

ISBN 0-9703797-6-5
Volume 6 Number 1
Spring 2006

TJooiA,T

Teaching Journal of the ooi Academy,
Transactions on



A Premier Refereed Multidisciplinary Teaching Journal

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Teaching Journal of the ooi Academy, Transactions on

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ISBN 0-9703797-6-5

The following is the appropriate APA Editorial Style format for listing a single author-paper published in this Refereed Journal. **Sample:**

Abuhejleh, A. (2006). A Strategy For Improving First Year Programming Course Using Java. *Teaching Journal of the ooi Academy, Transactions on CIS, CS, IS, IT & MIS, vol.6(1), pg 3-8.*

Reviewers: Blind peer reviewers consist of faculty and professionals throughout the world.

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P. O. Box 1392

Ruston, Louisiana 71273, U. S. A.

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Teaching Journal of the ooi Academy Transactions on

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A STRATEGY FOR IMPROVING FIRST YEAR PROGRAMMING COURSE USING JAVA

Ahmad Abuhejleh
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ABSTRACT

Java, a modern Object Oriented Language, has become the language of choice for teaching introductory programming courses at most colleges and universities. In this paper, the author examined three different approaches to teaching Java in CS 1: Object –oriented, procedural, and a hybrid of object-oriented and procedural. The paper presents results from teaching these approaches in CS 1. The success of each approach was measured by evaluating student feedback and performance. The outcome of this study will serve as a future teaching analysis reference for Instructors in designing introductory programming courses.

INTRODUCTION

The difficulties of teaching programming languages such as C++ and Java in CS1 have been widely recognized. By CS1 it is meant a programming course for the beginners majors or non-majors with no or minimal background in programming. The difficulty lies in the fact that the students have to be taught analytical and critical thinking skills that could benefit them while at the same time the whole concept of a programming language has to be introduced. As a result many innovative teaching methods were developed. These teaching methods are based on either the object-oriented paradigm or the procedural paradigm.

High level languages are classified as either procedural or object-oriented. In the procedural approach the program is organized around a hierarchy of tasks. Each main task is divided into subtasks, all the way down to detailed operations. Data are passed into and out of procedures, but the data do not dictate the program structure. Each computer language tends to refer to its procedures by a different name. For example, in C a procedure is referred to as a function, in Java, a procedure is referred to as a method, while in C++, the terms method and functions are both used. One of the major problems with procedural programming is that the data was treated as a stepson and procedures were given more priority. In this way of programming data could easily get corrupted, as it is accessible to all the procedures, even to those which do not have any right to access them (Bronson, 2006).

In contrast the object-oriented approach focuses on the physical entities that make up the program. In a banking environment, for example, some of the entities might be customer, checking account, saving account, and employee. These are usually called entities objects. The program will be based on the relationships between its objects. Associated with each object are certain operations called methods that manipulate the data inside the objects and pass information to other objects. The data, which is treated badly in the procedural paradigm, is given the first priority by packing the data and procedures, which suppose to have access to the data, into one object. This made the chances of any unauthorized access of the data to disappear (Deitel, 2004).

For the past several years, there has been a remarkable shift to the use of Java in CS 1 course at colleges and universities. However, the use of Java seems to be generating a lot of controversy among college faculty. Gibbons (Gibbons, 1998) advocated the teaching of procedural programming, while Bergin (Bergin 2003) advocated the teaching of object-oriented programming.

The rest of the paper continues

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Ahmad Abuhejleh is an associate professor of Computer science & Information Systems at the University of Wisconsin- River Falls (UWRF), River Falls, WI, U. S. A. His current research areas include programming languages, System analysis and databases. Ahmad holds a master degree in computer science and a Ph.D. in Information Systems.

A COST-EFFECTIVE ROBOT EXPERIMENTATION PLATFORM

Mick Henniger

and

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ABSTRACT

This paper describes a cost-effective means by which Computer Science program can offer hands-on robotics experiences to students. This paper describes how the authors' Computer Science program is using a Roomba carpet sweeping robot, which can be purchased for less than \$300, as a platform for a large number of interesting and stimulating hands-on robotics projects.

INTRODUCTION

One of the challenges Computer Science Instructors face is providing engaging project experiences for students that result in a sense of excitement, pride, and satisfaction for the students. One way, which many Computer Science programs attempt to provide this type of experience is through the use of simulated robots in their CS1 and CS2 courses that allow students to create graphics oriented animation programs. In some cases well funded Computer Science departments actually provide robotic hardware for students to program. For most Computer Science departments, however, achieving this level of learning environment is not generally realistic when considered within the context of common budget constraints.

At Hawai'i Pacific University, the Computer Science department is experimenting with a versatile robotics platform, which can be purchased off the shelf and comes turnkey with many interesting features that allow students to write programs to interact with and control its behavior. This platform is the iRobot (1995a and 1995b) Roomba1 and can be found at most Sharper Image stores for a cost of under \$300. The remainder of this paper will describe many of the technical features, which have been discovered about the Roomba as well as an introduction to some of the challenges which need to be addressed to control the Roomba towards the goal of accomplishing a number of tasks, from simple to quite complex.

THE TECHNICAL CHARACTERISTICS OF A ROOMBA

The Roomba robot comes complete with two stepping motors that provide its means of both propulsion and an inference on distances traveled. It has a removable, rechargeable 30 watt APS battery pack, contact sensors that are used to determine when the robot has run into a solid object, and infrared sensors that are used to determine if the robot is about to fall off a surface (such as a stair step). The infrared sensors are also used to create virtual walls, which come with the basic Roomba package. A "virtual wall" module senses when the Roomba is in range and transmits an infrared signal that is received by one of the Roomba's sensor.

The rest of the paper continues

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Mick Henniger is a network systems architect with contributions in the areas of network communications, distributed security systems and embedded platform architecture. Mick holds various patents in serial communications and digital subscriber line technologies and is currently enrolled student in the Computer Science program at Hawaii Pacific University. His current research focus is in the domain of video analytics for security, surveillance and intelligent automation systems.

Dr. Greg Schaper is an Associate Professor of Computer Science and Information Systems in the College of Professional Studies at Hawaii Pacific University, Honolulu, Hawaii. He holds a Ph.D. in Computer Science with concentrations in Discrete Math, Computer Architecture and VLSI Design. His current research areas include Computation Theory, development of a CS0 curriculum, and curve fitting algorithms related to the design of surfboards.

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THE MORAL REASONING LEVELS OF ACCOUNTING STUDENTS IN SOUTH AUSTRALIA: RECENT FINDINGS OF THE EFFECT OF STUDYING ETHICS AND GENDER HAVE UPON MORAL DEVELOPMENT

Maz Demosthenous
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ABSTRACT

For many accountants and corporate managers, the concept of 'professional ethics' is one that implies that each individual has the moral reasoning capability to allow them to render business judgment without having self-interest to alter or impair their professional responsibility. Evidence in accounting ethics research suggests that the moral reasoning levels of accounting students and accountants is in the lower range in comparison to other students and other professionals. The objective of this study was to investigate and report the moral reasoning levels of accounting students and whether variables such as studying ethics and gender influence the moral reasoning of final year accounting students, who in the very near future will be working as business managers and/or accountants making important business decisions. This study used Kohlberg's moral development theory as a framework and Rest's Defining Issues Test (DIT) as a measuring instrument to measure the moral reasoning of the students. The outcome of the research findings found that female accounting students possess higher levels of moral reasoning than their male counterparts as measured by the DIT and that students that studied ethics in the past achieved a higher DIT score than those who claimed that they had not study ethics in the past.

INTRODUCTION

The corporate collapses and unethical behaviour of senior business-persons and accountants in the 1990's, and more recently the fraudulent accounting practices of Enron, World Com and GlobalCrossing, have threatened the reputation and credibility of corporate activities and in particular the accounting profession. These recent accounting scandals have caused some to believe that there now exists a "crisis in accounting:"(Business Week 2002). As a result, ethics in accounting has gained significant interest and has become a popular issue for research. The professional bodies have implemented a code of conduct which all practising accountants must follow and have supported the inclusion of ethics into the accounting curriculum.

If accountants are to maintain the highest ethical and technical standards expected of the profession, the accounting schools and other professional educational programs must provide the appropriate education (both in content and experience) for students to progress in their moral reasoning. This study investigated whether studying ethics and gender influences the moral reasoning of accounting students.

Are females more ethical than males? This is the question that is asked by many people and is a subject of debate amongst academics, ethicists and many other groups of people. Gender as a variable has been studied in the past but arguably with inconclusive results and therefore this study can add to the literature.

For many years the accounting profession has been male dominated, however, recent statistics have shown that the ratio of male to female students studying accounting at university is drawing closer (Flinders University Academic and Student Administration unit, 2004). In addition, the number of female memberships with CPA Australia has also steadily increased in the last five years (CPA Australia Annual Report 2004).

The rest of the paper continues

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Maz Demosthenous is a lecturer in Accounting in the School of Commerce at the Flinders University of South Australia, Australia. He has been teaching for nine years in the areas of accounting and marketing. His research area includes business ethics, culture and the moral reasoning of students and accountants. Maz holds a Masters in Commerce from the University of South Australia.

ETHICS IN THE CLASSROOM

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ABSTRACT

Academic dishonesty forecasts unethical behavior in the business environment. The subject of ethics concerns the nature, purpose, function, and justification of rules of proper conduct within the context of daily living. Ethical issues attempt to define concepts such as honesty, fairness, justice, truthfulness, righteousness, and social responsibility. Today's society is extant with countless examples of how destructive and far-reaching unethical actions can be. From large-scale embezzlement and fraud in the business world to cheating on examinations in the classroom, unethical behavior destroys society's moral fiber. Two-hundred-thirty students at Southern University at New Orleans (SUNO) were surveyed to determine self-reported ethical conduct in several scenarios. Data was analyzed based on age, gender, employment status, marital status, class level and grade point average (GPA). Individuals who were more likely to act ethically tended to be female, older, and traditionally tested (versus on-line). Employment status was not statistically significant. Furthermore, more than 60% of students admitted they would cheat given the opportunity. Results indicate the desperate need for ethical education in the classroom, both as an independent course as well as incorporated within the core set of courses.

INTRODUCTION

Ethics entails what is right or wrong, good or bad, fair or unfair, responsible or irresponsible, obligatory or permissible, praise-worthy or blame-worthy. Earning a good grade is an achievement, but cheating to make the grade is unethical, or is it? Eighty percent of exceptional students admitted to cheating at least once, half of which do not believe that cheating is necessarily wrong (US News, 1999).

Academic dishonesty is a perennial dilemma in higher education. Scholarly reports of academic dishonesty have appeared for more than sixty years (Davis et al, 1992). Unfortunately, the problem is not limited to higher education. A survey conducted in 1998 by Who's Who Among American High School Students revealed that 80% of seniors acknowledged they had cheated. Conversely, only two out of every 10 high school students claimed to have never cheated. At the collegiate level, 88% of faculty members admitted to observing some form of cheating in their classrooms. Thirty-two percent ignored the unethical behavior "because of the administrative hassles and fear of being sued by an accused student" (Morales, 2005). Misconduct in the workplace is fairly common as well. According to the Ethics Resource Center, "More than half of American workers have observed at least one type of ethical misconduct in the workplace..." the "...two most common types of misconduct observed by employees are abusive or intimidating behavior towards employees and lying to employees, customers, vendors, or the public" (Survey Documents, 2005).

Literature Review.

Today, undergraduate students are more creative in their methods of cheating. While copying assignments and plagiarizing papers are still common, others have become more technologically savvy in their attempts. Some employ cell phones with digital cameras to take pictures of tests while others communicate via ear pieces to share answers. In on-line tests, students may easily cheat by falsifying their names and email addresses before taking the exam (Woodbury, 2003). The Internet is a tempting source of old essays, book reports, and term papers for the less than conscientious student.

The rest of the paper continues

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RURAL STUDENTS AND CAREER CHOICE: A STUDY IN POST-SECONDARY EDUCATIONAL OPPORTUNITY

Craig D. Kono
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ABSTRACT

The purpose of this research was to discover what effect parents in a rural, prairie state had on their children's educational values, chances for choosing a university education, and opportunities for increased levels of educational attainment. Historical research indicates that parents have the greatest influence on their children's choices for post-secondary education and career opportunities, and as parental levels of education increase so do the chances that their children will attend a college or university after high school. The research was conducted by sending surveys to South Dakota rural schools that were members of the South Dakota Coalition of Small schools. A total of 1,245 South Dakota high school seniors responded to the study questionnaire that was sent to 127 South Dakota rural schools in the spring of 2001. The study was concluded in January 2002. The study found that rural parents, especially mothers, have the strongest influence on their children's values and choices for post-secondary educational attainment in South Dakota schools.

INTRODUCTION

Many factors determine the choice of post-secondary educational opportunities, but students who have experienced an encouraging home environment, support from extended family & friends, and help from educational professionals have an increased chance of success at the post-secondary level. Research studies over the past two decades have indicated that students whose parents attended a four-year college or university had an 84% chance of attending college themselves. Likewise, students with parents who were only high school graduates maintained only a 51% percent chance of attending a four-year college or university, and students with parents that did not graduate from high school had only a 30% chance of attending college (Mortenson, 2001). In the same study conducted by Mortenson (2001), research showed that a significant relationship existed between students' educational choice and the educational attainment of their parents.

Other historical research has tended to point to the significance of parental influence. In a study by Mortimer, Dennehy, and Lee (1992), the variable that had the most significant effect on educational plans and occupational aspirations was parental education. In 1990, DeRidder pointed out that lower levels of parent education can retard adolescent's career development, and in 1995 Lankard stated, "Being born to parents with limited education and income resources reduces the likelihood of going to college or of achieving a professional occupational goal and essentially predetermines the child's likely educational choice".

Research from the 1980's also suggests the consistency and pattern of parental support over the four-year high school period was related to the presence or absence of post-secondary educational activity as well as the type of institution attended. Consistency of parental support did have an impact on educational activity: the longer post-secondary education was taken for granted at home, the more likely students were to enter college. The introduction of inconsistency at some time prior to an affirmative response in the 12th grade favors attendance at a two-year college or less (Conklin & Dailey, 1981).

The rest of the paper continues

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Craig D. Kono is an Assistant Professor of Educational Administration at Northern State University in Aberdeen, South Dakota. He has served as school principal and school superintendent in rural South Dakota schools from 1988 to 2001.

**EMPIRICAL EXAMINATION OF THE RELATIONSHIP BETWEEN
INTERNATIONAL DIVERSIFICATION AND ECONOMIC PERFORMANCE FOR
AUSTRALIAN UNIVERSITIES: OFF-SHORE VERSUS ON-SHORE
INTERNATIONAL STUDENT INTAKES**

Nicholas C. Mangos
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ABSTRACT

This empirical study examines the relationship between international diversification and economic performance of Australian Universities. The purpose of the study was to test what relationship exists between international diversification and economic performance in the higher education service sector in Australia. The international activities of the Universities were divided in off-shore and on-shore international student activity. This paper represents a study covering a period of three-years analysing the 42 Australian higher educational institutions (Universities) for each year. What the current study tests is whether a negative relationship exists between international off-shore diversification and economic performance and correspondingly whether a positive relationship exists between international on-shore diversification and economic performance. It provides evidence that the relationship between international diversification and economic performance for service firms differs somewhat from manufacturing firms.

INTRODUCTION

The current study analyses the effect of international diversification on economic performance for Australian Universities. The service sector, in particular Universities, are a field of study that has sparse if any empirical investigation of this nature as is the case for international service firms in general (Capar and Kotabe, 2003; Contractor, Kundu and Hsu, 2003). A major challenge for Universities that constantly seek global intake of students is to bolster their revenues. There has been a major trend and challenge towards gaining a larger share of off-shore student intake in Australia. The competition is fierce and another challenge is that Overseas Governments are promoting the idea of keeping their students home by investing in higher education facilities domestically. In the main, the majority of studies have examined the effects of international diversification and economic performance on manufacturing firms. There is evidence to suggest that the form of the relationship between international diversification and performance in the service industry is different from that of manufacturing firms.

LITERATURE REVIEW

In the past, empirically testing the relationship between international diversification and economic performance has been an important topic for researchers in international and strategic management (Buhner, 1987; Grant, 1987; Daniels and Bracker, 1989; Gerlinger Beamish and DaCosta, 1989; Haar, 1989; Hitt, Hoskisson and Ireland, 1994; Tallman and Li, 1996; Hitt, Hoskisson and Kim, 1997; Delios and Beamish, 1999; Gomes and Ramaswamy, 1999; Gerlinger, Tallman and Olsen, 2000; Mangos, 2000; Mangos, O'Brien and Damania, 2002; Kotabe Srinivasan and Aulakh, 2002; Capar and Kotabe, 2003; Contractor, Kundu and Hsu, 2003).

The rest of the paper continues

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▪ INTERDISCIPLINARY LEARNING

*Project-based Learning: A Collaborative Experiment In Product Development With
Real World Clients Involving Students In Business Management, Multimedia,
Engineering, And English* Page 63.

By Melinda Bender, Michael J. Stemkoski, Michael Wisland,
Travis Begay, Miles Fulwider & Lindsey Krey



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PROJECT-BASED LEARNING: A COLLABORATIVE EXPERIMENT IN PRODUCT DEVELOPMENT WITH REAL WORLD CLIENTS INVOLVING STUDENTS IN BUSINESS MANAGEMENT, MULTIMEDIA, ENGINEERING, AND ENGLISH

Melinda Bender, Michael J. Stemkoski, Michael Wisland, Travis Begay, Miles Fulwider
and
Lindsey Krey
Utah Valley State College, Utah, U. S. A.

ABSTRACT

Project-based learning (PBL) encourages students and instructors to be engaged in the learning process by “doing the real thing.” In learning situations, student and instructor attitudes measurably influence the learning process. This paper discusses the experiential research and measures the attitudes and participation of students in project-based learning, including examples of projects that involved the cooperative efforts of students, instructors, and mentors from business management, multimedia technology, engineering, basic composition, and English. Students worked with real clients to produce products and services beneficial to the college, the clients, and to the community. The projects involved real money and required the students and instructors to take real risks, and to use the latest technology in assessing and comparing the performance results of the projects with the operations of the newly developed business enterprise. Student attitudes were surveyed and statistics compiled in an effort to measure student attitudes toward the project-based learning components. The results of these outcomes moved the learning process from disconnected “educational silos” to “collaborative project based learning.”

INTRODUCTION

Dialogue continues among academicians and practitioners to determine the best practices, techniques, and strategies to use in the classroom and online to achieve desired student competencies. In reviewing the literature, the consensus is that project-based learning (PBL) is an instructional strategy that is intended to engage students in authentic, “real world” tasks to enhance learning. “Students are given open-ended projects or problems with more than one approach or answer, intended to simulate professional decision making situations” (Esch, 2000).

Further review of the literature dictates, the project-based learning approach is student centered, and includes the teacher in the role of facilitator or coach. Students engaged in project-based learning generally work in cooperative groups and solve problems generating a performance assessment of the outcomes that are based on the process of the worked performed and products and services produced. Implementation of project-based learning in the classroom and across disciplines is an effort to develop meaningful ways to challenge students and instructors. The objective is to have students and instructors learn useful skills and gain knowledge, and then apply those skills and knowledge in a process that leads to solving real world problems (Oakey, 2000). The processes and end products are the driving forces of project-based learning. “It is the content knowledge and skills acquired during the production process that are important to the success of the approach. Projects vary widely in scope and time frame, and end products vary widely in level of technology used and sophistication” (Esch, 2000).

It is generally agreed and recommended that project-based learning employs a production model to develop the process resulting in a finished product or service.

The rest of the paper continues

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▪ ONLINE LEARNING

*Preliminary Evidence Examining An Association Between The Use Of Online Learning
And Grade Performance* Page 77.

By Abdel K. Halabi, Assistant Fellow of the ooi Senior Academy
Robyn Dyt & Jodie Maxfield



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PRELIMINARY EVIDENCE EXAMINING AN ASSOCIATION BETWEEN THE USE OF ONLINE LEARNING AND GRADE PERFORMANCE

Abdel K. Halabi, **Assistant Fellow of the ooi Senior Academy**

Robyn Dyt

and

Jodie Maxfield

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ABSTRACT

This paper provides preliminary evidence examining an association between the use of online learning materials and student academic performance. While there has been a growth in Universities making available course materials online, little evaluation has been done relating use to performance. The present study examines the final marks obtained by students over two semesters in an introductory accounting course, and compares this against the number of sessions, and hours the students went online. The results show that students who went online more and longer, significantly improved their final grade.

INTRODUCTION

In the past decade there has been significant growth in Universities using course management tools such as WebCT (web course tools) to deliver course materials and support learning (Seale and Mence, 2001; Dennan, 2005; Murphy et. al., 2005). WebCT is a popular tool that facilitates the creation of World Wide Web-based educational environments by providing an interface allowing the design of the presentation of the course (color schemes, layout, etc.), and a set of educational tools to assist learning, communication and collaboration (Dennan, 2005; Morris and Rippin, 2003). In an educational environment, web course tools and e-mail together link every corner of the world into a common data set, reaching simultaneously into the minds of many students irrespective of location.

Beuchot and Bullen (2005) noted that increased use of online course materials and student participation can facilitate online knowledge building. The authors however noted that there has been little empirical evaluation relating the use of online learning materials to performance. Jeong (2005) also reported that current research into computer-mediated communication (CMC) is in need of methods to achieve a deeper and more thorough understanding of CMC and its effects on group performance. In response to these comments, the present study examines the performance (via final grades) obtained by students over two semesters in an introductory accounting course, and compares this against the number of sessions and total time students went online for course information.

Specifically the aim of this study is to examine if there is an association between student use of online teaching materials and final grade.

DATA COLLECTION

The present study uses data relating to an introductory accounting subject taught across various campuses of Monash University both in Australia and internationally. The subject was taught at three Australian campuses (Berwick, Gippsland and Peninsula); internationally through the Malaysian and South African campuses; through two study centres in Hong Kong and Singapore, and by traditional distance education.

The rest of the paper continues

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Jodie Maxfield is an Assistant Lecturer in Accounting and Finance at Monash University, Australia. Jodie's research interests include the use of technology in accounting education. Jodie is the recipient of the Deans award for teaching for her development of WebCT for distance and internal students.

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▪ CASE STUDY FOR MACROECONOMICS COURSE

*Experiment In Bond Market: To Be Used As A Case Study Project In A
Macroeconomics Course Page 85.*

By Amber Brown



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EXPERIMENT IN BOND MARKET: TO BE USED AS A CASE STUDY PROJECT IN A MACROECONOMICS COURSE

Amber Brown
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ABSTRACT

This experiment is designed to simulate the market for Treasury and corporate bonds. Students are both the buyers and sellers of bonds. The main goal of the experiment is to show the effects of rising deficits on interest rates. It will also demonstrate the inverse relationship between bond prices and interest rates, as well as the inverse relationship between the level of risk and prices on corporate bonds. The second half of the experiment introduces the Federal Reserve and illustrates their influence on bond prices and interest rates.

INTRODUCTION

A basic understanding of bond markets is crucial in an introductory macroeconomics course. Especially during times of record budget deficits, students need to understand how bond markets work in order to fully understand the controversy surrounding the dangers of a deficit. Making the link between deficits, bond sales, and interest rates clarifies the effects of deficits on corporate borrowing and investment. This is possible without delving into the intricacies of valuing bonds. A general overview of the market will suffice. In addition, a good understanding of the workings of the bond market makes the study of the Federal Reserve much easier. The following experiment is a fun and useful way of illustrating the workings of the bond market and the effects of changing prices on interest rates.

Editorial Note.

This case study is presented to readers of this Journal who are teaching macroeconomics course, for free adoption.

BOND MARKET AND ITS EFFECT ON CHANGING PRICES AND INTEREST RATES

In this experiment, four students will sell four different corporate bonds to the rest of the class. Treasury bonds will also be sold. The Treasury will lower its prices in different rounds of selling to show how this puts pressure on the prices of corporate bonds to lower and the interest rates to rise. In the second half of the experiment, the Federal Reserve will also buy bonds during some rounds and sell their bonds during others. In this way, the influence of the Fed on Treasury and corporate bond prices can be observed.

Learning Objectives.

- to understand that sales of Treasury bonds rise when budget deficits rise
- to explain why bond prices and interest rates are inversely related
- to see that Treasury bonds and corporate bonds are substitutes and decreasing prices for Treasury bonds result in lower corporate bond prices (and higher interest rates)
- to explain why riskier bonds sell for a lower price
- to understand the secondary market for bonds and the speculative motive

The rest of the paper continues

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Teaching Journal of the ooi Academy Transactions on

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**Peer Reviewed Refereed Journal Publication GUIDELINE
(JOURNAL PAPER FORMAT)**

AN AUTHOR'S GUIDE FOR PREPARING THE MANUSCRIPT OF A JOURNAL PAPER

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ABSTRACT

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This abstract section is typed using Times New Roman font size 12 point italic. It is even justified.

1. INTRODUCTION

The length of an acceptable paper is 1 to 16 pages. There is a limit of 16 pages for each paper in the Journal. At most, 4 additional pages can be included, provided the fee of US\$ 25.00 per extra page is submitted with the Author's registration. Also, complete the Copyright Transfer and the Conference Registration forms. Send them with the appropriate conference registration fee. The conference headquarters' contact information is as follows:

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2. CONTENT OF A JOURNAL PAPER

The content of a Journal paper should consist of a summarized technical report of a scholarly research on any topic in any academic discipline. A paper that reports empirical research is the standard for our Journals.

A paper that has never been published before is preferred. However, the paper could be an expansion, a modification or a revision of a previously published paper. If so, the topic must be new and an adequate reference should be made to the previously published paper.

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How to successfully publish in the Journal:

1. Select a topic from any discipline. The title of the paper must be new.
2. Investigate the topic by collecting primary and/or secondary data on the topic, or using mathematical modeling techniques.
3. Analyze the data/model to identify your findings.
4. Reports your findings, observations, recommendations, etc.
5. Text: Use Microsoft Word, size 12 points Times New Roman.
6. Abstract should not be more than 200 words; Literature review not more than one page.
7. The whole paper absolutely should not be more than 16 pages including tables, figures, footnote, acknowledgement and references.
8. Majority of the referenced articles in your paper should not be older than 5 years. Using articles within the last year is a plus!!!
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It is preferred that the sentence be re-written as *“In this paper, the design and implementation of an integrated online client and accounting management system (IOCAMS) that are used for business operations are presented.”* This is an INDIRECT SENTENCE and it is allowed.

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*“In this paper, **the authors** present the design and implementation of an integrated online client and accounting management system (IOCAMS) that are used for business operations.”* This avoids personalization (use of I, we, my, our, etc) in writing and it is allowed.

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Title: The title should be in bold capital letters centered across the top of the first page and should be in a distinctive 14 point size font.

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(Research Journal of the ooi Academy, Transactions on....)
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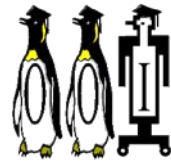
1. About 187 papers were submitted to the conference this year.
2. 44 papers were accepted:
 - 22 Research Journal (RJ) papers.
 - 9 Teaching Journal (TJ) papers.
 - 13 Proceedings papers.
3. About 93 people participated in the conference Face-to-Face and Virtual throughout the 11 ooiCTRLD Service Regions:
 - CIS Service Region had their first Face-to-Face Conference on Saturday, May 20, 2006 in Yerevan, Armenia.
 - About 40 people attended; 8 papers (4 RJs; 4 Proceedings) were presented.
4. The estimate for Ruston Conference, Wednesday, May 24 – Saturday, May 27, 2006, attendance is 53 people:
 - 24 Face-to-Face.
 - 29 Virtual.

JOURNAL PAPER ACCEPTANCE RATE

The number of journal papers accepted for Research is 22. The number of journal papers accepted for Teaching is 9. The level of quality of papers published in the Research Journal and the Teaching Journal are the same. That makes the total journal papers accepted to be 31 out of 187 papers submitted. Therefore, the journal paper acceptance rate for this issue (Research and Teaching) is $31 / 187 = 16.6 \%$

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ISBN 0-9703797-6-5



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