

Alpha REVIEW

Delta Pi Epsilon NEW YORK UNIVERSITY



President's Message

Dear DPE Alpha Members,

I am honored to be assuming the leadership of the Alpha Chapter, DPE. Our chapter is steeped in tradition and I am committed to continuing and enhancing this tradition during my tenure. My thanks to Lisa-Schuman-Ponti, who during her year and half at the helm was responsible for organizing a number of relevant speaker series, enhancing the buddy program for entering business education students, hosting the networking session for Upwardly Mobile in our service efforts, and representing Alpha Chapter at the national conference in Spring, 2007. Lisa, on behalf of the Alpha Chapter membership, thank you for your contributions.



The focus of the Alpha Chapter remains learning in the workplace and higher education. This year we have a number of programs and initiatives that support this focus. In October, we will be heading uptown to join the Inter-University Colloquium at Columbia University to listen to Professor Knud Ileris, professor of lifelong learning at the Danish University of Education in Copenhagen, one of the leading contemporary thinkers in workplace learning. We are continuing the buddy program, matching eight new business education masters students with current students in the program.

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Past President's Message



Dear DPE Alpha Members,

Each message I've written has been harder than the last, as I sit in front of my computer trying to think of something relevant to share with everyone, something that might resonate with the membership. At the moment, I sit here mainly just amazed that not only another is coming to a close but that my time as your President has come to a close. The time has gone so fast and so I feel there's so much more left to do.

It was a busy year for DPE and Alpha Chapter. We inducted a tremendous group of new members at the end of last semester, and some old friends have returned to the fold, which is very heartening. Alpha Chapter even received an award from the National Conference to commend our outstanding chapter membership reactivation, so welcome back to those we might have lost touch with for a while. Let's not let that happen again!

DPE had a great representation at this year's American Educational Research Association (AERA) conference which was held here in New York in March. We had several members participate at the conference, at roundtables and poster sessions, and our esteemed faculty sponsor, Dr. Bridget O'Connor, chaired a presentation of papers

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2008 DPE Alpha Chapter Executive Board

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Three Alphans are heading out to the DPE National Meeting and will be presenting papers. Biennial Best Paper/Book Awards have been expanded to be more inclusive of Masters students: note there's a new category called "Best Paper in a Business Education Class."

Professor Bronner tells us that DPE may be putting together a history of the organization, and as the Alpha chapter, well, it all began here. We will be preparing to provide information for this effort when it officially launches. As part of this effort, we will be reaching out to prior members to get them back into the fold. And of course, all work and no play make DPEers no fun. So in that spirit, join us in a number of social and networking opportunities. We will continue the new tradition of our widely-enjoyed gift exchange at the holiday party (December 12 – please mark your calendar!).

I am proud to be leading such a vibrant chapter. Working with a wonderful leadership team (see masthead on first page) and such a wonderful, diverse membership, I am looking forward to the upcoming year. It should be filled with learning new things, meeting new people, and spreading the gospel of business education in higher education and the workplace.

Peter J. McAliney

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on knowledge and learning in the workplace. Several other members, myself included, attended various sessions to support our colleagues, gain a greater understanding of educational research and perhaps inspire us to further our own research agendas!

Alpha Chapter also undertook a service project this semester outside the realm of NYU and was given the opportunity to expand our own network of contacts as we sought to help others develop their business contacts. Working with Upwardly Global, a not for profit organization, we acted as volunteer "networkers" with immigrant professionals from all over the world trying to rebuild their careers here in the US through expanding their networks and polishing their networking skills. To hear the stories of these remarkable individuals and how they came to be here in our country, what they've had to overcome was truly inspiring and gave me a greater appreciation for the opportunities we're afforded each and every day. I would welcome the opportunity to engage in such an activity again and hope that more members would be able to join us and to allow someone else benefit from our own experiences. I'd like to commend Tadd Wamester for his efforts in connection with this project.

And finally, I know I've said it before, but it bears repeating so I will. I would like to thank the members of my Executive Board for all of their efforts on the Chapter's behalf. I understand the difficulty of fitting everything into one short day, one short semester, and they've gone above and beyond the call of duty. Thank you again!

Lisa S. Ponti

Sponsor's Message

Professor Bridget O'Connor

At our Spring 08 graduation gala, we toasted ten new MA graduates and four new doctoral graduates! What an impressive group! Congratulations to all. And my thanks to your Alpha executive board, particularly President Lisa Ponti and Member at large Amy Lui, for all their efforts in planning and running this event. MA graduates' Valedictory Ceremony was in Radio City Music Hall; the doctoral hooding ceremony was in the NYU Skirball Center; and commencement ceremonies were held at Yankee Stadium. What a busy week for our graduates!



So, now let's welcome the new Executive Board, headed by President Peter McAliney. We held a terrific start-off-the-year meeting—and we're off to a great start!

I want to take this time to publically thank the Delta Pi Epsilon Foundation for its support of a research proposal entitled "A qualitative investigation of factors affecting the transfer of learning from the university to the workplace." Masters candidate Rob Cordova will be working with me, interviewing BEHE graduates who were working full time and going to school part time about their experiences in the program. The DPE funds will make this project possible!

As a member of DPE, I urge you to review the wide range of services National DPE offers. AND I ask that each of you continue to be active members of the society and of the program. Volunteer at both our local chapter and national levels. And consider planning your own research projects.

Of course, it's only fitting that to end this note with a special thank-you to our newsletter editors. Rob Cordova and Julie Cross, master's graduates in business education, are serving Alpha in this role. Please let them know that we all appreciate their efforts in ensuring that all Alphans stay connected. It's communications that makes us (and keeps us) the alpha chapter! It's going to be a busy and productive semester as you'll see from the items in this newsletter.

To keep the newsletter current, we need more information from you! What are you doing that you'd like your fellow Alphans to know? Please let us hear from you.

NOTES

SAVE THESE DATES:

October 7, 2008
“How We Learn”

October 10, 2008
Alpha Chapter DPE
“Best Awards”

October 24, 2008
AERA SIG Workplace
Learning

December 12, 2008
DPE Holiday Party

More details on page 4.

This newsletter is a publication of the Business Education Program and Alpha Chapter DPE at NYU. If you would like to share related news and announcements with your fellow DPE members in the next release of Alpha Review, please contact Julie Cross at julie.e.cross@gmail.com or Rob Cordova at rob@robcordova.com.

News & Events

Rebuilding Careers in the US

On March 27, 2008, DPE Alpha Chapter took over the first floor lounge of Pless Hall by hosting a networking practice event for 15 immigrant professional jobseekers.

This event was part of an 8-week program that Upwardly Global runs to help these clients rebuild their professional careers here in the United States. All of the job seekers in attendance are university educated, work experienced, and eligible to work, however, they have a difficult time adjusting to the different cultural and workplace standard of a US job search.

With the help of 9 DPE members, 5 UpGlo staff (including Business Education gradu-

ate Tadd Wamester), and several others from the NYU community, the job seekers practiced their “elevator pitch,” asked questions of the volunteers, exchanged business cards, and received helpful feedback related to their presentation and networking technique.

Since the event, four of the job seekers have found employment back in their professional field and many others are actively interviewing and hoping to find their “dream job” in the very near future. Upwardly Global thanks DPE for their dedication to community service and their interest in cross-cultural instruction/coaching.



News & Events

Dates to Remember

October 7, 2008

Dr. Knud Illeris, Professor of Lifelong Learning, Danish University of Education, Copenhagen.

As part of the Intra-university Adult Learning Colloquium (Columbia, Fordham & NYU), Dr. Knud Illeris will speak with faculty and students at Columbia University on October 7, 2008 (6:00 pm to 8:00 pm) about his new book *How We Learn (In and Outside the Classroom)*. Dr. Illeris is one of the foremost, contemporary leaders in workplace learning. Following the lecture, Alphans will be retiring to a local establishment for some informal networking and socializing.

October 10, 2008

Annual Alpha Chapter DPE "Best" Awards

Nominate yourself or your DPE Alpha member colleague for the best publication awards in five categories (Best Book, Best Article in a Refereed Journal, Best Article in a Non-Refereed Journal, Best Conference Presentation, Best Classroom Paper on a Business Education Issue).

October 24, 2008

Professor Christian Harteis, University of Regensburg, GDR Chair, AERA SIG Workplace Learning

On October 24 (Friday), at 3 p.m. (Easting Building, Room 319). Dr. Harteis will be leading a colloquium around the work he is doing in the area of workplace learning as well as discussing leadership opportunities in the SIG. Please let us know that you can join us by RSVP'ing to Chunhui Ma: cm1819@nyu.edu

December 12, 2008

Annual DPE Holiday Party (5:30 – 8:00 PM)

Alpha Chapter DPE invites you to come and celebrate at our annual holiday party. Share in the fun, laughter and joy this holiday season with fellow students, alumni, friends and family.

Scholarships Fall 08

Karen Gillespie Scholar
Christine Janssen

Peter L. Agnew Scholars
Sumeet Khemani
Katherine Paxson
Mirian Rosal
Jing Shi
Jie Zuo

Herbert A. Tonne Scholar
Jennifer Vavala

ATTENTION RECENT GRADS:

Where did your Business Ed Degree take you?

We want to know where you are and what you have been up to since you graduated from the Business Education program! Please contact Julie Cross at julie.e.cross@gmail.com and let her know all about your life!

Alpha REVIEW

NEW YORK UNIVERSITY

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News & Events

The Agnew Group

Michael Bronner, Professor Emeritus

The Agnew Group (TAG), a 'think tank' sponsored by the Peter L. Agnew Foundation, was established to consider the future of Business Education in the U.S. It was formed at NYU in the Fall of 2003 by Professors Bronner and Burt Kaliski of the University of Southern New Hampshire, following Dr. Kaliski's Peter L. Agnew Memorial Lecture the previous year. Dr. Kaliski's 2002 message focused on six critical questions for our field: 1) what will business education be? 2) where will it be? 3) how will it be delivered? 4) who will teach it? 5) who will prepare the teachers? 6) who will lead us?

Twelve leading Business Education leaders were identified by Bronner, Kaliski, and O'Connor, and invited to join in this effort. Each of them represented various geographic areas of the country, levels of service—secondary, post-secondary, college/university, and state supervisors—and all were highly regarded professionals, having served as national presidents of NBEA, NABTE, DPE, OSRA, and in substantial service to ACICS, ACTE, AERA, ASTD, and ISBE, among others. Most were nationally recognized and honored as John Robert Gregg Award recipients, and all had extensive publication and research credentials and, thus, had extremely high credibility in the field.

The objectives of TAG included conference presentations and the preparation of one or more 'white papers' outlining recommendations for the future(s) of our field, and the support of research, which could impact these possible futures.

Early meetings were held at NYU, sponsored by the Agnew Foundation, and numerous presentations were made at local, state, regional, and national conferences throughout the U.S. and at ISBE meetings in Sweden, Poland, and Austria. A major Delphi research study has been conducted by Profs. Lambrecht and Cyril Kesten, which focused attention on the current needs and future demands of our field, thus enhancing TAG's recommendations for the future.

One of the major outcomes of TAG was the Special Issue of the DPE Journal: *Envisioning the Future of Business Education: A Report of The Agnew Group*, was published by DPE as their Winter 2007 offering, Vol. XLIX:1. This journal, which was edited by Prof. O'Connor and with articles written by TAG members, summarizes the work

of the group and makes strong recommendations for Business Education now and into the near future. (NB: As Alpha members you should have received this publication, and you are strongly encouraged to read it carefully and offer comments to Prof. O'Connor or to any of the authors referenced.)

TAG is now five years old and it is time to recommend that a new generation of like-minded professionals take the helm of our ship as we continue our journey. As such, each TAG member has recommended his/her replacement and everyone will meet at the DPE annual conference in Chicago this coming November to transfer leadership to the new group, TAG2. Each current TAG member will serve as a mentor to their respective replacement to assist them as they continue their journey. Current TAGgers will formally cast off all lines at next year's DPE meeting in San Francisco, in 2009.

Finally, and of interest to our NYU Business Education community, Professor O'Connor has nominated Dr. Amy Lui as her replacement, and Professor Bronner has nominated Dr. Guy Adamo as his replacement. Both have accepted this assignment and they are looking enthusiastically to their time at the TAG2 helm.

The Agnew Group Members

Marcia Anderson, *Southern Illinois University*

Michael Bronner, *NYU*

Connie Forde, *University of Mississippi*

Burt Kaliski, *Southern New Hampshire University*

Dennis LaBonty, *Utah State University*

Judy Lambrecht, *University of Minnesota*

Peter Meggison, *Massasoit Community College*

Pauline Newton, *Presentation High School,
San Jose, CA*

Bridget N. O'Connor, *NYU*

Sharon Lund O'Neil, *University of Houston*

Martha Rader, *Arizona State University*

Bonnie Sibert, *Nebraska State Department
of Education*

News & Events

AERA Conference 2008

This year the AERA Annual Conference was held in New York and our Alpha Chapter was well represented with two roundtable and one poster session. Roundtables were presented by recent PhD graduate Sabra Brock and PhD candidate Kevin McEvoy.

Dr. Brock presented continuing work on her doctoral thesis in a paper entitled, "Equality of Transformational Learning in Male and Female Business School Undergraduates." Kevin McEvoy, doctoral candidate, presented his 'work in progress,' his dissertation proposal "First Year Workplace Learning Experiences of New MBA Marketing Graduates," which was also attended by President Lisa Conti.

As a testament to the networking value of AERA, Kevin was able to spend some time speaking directly with one of the major theorists in his dissertation, Michael Eraut. Doctoral candidate Peter McAliney presented a poster session on work that he has been doing in association with his current teaching focus

entitled, "Employing Transformational Leadership in the Blended Learning Classroom to Impact Learning Outcomes in Community-based Post-secondary Schools."

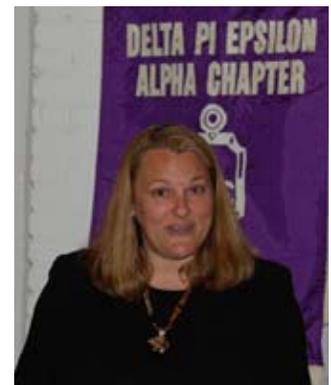
Professors O'Connor and Bronner were seen making the rounds and hosted the Paper Session of the Workplace Learning Special Interest Group, where members Nelson Zhang, Christine Jannsen and Amy Liu were also in attendance.

Photos from Spring Graduation



Event Photos

Spring Graduation and Initiation



Article Abstract - Sabra Brock

ABSTRACT: Measuring the importance of precursor steps to transformational learning, *Adult Education Quarterly*

Transformational learning has been important in the development of adult education since Jack Mezirow proposed it more than 35 years ago as a theoretical description of the steps learners undergo in changing their world views.

However, despite much qualitative research, little quantitative study has been made of the incidence of transformational learning or the ten steps predicted by

Mezirow to precede it. This study of 256 college business school students reports the incidence transformational learning and each of the ten precursor steps. The more of these steps respondents remembered experiencing, the greater likelihood of also reporting transformational learning.

The highest incidence of reporting transformational learning was associated with the precursor step of critical reflection, followed by the steps of disorienting dilemmas and trying on new roles. Implications for practitioners are discussed.

Doctoral Dissertation Abstract - Amy Lui Abel

ABSTRACT: The Development of a Conceptual Framework and Taxonomy for Defining and Classifying Corporate Universities, *Unpublished Doctoral Dissertation, 2007, New York University*

Organizations have historically charged their training departments to ensure that workers possessed appropriate skills to do their jobs. Over the last several decades, however, the training department has evolved as an organizational form driven by changing environmental forces, such as globalization and technological advancements. Many departments responsible for the learning development of employees now label themselves corporate universities. As a relatively new organizational form, corporate universities have been difficult to define and classify as they have varying goals, educate multiple audiences, implement different structures and operations, and rely on numerous learning practices and methods. How the learning function is structured and managed impacts the effectiveness of individual employee learning.

The purpose and contributions of this study were to develop a conceptual framework for defining corporate universities and a taxonomy of the different types of corporate universities. The conceptual framework identified five key factors for defining corporate universities: strategy and execution with Human Resources, ability to develop business

skills, evaluation of learning, partnerships with academia, and use of technology to support the learning function. These factors may be criteria with which corporate universities can evaluate themselves to improve their operations and efficiency and for future researchers to examine issues of performance related to corporate universities.

To develop an empirical classification of corporate universities, the protocols of taxonomy development were followed, including survey data collection from 210 unique corporate universities across fifteen different industries, and statistical analysis, employing factor analysis and Two-Step cluster analysis methods. Statistical findings revealed two types of corporate universities: those starting up/growing, and those that are established/mature. Further analysis revealed a more subtle appearance of four types of corporate universities based on their stage of development: Start Up, Growing, Established, and Mature. The taxonomy indicated that corporate universities possessed learning capabilities based on their developmental stage and there is a strong consistent pattern showing the greater the developmental stage, the higher the capabilities in support of the learning function. Practitioners need to recognize their stage of development, assess the organizational resources available, and put in place structures and processes that correspond appropriately to their stage of development.

Doctoral Dissertation Abstract - Bill Black

This study explored the linkage between learning styles, the cultural dimensions of individualism and collectivism, gender, and age among practicing accountants in Shanghai, China, Hong Kong, China and the United States. The participants were audit seniors in a Big 4 accounting firm attending firm training in these locations. Learning styles were measured using the Kolb Learning Style Inventory, and cultural dimensions were measured using the Triandis and Gelfand Vertical and Horizontal Individualism and Collectivism Index. A demographic questionnaire collected data on gender, age, and citizenship.

This study resulted in several significant findings regarding the influence of culture, gender, and age on the learning styles of practicing accountants in Hong Kong, Shanghai, and the United States. Chinese accountants as a whole were shown to be significantly higher in vertical

collectivism than those in the United States, indicating that they are more likely to sacrifice self interest for the benefit of the group, and lower in horizontal individualism; being more interdependent than their U.S. counterparts. Chinese accountants were also significantly higher than those in the U.S. in vertical individualism; implying that they are more accepting of competition within their in-group. Shanghai accountants were shown to be higher in horizontal collectivism and vertical collectivism than Hong Kong accountants, but no significant differences were found in the individualism dimensions.

In terms of learning styles, Chinese accountants were found to have significantly lower active-reflective learning style scores than those in the U.S., indicating that they prefer to learn by reflecting versus doing. In terms of learning style types, there was *continued on next page >>*

Doctoral Dissertation Abstract - Bill Black (continued)

a significantly higher proportion of assimilators in China as compared to the U.S., implying that the majority of Chinese accountants are theory oriented and good at inductive reasoning.

Looking at the correlation between cultural dimensions and learning styles, this study found that three of the four cultural dimensions (horizontal individualism, horizontal collectivism, and vertical collectivism) correlated positively with the active-reflective learning style in Shanghai.

In Hong Kong, horizontal individualism also correlated positively with the active-reflective learning style. The only correlation found in the U.S. was with regard to horizontal collectivism, which correlated positively concrete-abstract learning. No significant differences in learning styles were found between the genders in the populations studied, and the only significant age-learning style correlation was found in Shanghai, where age correlated positively with concrete/abstract learning.

Doctoral Dissertation Abstract - Nancy Burns Sardone

ABSTRACT: An Investigation of the Relationship Between Higher Education Learning Environments and Learner Characteristics To The Development of Information Technology Fluency and Course Satisfaction, *Unpublished Doctoral Dissertation, 2007, New York University.*

Since organizations are dependent on technology, all individuals will need to be Information Technology (IT) fluent upon entering the workplace. An IT fluent individual is not only proficient with software but can also demonstrate their knowledge of computer functions, networks, online resources, digital media, and programming; defined as the ability to control machines. Yet, in undergraduate classrooms, the teaching tends to focus on software proficiency using traditional teaching methods despite the push for more hands-on, constructivist approaches that may engage learners regardless of their major or preferred learning style.

Using causal-comparative research methodology, data from two non-randomized groups of 120 undergraduate students explored the relationship between learning environment (one traditional and one taking a cognitive science approach), IT fluency, and course satisfaction as moderated by math background, grade point average, and/or learning styles. Additional data regarding instructor syllabi, student perceived performance, workload, and methods of instruction were also evaluated.

Data were collected over a period of twelve weeks from undergraduates who had previously completed a fundamentals computer course, earning a final course grade of C or better. The primary data analyses were ANCOVA, Independent t-Tests, and ANOVA. Statistical analyses were performed using SPSS for Windows (v15), with a minimum alpha of .05. The main premises of the study were confirmed: (1) in learning environments based on active learning strategies, IT fluency was achieved regardless of an individual's preferred learning style; and (2) in learning environments based on active learning strategies, course satisfaction was significantly higher regardless of an individual's preferred learning style.

Recommendations included college instructors consider using the following constructivist methods of instruction: student presentations, simulations and game play, peer feedback, development of online portfolios, reflective writing exercises, class discussions, group work, and problem-solving activities. Further recommendations for the college instructor include: raise challenging questions; promote discussion; use varied media effectively; and provide challenging assignments. Recommendations for future research include a pre/post design measuring students' pre-course knowledge of technology concepts to determine if differences in IT fluency at course end are related to learning environment. In addition, use of other conceptual frameworks, such as self-efficacy and motivation, might provide an idea as to how these variables affect IT fluency and course satisfaction.