

**Navigating COVID-19 and the Overnight Transition to Online Teaching:
Multidisciplinary Business Faculty Narratives Address the Challenges**

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Abstract

This paper shares selected narratives of closing the transactional distance and creating a sense of community for students using online active learning strategies. These narratives cover successful teaching tools and active learning strategies utilized by multidisciplinary Business Faculty navigating COVID-19 and the overnight transition to online teaching in March 2020. The Faculty reflect on how they used these tools to address the challenges in closing the transactional distance experienced by students while creating a sense of community among students and the faculty. Four faculty in the Business and Economics department of a U.S. research 1 university's regional college, share their pre and post COVID experience in accounting, marketing, business law, and applied administration. The pivot to online delivery with little time for preparation came with unexpected challenges for faculty and students. The successful transition and redesign of in-person to online active learning strategies are discussed within the context of the need to be cognizant of diversity, equity, and inclusion needs.

Keywords: COVID, online, distance learning, transactional distance, sense of community, diversity, equity, inclusion, active learning, student engagement

**Navigating COVID-19 and the Overnight Transition to Online Teaching:
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In March 2020, universities across the United States (US) opted to send students home and shut down in-person classes to protect students, faculty, and staff from the spread of the COVID-19 virus. The University of Cincinnati notified students that “Effective Saturday, March 14, 2020, UC will suspend face-to-face instruction, lectures, discussion sessions, seminars, and other similar classroom settings, and move to remote instruction. Face-to-face instruction will resume Monday, April 13, 2020...” (email 03.11.2020, <https://www.uc.edu/publichealth.html>). In fact, UC did not return to face-to-face instruction in April. The University remained remote through summer 2020. In fall 2020, most faculty were still remote, and the plans were to continue with minimal in-person, on-the-ground courses through spring 2021 and possibly longer, depending on COVID-19 rates. The decision to transition the majority of classes to online delivery forced faculty members to shift their course delivery regardless of the faculty member’s preparation or experience with online delivery methods.

Most distance learning literature identifies online as completely online, asynchronous delivery of courses. However, during the COVID-19 transition, students and the community generally used the term “online” to describe both online and remote course delivery. Accordingly, in this paper, we refer to all classes transmitted using the Learning Management System (LMS), WebEx (the University’s subscription video conferencing software), Zoom or other internet methods to deliver instruction as online.

This paper provides narratives of teaching practices from four faculty in the UC Blue Ash College (UCBA) Business and Economics department, a U.S. Carnegie classification research 1 university’s regional college during the COVID-19 transition to online course instruction. This paper highlights several tools faculty used to enrich the student learning experience in online

learning. These examples vary by disciplines in the undergraduate business courses, including accounting, business law, marketing, and applied administration. The authors share their experiences using Excel, accounting protocols, Padlet, gamification, and virtual service-learning. After a brief background, a literature review is presented, followed by faculty narratives providing examples of the COVID-19 transition, problems addressed, solutions tried, recommendations based on experiences and lessons learned.

Description of Online Teaching Challenges

The faculty narratives address the challenges in closing the transactional distance for students by creating active and blended learning activities that create a sense of community in online classes. The theory of transactional distance articulates the idea that “distance education is not simply a geographic separation of learners and teachers, but, more importantly, is a pedagogical concept” (Moore 1997, p. 22). As the level of interaction between teacher and learner decreases, learner autonomy must increase. Transactional Distance Theory accounts for the sense of isolation students feel in an online environment (Moore, 1997). Business professors teach problem solving, critical thinking, and decision making for theoretical and practical application to real-world industry issues. COVID-19 forced a real-life experiment in problem solving as shared in these narratives.

Background

In the United States in fall 2018, prior to the COVID-19 impact, 14% of undergraduate students reported being enrolled exclusively in distance education (Hussar et al., 2020). Post baccalaureate students reported a 31% exclusive distance education. Both rates increased from the prior year fall reports (Hussar et. al, 2020). Polikoff, Silver & Korn (2020) reported, “[T]he

impact of [the 2020] COVID-19 [pandemic] varies based on the type of institution that students attend, with two-year institutions and graduate programs seeing the largest effects...students attending two-year institutions are considerably more likely to report plans to change their class load —15 percent [of students] plan to take more classes, 20 percent plan to take fewer classes— than students attending four year undergraduate” programs (para. 4). Students previously enrolled in online courses experienced the challenge of pandemic stressors; students new to online were challenged by the transition to learning in a different course delivery format exacerbated by the pandemic burdens.

According to a national survey of undergraduates during the COVID-19 pandemic, when asked about challenges of remote learning, many students responded that “they did not have the structure of regular class routines and were subject to many kinds of distractions” (Means & Neisler, 2020, p. 10). At UCBA, while the number of students enrolled exclusively in distance education courses increased from 4% in 2018 to 5% in 2019 (Institution: University of Cincinnati-Blue Ash College, 2019), this is less than the 2018 national average of 14% according to the 2020 US Department of Education report on *The Condition of Education* (Hussar et. al, 2020). UCBA¹ surveyed the psychological climate of our college students in October 2020. This survey found 66% of those surveyed were enrolled in 12+ semester credit hours; 69% had upsetting dreams as a result of COVID-19, political tensions, or civil unrest in [their] community; and 57% have suffered from unforeseeable severe anxiety attacks (panic) with physical symptoms (e.g. palpitations, chest pain, dizziness, etc.). Seventy-eight percent of UCBA students exceed healthy guidelines directly related to social support, fear of missing out,

¹ A survey was created in Qualtrics and distributed to 5,499 UC Blue Ash students on October 26, 2020 and discontinued on October 28, 2020. A total of 784 surveys were started with 554 students reporting to have completed the survey in a two-day period (UCBA Mental Health Survey).

loneliness, self-acceptance, self-esteem, anxiety, and depression (UCBA Mental Health Survey, 2020). Means and Neisler (2020) reported in their study that hardware and software issues were most prevalent in lower-income households compared to higher and middle income. In our college's October 2020 student survey, 32% of participants reported a household income of less than \$10,000, thereby potentially increasing student hardware and software impediments (UCBA Mental Health Survey, 2020). To minimize the risk of increased impediments, our college provided students access to internet and technological resources.

Moreover, creating a sense of community in virtual classrooms during the COVID-19 pandemic is crucial in that “[a]s classrooms move online, the psychological and emotional distance also increases, eroding the critical social context that is fertile soil for learning” (Terada, 2020, “7 High-Impact, Evidence-Based Tips” para. 21). We cannot minimize the need to recognize diversity, equity, and inclusion issues that arise from shifting instruction to a virtual environment dependent on technology resources.

The Changing Landscape of Online Education 2020, CHLOE 5, survey conducted by Quality Matters (faculty peer-review to ensure quality online design) and Eduventures reported responses regarding the spring 2020 pivot to online, from 308 chief online officers at institutions across the U.S. in May 2020 (Garrett, Legon, Fredericksen, & Simunich, 2020). CHLOE 5 stated, “the abrupt end of in-person instruction across U.S. higher education in March 2020 led to its replacement at most institutions by remote teaching over one or several weeks to enable students to complete spring term. The average institution needed to move more than 500 courses” (Garrett et al., 2020, p. 5). The survey data supports the authors' experience where Garrett et al (2020) point out, “the burden of converting courses fell mostly on the faculty who had been teaching these courses in person”. UCBA converted more than 500 courses online in 10

days (P. Gemmer, personal communication, November 17, 2020). Although UCBA worked hard to support faculty, demand for limited resources was overwhelming. This required faculty to practice what we teach, through practicing our own self-directed learning (Nilson, 2013).

During the mandatory pivot to online delivery, the authors embraced the challenges to learn new teaching methods and ways to approach students to minimize transactional distance. They implemented best practices online, including strategies frequently used in face-to-face classes, such as active learning exercises to increase student engagement. Bonwell and Eison (1991) describe active learning strategies as “instructional activities involving students in doing things and thinking about what they are doing” (Bonwell & Eison, 1991, p. iii). Faculty researched how to best assess students online to enhance teaching and learning and enabling students to achieve course learning outcomes. These online assessments and their application are the framework for formative and summative assessments during and after the COVID-19 pandemic (Khan & Jawaid, 2020).

Universities in other parts of the world began dealing with the move to remote learning much earlier than the US. Therefore, as the US was beginning to plan, other places such as China were implementing plans. Starting from the spring of 2020, the outbreak of the COVID-19 caused Chinese universities to close campuses and forced them to initiate online teaching. Peking University's move to online education was the focus of a study that recommended five high-impact principles for online education (Bao, 2020):

- (a) high relevance between online instructional design and student learning,
- (b) effective delivery on online instructional information,
- (c) adequate support provided by faculty and teaching assistants to students;
- (d) high-quality participation to improve the breadth and depth of students' learning,

(e) contingency plans to deal with unexpected incidents of online education platforms
(Bao, 2020, p. 113).

Universities adopted numerous tools to support their faculty in providing quality instruction, such as Zoom, WebEx, Microsoft Teams, and purchasing of headphones, microphones and other technology, budgets permitting. Some schools held technical training on how to use these tools and how to develop test questions for online testing (Eltayar, Eldesoky, Khalifa, & Rashed, 2020).

Maher, Hoang, and Hindery, (2020) suggest “a RISE² framework for navigating the fiscal effects of COVID-19 ... to assess the response strategies of local governments and nonprofit organizations. They find that many nonprofits were hit fastest and hardest by the pandemic and that local governments are, essentially, trying to figure out their financial condition moving into the next budget cycle” (p. 644). The world found itself dealing with a disease that impacted every part of our lives, economies, politics, health, education, and social relationships. Maher, Hoang, and Hindery (2020) observe, “The rate of expansion and the breadth of COVID-19 caught the world by surprise. From the perspective of nonprofit and public entities responsible for service provision, this pandemic is also unprecedented” (p. 644). As the faculty from a public non-profit institution, the authors utilized creative solutions to minimize the disruption to student learning without access to additional financial resources. The following narratives explain how the authors provided educational services to their students.

² Four stages of a RISE (resilience, intention, sustain, endurance) model (Maher, et al., 2020).

Multidisciplinary Narratives

Accounting

Using Excel as an Online Active Learning Accounting Tool. This narrative is from a faculty member who had never taught online until March 14, 2020. COVID-19 forced her to take a crash course in online teaching. Figuring out the technology, in addition to learning how to deliver course material online was overwhelming and quite daunting. Teaching accounting courses in person presents its own challenges. In her face-to-face courses, the faculty member utilized the white board and the document projection camera (doc cam) a great deal. Pre-COVID, this is how she demonstrated problems in class to students. Then, in March she found herself in the dining room (pseudo classroom) with no white-board or doc cam. The faculty member decided the best way to demonstrate the in-class problems was to use Excel. See Appendix A for a sample Excel assignment. She did not typically use Excel in face-to-face courses, but this seemed like a workable solution to this problem in the new digital classroom. To make things easier for the students to follow along, the faculty member created Excel worksheets before class, and uploaded them to the Canvas LMS.

Most of the accounting students are first-year students or sophomores, so few of them have had experience using Excel. The students could download the Excel practice worksheets to their computer. During the class lecture, using WebEx the faculty member would share her screen and demonstrate how to do the accounting problems in the Excel worksheets. The students were to follow along in their own downloaded Excel worksheet. Some of the classes were synchronous and some were asynchronous and utilized recorded video lectures. In both formats, the faculty member used Excel to demonstrate problems and allow students to work the

problems simultaneously with her. The University of Cincinnati provided students with access to Microsoft Office, so each student had this software package installed on their computers.

After reading the spring and summer 2020 *Student Perception of Teaching and Learning Surveys* for the faculty member's accounting classes, she was delighted at the positive feedback she received from students about using Excel in class. Students said they not only learned the accounting problems, but also increased their working knowledge of Excel watching the in-class demonstrations. Solving accounting problems using Excel fused the application to the problem. Exposing business students to technologies that will be utilized in the workplace and pairing their various applications enriches the classroom lesson in addition to increasing student engagement. Furthermore, this plans to start using these worksheets to create custom test questions.

Another problem encountered moving from face-to-face classes was the proliferation of online cheating. Previously, test-bank questions were used to build tests, which worked for a face-to-face class. Unfortunately, many of these test-bank questions and answers are readily accessible for students to find online. One way to mitigate cheating in an online class is for faculty to write original questions. While this can be very time consuming, it helps to ensure the integrity of the tests. In an article written by Dawn Wotapka (2018) for the AICPA Extra Credit newsletter for accounting educators, she discusses the problems with using test bank questions. Wotapka (2018) recommends various ways faculty can make it more difficult for students to cheat. Two of these approaches were adopted and seemed to have worked well; Excel spreadsheets were created for in-class demonstrations, and original open-ended test questions were written using these worksheets. The second method used test bank questions and altered each question assigned to minimize internet searches for answers.

When classes first moved online in mid-March, the faculty member suspected students were using unapproved resources while taking their tests, because their scores increased significantly from the in-classroom paper tests to online tests. However, once the faculty member started using her own original questions and editing the test-bank questions, student scores resumed to “typical” in-class levels.

The faculty member continues to deliver the material virtually using the LMS, WebEx, and recorded lecture videos. She requires attendance in the synchronous accounting classes. The faculty member believed this structure is helpful for the students to increase their engagement in the class. Further, using online meeting platforms, such as WebEx, the faculty member was able to speak with students and ask questions during the lecture. A fear of becoming a “talking head” inspired the faculty member to continue to strive for the same enthusiasm in the online lectures as in the in-person lectures to minimize the transactional distance and improve the sense of community. This fear is magnified with teaching online, therefore, it is necessary to up the energy and the dynamics of the online classroom. The faculty member is hopeful that if students see the dedication and commitment invested by her to prepare and deliver the best online class possible, accordingly, students will reciprocate by working hard and staying motivated.

Business Law

Infographics, Videos, and Designs: How Incorporating Assignments in Padlet During COVID-19 Pandemic Engages Students Through Active Learning. In Business Law (BLAW) courses, the faculty member has used Padlet during the COVID-19 pandemic for students to post and share various assignments to engage students in active learning. Padlet is a free online tool that can be described as a blank wall to post assignments tantamount to a blank

canvas. Moreover, Padlet allows a virtual gallery to share student work products with classmates that were previously shared as in-class presentations prior to COVID-19.

A highlighted assignment posted in Padlet in this faculty member's Business Law courses is a student-created infographic project. An infographic "is a visualization method which aims at presenting any content with a visual composition, combining such elements as shapes, symbols, graphics, photographs, illustrations, and texts and for the target audience" (Ozdamli & Ozdal, 2018, p. 1197). Incorporating a research-based graphic design assignment into coursework challenges and encourages students' visual digital literacies (Matrix & Hodson, 2014).

For this student-created infographic assignment, each student chooses a particular discrimination case from the Equal Employment Opportunity Commission newsroom website and, with additional research, creates and explains the case through an infographic. Prior to the COVID-19 pandemic, the faculty member would meet face-to-face with each student during a regularly scheduled class. Post-COVID-19, the faculty member either meets with students during synchronous class sessions or schedules WebEx sessions to discuss the purpose of the infographic and guidelines for the assignment. The faculty member provides an assignment-rubric that details requirements for the infographic, critical thinking questions, and appropriate references (see sample submissions in Appendix B and sample rubric in Appendix C). The students post their respective infographics to Padlet which is arranged as a virtual art gallery. Students can comment on other students' work products as well. Each student responds to critical thinking questions along with a reflection on sensitive legal issues.

The process of peer-reviewing the infographics has allowed online students to interact with peers with support and at times empathy as they share their respective assignments. Several students in the business law classes commented on how this assignment was one of the favorite

activities in the class. Included below are two sample quotes of students' comments and reflection after completing the infographics project and presentation.

Student Comment 1 - I picked this EEOC case because it deals with discrimination. Growing up with a cleft lip and palate as a child was hard. There were a lot of tears and self-pity; it also made me a very considerate and understanding person. I grew up thinking that I would never want anyone to feel how I felt if I could help it. So, I find great interest in cases like these. I want to see the outcome and if the "little guys" are the victor. If they are, it brings me joy seeing that we're one step closer to equality, unity.

Student Comment 2 - I chose this particular EEOC case because I'm very passionate about the elimination of sexual harassment in the workforce. I hope to join those in the workforce environment to establish policies and training eliminating sexual harassment.

The faculty member plans to continue utilizing this assignment with modifications as needed to assess its efficacy with respect to student outcomes.

Another example of how the faculty member used Padlet for business law courses is the Business Entity and Trademark Design assignment. In this assignment, the students created an LLC entity, created a trademark for their individual LLC, and then submitted that trademark on a PDF document with the Padlet link provided. The assignment instructions noted that "creativity counts," and the instructions included parameters that make a trademark a strong candidate for the U.S. Patent and Trademark Office. The student, via separate submission, provided a description of the type of business, the goods and/or services that the LLC provides to its consumers, and the reasoning for choosing this type of business. With this virtually gallery, classmates can comment on each other's designs to create a dialogue similar to an in-classroom experience. Two sample comments to the assignments are:

Student Comment 1 - I liked seeing other students designs and interests.

Student Comment 2 - ... my favorites [were] the trademark design and entity assignment as it incorporated the creative side to the business student.

Another utilization of Padlet in business law courses is for short video assignments. Video assignments can range from student introductions, article sharing, or more sophisticated videos conveying analysis of an assigned legal topic. Moreover, students can respond to a prompt, upload a video, and comment on classmates' video responses thereby creating a virtual classroom atmosphere. Students can connect with similar interests, undergraduate majors, academic clubs, sports, and other social activities. Students overwhelmingly comment on the benefits of connecting with classmates virtually during the COVID-19 pandemic.

Other Padlet uses for student engagement include, but are not limited to, brainstorming and problem solving, suggestion boards, and current events board assignments. Because of the student interaction in the aforementioned assignments utilizing Padlet, the social context for learning can increase even in an online environment, thereby reducing transactional distance. To determine the efficacy of these tools during the pandemic compared to pre- and/or post-pandemic performance, the next steps for BLAW faculty are to develop tools to measure results accordingly.

Marketing

How Using Gamification in Your Online Classroom Can Engage and Motivate Students During COVID-19. Psychological evidence is available that points to the cognitive advantages of game play. Games engage and encourage learners while fostering the mastery of skills and content knowledge. Games involve learners in a way that motivates and facilitates perseverance due to the nature of their design (Gee, 2003). Games provide incentives and instant feedback that contributes to a sense of achievement (Kapp, 2012). Furthermore, gaming also facilitates genuine learning and problem-solving opportunities (Gee, 2003). When playing

games, individuals are likely to become immersed in the experience, are more likely to recall content, and develop a lifelong understanding of concepts because of this interaction (Gee, 2003).

Gamification has morphed over time and has become integrated into the fabric of our everyday lives -- from loyalty programs to education. For teachers, it includes a rethinking of the classroom. It is imperative to find ways that challenge students and reconceptualize basic concepts, such as the reading of a syllabus, that will help effectively engage learners.

Prior to COVID-19, students in the faculty member's marketing classes would complete a scavenger hunt on campus to familiarize themselves with UCBA resources. They would be required to work within a group and find college resources, such as the library, the advising office, the bookstore, the computer concourse, their professor's office, etc. Group selfies would be taken in front of the resource on their checklist, and the assignment would be uploaded to the college's LMS for an assigned number of points.

Due to the coronavirus pandemic, higher education institutions went online to provide a safe teaching and learning atmosphere for both faculty and students. This external condition led to the implementation of a digital escape room assignment which increased student excitement and engagement through a puzzle solving game. This online assignment replaced the in-person scavenger hunt and allowed students to interact with the faculty member and familiarize students with UCBA resources.

According to the faculty member's poll of 139 students in fall 2020, the digital escape room had a positive effect and favorable impact on their learning process. Fifty-three students responded, a 37% response rate. Eighty-seven percent of the students responding noted the digital escape room was innovative. Student testimonials include:

Student Comment 1 - The escape room was fun, but it also motivated me to pay more attention to this class because it was very interesting and exciting. It made the course more interesting and fun right off the bat. I think all teachers should do this.

Student Comment 2 - I personally enjoyed how the assignment gave us a fun interactive way to learn about the course as a whole along while offering us resources in order for us to be successful in the class. Another thing that I thought was fun about the assignment was how you had to find where each hidden link was in the classroom, which could either be very fun or in my case super annoying when you can't find the last link! Finally, another part of the assignment that I liked was in how it allowed me to connect more with the professor and get a more personal feel for the class rather than the normal online classes that just have meetings.

The example of the escape room exercise is provided in Appendix D.

The gamification of education has been particularly noted as having a positive impact on active learning (Chitra 2020; Parra-González et al., 2020). Easy rules (goals), ranking (competition) and badges (rewards) (Koivisto & Hamari, 2019) are the key features of gamification, all of which are aimed at increasing participant motivation (Chou, 2019). Gamification enables participants to feel and behave as though they were in the real world, thereby creating a sense of community among students.

Applied Administration

Service Learning (SL) During the Time Of COVID-19. Prior to COVID-19, in spring 2020, Senior Capstone students in the Applied Administration, Bachelor of Technical and Applied Studies (BTAS) program attended class in a hybrid format. In the hybrid design students attended one class in person each week and utilized Canvas to interact with peers and complete assignments outside of the physical classroom. This online part of their class was asynchronous. Additionally, this course has a 15-hour service-learning project students complete with

community partners. See Appendix E for an example of project instructions. Prior to COVID – 19, students completed the project at their community partner locations.

When the University, in March 2020, announced the move to remote delivery of classes, it seemed like it would be an easy move because students were familiar with the LMS and used it to submit assignments. However, it became evident students relied on the contact each week with their professor and classmates to successfully complete assignments. The in-person meetings provided students with a sense of community and security supporting their confidence to navigate the online portion of the class.

The remaining weekly class meetings were shifted to required synchronous WebEx meetings. Requirements to be physically present at the service-learning location were relaxed based on the COVID guidelines at each site. The community partner reception was canceled. Online presentations were held in place of in-classroom presentations. Students noted they missed the opportunity to share their work with the community partners, faculty, and larger public audience outside of the class in spring 2020. The student feedback was noted, and efforts to replicate the presentation experience were developed for future classes.

In fall 2020, the entire Capstone class was revised to online asynchronous delivery. The 15-hour service-learning project was revised to be completed virtually. To help students find virtual opportunities, the faculty member partnered with a local online “public-facing search-and-discover guide to the active nonprofits in [our] region” (Cincinnati Cares). The faculty member collaborated with the Chief Volunteer Officer at the organization to create a video explaining to students how to use the website to find their service-learning opportunity. After searching out possible opportunities, students contacted partners. The faculty member held virtual conferences with students to coordinate each project. In addition to the main project,

students completed assignments to create artifacts demonstrating their achievement of the program learning outcomes. Students archived these artifacts in personal eportfolios (online portfolios). Peer review normally completed face-to-face on assignments was facilitated virtually using the LMS peer review function. Team activities were organized virtually, and presentations were developed to present digitally.

The 15-hour project, presented in class in the past, with a professional printed poster and oral presentation, moved to an online presentation. Students used PowerPoint, Prezi, and Videos for online presentations. In the new online design, students created posters using a digital template saved as a PDF. These posters and video presentations were shared via the discussion board feature in the LMS with the class. The community partner reception was held via WebEx. This is a substantial change from the past in-person receptions celebrating the student projects and community engagement. This reception has always been the finale of the term, where students share their experiences with their peers, community partners, and department faculty members.

All faculty engaging with community partners outside of the classroom need to develop a checklist and set of protocols for students to follow to ensure health and safety. This was true prior to COVID-19 and is more important now with the pandemic. The University developed a set of “COVID Careful” guidelines for the college community to follow on and off campus. During fall 2020, each student in the Capstone course was verbally informed individually in conferences about the guidelines. A standardized document which could be accessed at the beginning of the term and referred to as needed by students would ensure consistent communication. This document that all would read before they chose between an in-person versus a virtual project would benefit the professor and the students.

The reality was the additional stressors of the pandemic impacted students' ability to complete their service-learning projects during spring 2020. Adjustments were made to facilitate a student's ability to successfully complete the class. This caused significant research, communication, and planning to develop relationships (Becnel, Moeller, 2017) for fall semester 2020 to enable service-learning partnerships for projects. This led to course revisions to build student experiences in real-time through active learning activities culminating in a richer learning experience for students and increasing community engagement.

There are complex parts of the class and assignments that necessitate engaged conversations. The professor held optional drop-in sessions; students did not always attend. In particular, the students in need of the most support did not attend the sessions. Through this experience, the faculty member learned at least one mandatory synchronous meeting per month with students should be required to facilitate student-professor engagement and enhance understanding of assignment requirements.

An additional strategy the faculty member suggests is offering group conferences to allow students to ask questions that may benefit everyone. This enables more robust conversation between the faculty member and the students. Holding the conferences at varied times (day/evening) with groups of students promotes a sense of community among classmates and create a support system as they work on their projects.

Future Recommendations

In all narratives, faculty noted the critical need to adapt to the challenges of online teaching. As educators, we strive to enrich the student learning experience in online learning. We continue to provide innovative assignments to meet the changing needs of our students, including, but not limited to, peer reviews, constructive student feedback with both qualitative

and quantitative results, and other assessment measures. Our commitment to developing active learning strategies, to minimize the transactional gap for our students, and to create a sense of community, is paramount for student success. Moreover, our focus will also include incorporating diverse and inclusive practices to maximize the student experience.

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Appendix A Accounting Excel Assignment Example

Ex 9-3

ABC Company
Revenue and Spending Variances for Month ending August 31

		Actual Results from Income Statement	Flexible Budget	Revenue & Spending Variances	Variance label
Pounds	q				
	Revenue & Cost formulas				
Revenue	\$4.00(q)				
Expenses:					
Packing Supplies	\$.50(q)				
Maintenance	\$3,200				
Wages & Salaries	\$2900+.30(q)				
Shipping	\$.80(q)				
Utilities	\$830				
Other	\$450+.05(q)				
Total Expense					
Net Operating Income					

Appendix B Business Law Padlet Example

The screenshot displays a Padlet gallery titled "Sample EEOC Discrimination Cases" under the category "Employment Laws". The gallery is organized into several columns and rows of cards:

- Title VII Cases:** Includes a card for "EEOC vs. Lafontaine Cadillac" with a case summary, resolution, and a recommendation for change. It also shows a comment from Prof. Redmon dated 1mo ago.
- ADA Cases:** Features a card for "FedEx Ground v EEOC" and another for "EEOC V DuPriest and Sons Holding" which includes an infographic titled "AMERICANS with DISABILITIES ACT" and a reference to "ADA DuPriest and Sons v Garza vengigae".
- ADEA Cases:** Contains a card for "ADEA: Dillard's" with an infographic titled "AGE DISCRIMINATION IN EMPLOYMENT (DILLARD'S (F.D. N.C.))" and a "RESULTS" section.
- Laws that Protect Against Discrimination in the Workplace:** Includes a card for "Federal Laws to Protect Employees from Workplace Discrimination" with a Venn diagram infographic.
- Other Workplace Laws:** Contains cards for "FLSA" (Fair Labor Standards Act) and "OSHA Act" (Occupation Safety and Health Administration).

Each card typically includes an "Add comment" button. The gallery interface shows a user profile for "Prof. Redmon" and a "REMAKE" option.

Padlet allowed a virtual gallery to share student work product with classmates (previously shared as in-class presentations prior to COVID-19).

Appendix C
Business Law Rubric Example
Infographics Rubric

Grading System for Rubrics: Please read the Rubric to understand how the project will be graded. Your project will receive points within each **Category** on the left side column, based on the “*Excellent*,” “*Satisfactory*,” “*Needs improvement*,” and “*No submission*” columns. The sum of all these will provide a total that will be your final grade.

<i>Category</i>	<i>Excellent</i> (80%-100%)	<i>Satisfactory</i> (60%-79%)	<i>Needs Improvement</i> (1%-59%)	<i>No submission</i> (0)	<i>Subtotal</i>
Required Elements on Infographic: (Case Name, Court/Forum Filed, Applicable Federal Law, Define Federal Law, Brief Case Summary & Current Resolution/Disposition and Your recommendations for changes, if any, that this company should make, Cited Sources. (30 points; references)	<i>All required elements and factual content correct.</i>	<i>Most of the required elements and/or minor content missing</i>	<i>Few required elements and/or content needs improvement.</i>	<i>No submission</i>	
Pictures/Graphics Utilized (15 points)	<i>Pictures and graphics are clear and relevant</i>	<i>Most pictures and graphics are clear and relevant</i>	<i>Few of the pictures and graphics are relevant</i>	<i>No submission</i>	
Visual Clarity and Appeal (10 points)	<i>The project has an excellent design and layout. It is easy to understand the content</i>	<i>The project has a good design and layout. It is neat and easy to read</i>	<i>The project needs improvement in design, layout and/or neatness</i>	<i>No submission</i>	
Grammar/Writing Mechanics (10 points)	<i>No grammatical or content errors</i>	<i>1-2 spelling, grammar or punctuation errors</i>	<i>3-5 spelling, grammar or punctuation errors</i>	<i>6+ spelling, grammar or punctuation errors; or no submission</i>	
Critical Thinking Case Analysis Question Responses – See below (10 points total)	<i>Answers are clear, responsive and detailed</i>	<i>Answers need more detail and/or clarity</i>	<i>Answers need improvement</i>	<i>No submission</i>	
					TOTAL
					/75

Critical Thinking Case Analysis Questions (10 points total as noted above)

After preparing your Infographic, on a separate MS Word Document use the following template to answer to the questions listed below:

1. **Additional Questions (provide detailed responses):**
 - a. *Why did you choose this particular EEOC case?*
 - b. *How did you decide on the particular pictures and graphics that you used, and why do think they best convey your message?*
2. **In the Infographic Reflection Assignment link, after seeing the other students’ Infographics in the gallery, please submit your response on**
 - a. **Other than your own, which infographic(s) did you like best and why, and**
 - b. **What you would change about your Infographic for improvement and why? Provide det**

Appendix D Escape Room Assignment

It's your first day of class and... well...I can't find my badge. I know, right?! Of all days to misplace it! Anyways.

Last night when I was preparing for class today, I started reflecting on all of the incredible resources that UCBA has to offer! I left reminders for myself in the forms of clues regarding the puzzles and locks hidden around the room. I thought that it would be a great activity!

This morning, I can't seem to find my badge ANYWHERE! It must have Fallen off somewhere in the classroom while I was getting ready for the new semester! I'm on my way to campus, but won't be able to get in, open doors, get ready to meet new my students, or perform my other duties without it!!!

PLEASE help solve all of the locks so that I can get my badge back before the beginning of class!



*Please note that you will have to click on the link below to access our digital escape room

YOUR MISSION:

- Find all FIVE places PW has hidden clues
- Complete each activity
- Solve the puzzles (*you'll need to use our syllabus to help answer questions*)
- Enter the codes for each lock
- Click "Next" once all locks are entered correctly
- Save the day!

What are you waiting for? Check out our Escape the Muntz Classroom here:
<https://sites.google.com/view/ucbabreakoutroommktg2080/home>

Appendix E Applied Administration 15-hour Project Assignment

15 Hour Project: The project addresses communication, critical thinking, ethical social responsibility and the appreciation of the diversity of the human experience. The goal of this project is to link the program to the real world in a meaningful way.

- Students will choose an organization, usually nonprofit, with which to work **15 hours of volunteered community service by Week 13**. You will need the service hour's document signed by someone at the organization to confirm your service-learning time.
- Students will notify instructor of the **chosen organization by Week 3**. Individuals will need to set up a conference with the instructor to discuss their chosen organization and plans for completing the project during the term.

Project Paper

- Students will write a report in case format discussing the SWOT, Strengths, Weaknesses, Opportunities and Threats with recommendations for the organization based on the experience.
- The report will be presented along with a poster presentation within Weeks 13-15; instructor will schedule presentations.
- Length of paper is 6-8 pages, plus the Works Cited page. The Works Cited is not part of the content page count.

Specifications for the poster and presentation:

- The poster provides a means for a formal presentation of the report.
- Posters must be complete and professional in appearance.
- Templates will be covered as part of class.
- This can be a group presentation see instructor if you are interested in doing this as a team. Students may work individually or in groups (maximum of 4 per group) to create a presentation that reflects your experience. Although you may work as a group for the presentation, each student is expected to demonstrate their contribution to the poster and turn in an individual report document.
- The presentation should be creative and highlight the most interesting findings from your project.
- Students should be prepared to present 5-8 minutes regarding their poster and findings.
- The paper is due with the poster.

Paper outline

1. Introduction: Name of organization, what was your role/responsibility
2. What did you learn about the organization and its clients?
3. Literature Review
4. What was the most significant thing you learned?
5. What did you do that was effective or ineffective in your role?
6. Detail the **strengths** of the organization-why it is important in the community and/or what does it do effectively?
7. What were the **weaknesses** or ineffective operations you observed?
8. What were **opportunities** for improvement for the organization?
9. What do you see as **threats** to the operation of the organization?
10. **Apply** what you know, what would you **recommend** in light of your experience?
11. In conclusion, reflect on how this experience was beneficial to you and the organization.

Ideally, students will use this opportunity to integrate yourself into the community through service involvement in a project engaging with community partners to provide for a public need. For example, if a student is interested in food insecurity, they may want to engage with a food pantry or community meal provider. If a student has a particular skill such as web-design, marketing, writing or editing, they may help an agency develop their website or a brochure to market their services. This provides the student with meaningful contacts in the community as well as experience in working with professionals and residents of the community on a common goal.