Faculty Excellence Award Application Form

Name: Bryan Marshall

Rank: Professor

Department: Information Systems and Computer Science

Award applying for:

(Check one)

	Excellence in Teaching Award*
	Excellence in Online Teaching Award*
	Excellence in Scholarship & Creative Endeavors Award*
	Excellence in University Service*
X	Excellence in Scholarship of Teaching & Learning Award*
	Department/Program Excellence Award^
	Irene Rose Community Service Award^
	Laurie Hendrickson McMillian Faculty Award^

*college selection required before being forwarded to university

^university awards

College nominees' final applications received by Center for Teaching and Learning (ctl@gcsu.edu) by March 2, 2020.

Please insert the required documentation in the pages below for the award category you have noted above. Detailed information associated with each award is available online at the Center for Teaching and Learning website.

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GEORGIA COLLEGE
GEORGIA'S PUBLIC LIBERAL ARTS UNIVERSITY

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February 25, 2020

Letter of Nomination - Georgia College Faculty Excellence Awards

As College of Business (CoB) Dean, I strongly endorse Dr. Bryan Marshall for the university's *Excellence in Scholarship of Teaching and Learning (SoTL) Award*. He is a faculty member and professor in the Department of Information Systems and Computer Science (IS/CS) in the CoB.

IS/CS is the fastest growing major in the CoB, in part, because of the excellent teaching of faculty members like Dr. Marshall. He engages students inside and outside the classroom. For instance, he uses a flipped approach so that classroom time is used to build the problem-solving skills that are so essential for system's developers and programmers. Additionally, he maintains active connections with practitioners and with key industry firms so students regularly hear from those in the field.

Dr. Marshall focuses on providing his students with practical skills that are immediately useful in the job market. For several years, Dr. Marshall has arranged for current students to earn a valuable industry certification prior to graduation. This semester, for example, 25 students will complete the training from a corporate trainer who comes to GC to deliver the course at a price that is dramatically lower than what is charged for the same course in the Atlanta market. Moreover, last year one student put to use that certification during her summer internship.

Judging from the list of certifications he has attained, Dr. Marshall obviously practices what he teaches his students to do in regard to developing marketable skills that will transfer from the classroom to the workplace. His service to the academy has been recognized in awards such as the Ben Bauman Award for Faculty Excellence from the International Association of Computer Information Systems, 2019.

Bryan maintains a very active research agenda. *SoTL* publications are an important component of his research agenda. He has five *SoTL* peer-reviewed journal articles published, another one under review, plus three refereed conference proceedings, during the past six years. As part of that scholarship, he co-authors not only with fellow faculty members, but also with his students.

Based on this summary of his on-going commitment to the scholarship of teaching, I endorse without reservation Dr. Bryan Marshall for Georgia College's *Excellence in Scholarship of Teaching and Learning Award*.

Sincerely,

Dale Young

Dale Young, Ph.D.
Dean, J. Whitney Bunting College of Business

GEORGIA COLLEGE
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February 24, 2020

Dear Members of the Excellence in Scholarship of Teaching and Learning Award Committee:

It is with great pleasure that I recommend Dr. Bryan Marshall for the Excellence in Scholarship of Teaching and Learning Award. Dr. Marshall teaches undergraduate and graduate courses face-to-face and online for the Information Systems and Computer Science Department in the J. Whitney Bunting College of Business at Georgia College.

Dr. Marshall teaches a variety of courses including python programming, global ecommerce, agile project management, and information technology infrastructure. His summer courses are taught strictly online. His graduate courses for the Master of Management Information Systems program are online with about 50% synchronous online meetings. Bryan is Quality Matters certified and ensures that his courses are designed for optimum student learning.

Bryan wants students to gain the knowledge they need to be successful in their job hunt but more importantly, to be successful in continuing to learn throughout their career. As demonstrated by the information in Bryan's application, he brings a "flipped classroom" approach to his students. The students learn to search for answers to their questions. In information systems, this skill is critical to becoming a lifelong learner. Dr. Marshall has had six journal articles published in the area of teaching since 2014.

Dr. Marshall has consistently worked to improve his teaching. Bryan attended the Transformative Learning Experiences Workshop twice. Dr. Marshall has remained current in his discipline by obtaining his own certifications as well as bringing in a trainer to allow students to become certified. Last summer, a student who interned with PricewaterhouseCoopers ran SCRUM meetings for full time employees because of the certification she obtained here.

I believe that Dr. Bryan Marshall is the best choice for the 2020 Excellence in Scholarship of Teaching and Learning Award. It is an honor to add my recommendation to his portfolio. Please contact me with any questions you may have regarding his application.

Tanya Goette

Dr. Tanya Goette
Chair and Professor
Information Systems and Computer Science

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Excellence in Scholarship of Teaching & Learning Award

February 20, 2020

Bryan Marshall has been my colleague for more than 10 years. Over the years, we have discussed teaching and pedagogy on several occasions. I have never be in one of Bryan's classes, but those conversations have helped me understand how he teaches and interacts with students. Bryan wants his students to engage with the material, understand how their learning matters in the real world, and prove they have accumulated the necessary skills. Over the years, he has refined his approach to teaching in a way meant to help his students meet those goals.

Bryan has published research focused on helping other professors in his field adopt and adapt his approach to improve their own experience in the classroom. He has published multiple papers focused on helping students and professors improve communication through team interaction. This improved interaction is meant to help students engage with the material, their professor, and their classmates. He has also published work designed to help professors and students keep up with the incredible rate at which technology is evolving in his discipline, including a publication from 2018 focused on students getting hands-on time with cutting-edge software via Amazon Web Services. Bryan has also spent time on campus helping students earn certifications meant to reflect the skills they have accumulated. He is currently working on a pedagogical article designed to help professors adopt this certification approach for their students.

Bryan's approach to teaching is evolving as quickly as his field of study. As he has worked to improve as a teacher, he has also shared what he has learned through a series of pedagogical articles intended to help others in his field improve with him. That willingness to share what he has learned is the essence of the Scholarship of Teaching and Learning.

Sincerely,

Dr. Christopher Clark

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February 24, 2020
RE: Excellence in Scholarship of Teaching and Learning Award

Dear Colleagues,

It is my pleasure to write a letter of support for Dr. Bryan Marshall who is nominated for the Excellence in Scholarship of Teaching and Learning Award. I have had the pleasure of working with Dr. Marshall for the past eight years. We have coauthored two papers together both of which were in the teaching and learning research genre. In one of our papers we developed and tested a virtual teamwork training model and identified the factors that influenced user acceptance of the technologies applied. In another study we examined how project-based learning impacts a students' perceptions and interest in the information systems field. Dr. Marshall also served on my dissertation committee and served as a mentor to me during the dissertation process.

Dr. Marshall has published eight research articles related to student learning. Five of the articles were published in information systems journals and three in conference proceedings. In addition to the virtual teamwork training, he has published research on social media used for work collaboration and team communication and, also related to teams, a study identifying the impacts of team listening and unscheduled meetings on team coordination.

Dr. Marshall is devoted to engaging students in the classroom. This is demonstrated by his research and his commitment to professional development. He is Quality Matters certified and has attended a professional development course titled "Transformative Learning Experiences". Dr. Marshall is a dedicated professor who prepares students for today's workforce. He has provided students with the opportunity to get scrum certified every semester for the past few years. He uses innovative technologies and activities to help motivate his students to learn course concepts and develop critical thinking skills that will help them be successful in industry. I strongly recommend Dr. Bryan Marshall for the Excellence in Scholarship of Teaching and Learning Award.

With best regards,

Joy Godin

Dr. Joy Godin
Associate Professor of Information Systems
J. Whitney Bunting College of Business
Georgia College & State University

Teaching Philosophy

When I think about how and why I teach, three objectives come to mind. First, I want my students to be engaged learners. Second, I want my students to learn real-world, industry-based skills and theories. Third, I want my students to be assessed in a way that shows they have these skills.

Engaged Learning

In 2016, I wrote a paper that I presented about the use of EduScrum to engage students. This method is similar to the project-based, "flipped" classroom approach. I give my students content to study and review before class and use the class time to work through complex issues and project -based team assignments. The EduScrum method was developed out of the agile framework Scrum. I have been actively engaged in the Georgia College transformative learning program to explore teaching methods that engage students even more and reach all types of learners. I have spent several years studying the benefits of flipped classrooms versus Eduscrum classrooms. I have noticed that the student evaluations reflect the difficulty of these non-traditional teaching methods. While the majority of students excel in these experiential approaches to learning, some students suggest they struggle with this new way of teaching. They mention they prefer the "just tell us what is on the exam" approach. Over time, I've been able to see that students develop career-ready skills much better with the flipped classroom and Eduscrum classroom approaches.

Recently, I worked with Eric Kobbe on his dissertation studying the use of scheduled text messaging and scheduled emails to communicate with students. I implemented the findings from this research in my summer online teaching courses where I plan out some of my communications with my students and "drip" feed them weekly throughout the summer on a scheduled basis. If for some reason the students don't get an email at the "normal" time, they send me an email asking about the content for the week. Further research into the engagement with the content is going to be exciting to complete. This "drip" feeding method does two things, it allows for content in the email to be thought about way ahead of time, and also automates part of the course, reducing the time sensitivity of email development.

Real-world, Industry-Based Skills

Teaching in information technology (IT) and ecommerce requires staying up to date with rapidly changing technologies. In my computer programming courses, my students learn to use online forums to research answers to their programming questions. This practice is generally accepted in industry as the norm. While working with a forum called "stackoverflow" two of my students had questions on why so many users were willing to help with questions. This led me to work on a paper with them and help them publish it in a journal. The students went on to win "best student paper" at the International Association of Computer Information Systems.

In my IT courses, I innovate and develop new content each semester. I consistently team up with industry partners to provide students with cutting edge, real-world projects. In working with my colleague Brad Fowler, we looked at how well students perform in a rapidly changing field without a textbook. Brad was fortunate to teach two similar classes and we developed a study that looked at the difference in performance for both classes, one with a book and the other looking up information on the internet and using a flipped classroom “advanced” note organizer.

My students have benefited from partnerships with Amazon, Microsoft, Cisco, and VMWare. Through these academic alliances, the students are given access to software and hardware currently used in industry. I have my students build servers in the cloud on Amazon's web services, use simulation software from Cisco helping to reinforce the theories taught in the classroom, and demonstrate the power of virtualization through VMWare’s vCenter product line. In 2018, I published a research presentation showing other professors how to utilize Amazons Web Service applications for a low-cost solution to a cloud server environment to teach students real-world hands-on skills using virtualization.

Assessment Tied to Skills

Way back in 2008, I published a paper about the importance of certifications in conjunction with a degree. Using this research, I have consistently taught my students the importance of getting certified. Since 2015, I have managed to get a certified trainer come to Georgia College and run a scrum course here. He has run 1 to 2 courses a year with classes ranging from 20 -25 students, faculty and staff. These students were able to get certified at half the cost. Students paid a low price $575 each for the workshop that typically costs $1300 per student. I also helped prepare the participants prior to the seminar. Students have reported back that this certification has made a large impact on them finding a job and many have let me know that they are doing better in their job based on the course. I am currently working on a paper that discusses this concept of bringing a trainer to campus and the impact it has on our students’ success.

Selected Journal Articles and Conference Proceedings

Peer-Reviewed Journal Articles

Submitted

[1] Kobbe, E., Marshall, B. (2020). Engaging Students with Course Content Using Scheduled and Unscheduled Emails and Text Messages. Submitted to *Issues in Information Systems.*

Published

[2] Penoyer, S., Reynolds, B., Marshall, B. & Cardon, P. W. (2018). Impact of users' motivation on gamified crowdsourcing systems: A case of Stackoverflow. Issues in Information Systems, 19(2), 33-40.

[3] Godin, J., Lars. L., Marshall, B., Gibson, N., Poddar, A., & Cardon, P. W. (2017). Virtual teamwork training: factors influencing the acceptance of collaboration technology. *International Journal of Information and Communication Technology, 10*(1), 5-23.

[4] Cardon, P. W., & Marshall, B. (2015). The hype and reality of social media use for work collaboration and team communication. *International Journal of Business Communication, 52*(3), 273-293.

[5] Cardon, P. W., & Marshall, B. (2014). The impacts of team listening and unscheduled meetings on team coordination. *Studies in Media and Communication, 2*(2), 107-117.

[6] Marshall, B., Cardon, P. W., & Godin, J. (2014). A study of project-based learning in an introductory MIS course. *Issues in Information Systems, 15*(2), 24-30.

Peer-Reviewed Conference Proceedings

[7] Fowler, B., Marshall, B., Cardon, P. (October 2019). Do Students Learn Rapidly Developing Fields Better Without Textbooks? 59th Annual IACIS Conference, Clearwater, Florida.

[8] Fowler, B., Marshall, B. (October 2018). Using Amazon Web Services to Teach System Administration. 58th Annual IACIS Conference, Clearwater, Florida.

[9] May, J., Marshall, B., Cardon, P. (October 2016). Investigating the Eduscrum Framework. 56th Annual IACIS Conference, Nashville, Tennessee.

Abstracts from Peer-Reviewed Journals

[1] Engaging Students with Course Content Using Scheduled and Unscheduled Emails and Text Messages

This study addressed college students' acceptance of push communication (i.e., email and SMS messaging) as a means of receiving course-related content and modified the Unified Theory of Acceptance and Use of Technology by including Scheduled Message as an independent variable. Surveys of 301 students' perceptions of instructor-sent email and SMS texts directing them to materials in six instructors' 10 courses were analyzed by PLS-PM for their impact on the students' intention to use these push communication technologies. In contrast to previous studies on technology acceptance, we evaluated actual usage patterns for both the scheduled and un-scheduled push communication. Scheduled emails did not yield higher average duration times or unique visitors than unscheduled ones, yet click-through rates and return visits were higher. Scheduled SMS messages did yield higher average duration times, unique visitors, and click-through rates than unscheduled SMS messages, yet un-scheduled SMS messages yielded more return visits. We argue that the differences in the results for email vs. SMS may have been due to email's slower delivery time. We also consider implications for faculty wishing to facilitate distributed learning among students via push communication.

[2] Impact of Users' Motivation on Gamified Crowdsourcing Systems: A Case of Stackoverflow

Companies like StackOverflow use crowdsourcing and gamification to entice users to participate in the answering of questions in the online forums. StackOverflow has overwhelmingly become the go to place for users to seek help with programming related questions. This research aims to investigate what factors influence the users on StackOverflow to participate. We survey 200 of the highest ranked users on StackOverflow. We asked them questions related to both extrinsic and intrinsic motivations. Surprisingly, we found that for the highest ranked users on StackOverflow intrinsic motivations like helping others, reciprocity, and making an impact are more important than financial gains and organizational pressures.

[3] Virtual Teamwork Training: Factors Influencing the Acceptance of Collaboration Technology

The purpose of this study was to identify the factors that influence the acceptance of electronic collaboration technology by higher education students and that influence their predicted usage of the technology for virtual team collaboration. The research combined the unified theory of acceptance and usage of technology UTAUT with a virtual team-training model. All 108 participants completed a survey following their participation in virtual team training. Ten hypotheses were tested using a structural equation modelling technique, partial least squares. Five of the hypotheses were supported and five were not supported. The results indicated that three of the four UTAUT constructs were significant in predicting whether the participants would use the collaboration technology in the future. Additionally, the findings revealed that the participants had a positive perception of the virtual teamwork training.

[4] The Hype and Reality of Social Media Use for Work Collaboration and Team Communication

This article describes the growing adoption of enterprise social networking platforms by organizations in an attempt to foster better team communication and collaboration. To examine current views of these social networking tools, survey results from 227 business professionals are presented that address three areas: frequency of use of social networking for team communication compared to other communication channels, perceived effectiveness of social networking tools for team communication compared to other communication channels, and attitudes toward social networking for team communication. Generally, the results show that traditional communication channels are used more frequently and considered more effective for team communication. However, the results also indicate that Gen X and Gen Y business professionals are quite likely to consider that social networking tools will be the primary tools for team communication in the future. The article concludes with recommendations for how business communication scholars can advance, define, and set apart the field by focusing on business communication via enterprise social networking platforms.

[5] The Impacts of Team Listening and Unscheduled Meetings on Team Coordination

We examined the impacts of the team listening environment and the frequency of team communication on team coordination in business environments. While there is a long history of examining listening on an individual and interpersonal level in communication research, the construct of a Team Listening Environment (TLE) was only recently developed. We surveyed 233 full-time working professionals, including executives, mid-level managers, and entry-level managers. Using multiple regression analysis, we found that a team listening environment is the single most important contributor to team coordination. We also found that the frequency of unscheduled meetings increased team coordination but that the frequency of scheduled meetings did not increase team coordination. Other factors such as length of employment with current employer, frequency of other forms of communication, age, and gender did not impact team coordination.

[6] A Study of Project-Based Learning in an Introductory MIS Course

In the past several decades, MIS programs have suffered several periods of lower enrollments. In the most recent downturn of enrollments (following the dotcom bust of the early 2000s), many programs have attempted to reimagine their curricula and marketing to appeal to more students. One way we have attempted to revitalize our program during the past five years is with a project-based introductory MIS course that all business students take. Our primary goals for changing the course were the following: (a) create an introductory MIS course that helped business majors better understand the role of IS in business; (b) create an introductory MIS course that engaged business majors in the IS process; and (c) create an introductory MIS course that attracted non-MIS business students to MIS as a major or minor. To help us understand the students' experiences in this course, we created a survey that addressed the following areas: (a) knowledge of IS topics; (b) enjoyment of IS topics; (c) perceived difficulty of IS topics; (d) perceived importance of IS topics to their careers; and (d) interest in MIS minors and majors. Our study spanned six semesters over four years. Altogether, we surveyed 399 non-MIS business majors during this period. Overall, we came to a number of major conclusions. First,

business students are getting an excellent picture of the IS story. Second, web design is the most attractive topic. Finally, the project-based approach to foundational IS topics in an introductory course provides modest benefits in interest in MIS majors and minors.

Abstracts from Peer-Reviewed Conference Proceedings

[7] Do Students Learn Rapidly Developing Fields Better Without Textbooks?

Many fields develop more rapidly than textbook production cycles can keep up with. In many of these rapidly developing fields, experts within and outside academics produce learning materials on platforms such as Lynda, Udemy, and even YouTube. These platforms typically stay more current because of ease of developing content, more modular or more granular learning units, more potential knowledge contributors, and visual and user-friendly approaches to training and instruction. IS and IT are prototypical of these rapidly developing fields that are well represented on Lynda, Udemy, YouTube, and other online platforms.

Aside from the currency of content, students may view textbooks and these online platforms differently based on engagement. Every faculty member knows the pains students go through to do as little as possible. Some students do not even purchase the required textbook for their courses. Other students have reported not even opening the book. In part, this may be because Gen Z students are more familiar with a YouTube-approach to learning. Also, some faculty use textbooks as a crutch to get through a course. They use the powerpoints provided by the textbook and essentially teach in a non-interactive way. New resources like Lynda, Udemy, and YouTube have become available and are used by people inside and outside of their professions to gain new knowledge and skills in chunk-sized, interactive, and relevant ways. Thus, the questions we are researching in the context of rapidly developing fields are the following: Are textbooks still the most effective way to support student learning in IS and IT courses? When students enter the workforce how will they continue to learn and adapt with new technologies? Will they use textbooks as resources or will they be trying to figure it out online?

The purpose of this paper is to identify the factors that influence student learning as it pertains to textbooks. We have developed a research study that uses two separate (similar) classes to control for learning from a textbook versus learning from publicly available content on online platforms. In one class we used a traditional textbook. In the other class we used an outline of the course and had the students search for information on the topic. Students then developed detailed notes on the subject matter using Microsoft OneNote and turned it in for grades. We are continuing the study into next year to increase our sample size and refine the study.

[8] Using Amazon Web Services to Teach System Administration

Universities have always struggled to provide students with a hands-on environment to learn proper and up-to-date information technologies. Universities have had to balance a safe work environment for the students with the security and resource needs of the university. The key is to give the students enough leeway to work in an environment that is safe for the university yet still open enough for the students to really experiment with how systems work. In the past, students would build and maintain servers locally.

Recently, with the popularization of virtualization, students have been learning to build and manage virtual machines (Marshall, 2011). This virtualized environment allowed for students to have more freedom to experiment, however, providing these environments still requires significant financial investments by the university (Vollrath, 2004). Lately, with the maturity of the cloud, familiarizing students with cloud-based servers has become an important exercise in preparation for careers in information systems (Callender et al, 2015). Thus, the purposes of this presentation are (1) demonstrate how students can use cloud services from Amazon (AWS) to build, maintain and deploy servers in the cloud, and (2) show how the AWS environment is a "safe" environment for students to learn without putting pressure on university security policies and resources. The presentation will include a discussion of how students currently use AWS to meet the objectives of the system administration course and get AWS certifications with little to no resources from the university.

[9] Investigating the Eduscrum Framework

Scrum is a technology development framework containing simple roles, events, artifacts and rules founded on empirical process control theory. Many organizations including the government are now using the Scrum framework to develop technology solutions (Version One, 2014). As a result, Information Systems (IS) recruiters and executives have recently been placing a focus on students with Scrum knowledge. For example, Erica McDowell, a Booz Allen Hamilton executive states, "In the last three years of my career I have yet to see one government RFP that did not include some form of a Scrum reference. These days, the Scrum framework and agile thinking have become the norm. Therefore we place a strong emphasis on students who have been exposed to agile thinking in general and the Scrum framework in particular."

Because of its success in industry, professionals and scholars alike (Pope-Ruark, 2012) have begun exploring alternative techniques for using Scrum in the classroom. One such approach is known as eduScrum, a framework based on Scrum that provides the foundation for teamwork throughout an entire class or semester (Delhij et al., 2015). This pedagogical framework promises enhanced collaboration and learning where content ownership is given to the students rather than commanded by the instructor. The purpose of this research is to thoroughly examine the eduScrum framework by using it in a classroom setting and comparing its effectiveness to other pedagogical models, namely the flipped classroom.

Condensed Curriculum Vitae

Licensures and Certifications

- Certified Product Owner (CPO), Scrum Alliance. (March, 2018 – Present).
- Certified Scrum Master (CSM), Scrum Alliance. (November 7, 2015 - Present)
- Security Pro, Testout. (December 19, 2015 - Present)
- Network Pro, Testout. (October 21, 2015 - Present)
- Quality Matters Workshop and Certification (2016)

Development Activities Attended

- GC Journeys – Transformative Learning Experiences (Spring 2019 – Fall 2019)
- Quality Matters – IDEAS Group at Georgia College (Fall 2016)
- Workshop, "Faculty Development Workshop," CETL. (January 1, 2011 - May 1, 2011)

Directed Student Learning

- Dissertation Committee Member. (January 2015 – May 2018) Advised: Eric Kobbe
- Dissertation Committee Member. (July 1, 2011 - July 1, 2013) Advised: Joy Godin

RESEARCH

Refereed Journal Articles

Penoyer, S., Reynolds, B., Marshall, B., & Cardon, P. W. (2018). Impact of Users' Motivation on Gamified Crowdsourcing Systems: A Case of Stackoverflow. Issues in Information Systems, 19(2), 33-40.

Godin, J., Lars. L., Marshall, B., Gibson, N., Poddar, A., & Cardon, P. W. (2017). Virtual teamwork training: factors influencing the acceptance of collaboration technology. International Journal of Information and Communication Technology, 10(1), 5-23.

Callender, C., Marshall, B., Cardon, P. W. (2015). Obstacles to the Adoption of Cloud Computing: Best Practices in Technology and Communication. Issues in Information Systems, 16(2), 133-139.

Cardon, P. W., Marshall, B. (2014). The Impacts of Team Listening and Unscheduled Meetings on Team Coordination. Studies in Media and Communication, 2(2), 107-117.

Marshall, B., Cardon, P., Godin, J. J. (2014). A Study of Project-Based Learning in a Introductory MIS Course. Issues of Information Systems, 15(2), 24-30.

Cardon, P. W., Marshall, B. (2014). The Hype and Reality of Social Media Use for Work Collaboration and Team Communication. International Journal of Business Communication.

Marshall, B., Cardon, P., Poddar, A., Fontenot, R. (2013). Does Sample Size Matter in Qualitative Research?: A Review of Qualitative Interviews in IS Research. Journal of Computer Information Systems, 54(1), 11-22.

Robertson, P., Marshall, B., Cardon, P., Goreva, N. (2012). Taking Green Computing to the Computer Lab. Issues in Information Systems, 13(1), 294-299.

Okoro, E. A., Cardon, P., Marshall, B., Thomas, O. (2011). A hybrid analysis of horizontal and vertical individualist and collectivist tendencies among African American and European American management students. Journal of Diversity Management, 6(3), 7-18.

Marshall, B., Cardon, P., Callender, C., Robertson, P., Patel, N. (2011). Using VMWare vCenter to teach system administration in a lab. Issues in Information Systems, 12(2), 153-161.

Okoro, E. A., Cardon, P. W., Marshall, B. (2011). Using theory-driven scenarios to teach about individualism and collectivism in cross-cultural training. Journal of Business and Training Education, 20, 27-44.

Cardon, P. W., Marshall, B. (2010). International opportunities for business students. National Business Education Association Yearbook, 48, 223-235.

Cardon, P. W., Marshall, B., Poddar, A. (2010). Using typologies to interpret study abroad preferences of American business students: Applying a tourism framework to international education. Journal of Business Education.

Cardon, P. W., Marshall, B., Patel, N., Goreva, N., Fontenot, R. (2009). A comparison of study abroad and globalization attitudes among information systems, computer science, and business students: Recommendations for IS curriculum design. Issues in Information Systems, 10(1).

Marshall, B., Cardon, P., Goings, D., Humphries, S. (2009). An exploratory study of the impact of formatting on email effectiveness and recall. Communications of the IIMA, 9(4), 1-8.

Cardon, P. W., Marshall, B., Norris, D., Cho, J., Choi, J., Cui, L., Collier, C., El-Shinnawy, M., Goreva, N., Nillson, S., North, M., Raunpaka, V., Ravid, G., Svensson, L., Usluata, A., Valenzuala, J., Wang, S., Whelan, C. (2009). Online and offline social ties of social network website users: An exploratory study in eleven societies. Journal of Computer Information Systems, 50(1), 54-64.

Yudelson, M., Goreva, N., Marshall, B., Goings, D. (2008). Discovering educational value of interactive annotated examples in a business programming course. Issues in Information Systems, 9(1).

Cardon, P. W., Marshall, B. (2008). National culture and technology acceptance: The impact of uncertainty avoidance. Issues in Information Systems, 9(2).

Marshall, B., Cardon, P. W., Norris, D., Goreva, N., D'Souza, R. (2008). Social networking websites in India and the United States: A cross-national comparison of online privacy and communication. Issues in Information Systems, 9(2).

Marshall, B., Mills, R., Olsen, D. (2008). The role of end-user training in technology acceptance. Review of Business Information Systems, 12(2), 1-8.

Marshall, B., Cardon, P. W., Goette, B., Goreva, N. (2007). Finding light at the end of the graduation tunnel. Issues in Information Systems, 8(1), 59-64.

Johnson, J., Goings, D., Marshall, B., Goette, B. (2007). The Influence of Government Regulations on Content Management Systems: an Exploratory Study. Communications of the IIMA, 7(1), 65-76.

Goreva, N., Yudelson, M., Marshall, B. (2007). Using WEBEX in a web application programming course. Issues in Information Systems, 8(1), 52-57.

Swart, R., Marshall, B., Harris, M., Forcht, K., Olsen, D. (2005). Dimensions of network security planning for web services. Journal of Information Privacy and Security, 1(2).

Swart, R., Forcht, K., Olsen, D., Marshall, B., Harris, M. (2005). Security at the edge: Rethinking security in light of web services. Issues in Information Systems, 6(2).

Olsen, D., Marshall, B., Swart, R., Cooney, V. (2005). Towards full integration of XML and advanced database concepts. Review of Business Information Systems, 9(4).

Presentations Given

Fowler, B., Marshall, B., Cardon, P. (October 2019). Do Students Learn Rapidly Developing Fields Better Without Textbooks? 59th Annual IACIS Conference, Clearwater, Florida.

Fowler, B., Marshall, B. (October 2018). Using Amazon Web Services to Teach System Administration. 58th Annual IACIS Conference, Clearwater, Florida.

May, J., Marshall, B., Cardon, P. (October 2016). Investigating the Eduscrum Framework. 56th Annual IACIS Conference, Nashville, Tennessee.

Callender, C., Marshall, B., Cardon, P., Patel, N. (October 2015). Obstacles to the Adoption of Cloud Computing: Best Practices in Technology and Communication. 55th Annual IACIS Conference, Clearwater, Florida.

Godin, J., Marshall, B. (October 2014). A Study of Project-Based Learning in an Introductory MIS Course. 54th Annual IACIS Conference, Las Vegas, Nevada.

Marshall, B., Cardon, P., Humphries, S., Whelan, C. (March 2014). The impact of team listening environment on team coordination. ABC Asia Pacific Conference, Kyoto, Japan.

Marshall, B. (October 2013). Building video production competencies among MIS students. 53rd Annual IACIS Conference, San Juan, Puerto Rico.

Marshall, B. (October 2012). Using Virtualization to Obtain Hands-On Security Skills. 52nd Annual IACIS Conference, Myrtle Beach, South Carolina.

Cardon, P. W., Marshall, B. (October 2011). The Hype and Reality of Social Media for Business Communication. 76th Annual ABC Conference, Montreal, Quebec, Canada.

Marshall, B., Callender, C. (October 2011). Using VMWare vCenter to Teach System Administration in a Lab. 51st Annual IACIS Conference, Mobile, Alabama.

Goette, B., Marshall, B. (February 2011). A Case Study of One Program's Journey Through the Minefields of Assessment. Southeast Decision Sciences Institute, Savannah, Georgia.

Marshall, B., Cardon, P., Okoro, E., Washington, M., Patel, N., Norris, D., Altintas, V. (March 2010). Emotional intelligence and emerging norms of civility for mobile phone use in meetings and the workplace. Association for Business Communication Southeast Conference, Birmingham, Alabama.

Johnson, J., Goings, D., Marshall, B., Goette, B. (October 2007). The Influence of Government Regulations on Content Management Systems: An Exploratory Study. 18th Annual Conference of the International Information Management Association, Beijing, China.

AWARDS AND HONORS

- Ben Bauman Award for Faculty Excellence IACIS, 2019
- Best Student Paper Award (Faculty Mentor) IACIS, 2018
- Laurie Hendrickson McMillan Faculty Award, Georgia College & State University. (April 22, 2011)
- Best Research Award, IACIS, 2008

PROFESSIONAL SERVICE

- Reviewer, Journal Article, JISE Reviewer
- Session Chair, IACIS Session Chair, Mobile, AL. (October 2011)