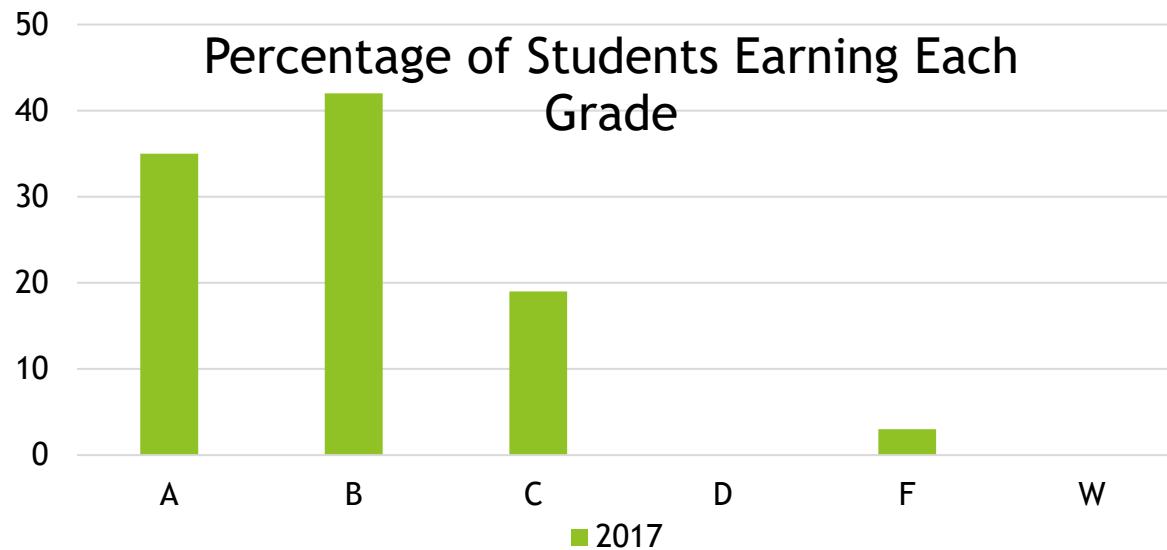
PSYC 2101 Research Methods 1



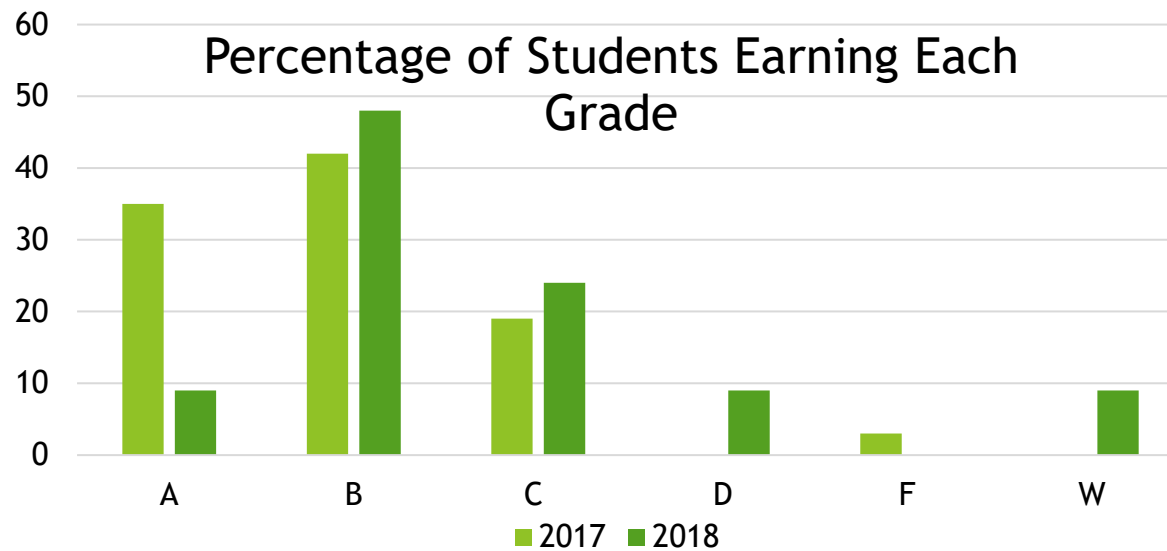
PSYC 2113 Brain and Behavior



PSYC 2113 Brain and Behavior

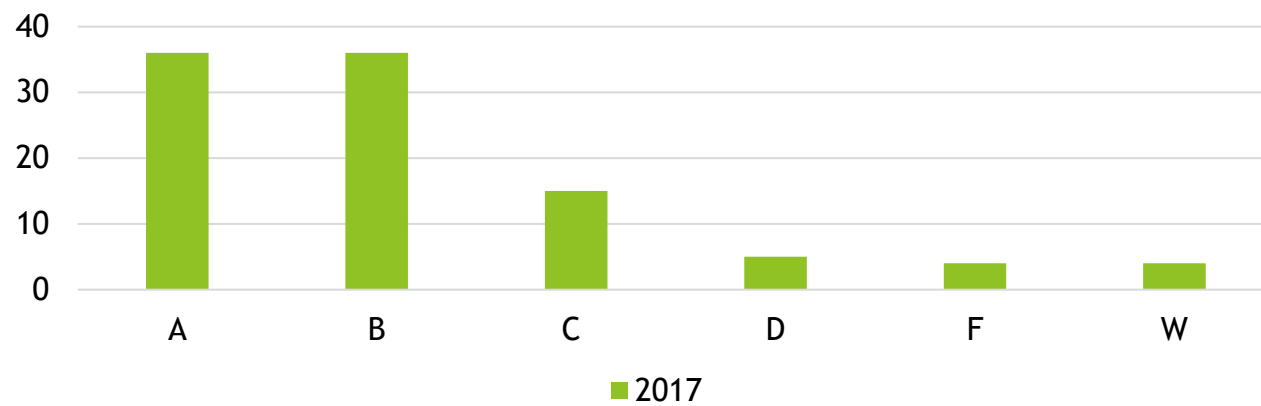


PSYC 2171 Industrial/Organizational Psychology

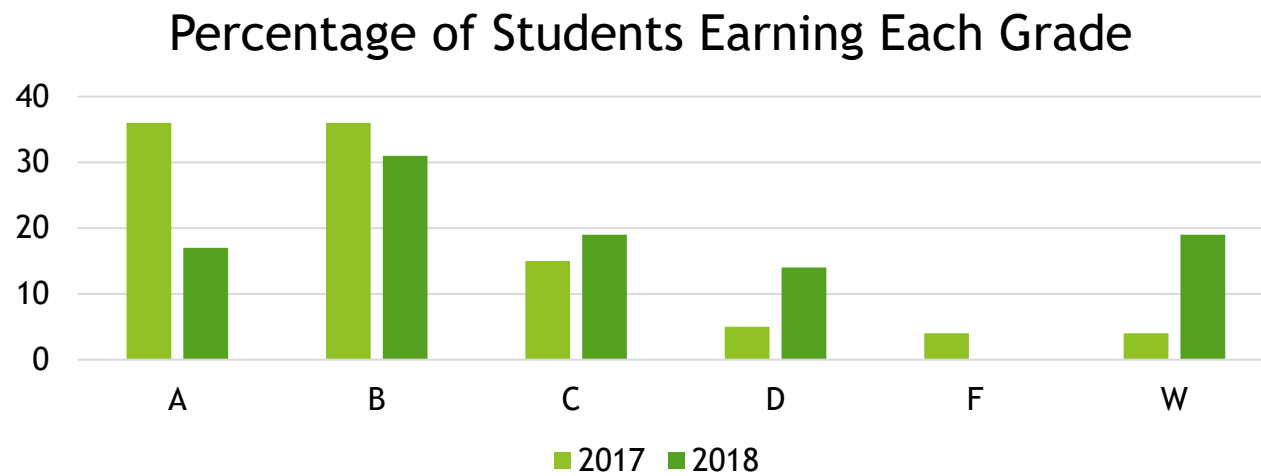


PSYC 2171 Industrial/Organizational
Psychology

Percentage of Students Earning Each Grade



PSYC 2101 Forensic Psychology



PSYC 2101 Forensic Psychology

The technology of cheating in face-to-face settings



The technology of cheating in face-to-face settings

Smartwatches linked to spike in college exam cheating

Academics say use of electronic devices is difficult to police in crowded exam halls

© Thu, Aug 8, 2019, 02:04 | Updated: Thu, Aug 8, 2019, 06:49

Carl O'Brien Education Editor



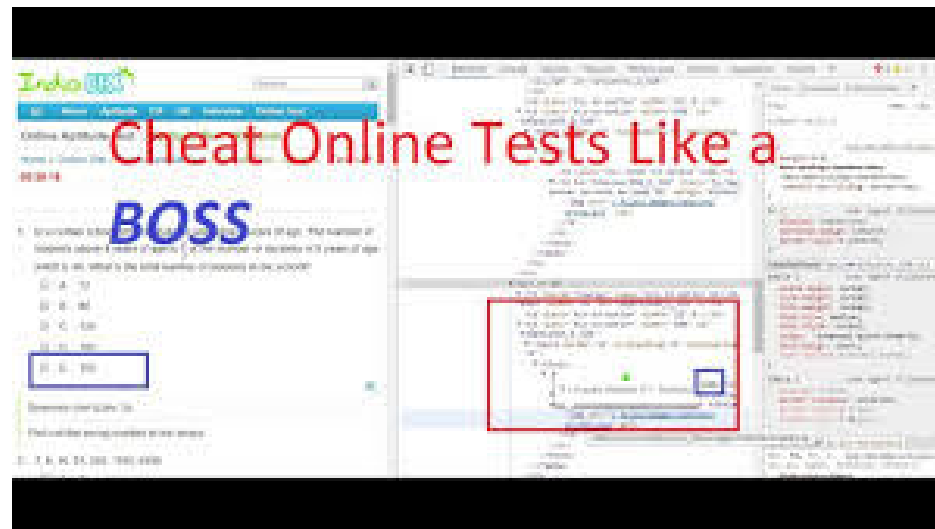
The technology of cheating in face-to-face settings

- ▶ https://www.youtube.com/watch?v=_f7sUXOqAqc

Can we use technology to change the culture?

- ▶ Email sent to all Psychology majors and minors
 - ▶ Emphasize a “zero tolerance” policy for cheating
- ▶ Created a video about online cheating, sent to all Psychology majors and used in many courses
- ▶ Student temporary workers search for exam questions on popular cheating websites
- ▶ Use of online proctoring software for quizzing
 - ▶ Prevention
 - ▶ Detection

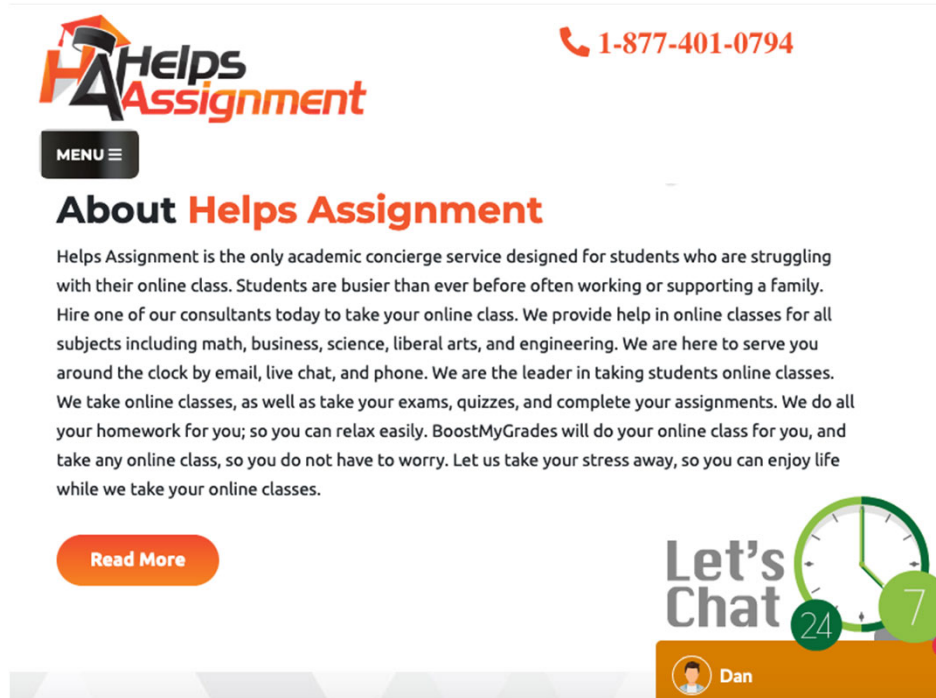
Students will always stay one step ahead



Students will always stay one step ahead



Students will always stay one step ahead



The screenshot shows the homepage of 'Helps Assignment'. At the top left is the logo, which features a graduation cap and the text 'Helps Assignment'. To the right of the logo is a phone icon and the number '1-877-401-0794'. Below the logo is a 'MENU' button. The main heading is 'About Helps Assignment'. The text below describes the service as an academic concierge for students struggling with online classes, offering help in various subjects and services like taking exams and completing assignments. A 'Read More' button is located below the text. In the bottom right corner, there is a 'Let's Chat' widget with a clock icon showing 7:24 and a chat bubble with the name 'Dan'.

Helps Assignment

1-877-401-0794

MENU

About Helps Assignment

Helps Assignment is the only academic concierge service designed for students who are struggling with their online class. Students are busier than ever before often working or supporting a family. Hire one of our consultants today to take your online class. We provide help in online classes for all subjects including math, business, science, liberal arts, and engineering. We are here to serve you around the clock by email, live chat, and phone. We are the leader in taking students online classes. We take online classes, as well as take your exams, quizzes, and complete your assignments. We do all your homework for you; so you can relax easily. BoostMyGrades will do your online class for you, and take any online class, so you do not have to worry. Let us take your stress away, so you can enjoy life while we take your online classes.

[Read More](#)

Let's Chat

24 7

Dan

Questions?



*How to Write A Collaborative E-Text Book:
From Research, to Writing, to Editing*

Dr. Waddell, Dr. Mims, Dr. Wood, and Jessica Moreira Long

AGENDA: Collaboration Required

- This presentation will take you through the process of:
- planning
- drafting
- revising
- polishing a manuscript
- to publication



Collaborative Writing



- First, *Is collaborative writing worth it?* What does our chapter authors say? Beyond scholarly work, are there philosophical, “human” reasons we should keep writing together?
- Second, *How do we solve some of the most common problems with collaborative writing?* After seeking input from the contributing chapter authors, and mining the experiences of the co-editors’ experiences here’s what we have learned...so far.

Qualitative Questions/Responses from E-Text Book Authors

- 22 authors participated in writing the text book.
- 9 authors responded to questions:
 1. What was positive about writing an interdisciplinary E-textbook for you?
 2. What was negative about writing an interdisciplinary E-textbook for you?
 3. What do you suggest would improve your experience writing an interdisciplinary E-textbook?

1. What was positive about writing an interdisciplinary E-textbook for you?

Collaboration & Passionate Topic

- The most positive aspects of the writing process were the collaborative effort and seeing all of the work come together.
- It was a joy to write about something I am passionate about, and also to read different perspectives on the same subject written by my colleagues.
- It was a joy and fun to work with colleagues on the animal chapter with the goal in mind that it will benefit greatly the students we serve.
- This process was an excellent way to work with my colleagues on a project we all feel passion about. I got to learn more about how the human animal bond is applied across a wide variety of settings which helps broaden my knowledge.

2. What was negative about writing an interdisciplinary E-textbook for you? *Co-author Communication & Publisher Fit*

- Co-authoring with another individual was a little awkward at times. Trying to piece everything together so that it flowed and sending revisions back and forth to each other was arduous at times.
- It was difficult to determine what someone else was going to be looking for. Some of the required edits were different from what I would have expected.
- The only comment I have that could improve the process might be to have the authors discuss the intent of their chapters and negotiate the alignment of the chapters to have a more intuitive flow for the reader.
- The most challenging parts of getting the e-book published were initially finding a publisher that was a good fit, and gathering all the information they needed. The publishing process itself was a bit rushed to get it ready for the Spring term and appeared to be a somewhat labor-intensive effort.
-

3. What do you suggest would improve your experience writing an interdisciplinary E-textbook? *Time & Publisher Communication*

- The only thing I can think of to improve the experience would be not to have such a last-minute deadline for getting it published.
- Getting everyone to respond back and complete their revisions in a timely manner I think is one of the main challenges and not having to do the work and revisions of authors responsible for their own chapters.
- It is difficult to access the e-book, which is a function of the publisher. It would have been nice to know that ahead of time

Steps to Consider in Writing An E-Book

- Collaborate with the writer and agree on the structure of the book.
- Decide on the number of chapters, the important text material, the introduction, body, and conclusion.
- Note gathering on pertinent research comes next.
- Set a date for the writing completion-create deadlines for smaller pieces to make progress feel more visible.
- Once each chapter is written combine them in the order of preference into one doc



Writing Steps Continued



- Then print out the manuscript to create the experience going through multiple drafts while refining.
- Submit it to select publishers-Some will hate it, others will like it, most likely you will need to do revisions.
- Work with the co-editors and publishers on how the book will be designed.
- Agree collaboratively on the cover options through proofs.
- Then the book goes into galleys for feedback.

Final Steps in Publishing



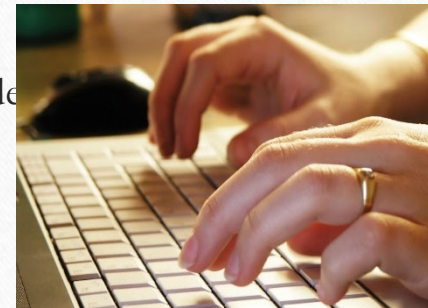
- Make sure the final book is in the order you agreed upon and all chapters are accounted for in the final draft.
- The final copy will arrive and it exists now- some technological glitches may occur in getting the e- link available to readers.
- Now you read the book and see errors that drive you crazy.
- People are able to use it to learn and use it in their educational experiences.
- Then you can start the next one.....

Publishers-Tips for Submitting

- Contact multiple publishers- your book might not be a good fit for certain publishers, and it's important to keep your options open!
- All publishers have different submission requirements
 - Some will require the entire manuscript, some only want a few chapters, and/or a summary of the book.
 - Others require annotated outlines, CV's of the author(s), and a list of potential peer reviewers
 - Familiarize yourself with what each publisher requires for submissions, and be prepared to meet multiple different requirements.
- Publishers will provide feedback after reviewing; Using this feedback when you make your edits is very helpful.
- When moving forward with a publisher, read your contracts carefully, and don't be afraid to ask a lot of questions!

Useful Tips For New Collaborators

- 1. The Best Software-WORD
 - The Best Organizer- SCRIVENOR
- 2. How Long To Edit- The entire book approx. 200 pages 13 chapters allow 40-80 Hours of work over a two month period
- 3. Remember, some books less editing-best to be on the safe side
- 4. Read A lot-Conduct an in-depth literature review



More Useful Tips



5. Co-editors make light of work. Cost of Paid Editor-Proof readers, copy editors, substantive editors-expect \$35 to \$65 an hour.

6. 2 or 3 Common Writing Mistakes-

1. Self consciousness when writing (just express yourself)

2. Lack of active robust language that makes each word work as best it can.

7. Ask yourself is sentence structure imperative? Grammar makes clarity, but remember every rule is meant to be broken.

Thank You & Questions



CSI 2020
International Academic Research Conference
April 6 – 7, 2020
Online Conference

Presentation

By

Dr. Gil Duenas

Auburn University at Montgomery

Knowledge Construction and Garden Planting

Background: Wonder, curiosity and knowledge construction while planting a garden



Knowledge Construction and Garden Planting

- Background for this learning project
- How did the classroom teachers guide the children's [content] learning
- Research Connections
- Effects on the children's personal connection to the garden planting
- Implications for educators and impressionable young minds

Knowledge Construction and Garden Planting

- Background for this learning project

In the summer 2017, two preschool teachers, spearheaded a hands-on, discovery oriented garden project as part of their preschool internship with children ages 2 – 5 years at the Auburn University Montgomery Early Learning Center.

From a circle time lesson about gardens—that invited the curiosities, questions and interests of children, the idea emerged for planting a vegetable garden as part of the outside play area.

Knowledge Construction and Garden Planting

- Background for this learning project

To frame the children's wonder and excitement about planting a garden, the two teachers asked the children questions such as what vegetables should be part of the garden and what might a garden need to grow.

Thus, an eight-week project that rallied a classroom community to construct and nurture a garden with cucumber, eggplant, okra, squash and tomato became the centerpiece for a classroom community to embrace math, science and literacy content.

Knowledge Construction and Garden Planting

- How did the classroom teachers guide the children's [content] learning

Help prepare the plot of land by clearing away the weeds, the soil across the entire piece of land, and intentionally inserting the plant seeds within the soil.



Knowledge Construction and Garden Planting

- How did the classroom teachers guide the children's [content] learning
 - Math connections:
 - using a smart board, the teacher showed the empty garden plot
 - using chart paper, the teacher drew a chart to capture the children's own ideas (i.e. number of plants to grow, how far apart to plant the seeds, how many times a week to water the plants)
 - outside, the children used string to measure the length and width of garden and then used their own spacing strategy to plant the seeds

Knowledge Construction and Garden Planting

- Literacy connections:
 - from teacher's 5-minute read aloud of trade book on garden planting,
 - children are engaged in active listening, talking, and asking questions of plant garden based on the illustrations of trade book and images of different gardens
 - at their writing table, the children are guided to draw a plant garden, talk about their drawing and then write their name

Knowledge Construction and Garden Planting

- Science connections
 - Through a process of inquiry, the children learned how to carefully observe, and measure, and document each plant's growth and portray that data using informal measurement tools



Knowledge Construction and Garden Planting

- Social studies connections (working together, protection of plants)
 - It was especially interesting that the children became 'protectors' of the vegetable garden
 - helping install scaffolds to guide the upward growth of a plant. They even talked with the vegetable garden expressing a morning greeting or a late afternoon salutation.
 - On several occasions the children observed that over the weekend either birds or other animals had eaten the vegetables off the vines—and so they talked about how to protect the plants while at the same time think of how to support the other animals

Knowledge Construction and Garden Planting

- Research Connections

“Teachers can create opportunities for young children to expand their understandings of scientific concepts and science inquiry during play.” (Hamlin & Wisneski, 2013, p. 42).

“Many of the practices and habits of scientific thinking are inherently part of children’s play.” (Hamlin & Wisneski, 2013, p. 44).

“Childhood is a time for discovery and learning.” (Olsen, 2013, p. 12)

Knowledge Construction and Garden Planting

- Research Connections

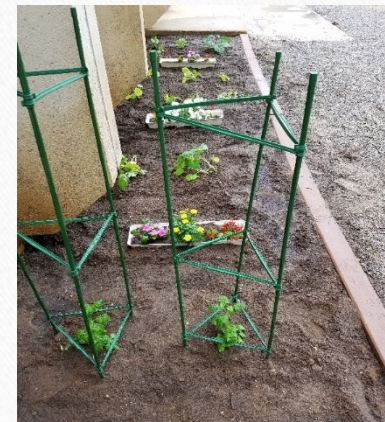
“Nature photos can become the focus of class-made posters, stories, scrapbooks and other nature-based projects.” (Hachey & Butler, 2013, p. 26)

“Outdoor learning positively impacts children’s academic performance, peer interaction, and emotional well-being.” (Deaver & Wright, 2018, p. 25)

“Teachers can ask open-ended questions, expand on children’s ideas, and connect outdoor learning to learning indoors.” (Deaver & Wright, 2018, p. 26)

Knowledge Construction and Garden Planting

- Research Connections

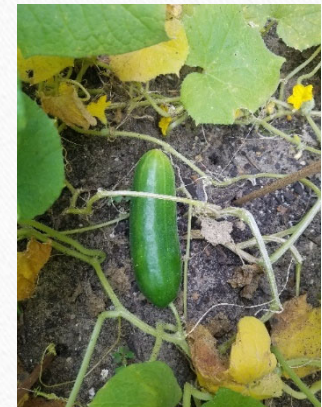
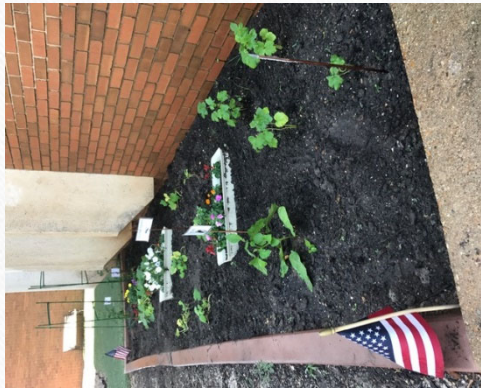


Knowledge Construction and Garden Planting

- Effects on the children's personal connection to the garden planting
 - As the children regularly observed the progressive growth of the various plants, they marveled at the texture, shape, and color of the vegetables.
 - in the successive weeks, young minds and hearts naturally gave of their energy and time to monitor the sprout of vegetables and ways to safeguard the garden from birds and other animals
 - the children contributed their emergent knowledge to the construction of a graphic organizer that portrayed the comparison in the weekly growth of two tomato plants
 - the children requested a small replica of the American Flag be placed at one corner of the vegetable garden as a symbol of protection for something they felt was very relevant to their school learning

Knowledge Construction and Garden Planting

- Effects on the children's personal connection to the garden planting



Knowledge Construction and Garden Planting

- Implications for educators and impressionable young minds
 - As a steady observer of the children's direct engagement with literally growing a vegetable garden, making decisions for designing the garden, and seeing the results of their work—it was nothing less than beautiful, and even emotional.

“Nature is a powerful teacher, and children's connections to the natural world are valuable for their development” (Larimore, 2018, p. 39).

Knowledge Construction and Garden Planting

Credits

Director of the Auburn University at Montgomery Early Learning Center: Mrs. Laura Wildman

Lead Teacher, Mrs. Carol Rauccio

Undergraduate students: Jessica Flowers and Ali Stewart

Children of AUM Early Learning Center, Summer 2017

Parents of the children, whose support was invaluable

Knowledge Construction and Garden Planting

Questions and discussion

HOW LGBT CHARACTERS ARE PORTRAYED IN MEDIA

Brian J. Cowley, Ph.D.

Cynthia Cerrentano, Ph.D.

Park University

Social Categories

- From birth humans endeavor to categorize the world around them in a way that brings meaning.
 - Early attempts include girl-boy, colors, animals, etc.
 - As this process progresses, these categories take on major significance with seemingly clear boundaries.

Social Categories

- Magnusson and Marcek (2018) - categories based on the natural world represented by seemingly universal boundaries free of cultural influence.
 - like the differences between plants and animals.
- Categorization can also be based primarily in human construction and therefore contingent on ever changing human understanding.
- Both categories are subject to shifting boundaries as human understanding changes.
 - Pluto – Planet?

Social Categories

- Magnusson and Marcek (2018) explained that groupings of people have characteristics in common including such classifications as “female”, “gay”, “black”, etc.
 - These categories include such intersections as social class, ethnicity, religion, race, etc.
 - These classifications and intersections contain social, political, and cultural significance.
 - They result in social status and/or social standing.
 - These boundaries are based mainly on social constructs rather than genuine physical properties.
 - The many classifications and intersections around those who have been classified as LGBTQ by society.

Historical Factors

- As early Christian church survived devastating persecution they were encircled by a variety of views and practices in relation to human sexuality around the Mediterranean (Brown, 1988).
- In the 5th century the Christian movement began to rise in prominence and influence and it became necessary to develop its own code and customs concerning human sexuality.

Historical Factors (Brown, 1988)

- Human body is a temple to God
- Hierarchy of human behavior ranging from Godly to animalistic.
- Sex was animalistic and only meant for procreation.
- The idea the body is temple to God and sex is animalistic led to the notion that Priests and Nuns remain celibate so as not to defile their own bodies and the churches where they worked.

Historical Factors

“Men were now to derive from the body itself the laws that limited their lovemaking. The body was a ‘sacrosanct temple,’ intended by God to be joined, if at all, only to members of the opposite sex, and then, ideally, only so as to produce children” (Brown, 1988, p. 438).

Historical Factors

- This view of human sexuality would become seated in Western Europe to be spread throughout the world in the vehicle of colonialism (Boswell , 1994).
- Traditionally Western society has viewed the categories of male and female as a natural boundary. This boundary has its roots in the Christian tradition.

Historical Factors

- Boswell (1994) indicated that throughout Premodern Europe's history that same sex attraction became a taboo that could not be mentioned.
- He indicated it was ironic that the many sexual behavior found between a man and a woman were similarly found in same sex couples, but were reviled as "Murder, matricide, child molesting, incest, cannibalism, genocide, even deicide are mentionable: why are a few disapproved sexual acts that injure no one so much more horrible than these?" (p. xxiii)

Historical Factors (Boswell, 1994)

- The sexual behavior of gay couples were often equated as horrendous acts to be severely punished.
- Since sexual behavior of gay couples could not be mentioned or discussed this sense of horror was maintained and amplified over time and has only recently been open for public discourse.

Historical Factors

- There have been movements in Western Europe and in North America that challenge the idea of man-woman binary sexual orientation in recent history (Brown, 1988; Magnusson & Marcek, 2018).
- This has led to much wrangling today in religion, politics, and policy in relation to sexual orientation and intersectionality (Hegarty, Ansara, & Barker, 2018).
- .

Present Day Analysis

- Many complain about the LGBTQIA... alphabet soup. This list will get longer as our culture insists on defining all sexuality in relation to the dominant sexual orientation, heterosexuality.
- This will end when we acknowledge everyone resides somewhere on the continuum of Human Sexuality and need not be categorized.
- As the U.S. as a culture allows a dialogue, people will further embrace equality for the queer community.

Media

Benshoff and Griffin (2006)

- One way this dialogue has evolved is through media sources. We will be looking at movies.
- While discussing why the influence of movies on popular culture Benshoff and Griffin (2006) said: “Because the movies have taught us what it means to be heroic or villainous, masculine or feminine, heterosexual or homosexual. The movies, as one aspect of the vast popular-culture industry, influence how we think about ourselves and the world around us” (p. 2).

Movies

Benshoff and Griffin (2006)

- As movies evolved from silent to talking pictures gay characters were portrayed in film, they were shown as men trying to be women and conversely women trying to become men.
 - There was not distinction between cross dressing and people who are transgendered as we have today.
- During the early days of films, these characters were bit parts. These roles eventually evolved into the “Pansy” and the “Mannish” woman.

Movies

Benshoff and Griffin (2006)

- Typically the Pansy was used for brief comic relief. Their portrayals did not overtly portray same sex attraction, but would show a man with a high pitched voice, with a lisp who was more interested in an article of clothing than in a woman. There were many who did not realize the hint of homosexuality.
- The portrayal of the mannish woman may have been as influenced by feminism as lesbianism.
- In the 1940s gay and lesbian roles were portrayed in drag, as buddies, or villains.

Movies

Benshoff and Griffin (2006)

- Eventually Film starts to explore emotional relationships between same sex couples and musicals started including whimsical gay characters.
- Animated movies often include effeminate males and lisping male villains.
- During the post-war years male masculinity became sacred but gay male villains were still common.
- When same sex attraction was portrayed, self-loathing and self-criminalization were the result.
- Portrayal of lesbian attraction started to become common in the middle of the AIDs crisis and male same sex attraction led to much criticism, fear, and discrimination.

Movies

- When discussing the art of screenwriting Green (2013) indicated that historically, gay characters have functioned as an opposite to heterosexual characters. Often this was done by portraying heterosexual characters as normal and gay characters as villains.
- With the dawning of such movies as Philadelphia (1993), In & Out (1997), and My Best Friend's Wedding (1997) Harris (2016) thought that major movie making in the United States was on the brink of portraying more “diverse and varied” gay characters.

Method

- Top 10 Grossing Movies by year
- Clearly Gay Characters
- Examples of Inuendo

2011

Harry Potter and the Deathly Hallow:
Part 2

Transformers: Dark of the Moon

Pirates of the Caribbean: On Stranger
Tides

The Twilight Saga: Breaking Dawn -
Part 1

Mission: Impossible - Ghost Protocol

Kung Fu Panda 2

Fast Five

The Hangover Part II

The Smurfs

Cars 2

- LGBT Characters
 - Fast Five – Leslie Chow (Bi) & Kimberly "Kimmee" (Trans)
- LGBT Code or Alleged
 - Albus Dumbledore (by Author of Harry Potter)
 - Jack Sparrow (Pirates of the Caribbean)
 - Doc Hudson (Cars 2)

2012

The Avengers

Skyfall

The Dark Night Rises

The Hobbit: An Unexpected Journey

Ice Age: Continental Drift

The Twilight Saga: Breaking Dawn -
Part 2

The Amazing Spider-Man

Madagascar 3: Europe's Most
Wanted

The Hunger Games

Men in Black 3

- Alleged and Code
 - Skyfall Villain
 - Catwoman (Writers say Bisexual)
 - Aros from Twilight (high pitched laugh)

2013

Frozen

Iron Man 3

Despicable Me 2

The Hobbit: The Desolation of Smaug

The Hunger Games: Catching Fire

Fast & Furious 6

Monsters University

Gravity

Man of Steel

Thor: The Dark World

- LGBT Characters
 - None

2014

Transformers: Age of Extinction

The Hobbit: The Battle of the Five Armies

Guardians of the Galaxy

Maleficent

The Hunger Games: Mockingjay - Part 1

X-Men: Days of Future Past

Captain America: The Winter Soldier

Dawn of the Planet of the Apes

The Amazing Spider-Man 2

Interstellar

- LGBT Characters
 - None

2015

Star Wars: The Force Awakens

Jurassic World

Furious 7

Avengers: Age of Ultron

Minions

Spectre

Inside Out

Mission: Impossible - Rogue
Nation

The Hunger Games: Mockingjay -
Part 2

The Martian

- LGBT Characters
 - None

2016

Captain America: Civil War

Rogue One: A Wars Story

Finding Dory

Zootopia

The Jungle Book

The Secret Life of Pets

Batman v. Superman: Dawn of Justice

Fantastic Beasts and Where to Find Them

Deadpool

Suicide Squad

- LGBT Characters Alleged
 - Deadpool (from Comics)
 - Suicide Squad

2017

Star Wars: The Last Jedi

Beauty and the Beast

The Fate of the Furious

Despicable Me 3

Jumanji: Welcome to the Jungle

Spider-Man: Homecoming

Wolf Warrior 2

Guardians of the Galaxy Vol. 2

Thor: Ragnarok

Wonder Woman

- LGBT Characters
 - Beauty and the Beast: LeFou

2018

Avengers: Infinity War

Black Panther

Jurassic World: Fallen Kingdom

Incredibles 2

Aquaman

Bohemian Rhapsody

Venom

Mission: Impossible - Fallout

Deadpool 2

Fantastic Beasts: The Crimes of Grindelwald

- LGBT Characters
 - Bohemian Rhapsody: Freddie Mercury and Romantic Interests
 - Deadpool 2: More sexually fluid
 - Fantastic Beasts: Dumbledore-Grindelwald

2019

Avenger: Endgame

The Lion King

Frozen II

Spider-Man: Far From Home

Captain Marvel

Joker

Star Wars: The Rise of Skywalker

Toy Story 4

Aladdin

Jumanji: The Next Level

- LGBT Characters

- Avengers: Endgame – Brief survivor talking about lost male companion
- Star wars: The Rise of Skywalker – Two female resistant fighters kissing and embracing in celebration.

2020

Bad Boys for Life

Sonic the Hedgehog

Dolittle

Birds of Prey

The Invisible Man

The Gentlemen

The Call of the Wild

Onward

Tanhaji

Tolo Tolo

- LGBT Characters
 - Birds of Prey - Harleen Quinzel is Bisexual
 - The Gentlemen – Ray and Fletcher
 - Onward – Officer Specter

Conclusions

- There is an upward trend since 2018, but the last 10 years as a whole was sparse for top grossing movies.
- Movies not in the top 10 do have major gay characters like Love Simon, Alex Strangelove, and Boy Erased.
- Independent Films and International Films have been carrying the heavy load. Pain and Glory with Antonio Banderas.

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Made in China: The Economic Headwinds of an Economic Superpower

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Center for Scholastic Inquiry

Charleston, SC

April 6, 2020

Introduction

- October 2019: “Is Globalization Dying or Just Have Growing Pains?”
- China continues to be manufacturing and export behemoth.
- Trade war implications, and slowing global economy presented challenge to China’s GDP and growth.
- Paper argued that globalization was NOT dying, but major players were being repositioned.

History of Globalization

Frazier, B.R., & Belcher, A.R., 2019, Is Globalization Dying?

- Centuries ago, trade existed
- Fishman (2005) states, “China is winning because it can make what others did for less money.”
- The global financial crisis in 2008-2009 created a re-examination of global trade.
- Some countries began to see protectionist policies as attractive.
- China continues to evolve and develop into a manufacturing juggernaut.

Economic Implications

Frazier, B.R., & Belcher, A.R., 2019, Is Globalization Dying?

- Theory of *Absolute Advantage*
- Economist Adam Smith argues that nations should specialize in products they can manufacture more efficiently than any other, then trade surpluses of this product for goods they cannot produce as efficiently, if at all: for example French wine, exotic fruits (Hill, 2015).
- In practice, especially for smaller countries, globalization brings jobs, and most importantly, capital.

“The Post American World”

Frazier, B.R., & Belcher, A.R., 2019, Is Globalization Dying?

- Most literature points to a very difficult task to reverse globalization.
- Other emerging nations will continue to play a larger role in global trade.
- The U.S. has been the leader of trade and since World War II. However, now other countries are challenging that spot.
- America is not in decline. It is the “rise of everyone else,” (Zakaria, 2008).
- It remains to be seen what consequences may occur from recent policy.

Conclusion and Summary From “Is Globalization Dying?”

- It appears that globalization is not dying.
- Rather, it is evolving every day.
- Other countries' economies are booming (BRIC countries, China, Asian countries, India).
- Location economies and economies of scale will continue to push production to lower cost areas.
- The global world will most likely look much different in the coming decades.

What a Difference a Few Months Makes???

- Covid-19 a world pandemic
- Major world economies idled
- Millions out of work
- China and other countries “closed for business”
- Lesson to be learned?

“Never Believe Anything We Publish Again!!”

**“It’s for your
own good.
You’ve got to
stop touching
your face.”**





CoronaVirus Memes
@TheCoronaMemes

Vegas in 3 months be like...





Lessons Learned from 1918 Spanish Flu Pandemic

- Equally rapid and deadly.
- Cities that adopted quick social distancing and quarantines rebounded will within six months.
- Containment was the key.
- Good information/data was critical.
- “...we must prepare for the economic and human consequences of the virus and act to minimise (sic) its impact. This pandemic is both a shock to demand and supply. Just as the disease is highly contagious, so too is the economic crisis it causes.”

<http://theconversation.com/coronavirus-and-spanish-flu-economic-lessons-to-learn-from-the-last-truly-global-pandemic-133176>

Retrieved March 11, 2020.

U.S. Unemployment Figures

<https://tradingeconomics.com/united-states/jobless-claims>

Retrieved March 2, 2020

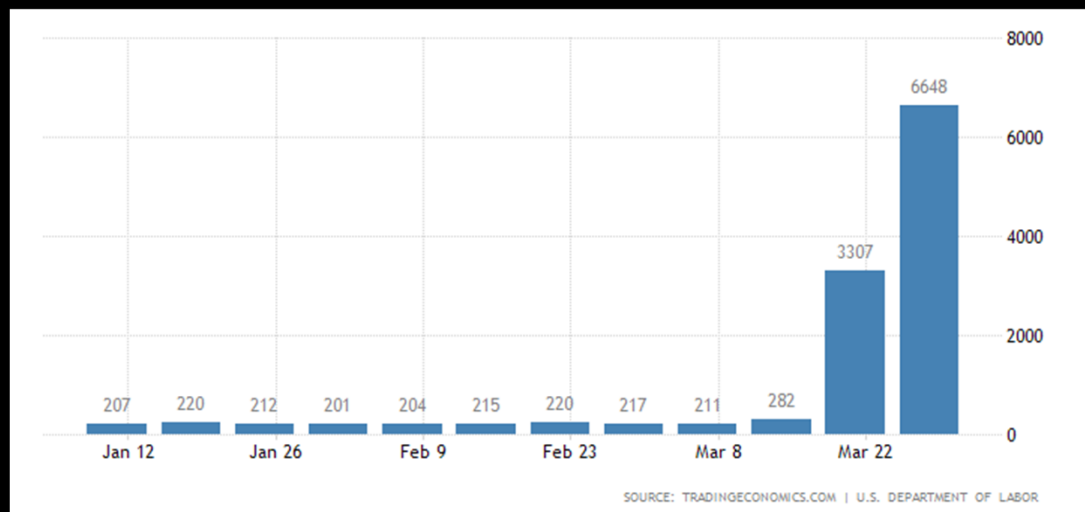
- Slowing global demand and tariffs began to impact China.
- No way to predict impact of Covid-19 (Trading Economics, 2020)



U.S. Initial Unemployment Claims History

<https://tradingeconomics.com/united-states/jobless-claims>

Retrieved March 2, 2020



Global GDP

<https://www.imf.org/en/Publications/WEO> Retrieved March 2, 2020.

January 2020:

- *Global growth is projected to rise from an estimated 2.9 percent in 2019 to 3.3 percent in 2020 and 3.4 percent for 2021—a downward revision of 0.1 percentage point for 2019 and 2020 and 0.2 for 2021 compared to those in the October World Economic Outlook (WEO).*

March 2020:

- *Goldman sees 15% jobless rate and 34% GDP decline, followed by the fastest recovery in history.*

<https://www.cnbc.com/2020/03/31/coronavirus-update-goldman-sees-15percent-jobless-rate-followed-by-record-rebound.html> retrieved March 31, 2020.

Immediate Changes Occurring Now

- Massive disruption of supply chains globally.
- Massive shortages of life saving drugs and PPE's.
- Majority of non-essential small businesses closed or operating at minimal level.
- Forcing U.S. companies to make dramatic shifts in supply chain.

U.S. Making Things Once Outsourced

- U.S. forced to begin manufacturing items once outsourced.
- Texas Based Prestige Ameritech, one of the largest producers of masks. Ramped up production during swine flu. Afterward, with no pandemic, all contracts replaced with Chinese firms.
- Has the pendulum been tilted back to America manufacturing?

Supply Chain

- Just In Time Inventory (JIT)
- Fatal flaw of JIT was supply chain disruptions.
- Is JIT dead??
- Extremely costly to idle any business due to lack of raw materials or required items.
- Supply chains may not shift BACK to China.

Disruptive Innovation

- One of the hallmarks of American ingenuity.
- Winners from Covid-19 Pandemic:
 - Food and grocery delivery companies
 - Amazon, Amazon, Amazon
 - Toilet paper producers
 - Zoom

New Outlook Post Pandemic

- Supply chains, especially medical related, likely to stay domestic or close by.
- Online education may get a boost now that cranky, inflexible professors have done it.
- Increase in strategic stockpiles of medical equipment
- JIT 2.0 likely to develop

New Outlook Post Pandemic

- Globalization will change significantly over the next 5 years. (Just ask Dr. Frazier!!)
- Likely rapid economic recovery likely
- Additional dollars invested in pandemic recovery plans and contingencies in all business.
- Business WILL be different.

Thank you!!
Questions??

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April 6th, 2020
at the
CSI International Academic Research
Conference

MICROFINANCE IN THE AGE OF CROWDFUNDING



Microfinance in the Age of Crowdfunding

- 
- ▶ Why the need to know? Is microfinance still relevant?
 - ▶ Importance: Can borrowers benefit from knowing?
 - ▶ Beneficiaries: Borrowers, Lenders, Microfinance Institutions (MFIs)

Literature Review

*Relationship Between Crowdfunding
and Microfinance: A THEORETICAL
APPROACH*

Jesús Manuel de SANCHA-
NAVARRO

Carlos SANCHÍS-PEDREGOSA

María Dolores OLIVER-ALFONSO

Assenova, V., Best, J., Cagney, M., Ellenoff, D., Karas, K., Moon, J., Neiss, S., Suber, R., Sorenson, O. (2016). *The present and future of crowdfunding*, *California Management Review*, 58(2): 125–135. Doi: 10.1525/cmr.2016.58.2.125.

Attuel-mendes, L. (2016). *Crowdfunding and Crowdmicrofinance, an Evolution of Models for Entrepreneurship of the Poor*, 3: 1–7. Doi: 10.4236/oalib.1103251



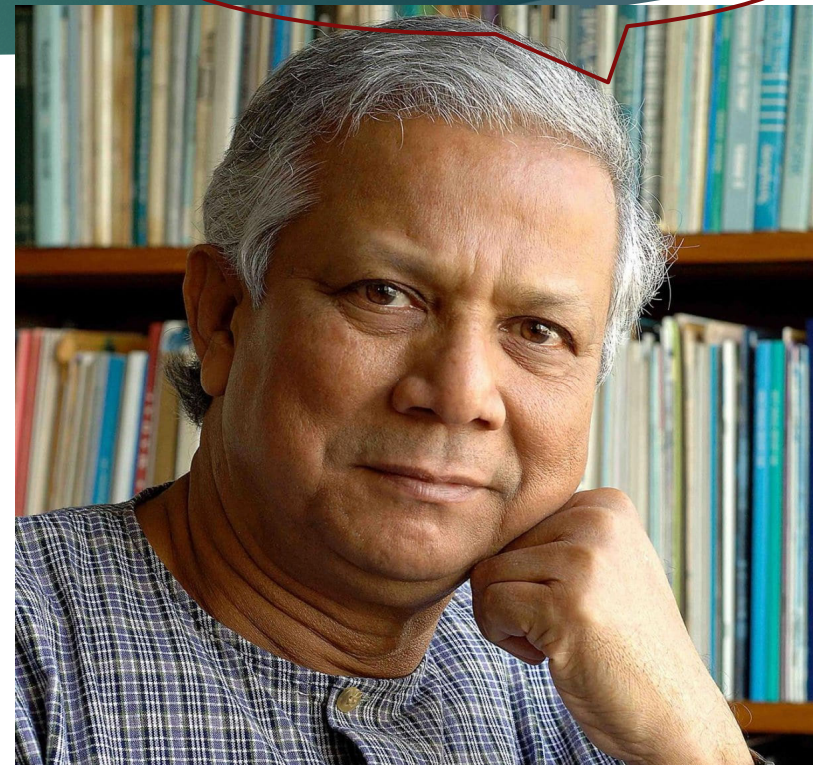
Microfinance or Crowdfunding

What is Microfinance/Microcredit?

"This is not charity. This is business: business with a social objective, which is to help people get out of poverty."
— Muhammad Yunus (Pioneer of Microfinance)

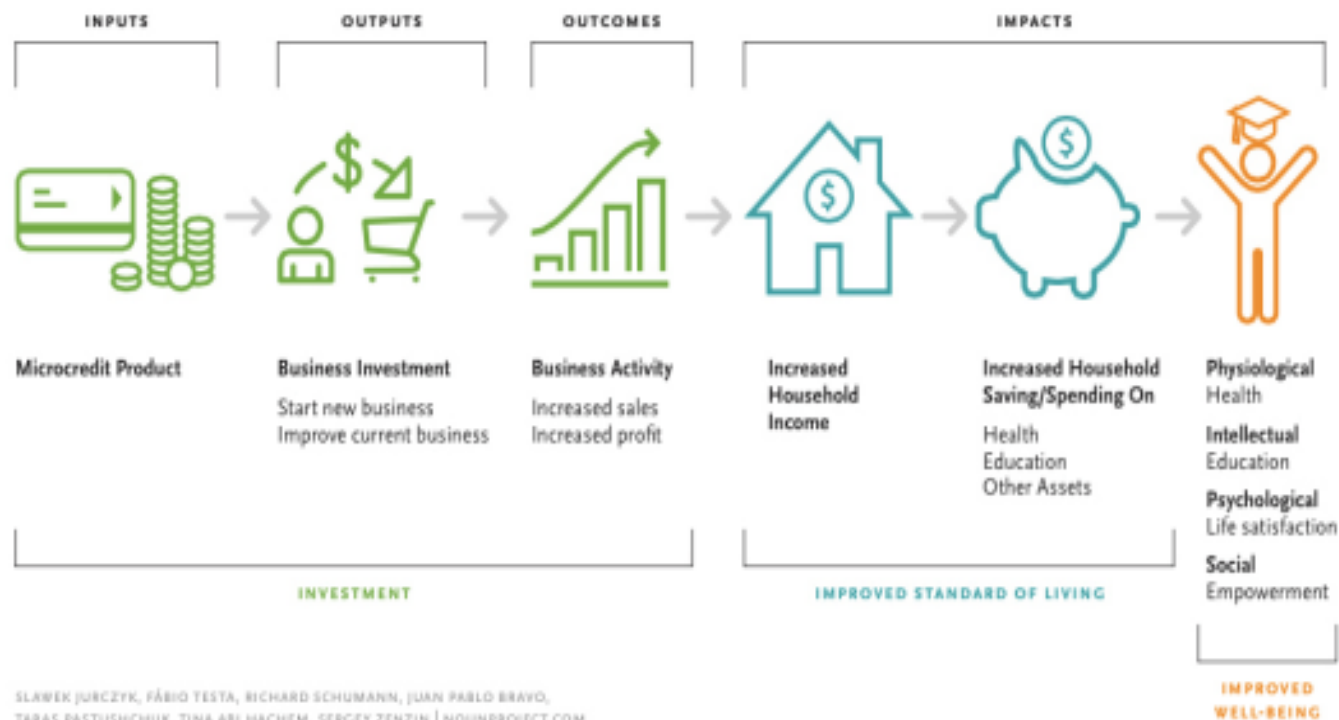
It is providing loans, credit, access to savings accounts—even insurance policies and money transfers—to the small business owner, entrepreneur and sometimes unemployed or low income individuals who have no access to financial services.

Thus providing **access to 1.7 billion** who are excluded from traditional financial system. **31% of global population.**



How Microfinance works

FIGURE 1 A THEORY OF CHANGE FOR MICROCREDIT

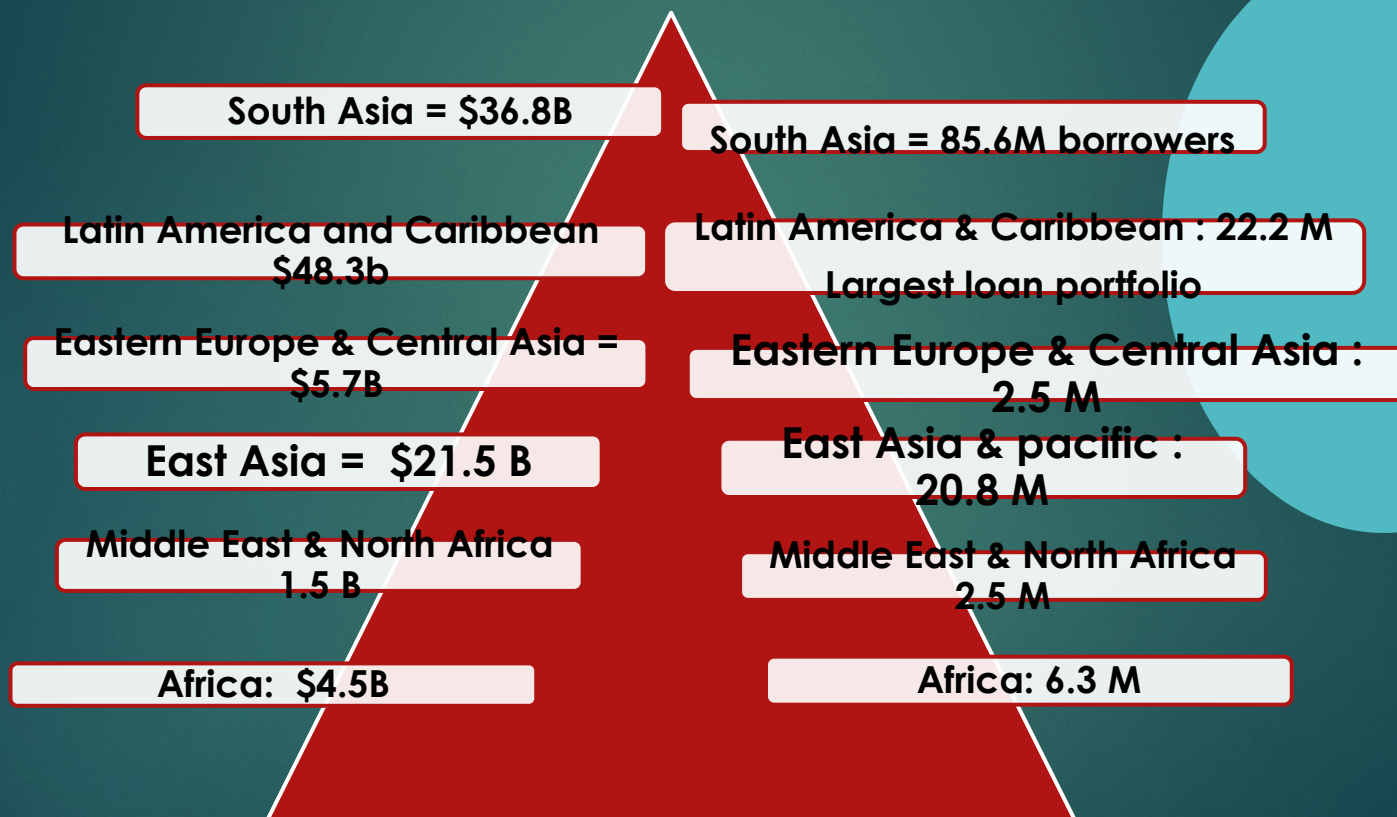


2019 Microfinance By the Numbers

- ▶ No. of customers: 140 million
- ▶ Loan disbursed: \$124 billion
- ▶ Annual lending growth: 11.5%
- ▶ Purpose: Business, housing, education
- ▶ Gender of most clients = 82% Female
- ▶ Residence: Rural areas
- ▶ Leading Borrowers by population 86M: South Asia (India, Vietnam, Bangladesh)
- ▶ Leading Borrowers by loan volume \$48.3B: Latin America: (Peru, Mexico, Columbia)

▶ Source: BNP Paribas

Portfolio/Borrowers by Region



What is Crowdfunding?

Raising relatively small amounts of money from a large number of people for a project or business over the internet.

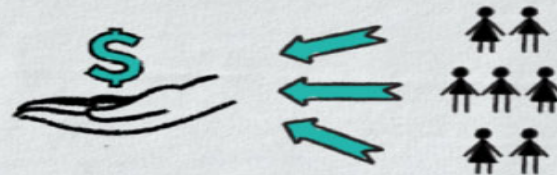
The first noteworthy instance of online crowdfunding in the music industry was in 1997



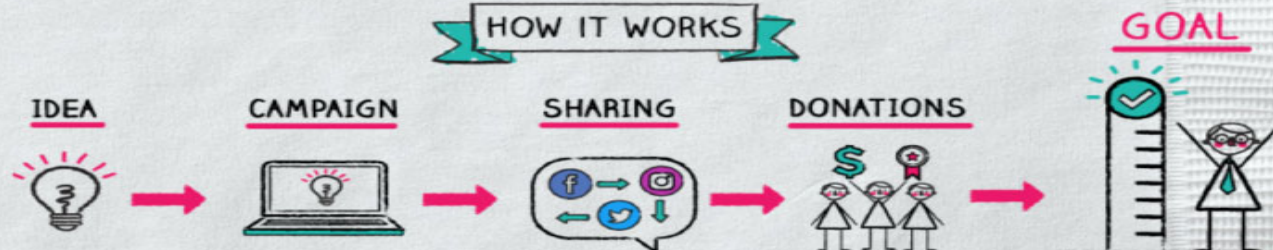
CROWDFUNDING

WHAT

RAISE **FUNDS** FROM MANY **PEOPLE**



HOW IT WORKS



4 TYPES



Reward Based
Crowdfunding

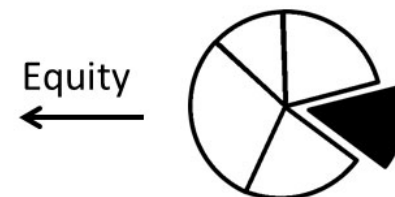
Crowdfunder provides



Business provides



Equity Based
Crowdfunding

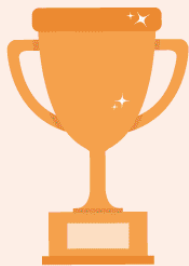


Debt Based
Crowdfunding



Types of Crowdfunding

Reward-Based Crowdfunding



It involves individuals contributing comparatively small amounts of money to projects in return for some kind of reward.

EXAMPLE

KICKSTARTER

Donation-Based Crowdfunding



It is a way to source money for a project by asking a large number of contributors to individually donate a small amount to it.

EXAMPLE

gofundme

Peer-to-Peer Lending



It is the practice of lending money to individuals or businesses through online services that match lenders with borrowers.

EXAMPLE

LendingClub

Features

Microfinance

- ▶ **Loan Based – Via Lender**
- ▶ **Payback expected**
- ▶ **Interest imposed**
- ▶ **Commercialized**
- ▶ **Fees and other charges apply**
- ▶ **No Equity assignment**
- ▶ **Focus on starting or growing a business**
- ▶ **Focus on Women**
- ▶ **Collateral required**
- ▶ **Loan based on Merit and can be denied**
- ▶ **On going relationship**

Crowdfunding

- ▶ **Donation-based – Via Platform**
- ▶ **Equity Based**
- ▶ **Debt-based**
- ▶ **No Collateral**
- ▶ **Sourcing is voluntary**
- ▶ **Can generate hundreds of millions in donations quickly in the aftermath of a natural disaster.**
- ▶ **Credit not require**
- ▶ **Relationship is sparse**

Major Institutions

Microfinance Institutions (MFIs)

- ▶ KIVA
- ▶ SKS
- ▶ BRAC
- ▶ ACCION
- ▶ GRAMEEN

“I founded **Grameen Bank** to provide loans to those considered traditionally unbankable. Grameen Bank works with the poorest and often illiterate, providing uncollateralized micro-loans for tiny business enterprises by which they can lift themselves and their families out of poverty.” — Muhammad Yunus

Crowdfunding Platforms

- ▶ Kickstarter
- ▶ Wefunder
- ▶ GoFundMe
- ▶ IndieGoGO
- ▶ Patreon
- ▶ Republic
- ▶ Teespring

The market will be **DECELERATING**
at a **CAGR** of over



INCREMENTAL
GROWTH ▶
\$89.72 bn



The year-over-year growth rate
for **2018** is estimated at

▲ **30.89%**

The market is **MODERATELY
CONCENTRATED** with few players
who occupy the market share



of the growth
will come from
the **APAC REGION**

One of the **KEY DRIVERS** for
this market will be the use of
social media as a free of cost
promotion source



READ THE REPORT:

GLOBAL CROWDFUNDING MARKET 2018-2022

10,000+ reports covering niche topics

CONSUMER DISCRETIONARY

Read them at:

www.technavio.com



 **technavio**

**Crowdfunding market segmentation
based on geographic regions**

**Americas
APAC (Asia Pacific)
EMEA (Europe, Middle East & Africa)**

**Crowdfunding market segmentation
based on business model**

**P2P Lending (P2P means People to
People)
Equity investment
Reward
Hybrid
Others**

Analysis by companies (Top performers)

**GoFundMe
Indiegogo
Kickstarter
Patreon
Teespring**

Challenges of Microfinance

Success stories

- ▶ Over 150 million served
- ▶ Fixed deposit, recurring deposit
- ▶ Cooperative society
- ▶ Mobile banking
- ▶ Multi-user system
- ▶ Flexibility to work from anywhere
- ▶ Community Improvement

Failings

- ▶ Over-indebtedness
- ▶ loan management system (personal, corporate, auto / vehicle loans, property, gold, agriculture)
- ▶ Excessive Interest
- ▶ Frauds
- ▶ mobile banking
- ▶ Lax oversight

How Americans uses Crowdfunding



When money realizes
that it is in good hands, it
wants to stay and
multiply in those hands

~ Idowu Koyenikan
Author of Wealth for all Africans

HOW AMERICANS USE CROWDFUNDING



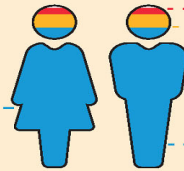
39%
HAVE HEARD OF
CROWDFUNDING



3%
HAVE CREATED
THEIR OWN PROJECT



22%
HAVE CONTRIBUTED



3% HAVE GIVEN
TO **TEN OR MORE**
PROJECTS
9% HAVE GIVEN
TO **SIX TO TEN**
PROJECTS
87% HAVE GIVEN
TO **FIVE OR
FEWER** PROJECTS



87%
OF DONORS FEEL THEY ARE MORE
CONNECTED TO PROJECTS

68%
GAVE TO HELP A
PERSON IN NEED

34%
GAVE TO FUND A NEW
PROJECT/INVENTION



**HIGHEST FUNDED
PROJECTS**



PEBBLE TIME
\$20,338,986



FLOWHIVE
\$12,174,187



**SUPPORT VICTIMS
OF PULSE SHOOTING**
\$7,853,140
(gofundme)



Importance

Can borrowers benefit from crowdfunding?



- ▶ Yes to a certain degree
- ▶ Funding is limited
- ▶ Technology limitation
- ▶ Education barriers
- ▶ Donors are wary of services and borrowers
- ▶ Approach or model not conducive for long term relationships
- ▶ Most crowdfunding platforms forbid raising funds for microfinance
- ▶ Idealist.org – Volunteer limitations

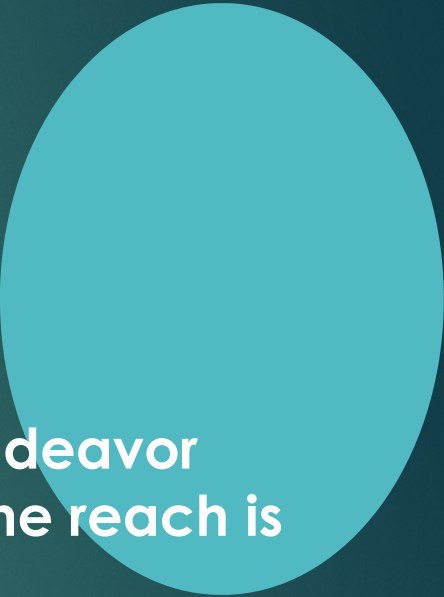
Challenges of Crowdfunding



Success stories

- ▶ Open to anyone
- ▶ Speedy access to funds
- ▶ Opportunity for equity
- ▶ People helping people
- ▶ Community rebuilds

Failings

- ▶ Abuse
 - ▶ Frauds
 - ▶ Still a micro endeavor even though the reach is macro
 - ▶ Processing fee/charge to platform
- 

Is Crowdfunding better than microfinance or more effective for microentrepreneurs?

- ❑ Not necessarily
- ❑ Microentrepreneurs need ongoing relationships
- ❑ Borrowers must be attentive and at times be engaged
- ❑ Hands off approach is not sustainable
- ❑ Target market differs because crowdfunding favors more sophisticated entrepreneurs
- ❑ The level of trust required in Microfinance is different from the crowdfunding platforms



•
“I founded Grameen Bank to provide loans to those considered traditionally unbankable. Grameen Bank works with the poorest and often illiterate, providing uncollateralized micro-loans for tiny business enterprises by which they can lift themselves and their families out of poverty.”

— Muhammad Yunus

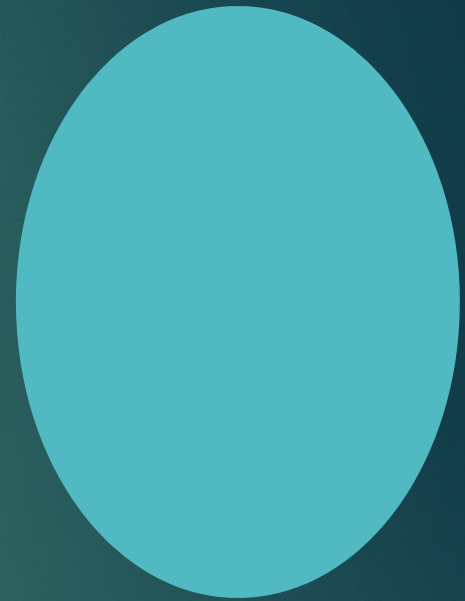
Is Microfinance still relevant in the age of crowdfunding?

YES!



Thank you!
Sandra.Frempong@lmunet.edu

References Available



The Reinvention of Teaching Assignments and Classroom Settings: A Roadmap for Higher Academic Performance and Achievement in Philadelphia Public Elementary Schools

By

Dr. Admasu E. Tucho
Associate Professor of Education
Lincoln University of Pennsylvania

Objectives

1. To help improve the academic performance & achievement of students from struggling and lowest-rated schools;

Objectives (Cont'd)

2. To help classroom teachers & school administrators familiarize themselves with new classroom settings to improve classroom instruction;

Objectives (Cont'd)

3. To help classroom teachers adopt and familiarize themselves with new instructional techniques and classroom settings;

Research Setting

- **Data for this study were collected from randomly selected traditional & charter public elementary school teachers, assistant principals, principals & 4th & 5th grade students in the School District of Philadelphia.**

Research Setting (Cont'd)

. The School District of Philadelphia is the 8th largest in the nation serving over 200,000 students with a student-teacher ratio of 17 to 1 as of September 2019.

Research Setting (Cont'd)

- **The School District of Philadelphia operates 214 of the city's 300 public schools.**

Research Setting (Cont'd)

- **Of the 214 traditional public schools, 149 are pre-k or K-6, 16 middle schools, and 49 high schools.**

Research Setting (Cont'd)

- **The remaining 86 public schools are independently operated charter schools.**
- **Charter schools are authorized by the *School District of Philadelphia*, and are accountable to it.**

Research Setting (Cont'd)

- **To conceal participants' identities, code names like *Student "A," Student "B," Student "C," Teacher "A," Teacher "B," Teacher "C," Assistant Principal "A," Assistant Principal "B," Assistant Principal "C," & Principal "A," Principal "B," Principal "C," etc.* were used.**

School Finance

- **Until very recently, the Philadelphia school district spent about \$7,000 a year per student.**
- **This contrasts with expenditures per student in wealthier suburban school districts:**
 - **Jenkintown (\$12,076); Radnor (\$13,288); & Upper Merion (\$13,139).**

School Finance (cont'd)

- **According to Zandi (January 2020) report, like the rest of the city's residents where poverty rate sky high, 70% of Philadelphia's students are also at or near the poverty line.**

Academic Achievement

- Unfortunately, despite the pouring of money, quality time, & skilled labor into centuries old *One Teacher-All Subjects* Philosophy of American Public Elementary School classroom settings, the outcome remained disappointing, or in some cases, uncertain.

Academic Achievement (Cont'd)

- **According to state test scores, 20% of students are at least proficient in math and 35% in reading.**

Academic Achievement (Cont'd)

- **In those schools where “success” was proclaimed, very few dared to answer the questions that follow:**

Academic Achievement (Cont'd)

- 1. At what cost was this success achieved?**
- 2. Should academic success be measured by the amount of money poured into the program?**

Statement of the problem

•The purpose of this study is to investigate whether preparing & assigning classroom teachers to teach study subjects that they feel comfortable with to deliver as opposed to the current one teacher all subjects policy help improve students' academic achievement and classroom discipline in public elementary schools of Philadelphia.

Research Design

- **Mixed Research**

**Methods were utilized
to collect data for this
study.**

Research Design (Cont'd)

- **Accordingly, quantitative survey forms with questionnaires followed by 4-5 multiple options to choose from were developed and distributed to 4th and 5th grade students, elementary school teachers, assistant principals and principals.**
- **In addition, interviews questions were developed and conducted with representatives from the respective groups of participants in the study.**

Target Population

- **Data for this study were collected from 255 (149 girls and 106 boys) randomly selected 4th and 5th grade students attending public schools in Philadelphia, 78 conveniently available public elementary school teachers, and 25 conveniently available public elementary schools principals and assistant principals.**

Target Population (Cont'd)

- Of the **255** student participants in this study, **234** (**198** girls and **36** boys) completed the survey form while the remaining **21** (**12** girls and **9** boys) took part in the interviewed.

Target Population (Cont'd)

- **Ad for the 25 principals and assistant principals, 8 assistant principals (6 females and 2 males) and 7 principals (4 females and 3 males) completed the survey form while the remaining 6 assistant principals (5 females and 1 male) and 4 principals (3 females and 1 male) took part in the interview.**

Target Population (Cont'd)

- Likewise, of the **78** school teachers, **62** (**48** females and **14** males) completed the survey form, while the remaining **16** (**12** females & **4** males) participated in the interview.

Findings

- **The findings of the study show that:**
- **76% of the students**
- **88% teachers**
- **75% school principals**

Shepherd Leadership: A Distinguishing Model of Delivering Exceptional Results

Center for Scholastic Research – April 2020
Presented by: Philip L. Fioravante, Ph.D., FCIM

Researcher Background



- > 38 years of professional [business] experience
 - Engineering, Strategy, Market Development, Technology, C-Suite
 - Markets/Sector Experiences: Transportation, Consumer Products & Services, Healthcare, Energy and Packaging
- ~ 20 years in academics; 6 years as Professor – Marketing
 - Management courses – Operations, Strategy, Communications
 - Marketing courses – Marketing Metrics, Strategic Marketing
 - Director – Creativity and Innovation Center



Research Basis

- **Approach:**

- Qualitative case studies based or mixed methods (TBD)

- **Philosophical Assumption:**

- Axiological
- Openly discuss values
- Interpretations are center of participant interviews
- Some bias will exist



Research Topic Questions

- As organizations look to its leadership to set the direction:
 1. **Is there is a model by which the leader actually does not actually get out in front?**
 2. **How do leaders [shepherd] the organization in a differing [and improved] manner than under the [servant] leader model?**

Importance to Society Reflections...

- How does Shepherd Leadership methodology promote greater and swifter performance as well as provide for individualism, empowerment and achievement?
- What are examples of how shepherd leaders intentions are influencing the organization to set a course and get to speed in terms of achieving the mission and objectives?

A Last Few Reflections...Who will Benefit?

- Does the **leader** need to believe [to be effective under this model] in himself/herself as providing a service, while having authority and influence over **others** among the inter- and intra-organizational relationships?
- **The TEAM Members and the Organization Whole**
- Therefore, can it be suggested that Shepherd Leadership is centered on the ability of the leader to use a deliberate process to bring forth “**their**” **inner best and use this to influence and transform others?**

Ten Characteristics of a [“Z”] Leader

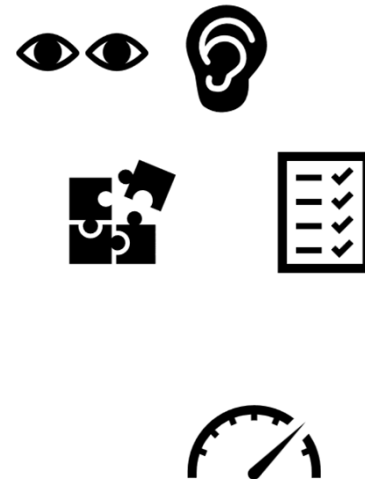
[Servant]

- Listening
- Empathy
- Healing
- Awareness
- Persuasion
- Conceptualization
- Foresight
- Stewardship
- Commitment to [People] Growth
- Building Community

Source: Banthala, B. (2011)

[Shepherd]

- Observing
- Listening
- Anticipation
- Responsible
- Nurturing
- Teacher
- Experiential
- Consistency
- Performance-based
- Common Purpose



Source: Fioravante, P. (2020)

Characteristics – Further Defined...

Characteristic	Descriptor
<ul style="list-style-type: none">▪ Observing▪ Listening▪ Anticipation▪ Responsible▪ Nurturing▪ Teacher▪ Experiential▪ Consistency▪ Performance-based▪ Common Purpose	<ul style="list-style-type: none">▪ Conceptualization, Assessment▪ Empathically▪ Scenario Analysis, Intervention▪ Ethics, Due Care▪ Providing Opportunities, Encouragement▪ Invested Thoughts – Learn from Mistakes▪ Prior Experiences – Shared Past▪ Authenticity – Clarity – Unwavering▪ Objectives – Metrics – KPIs▪ Teamwork – Relationship - Engagement

Reflection Point...How come?

- Starting off with a rhetorical question might in deed create a reflection moment to how this topic is fitting in today's business environments:

What does a shepherd do managing each and every day?

- The term 'shepherd' harkens back to the biblical days of a person, in the beginning typically a man, working his craft in managing a herd or flock of animals.
- The term 'managing' describes the ability of the shepherd to direct, shape the grouping, provide instructions [orally and with hand signals], set direction and provide care for his/her animals.

Core Rudiments of this Approach...

- As organizations look to its leadership to set the direction of entity, **there is a model by which the leader actually does not actually get “out in front”**.
- Rather, in this leadership methodology, the leader looks at the organization in **“from the back”** perspective and assesses threats and opportunities and helps to encourage and direct the organization in a manner that optimizes performance outcomes
 - Management = Organizing and staffing for performance
 - [Shepherd] Leadership = **Aligning & Harmonizing** for success
- True leaders provide for the real needs of those they lead and must adapt themselves and those served to the changing environment [Contingency Theory?]

Continued...

- **Akin to the servant leadership approach**, the shepherd leadership methodology requires authenticity, commitment to the greater good, mentoring and the communication of a shared vision.
- Shepherd leaders are often not clearly seen as distinctive from the organization [the flock]; however, these leaders are providing **cohesiveness, clarity of direction, reassurance** and a sense of belonging to all of employees [and other stakeholders].
- The intentions are to ensure the team members and organization as a whole is on course and at-speed in terms of the mission and objectives. Whilst, individual contributors are encouraged and their talents acknowledged.

Some Literature Narrative...

- The shepherd should look to provide due care to **influence** the well-being of the group. As put forth by Lowney (2006), “greater love than fear” as it pertains to **creating an environment** steeped in positivity, encouragement and by supportive means
- Both Conger (1990), Kirkpatrick & Locke (1991), Barna (2002) and Maxwell (2003) aligned with the **concept of influence** as sine qua non to leadership strategy
- Bennis & Thomas (2002) purported “Crucibles of Leadership – “deep reflection, examine values, question [current]assumptions and hone [their] judgment”

Preliminary Findings – Interviews ▲

- In particular to the notion of *Shepherd Leadership*,
 - the presence of **influence** is clearly evident in the managing of the team from the back, seeing the “edges of the flock”
 - In that outside threats and opportunities both can be rationalized, strategies and tactics developed – all to further the productive direction of the organization
 - Seems as though this novel and new approach will need to be clearly articulated
 - How will the organization know, see and feel this methodology?
 - Is this approach something that can be measured?
 - Will people be accepting of this approach and respond “differently”?
 - Seems as though this approach will be fitting for the “millennials”
 - How can we pilot this? Can we announce we are shifting to this?

Preliminary Data Collection

Phone Interviews with fifteen (15) CEOs

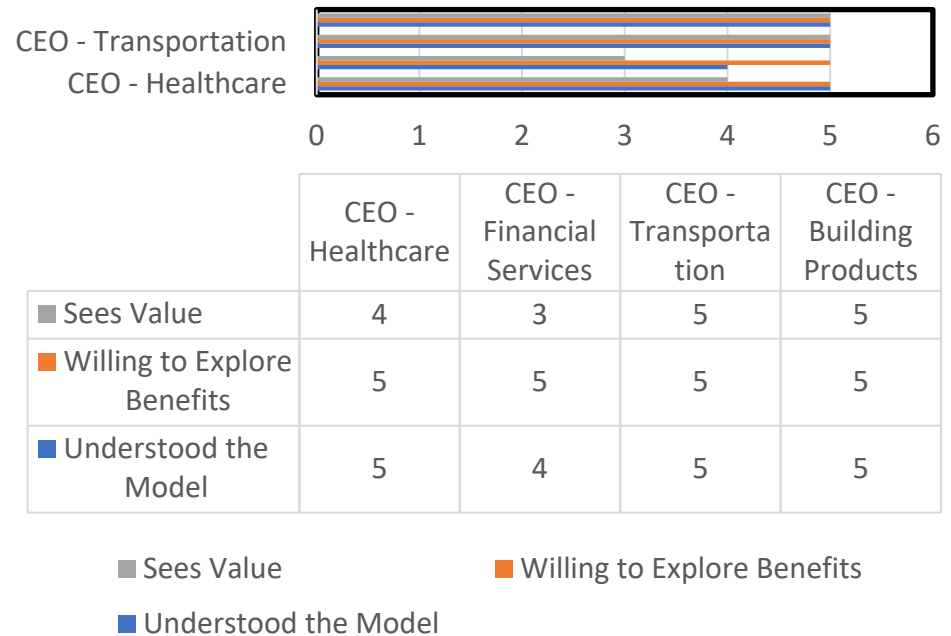
Methodology:

1. Provide abstract and some added narrative regarding Shepherd Leadership
2. Allowed 2 weeks for reading and reflection
3. Called each research respondent for a 15-20 minute discussion and posed questions shown

Conclusions:

1. Appears to be some strong interest in a new leadership approach
2. The initial “perceived” value proposition appeared to be promising
3. Some themes across industries to be vetted

Interviewee Feedback



Source: Fioravante 2020

Key Essentials of this Leadership Model

- Leadership models are a plenty – choose one that **fits you and the situation** – changing approaches can be most effective.
- Collins, J. (1999) – Level 3
 - Organizing People & Resources toward the **pursuit of predetermined objectives & goals**
- Setting **clear and definable expectations** is essential and can be viewed in an effective and efficient manner – **seeing the big picture unfolding.**
- Understanding the mechanisms between **causal relationships**
 - Inputs – Leadership behavior
 - Output – People and Organization Performance
- Looking for and **embrace variations** in the scenario
- *We all may “actually” shepherds – can you feel it?*

Top 3 Take-Aways to Practice

- Understanding data and institutionalizing analytics in the decision-taking process adds to the thought of **science** and its role in leadership methodology
- Leadership is about influence and being able to relate to those in the situations in front of us
 - Level 5 = **Humility** + **Will** (Collins, 2001)
- **Shepherd Leadership is fundamentally about bringing all of the constituencies into a cohesive manner, with a common set of objectives and catapulting to greater success.**

Q&A

- Why now?
- How do I start?
- What's next in the Research?

Small Business Customer Service Employees

A Biodata Study of the Relationship between Positive
Youth Development and Employment Longevity

Presented by:
Dr. James Dovel
Assistant Professor of Business Administrative
Shepherd University

Agenda

- Introduction
- Methods
- Results
- Implications for Small Business
 - Biodata & PYD (Positive Youth Development)
- Future Research & Thoughts for Educators
- Conclusions
- Questions?

Introduction



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Introduction

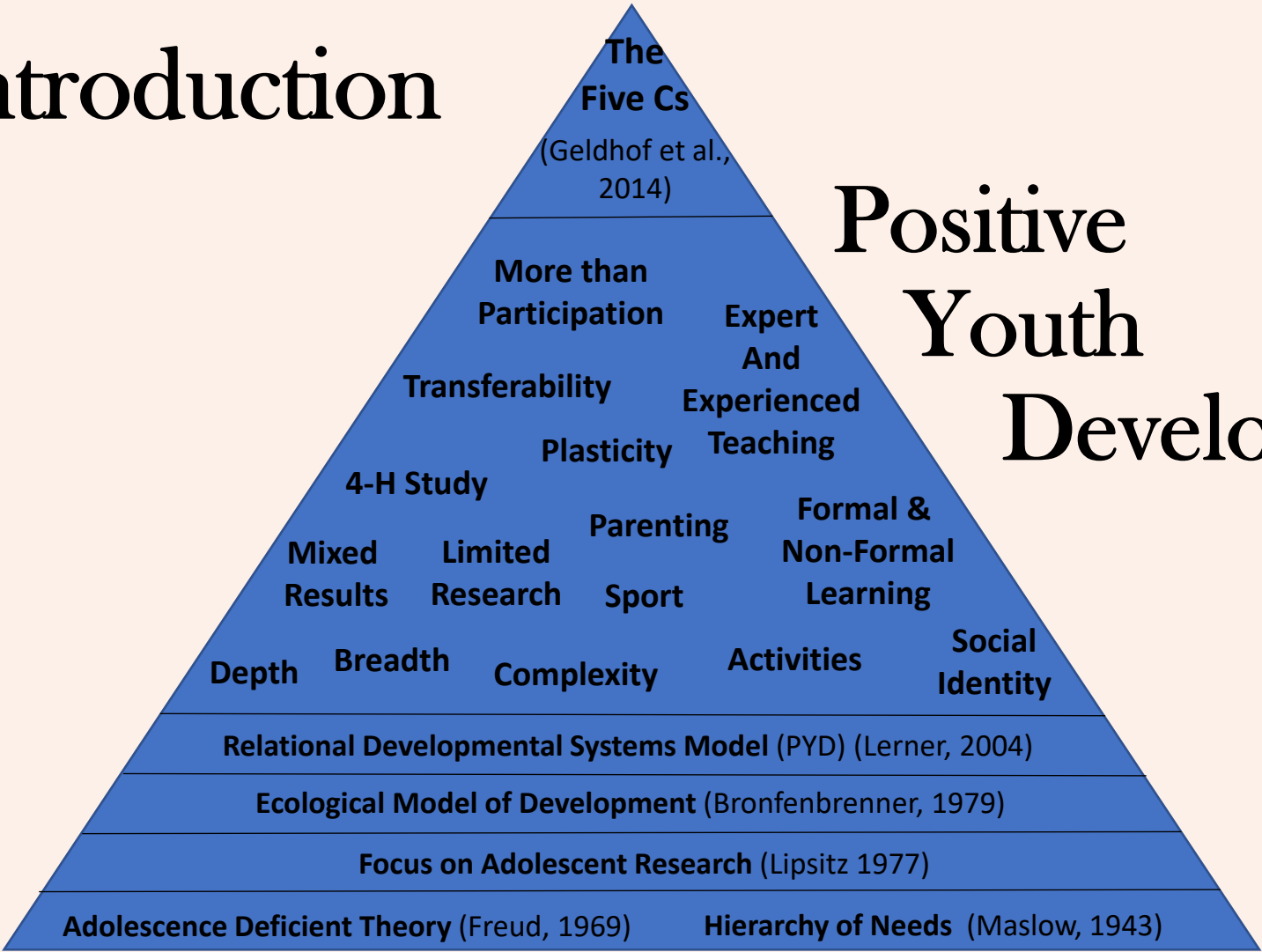
Small Business Customer Service Employees



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Introduction

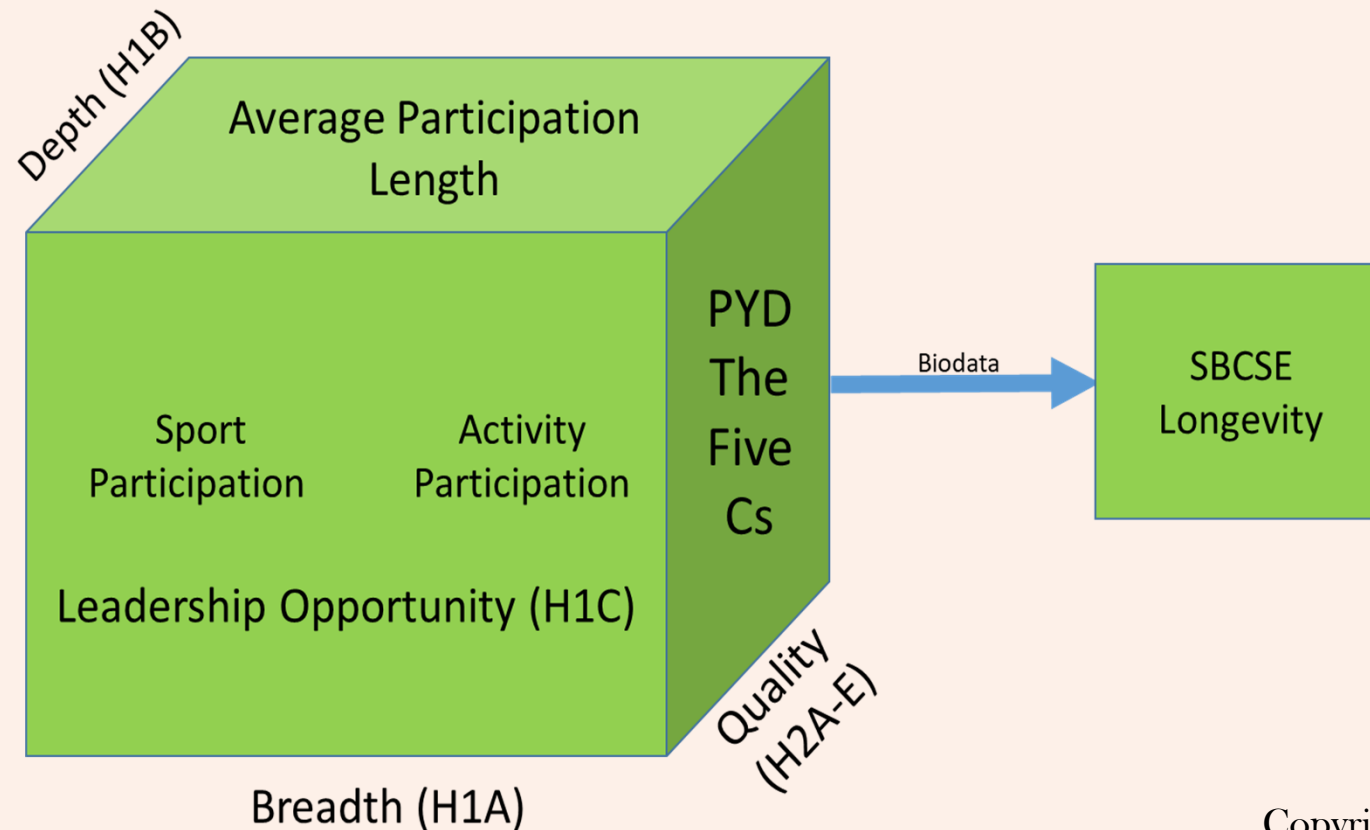
Positive Youth Development



Introduction: Biodata

- Short for biographical or background data
- Early life experiences are significant to certain work outcomes (Gunter & Furnham, 2001)
- Based on the quantifications of life experiences (G. Stokes et. al., 1994)
- Past actions are predictive of future actions (Breugh, 2009)

Introduction: Working Model



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Introduction: Youth Experiences

- Breadth
- Depth
- Leadership Opportunity

Introduction: The Five C's

- Competence
- Confidence
- Character
- Caring
- Connection

Methodology: The Instrument

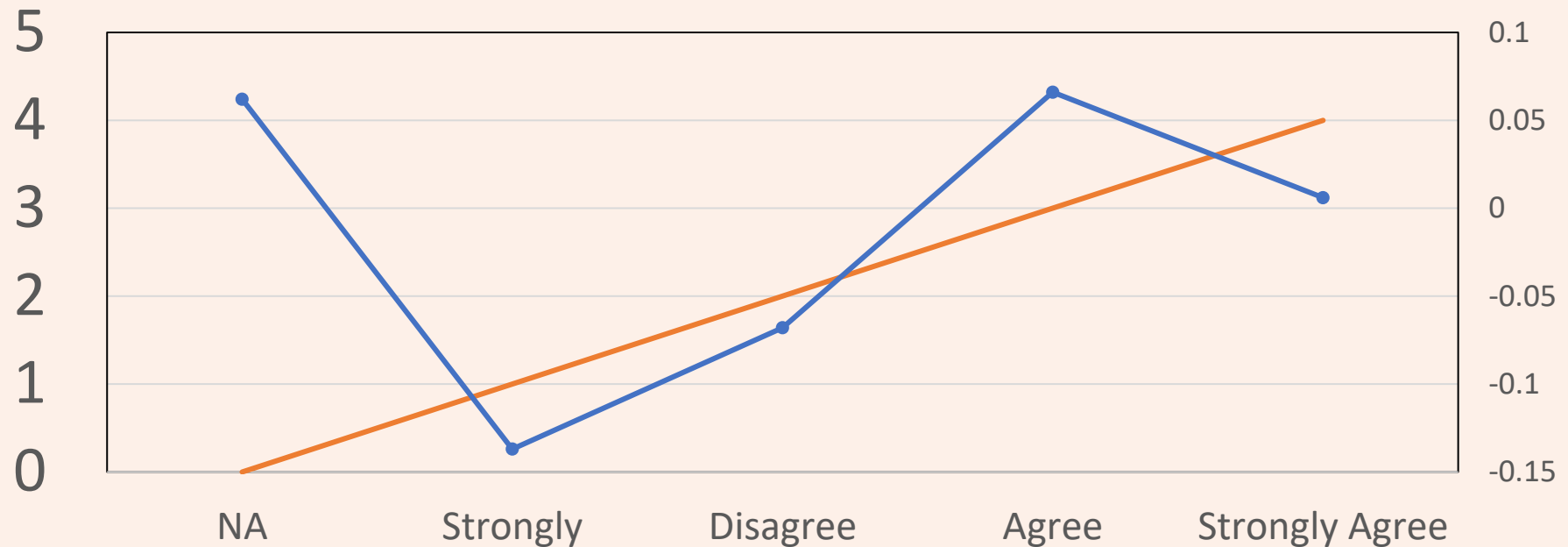
- Inventory of common sport & non-sport activity participation (Abbott-Chapman et al., 2014)
- Leadership Opportunity
- 34 Cs PYD Questions (G. John Geldhof et al., 2014)
- 4-Point Likert scale with no applicable option
- Sport and non-sport youth activity contexts
- 4 question inventory of job longevity
 - Z Score by binned age ranges
- Reviewed by 4 practitioners / researchers

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Methodology: Analysis

- Option level hybrid keying
- Point biserial raw weights method
- Empirical + Rational = Hybrid
- Cross Validation Study

Methodology: Option Level Keying



I had the opportunity to participate in leadership. - Youth Sporting Experience

— Item Level —●— Option Level

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Results: Survey Demographics

Characteristic	N	%
Total number of viable surveys received	127	100
Gender		
Female	78	61
Male	49	39
Work experience in years		
<= 7.00	24	19
7.01 - 12.00	18	14
12.01 - 19.00	23	18
19.01 - 23.00	20	16
23.01 - 30.00	21	16
30.01+	21	16

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Results: Final Model Validity & Reliability

Dataset	r_s	n
Developmental	.42 ^{**}	83
Hold out	.52 ^{**}	42
Combined	.46 ^{**}	125
**. Correlation is significant at the 0.01 level (2-tailed).		

Results: Model Performance by Gender

Gender	r_s	N
Female	.43 ^{**}	78
Male	.46 ^{**}	49
** . Correlation is significant at the 0.01 level (2-tailed).		

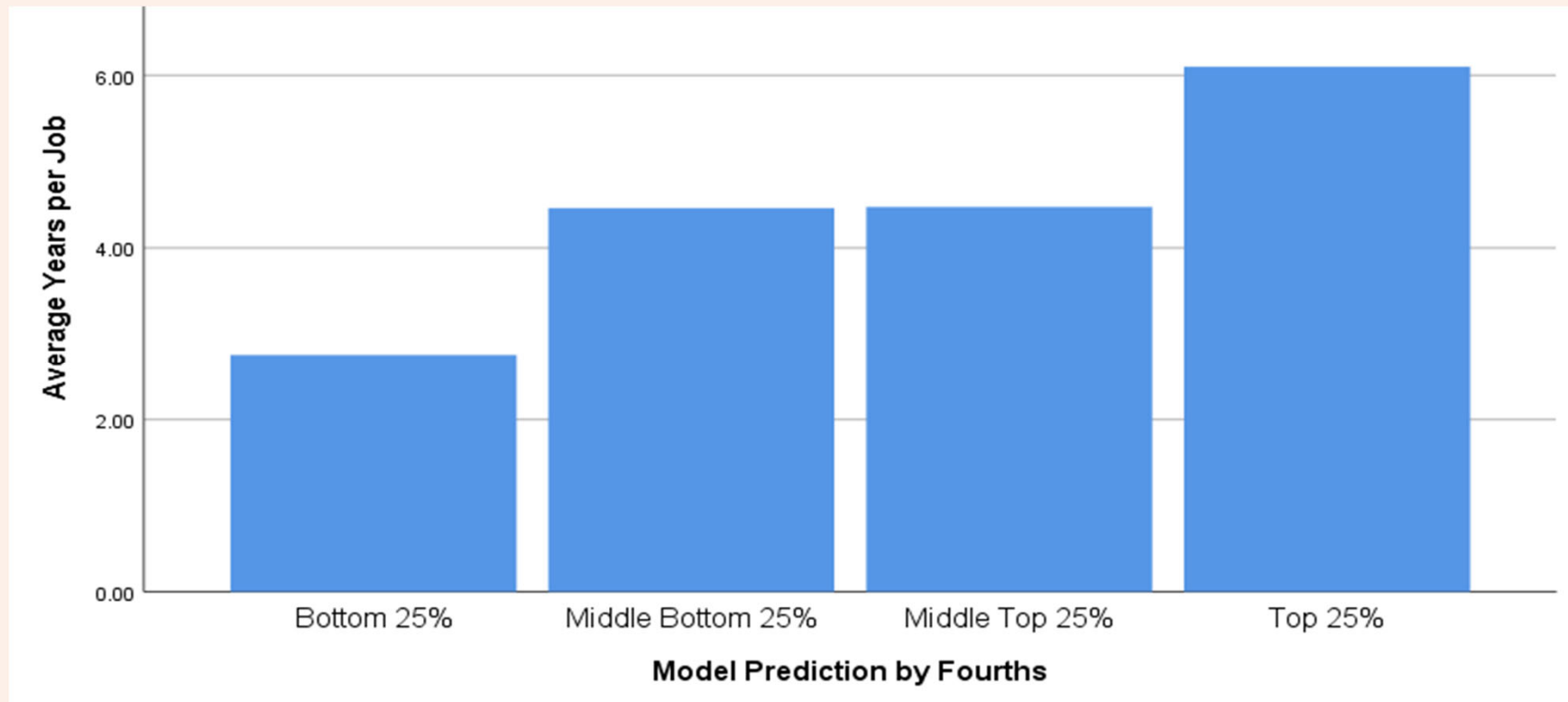
Results: Relationship between youth experiences & job longevity

Construct	Retained	Spearman's RHO
Leadership Opportunity	YES	.20*
Depth	YES	.13
Breadth	NO	-.01

Results: Relationship between PYD, represented by The Five C's & job longevity

Construct	Percentage Used	Spearman's rho
Connection	75%	.38**
Confidence	58%	.23**
Competence	33%	.35**
Character	31%	-.09
Caring	17%	.30**

Implications for Small Business



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Implications for Small Business

- $\leq .37$ do not hire
 - $.38$ to 1.48 hire
 - > 1.48 exceptional
-
- Labor market important part of data use
 - Caution for model overuse

Implications for Small Business

Group	Mean number of years on job	Mean number of employees leaving every year	Turnover rate	Yearly low cost scenario *	Yearly high cost scenario **
Bottom 25%	2.8	3.6	36%	\$25,371	\$192,094
Top 25%	6.1	1.6	16%	\$11,479	\$86,913
Total Difference				\$13,892	\$105,181
Difference per 1%				\$694	\$5,259
* Low range of yearly turnover cost per employee. \$7,000. (Lahey, 2014) ** High range of yearly turnover cost per employee. \$53,000. (Lahey, 2014)					

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Implications PYD research and Practice

Construct Prediction	r_s	Bottom 25% M	Top 25% M	Difference M
Connection	.38 ^{**}	-.45	.74	1.19 ^{††}
Competence	.35 ^{**}	-.30	.33	0.63 ^{††}
Character	.30 ^{**}	-.16	.17	0.33 ^{††}
Confidence	.23 ^{**}	-.10	.17	0.28 ^{††}
Depth	.13	.57	.78	0.21 [†]
Leadership	.29 [*]	-.03	.07	0.10 ^{††}
Caring	-.09	-.05	.05	0.09 ^{††}
<p>• Correlation is significant at the 0.05 level (2-tailed). ** Correlation is significant at the 0.01 level (2-tailed). † There is a statistically significant difference at the 0.05 level based on an independent samples t test. †† There is a statistically significant difference at the 0.01 level based on an independent samples t test.</p>				

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Implications PYD Research and Practice

- Sustained adult relationships, not friends
- Serve fewer youth for longer time frame
- The development of competence
- High quality lengthy participation
- Sport, service, and faith pairings

Implications for Biodata Screening Development

- Connection
- Competence
- Adverse Selection (Discrimination)

Conclusions / Future Research / Application in Education

- Combining this research with personality
- PYD to Adult outcomes
- Instrument performance among other cultures
- Looping
- Creating relationships

Questions?



Contact information:
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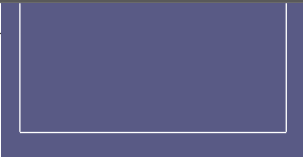
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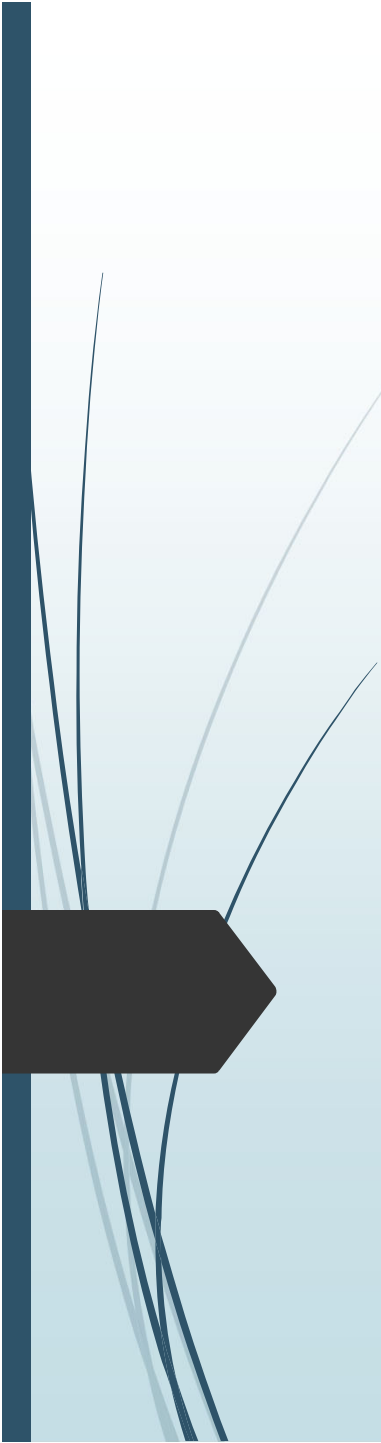


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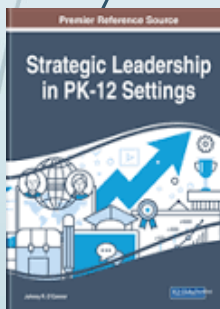
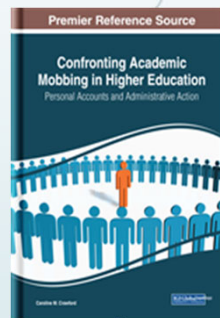
Student Consumerism: The Era of Entitlement to Bullying Faculty

Dr. David B. Ross, Professor

Nova Southeastern University

Center for Scholastic Inquiry Conference, April 6, 2020

This presentation is based on the research from three publications.



- Ross, D. B., & Matteson, R. W., Sasso, M. T., & Peyton, G. L. (2020). A Remedy for Improving the Culture in Higher Education: Toxic Leadership to Servant Leadership. In C. M. Crawford (Ed.), *Confronting Academic Mobbing in Higher Education: Personal Accounts and Administrative Action* (pp. 159-185). Hershey, PA: IGI Global.
- Ross, D. B., Sasso, M. T., Matteson, C. E., & Matteson, R. W. (2020). Narcissistic and Sociopathic Leadership and the World of Higher Education: A Place for Mentoring, not Mobbing. In C. M. Crawford (Ed.), *Confronting Academic Mobbing in Higher Education: Personal Accounts and Administrative Action* (pp. 69-103). Hershey, PA: IGI Global.
- Sasso, M. T., & Ross, D. B. (2020). Academic Entitlement and the K-20 System: The Importance of Implementing Policies to Better the Education System. In J. O'Connor (Ed.), *Strategic Leadership in PK-12 Settings* (pp. 110-132). Hershey, PA: IGI Global.

I am willing to purchase my A.





Student Consumerism

- Students risk a decrease in their educational quality in higher education.
- They are consumers, not students buying goods and services.
- Consumerism in higher education is evident through students' attitudes, behaviors, and expectations and has been associated with passive learning.
- It is negatively impacting student behavior and learning processes inside the classroom.
- A socio-cultural ideology whereby students are considered consumers of higher educational “products” and through such purchases and consumption, students values, attitudes, and beliefs about education.



Student/Academic Entitlement

- A pervasive sense that one deserves more and is entitled to more than others (Campbell et al., 2004).
- Students feel entitled due to the consumerist model that has been created.
- Academic entitlement will encompass the idea that students believe that they are worthy of or entitled to attaining specific goods and/or services that are to be offered by their academic institutions and professors, even though they do not demonstrate their actual performance or responsibilities within the classroom or online (Sasso & Ross, 2019).
- The expectation that one should receive positive academic outcomes, often independent of performance (Kopp & Finney, 2013).



How Student/Academic Entitlement Occurs

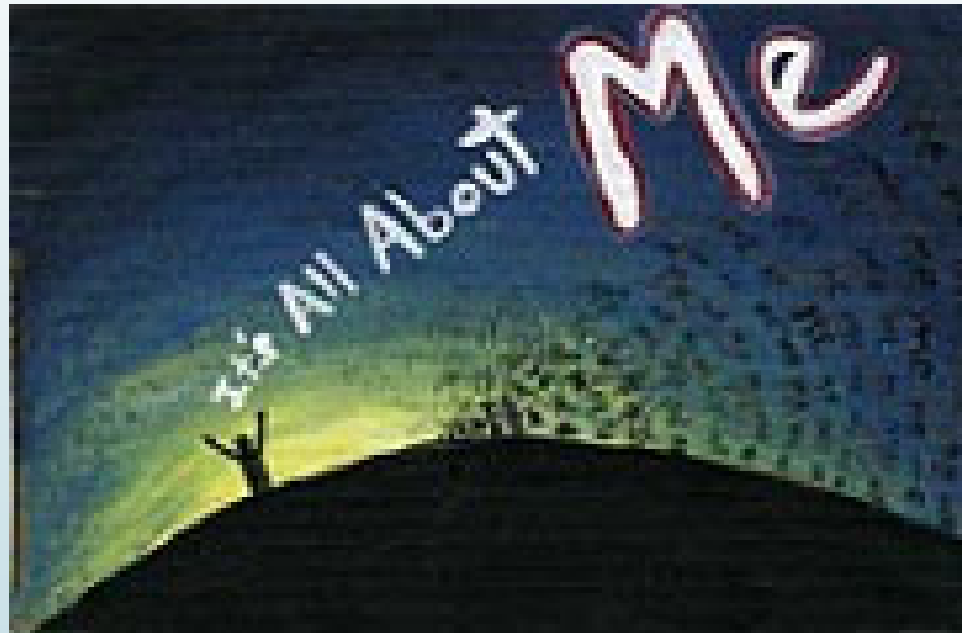
- Parenting styles
 - Permissive parenting style;
- Self-esteem movement
 - They have been continuously told by their teachers, parents, and media that they are special and can attain whatever goal they want (Twenge, 2006).
- Institutional climate
 - Adjunct vs. full-time professor,
 - End of semester evaluation.



How Student/Academic Entitlement Occurs

- ▶ Millennials and the customer business model.
 - ▶ Inflation of tuition and students feel they are paying so much, they deserve an A; and
- ▶ Grade inflation
 - ▶ Due to fear of losing position, based off of course evaluations.
 - ▶ Anonymously evaluating their professors, which ignited feelings of entitlement.
 - ▶ Situational power [students a level of power].

ME Generation





Bullying and Mobbing in Higher Education: Student Behavior

- Mixed up core values and learning poor behavior, such as bullying and mobbing, derails positive modeling or mentoring (Owens, 2016).
- Respect lost when students expect professors to do their all in order to appease and accommodate their every wish, wants, and desires.
- Increase in student academic entitlement expectations, it will become increasingly common for students to give professors negative evaluations as well as engage in negative confrontations with faculty.
- Become hostile when their demands are not met.
- They are owed positive outcomes without having to do the same in return.
- Students who earn grades through academic dishonesty undermine values of the institution.
- See their professors as a watch person and at times even a hindrance on their path to completing their degree and not as an intellectual leader who is to be respected.



Academic Entitlement and Narcissistic Behavior

- A study conducted by Greenberger et al. (2008) revealed that academic entitlement was “moderately related to an overall sense of entitlement and to narcissism” (p. 1193).
- Menon and Sharland (2011) indicated that narcissism is associated with other behaviors and attitudes such as, “entitlement and academic entitlement, Machiavellianism and exploitation, and dishonesty, including academic dishonesty.
- Attained grades lower and found to be more willing to debate those grades.
- Students want to have opportunities for re-writes, even after the professor gave 100% corrections. These students feel entitled to copy the professors' corrections in order to obtain a better grade.



Prevention

- Stop the entitlement mindset that materializes when a child has been overly coddled and excessively nurtured . . .
- Practicing (a) gratitude, (b) comprehending "good failures," (c) illustrating sympathy towards students, (d) demonstrating sympathy towards families, and (e) remaining optimistic (Colbert, 2015).
- There must be a strong emphasis on the teaching and learning process, not just attaining a specific grade.
- Educators must create an atmosphere of organization and structure, provide an opportunity for learning with corrective feedback, and offer sessions throughout each semester where students may ask questions.
- Educators invest additional time with their students to show them the intrinsic motivation to succeed, compared to an extrinsic motivator of an entitled grade.



Prevention

- Each educator should distribute a set of their own expectations, assessment and rubric requirements, and methods of instructional delivery, whether the course is a face-to-face or virtual format.
- Opposition to entitlement
 - Learner's desire or preference for assuming responsibility for learning.
 - Learner assumes primary responsibility for planning, implementing, and evaluating the learning process.
- Making their learning relevant
 - Students have false perceptions of how the real world functions.
- Students who are given personal autonomy over the learning and instructional process feel a sense of moral, emotional, and intellectual management; this creates an environment where learning occurs.



Prevention

- Changing the organizational culture and striving for a zero tolerance for negative behavior and microaggression in the workplace.
- Spending time and communicating policy change for others in the workplace to model appropriate behaviors by creating nonviolent, civil, and respectful working surroundings.
- A need for leadership to address the misbehaviors in the workplace for resolution, as well as address risk factors and behaviors that accompany this epidemic of bullying to develop better policies, education, and training (Bergloff, 2014; Gardner Gilkes Benevides, 2012; Pollack, 2015; Shaw, 2017).
- “Research supports that policies and practices embedded in the culture considerably lower the probability of workplace bullying” (Bergloff, 2014, p. 91).

Faculty must be treated fairly and with respect in order to transfer their wisdom and disciplines to students. These students, in turn, can then transfer this learning as well as character building to their communities and families.



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