



SE DSI 2021 Webinars, February 11, 2021

Video Links

- **SE DSI President's Welcome Remark:**
https://drive.google.com/file/d/1K4jv63Yyigb8aeg87cd_G5fQ5fpZLpvm/view?ts=60253ee9
- **Section 1: Teaching Statistics and Analytics using an Exciting Game:**
<https://www.njvid.net/show.php?pid=njcore:185031>
- **Section 2: Business Analytics and Experiential Learning During COVID 19:**
<https://www.njvid.net/show.php?pid=njcore:185032>
- **Section 3: Information Systems, Virtual instructions and Learning During COVID 19:**
<https://www.njvid.net/show.php?pid=njcore:185033>
- **Section 4: Fourteen Journal Editors' Panel:**
<https://www.njvid.net/show.php?pid=njcore:185034>

Hello SE DSI Members and Friends,

I am excited to announce that we will have free virtual webinars with 12 sessions and a panel consisting of 14 journal editors via Zoom during the time frame of the original conference. I know that many of you were disappointed when our conference in February was cancelled due to the pandemic. I am also sure that you understood why we needed to make that difficult decision. I would like for us to at least be able to come together and exchange ideas during that same time frame. Thanks to your Program Chair, Binshan Lin, and your President-Elect, Ping Wang, we have organized an excellent, informative set of four 50 minute sections to take place on Thursday, February 11th from 1-5 PM. The Zoom links to each session will be sent in a follow-up email. I really hope you can join us and look forward to seeing you if you do.

I wish you the best in the coming semester and look forward to seeing you in person at our conference in Jacksonville, FL, Feb 16-18, 2022.

*Best Regards,
Cheryl Aasheim, SE DSI President*

SE DSI 2021 Webinars Program

Welcome Remark

Time: 1:00-1:05 pm, Eastern Time, Thursday, February 11, 2021

Cheryl Aasheim, SE DSI President

Video Link: https://drive.google.com/file/d/1K4jv63Yyigb8aeg87cd_G5fQ5fpZLpvm/view?ts=60253ee9

Section 1: Teaching Statistics and Analytic Using an Exciting Game

Time: 1:05-1:50 pm, Eastern Time, Thursday, February 11, 2021

Section Chair: Merrill Warkentin, Mississippi State University

Video Link: <https://www.njvid.net/show.php?pid=njcore:185031>

Andy Schwarz, Louisiana State University

Alan Dennis, Indiana University

Merrill Warkentin, Mississippi State University

Andrew Nelson, Half Full Nelson

Abstract

The team introduces and demonstrates a graphically rich exciting new game that can be used to teach students the principles of statistics and business analytics by running a pizza restaurant called “Vertical Slice.” This game is played in the cloud. Students can play it for short or long periods as they price the pizzas, hire staff, order inventory, and more. The game is graphically rich with colorful avatars representing the customers and employees. The objective is to keep customers happy and maximize profits, which are displayed at the top. The game is challenging and immersive - your students will love it. It can be used alongside any textbook for a fraction of the cost – very affordable. Works within the browser, PC or Mac. Can export data to work with in the classroom. Can report the score to the faculty. See the game in action and imagine yourself letting your students have fun learning statistics and analytics! <https://wisdomspringboard.com/>

Section 2: Business Analytics and Experiential Learning During COVID 19

Time: 2:00-2:50 pm, Eastern Time, Thursday, February 11, 2021

Section Chair: Shawn Lough, James Madison University

Video Link: <https://www.njvid.net/show.php?pid=njcore:185032>

Abstract

Ping Wang, Texas A&M University

The first presentation introduces how to teach business analytics with McGraw Hill SmartBook 2.0.

Abstract

Denise Benton, University of Louisiana, Lafayette

The second presentation takes a critical look at the typical topics in introductory statistics classes from the perspective of the knowledge needed for business intelligence and business analytics.

Abstract

William Ritchie, James Madison University

The third presentation describes an international supply chain project whereby students and faculty partnered with a nonprofit organization to source, store, and ship medical equipment and supplies to Africa. The presentation illustrates experiential learning activities in which students participate in procuring donated equipment, warehousing, ERP inventory documentation, container loading and logistics, and vessel tracking.

Abstract and Introduction

Doaa Taha, Sameh Shamroukh and Salah Brahim, Harrisburg University of Science and Technology

The fourth presentation proposes a framework for harnessing data science and analytics research tools and outcomes toward building meta-databases useful COVID-19 Operational Research as a template for pandemic mitigation.

A Framework for Harnessing Data Science and Analytics Research Tools and Outcomes toward Building Meta-Databases useful COVID-19 Operational Research as a template for Pandemic Mitigation

The COVID-19 pandemic has exposed a number of systemic vulnerabilities in need of being addressed in order to mitigate the effects of the pandemic and deal with a number of root causes preventing better outcomes. In general, crisis, disaster and emergency response and management systems have been unequal in their performance, and in particular those related to infectious disease mitigation efforts, as specialists in both wider areas involved (crisis management and infectious disease mitigation) had abundantly warned. The COVID-19 crisis, while having been the object of at least partly ineffective

governance measures on various response fronts, has broken all records when it comes to research and other ancillary data relating to various aspects of the pandemic, even as top COVID-19 experts warn that one of the challenges posed is the fact that there is still too much we do not know about this Coronavirus and its full projected impact, as it now potently mutates to become more infectious, deadlier and potentially able to re-infect recovered patients. One of the failings of the response has been linked to organizational failures, inclusive of poor communication of sufficiently vetted reliable information generated in the USA and globally, and subsequent ineffective translation of such knowledge into actionable measures useful to mitigate the pandemic's impact. Our presentation is of a research and development framework we deem worthy of developing operationally, that would seek to harness the power of data science and analytics toolboxes in order to constitute user-friendly meta-data platforms and their meta-databases in order to contribute usefully to the body of knowledge and its useful organization on various dimensions relevant to the challenges of the COVID-19 pandemic, in order to optimize the most relevant existing data flows of data points without re-inventing the wheel and creating a best practices platform for leveraging existing institutional resources and building a "network of networks" whereby the combined outcome would result in optimization yielding a total overall outcome superior in scope and quality to the mere sum of its parts. For this, beyond the classical quantitative data analysis tools applicable, there would be, especially in order to address past failings, a strong reliance on qualitative data analysis on all fronts, from data selection for relevance, cleaning, pertinent analysis and case studies allowing to leverage the meta-data analysis approach toward more holistic understanding of various imperatives essential to pandemic mitigation, as the present situation of COVID-19 data is that it is highly fragmented and not optimally accessible in useful formats. The goal is to develop a template for meta-database stewardship allowing to build a platform of swiftly operational high quality COVID-19 pandemic mitigation relevant databases.

Section 3: Information Systems, Virtual Instructions and Learning During COVID 19

Time: 3:00-3:50 pm, Eastern Time, Thursday, February 11, 2021

Section Chair: Hadi Farhangi, Savannah State University

Video Link: <https://www.njvid.net/show.php?pid=njcore:185033>

Abstract

Ping Wang, James Madison University

The first presentation shares their research about using the cognitive load theory to guide their online instruction and learning improvement activities during COVID 19. Around 50% of the webinars' participants indicated that the instructors would not be as effective and as productive in the online instruction environment as they would do in the face-to-face instruction. Around another 50% of the webinars' participants responded that the students would not learn as effective and as productive in the online learning environment as they would do in the face-to-face learning. A theoretical framework for instructional improvement is shown based on the cognitive load theory. The author presents the results of two surveys, one at the beginning and one at the end of semesters.

Abstract

Colleen C. Wolverton, University of Louisiana, Lafayette

The second presentation examines the relationships between faculty engagement and intention to teach online courses, seek to not only understand the factors that influence faculty's intention to teach online courses but also an instructor's level of faculty engagement in online courses.

Abstract

Christie Chen, University of Tennessee, Martin

The third presentation shares instructor's experience of instructions and assessments of undergraduate business data analysis techniques tailored to the online environment.

DESCRIPTION: In order to make sure that students are learning the Data Analysis techniques within a totally online environment, hand-written assignments are required to receive grades for homework. Furthermore, all the quizzes and exams are proctored through Zoom by the instructor.

BACKGROUND INFORMATION: The Data Analysis course includes a combination of asynchronous and synchronous instruction.

Asynchronous: Pre-recorded video lessons (similar to a lecture format) allow students to learn and review the key concepts and work through problems utilizing the Minitab application. In order to receive credit for homework, each student must submit several photographs (usually 6-10 pic files) of his/her handwritten homework assignment via Canvas. Each homework assignment has a submission deadline (in Canvas) which is usually set to be two days before the scheduled Quiz. This allows me time to grade each student's homework & enter the appropriate grade into the Canvas gradebook. Therefore, students who did not score well on the homework will be able to focus on any problem areas before attempting the Quiz.

Synchronous: I require that all Quizzes and Exams be taken at a specific time after logging into a Zoom meeting with me and all other students enrolled in the course. Students must attend these sessions approximately once per week at the designated time based on the university course schedule (i.e. Tues & Thurs at 11:00am). Students typically use their phones for this purpose since a computer will be required to access Canvas and Minitab, as will be needed for the quiz/exam.

These Zoom sessions allow me to build rapport with the students while answering any questions that they may have. Then, the password-protected quiz is made available to them in Canvas. Before starting the actual quiz/exam, each student is asked to point his/her camera toward the computer screen displaying the quiz/exam. This step ensures a proctored environment which prevents students from attempting to use Google to search for answers to quiz/exam questions. The quiz/exam is automatically graded within Canvas; thus, the students receive immediate feedback on each quiz/exam grade.

Abstract

ChongWoo Park, Augusta University
Dong-gook Kim, Dalton State College

The fourth presentation shares research in the effect of the social presence, gender, and other factors in the online learning experience. In this presentation, we will update our study on social presence and gender in online learning, which was presented in SE DSI 2020. We also introduce its extended research in progress on other types of presence in online learning and their effects on learning experience.

Section 4: Fourteen Journal Editors' Panel

Time: 4:00-4:50 pm, Eastern Time, Thursday, February 11, 2021

Panel Chair: Binshan Lin, Louisiana State University Shreveport

Panel Presenters: Editors-in-Chief of 14 Journals

Description: In the Editors' Panel, editors of invited journals in the fields will present their journals and give insightful publishing guidelines. The editors will discuss the most critical issues relevant to authors leading to better chances of paper acceptance. The panel is an excellent opportunity for the authors to increase their publishing achievements.

Video Link: <https://www.njvid.net/show.php?pid=njcore:185034>

- [*Decision Science Journal*](#) Xenophon Koufteros, Texas A& M University, and Sri Talluri, Michigan University
- [*Electronic Government, An International Journal*](#) June Wei, University of West Florida
- [*Expert Systems with Applications*](#) Binshan Lin, Louisiana State University Shreveport
- [*Human Systems Management*](#) Nada Trunk, International School for Social and Business Studies, Slovenia
- [*International Journal of Electronic Finance*](#) Jiaqin Yang, Georgia College & State University
- [*International Journal of Innovation and Learning*](#) Kongkiti Phusavat, Kasetsart University, Thailand
- [*International Journal of Mobile Communications*](#) June Wei, University of West Florida
- [*Internet Research: Special Issue*](#) Keng-Boon Ooi, UCSI University, Malaysia
- [*Journal of Computer Information Systems*](#) Alex Koohang, Middle Georgia State University
- [*Journal of Intellectual Capital*](#) Merrill Warkentin, Mississippi State University
- [*Journal of Supply Chain Management*](#) Barb Flynn, Indiana University
- [*International Journal of Sustainable Economy*](#) Egon Žižmond, University of Primorska, Slovenia
- [*Machine Learning with Applications*](#) Binshan Lin, Louisiana State University Shreveport
- [*Management and Production Engineering Review*](#) Joanna Paliszkievicz, Warsaw University of Life Sciences, Poland

Closing Remark 4:50-5:00 pm, Eastern Time, Thursday, February 11, 2021
Binshan Lin, SE DSI Program Chair

Program Chair's Report

We are pleased to announce that full-length recordings of SE DSI 2021 Webinars are now available for viewing. Below are the video links for the Webinars. The videos are open access to public, so please feel free to share the links with your colleagues/friends.

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SE DSI 2021 Webinars were held virtually on February 11, 2021 with a total of 478 registrants and 257 attendees, yielding a ratio (of attendees to registrants) of 54%. The geographic breadth of attendees for the Webinars came from a wide range of countries including the United States (177), Poland (15), Turkey (5), Malaysia (5), UK (4), Romania (4), Saudi Arabia (4), Taiwan (4), Italy (3), Slovenia (3), Spain (3), Brazil (3), Canada (2), France (2), Germany (2), India (2), Nigeria (2), Pakistan (2), and Viet Nam (2), and others with a total of 33 countries.

We learn that Webinars could be highly effective way to communicate in-depth information in an engaging format during COVID 19. Special thanks go to SE DSI 2021 Webinar Coordinator Ping Wang at JMU, and his entire JMU team, JMU IT Support Alvin Chao for Webinars license, detailed instructions and real time support during the Webinars, JMU College of Business Tech Support Dave Jones, JMU Help Desk Sandy Boyd, JMU Dean's Office Kristen Herring for scheduling office and classroom, JMU Shawn Lough and Ping Wang as co-hosts who made the Webinars ready and ran smoothly. We appreciate each of JMU team members for the efforts, commitment, and high standards to make our SE DSI 2021 Webinars thriving in the field.

*We hope you enjoy viewing the recordings of the SE DSI 2021 Webinars, and we'd love to hear any feedback you have. Please mark your calendars and save the dates to attend **SE DSI 2022 Conference, Jacksonville, FL, February 16-18, 2022** (see details at <https://www.sedsi.org/>).*

Look forward to seeing you in person at SE DSI 2022.

*Binshan Lin, PhD
BellSouth Professor
Program Chair, [SE DSI 2022](#)
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