Using Classroom Competitions to Prepare Students
For the Competitive Business World

Fay Y. Gibson[a], Doris H. Kincade[b], and Pamela Y. Frasier[1c]

[a]*North Carolina State University, Raleigh, NC 27606*
[b]*Virginia Polytechnic Institute and State University, Blacksburg, VA 24061*
[c]*University of North Carolina at Chapel Hill, Chapel Hill, NC 27599*

Abstract

This paper describes how a university, collaborating with industry, integrated research with active learning (e.g., collaboration in teams and competitions) for fashion majors. The redesigned introductory course uses two strategies: team competitions and a genius bar to guide students, give ongoing feedback, and judge final competitions. Active learning brings reality to the classroom, guiding students to transform information into knowledge, and motivating students to apply textbook theories and practice skills in a real world business setting. The course is based on previous calls by academicians recommending students encounter real world work environments so they will not graduate inadequately prepared for work situations. The need for research skills and integrated thinking is reinforced by regional, national and international accrediting agencies (SACS, 2012).

Keywords: Active learning, teamwork, competition.

In today's tumultuous economic environment, both universities and businesses recognize that students need to (a) develop research skills and (b) integrate information to solve complex business problems. The need for research skills and integrated thinking is reinforced by regional, national and international accrediting agencies (SACS, 2012). In addition, researchers confirm the importance of integrating research with active learning (e.g., online discussion groups, chat rooms; Moskovich & Sharf, 2012; Smith & Clark, 2010). However, these findings mostly pertain to the fields of law, organizational behavior and human resources. A paucity of research was found on integrating research with active learning in applied fields of study such as fashion (Bickle, Carroll, & McKenna, 2005).

Simultaneous with academics recognizing the need for integrating research with learning activities, businesses are discovering that collaboration with universities in their use of industry-based projects aids in the development of potential employees. When industries bring problems/projects to universities, students, as potential employees, have opportunities for collaborative experiences with business. Working with business partners, students

---

[1] Corresponding author's email: pfrasier@gmail.com

can solve real work problems and practice skills by conducting research, managing teamwork and demonstrating integrated thinking.

This paper describes how a university, while collaborating with industry, integrated research with active learning for fashion majors. Classroom competitions were chosen as the vehicle to implement this type of learning because the literature (e.g., Faria & Wellington, 2004) suggests that classroom competitions build student confidence, provide real world simulation, and make learning fun.

Literature Review

Literature on Active Learning

Active learning is a way of bringing reality to the classroom, guiding students to transform information into knowledge, and motivating students to apply textbook theories and practice skills in a real world setting (Moskovich & Sharf, 2012). Active learning may include structured laboratory experiments and other experiential activities, including critical self-reflection (Smith & Clark, 2010). Further, the use of active learning in business courses remains a popular pedagogical method "for providing undergraduate students with experiences similar to those they might encounter in the business world" (Wills & Clerkin, 2009, p. 221). In active learning, students learn by doing. This type of learning is in direct contrast to learning where information is transmitted through lectures or reading (Kolb & Kolb, 2005; Moskovich & Sharf, 2012).

In their research on the topic of active learning in the fashion field, Ma and Lee (2012) documented that simulation of interaction with consultants and clients, in combination with teamwork, provides a positive way to teach fashion students about real world business activities. While several types of active learning are recognized as beneficial to fashion students, no information was found on competitions as a form of active learning for students.

Literature on Competitions in the Classroom

Interest in the use of competitions as a teaching strategy in today's classroom is advanced by the overwhelming success of reality TV. This TV genre, which includes subspecies of competitions, events, races and live-action, is widely accepted as influential and highly motivational to young people (Bondebjerg, 2002). The reality TV genre has created major media events from the opening of new seasons to final episodes (Lee, 2010). This phenomenon continues to grow, transforming how people watch TV and how they view other social actions, including how they speak (Chozick, 2010; Lee). Besides generalized competition shows, some reality TV shows focus on a skill or profession.

Many students enter programs in fashion, interior design and culinary arts because of TV shows such as *Flip This House, The Next Design Star,* and *Project Runway.* Language from these shows is evident in their speak pattern. *Project Runway* is the reason students say *"make it work"* (Chozick, 2010). And, "process" and "journey" have become com-

mon terms in their language. These job-related programs often begin with team competitions across a number of teams, ending in one-on-one competition for a final winner.

Faria & Wellington (2004) note that the use of classroom competition creates an environment that engages and motivates the student. Classroom competitions are frequently used with documented success in science-based disciplines ranging from geography (Livingstone & Lynch, 2002) and chemistry (Cannon, Mody & Breen, 2008) to psychology (Fleck & Hussey, 2009). Competition is also a common teaching tool in business schools. Wills and Clerkin (2009) reported that "simulation … in business courses is a popular method for providing undergraduate students with experiences similar to those they might encounter in the business world" (p. 221). Northwestern University's Kellogg School of Business has the philosophy that "[i]t takes a healthy blend of both collaboration and competition to succeed in business" (Cornuke, 2009, para 3). Competitions help hone skills such as innovative thinking and ingenuity, and collaboration is important to help students develop a respect for colleagues who exhibit a "diversity of ideas and alternative interpretations" (Vazin & Reile, 2006, p. 65).

Although widely used in science and business, academics have debated cooperation and competition for decades (Nichols & Sullivan, 2010, para 2). Some researchers found that small groups and competitions were successful. However, disagreements resulted when these activities were analyzed from a theoretical perspective (Johnson & Johnson, 1989/1990; James, 1978). Wynne (1976) researched a cooperation-competition model of teaching college students in the classroom and believed that the two opposites, cooperation and competition, could be combined. He asserted that students did not lack cooperation skills. Rather, their use of cooperation and competition depended upon classroom objectives and intended outcomes. Johnson and Johnson (1989/1990) viewed cooperation and competition as separate and inconsistent, however.

Attle & Baker (2007) surmised that regardless the perspective on competitions, if not well-administered, this active learning technique is capable of fostering a negative and hostile environment for students. Further, instructors who have used competitions suggest controls and guidelines for using this teaching strategy (Livingston & Lynch, 2002). Thus, competition is debated in some fields and recognized as a positive teaching strategy in others. However, no research exploring the use of classroom competitions with fashion students or other similar applied fields was found.

Methods of Course Development

Original course content focused on learning about marketing activities in the fashion industry (i.e., current state of the industry, market segment analysis and brand analysis) through traditional lectures and short reports or projects. The redesigned course (see Figure 1) created a new focus using the active learning technique of competition within the classroom where teams conducted research and completed projects, creating solutions to industry-based problems. Original course constructs were reorganized into a new Component 1 composed of three learning modules. Two new components were also created: (a) Component 2 which entailed an industry-populated genius bar (i.e., panel of "ex-

perts") to assist and guide student teams with research, information and project design for their competitions, and (b) Component 3 which addressed institutionalizing change through student competition.

Component 1, Module 1, research focused on investigating the cotton fiber, determining implications of the fiber's attributes and benefits on a proposed product. Facts gathered in the Module 1 research project were applied to the Module 2 project. Output from Component 1 and 2 was used by each student team in each class to create the final, industry-ready presentation in Component 3 (see Figure 1). These course changes followed the call of Livingston and Lynch (2002) for students to encounter real world work environments in their education so they would not graduate deficiently prepared for work situations. A detailed description of each component is provided in the next section.

Component 1: Preparing Industry-based Modules

Component 1 involved the original components of the traditional fashion marketing

Figure 1. Redesign of the Introductory Fashion Marketing Course.
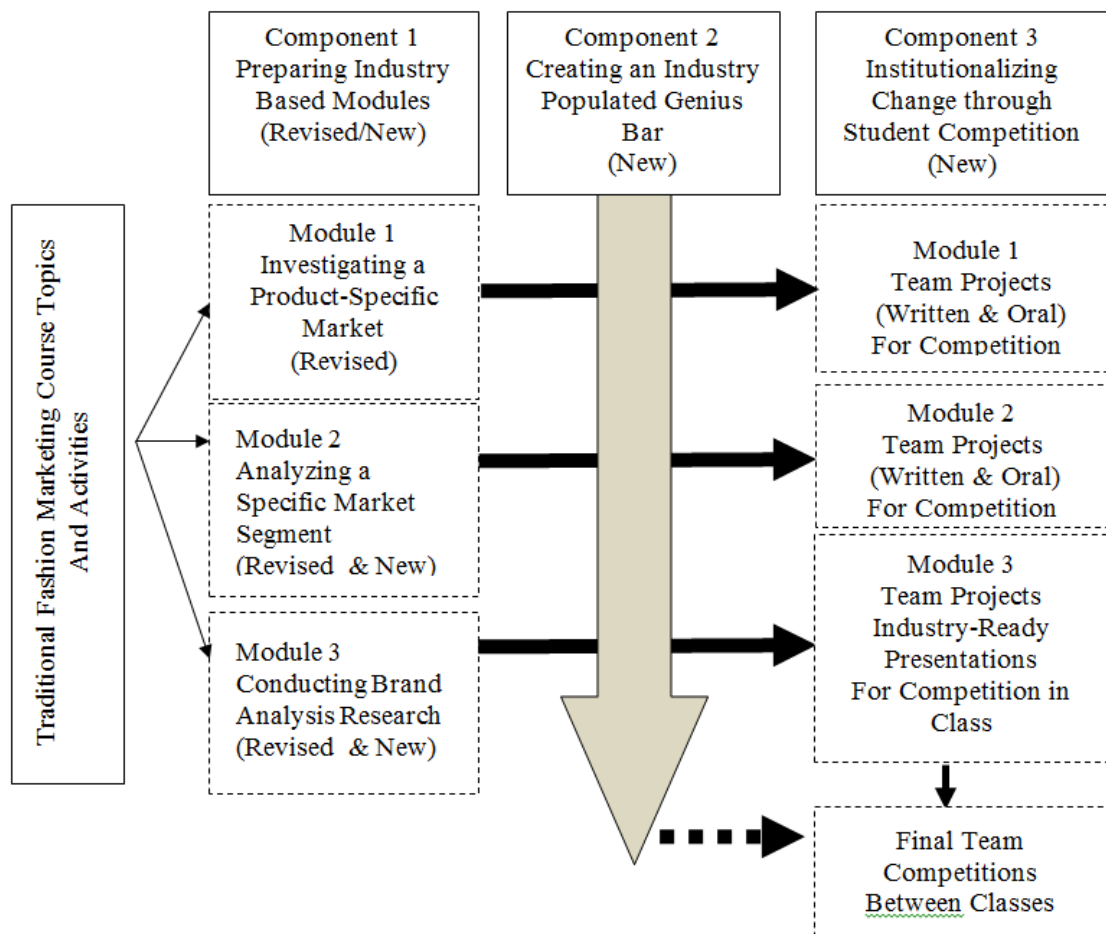
course redesigned into three learning modules (see Table 1) which were presented within the context of a specific industry.

Module 1: Investigating a Product Specific Market was redesigned, changing the focus from a general research project on the state of the industry to a focused research project on a specific company and consumer market. In order to develop a new product, students first had to learn about the product. In-depth research was conducted, examining cotton's processing, usage, and economic impact as well types of cotton, including organic cotton. Other aspects of the module included exploration of cotton's physical and sustainable properties plus methods of product development and marketing in use by actual cotton producers. This focus assisted students in understanding the importance of the fiber and significance of its characteristics in relation to design, development, and marketing.

Module 2: Analyzing a Specific Market Segment included traditional marketing information as well as new concepts on how to analyze the market (see Table 1). New concepts in this module included how to utilize up-to-date techniques of marketing communications (e.g., social networking) in order to communicate effectively with a specific target segment. By combining traditional market segment information with product characteristics plus new marketing technique concepts, students applied textbook theory and market research, developing new products and new marketing communications. This module resulted in a written report and oral panel presentation (see Table 1).

Module 3: Conducting Brand Analysis Research utilized the industry technique of brand analysis research and incorporated the findings from Modules 1 and 2 to develop a "New Product Development" outcome. The first segment of Module 3 included revised content from the original course. Teams conducted research, completing an analysis of the inventory held by a national branded company plus its brand portfolio (see Table 1). The second segment of the module, also revised from the original content, involved an analysis to pinpoint the current external marketing environment (i.e., market description, trends, channels, competition). For the third (new) segment of the module, teams developed a new product line for the branded company and created a marketing campaign, communicating the new product line to a specific target consumer. Outcomes from this module resulted in a final written report and oral panel presentation (see Table 1).

Component 2: Creating an Industry-Populated Genius Bar

A genius bar is defined as a source of valuable information and available to customers (or, in this case, students) seeking information about a specific topic. For example, Apple made the Genius Bar® popular with its in-store experts (Apple Retail Store, 2012). For this course the genius bar was available to students through a speaker series with industry experts, and resources from research specialists and reference librarians who provided students with information and sources for their research. After industry experts and librarians were introduced, students had access to these geniuses through email and personal communication.

Table 1. Detailed Description of Modules in Component 1.

Content Modules	Method	Topics	Student Outcomes
Module 1: Investigating a Product-Specific Market	• Create teams of 3-5 students per class • Assign one topic per team • Provide in-class instruction on topics • Direct student research	Cotton Product • Cotton physical properties and characteristics • Cotton production and processes • Cotton as a sustainable fiber Economic Issues • Product Classification: Import/Export • U.S. Economic Impact: Cotton Markets • World Wide Economic Impact: Cotton Usage Marketing Cotton • Trade organizations • Review trade-specific resources: *Lifestyle Monitor* COTTONWORKS® Fabric Library	• Written report • Oral panel presentation • Grades for point count toward competition

Module 2: Analyzing a Specific Market Segment	• Select a segment per team
	• Continue research
	  o Match cotton product characteristics to segment
	  o Identify marketing techniques for products to reach target segment
		• Demographics, psychographics, and lifestyles
		• Cotton product characteristics desired by market segment
		• Marketing techniques to communicate cotton information to the market segment
			• Written report
			• Oral panel
			• Continue point count for competition

Module 3: Conducting Brand Analysis Research	• Select brand per team
	• Continue research
	  o Research brand's marketing strategy
	  o Investigate current marketing environment
	  o Design a new product development prototype
		• Marketing Strategy
		  o Mission statement, marketing objectives, branding strategies, brand positioning, target market, and marketing mix
		• Current Marketing Environment
		  o Overview of external and internal markets
		  o Macro environmental factors, market trends
		  o Brand competition and market channels
			• Written report including design of new product
			• Total of points for competition
			• Competition between top teams

As part of the genius bar, a speaker series was scheduled throughout the semester to correspond with the various concepts and topics discussed in the classroom and the projects completed in the three modules of Component 1. Experts/speakers selected for the genius bar had in-depth knowledge and use of the cotton fiber from the farm to the retailer and end-consumer and included individuals from industry representing areas of Agriculture Research, Product Development, and Market Research. Some were alumni employed with major national branded companies. Others were from local businesses, marketing agencies, trade organizations, and local and state governmental agencies. Students participated in question and answer sessions and conducted informational interviews with the speakers. They also practiced professional business etiquette through business communications via telephone, e-mail, and written memo. As a result, students learned to interface and network with industry personnel and obtained feedback for the final competition. In addition to providing expertise throughout the semester, several experts returned to campus to participate in judging during the final competition process.

In another aspect of the genius bar, the college's reference librarian identified pertinent resources (i.e., cotton fiber data and current marketing information) both online and in the library. In addition, the librarian presented a "how to conduct" research workshop. This workshop was significant because many students taking the introductory level course had limited practice using the large databases and other references available at the university. Tips on information search skills, advice on note taking and methods for citation tracking were given to the students.

Component 3: Institutionalizing Change through Student Competition

This component created the competition process through which projects from Component 1 were evaluated. During student work in teams on Component 3, instructors spent class-time discussing small group problem-solving techniques. Success of teams depends on training students how "real-life management teams manage themselves and make decisions" (Wills & Clerkin, 2009, p. 225). Based on written research reports and oral and visual presentations, student teams accumulated points for each of the three projects. The top three teams in each of the two classes (i.e., those who accumulated the highest number of points for all assignments) were recognized and received monetary awards.

The final competition in Component 3 was held among the three winning teams from each of the two classes, for a total of six teams. These teams competed using their "New Product Development" ideas (i.e., the final project in Module 3 of Component 1) and their projects developed in Component 3.

The Student Participants
At the beginning of the semester, students selected three to five members for their team, resulting in approximately 12 teams per class. Students were encouraged to form their teams based on student skills and work experience. Research has shown that the composition of a student team is likely to impact the effectiveness of the teamwork. When students form their own teams rather than being forced by the instructor into teams, the

teams tend to function better and students are more cooperative within the team and competitive across teams (Cannon, Mody & Breen, 2008; Wynne, 1976).

Some aspects of teamwork in the classroom (e.g., stress from competition, personality conflicts affecting performance evaluations) are as difficult as those confronted in real work situations. "[I]t could be argued that if students do not encounter such situations in their education they will graduate deficiently prepared for work situations" (Livingstone & Lynch, 2002, p. 234). Although the classroom competition with teamwork introduces these pressures to students, the instructors wished to create a safe learning environment for students. To assure that undue competition within the team did not negatively impact students, the instructors required students to complete peer evaluations. These self and team member evaluations aided development of effective team dynamics and informed the instructors of team member performance.

Evaluation Process

Two levels of evaluations were conducted for the study. First, student work was evaluated through team, project and course evaluations for the semester. Second, the use of competitions in the classroom was evaluated with instructor evaluations and industry feedback. The process of evaluation is presented in this section and comments and outcomes from the evaluations are presented in the following section.

Evaluation of Student Work

Evaluation of the students' work was accomplished by using multiple perspectives: (a) peer evaluation by student team members (i.e., self and team evaluations) at the conclusion of Component 3, Projects 1, 2 and 3, using a team evaluation rubric provided by the instructor; (b) instructor evaluation of the three projects from Component 1, with a rubric specific to the three projects; and (c) genius bar evaluation (i.e., feedback from industry experts) on the final competition, with a rubric for the final competition provided by the instructor.

Peer Evaluation. At each project's conclusion, each team member evaluated his/her peers on ten criteria measuring the individual's contributions to the project and his/her cooperation with the team. The peer evaluation criteria included team meeting attendance, punctuality, contribution of ideas, quality of work, communication, and meeting due dates and deadlines. Peer ratings were conducted using the following 4-point scale from 4 points) "Great Job" (100%-86%); 3 points) "Good Job but Nothing Extra" (85%-75%); 2 points) "Made Minimal Effort" (74%-61%); and 1 point) "I'd Fire Him/Her" (60%-0%). Peer evaluations help students to reflect on their project work as well as their teamwork and "…to reconcile their individual contributions and interactions with the final group achievement" (Livingstone & Lynch, 2002, p. 235).

Instructor Evaluation. The research paper and the accompanying oral presentations with visuals were evaluated using a 100-point rubric designed for each of the three projects. The guidelines and rubrics were presented and discussed in class prior to assignment due

dates. For example, for the first project (see Table 1), the instructor evaluated each team on the following criteria:

- Written - Research paper (50 points): Organization, content, bibliography, grammar
- Presentation - Panel (25 points): Introduction, transition, conclusion, content, incorporation of visuals, professional dress
- Visual - PowerPoint presentation, handouts and concept board (25 points): Format, graphics, content

Instructor feedback to students on team papers and presentations with visuals was based on adherence to predefined guidelines (i.e., content, code of conduct, rules and style for paper and presentation). This feedback was provided promptly to assist the students in attaining improvement on the next project. Although teams were given their respective project score, they were not informed of their ranking in relation to the other teams within and between classes. Each team was encouraged to keep a record of their cumulative points for discussion and reflection on team progress. Having instructors encourage student self-reflection followed suggestions by Wills and Clerkin (2009) for reflective feedback between students and instructors.

Genius Bar Evaluation. For the final competition, a panel, drawn from the genius bar, evaluated the top three projects from both classes. Utilizing a 100 point rubric, they evaluated:

- Industry feasibility of the new cotton product (50 points): Cost of materials, manufacturability within their company, compatibility with their customers
- Oral presentation (25 points): Skill in presenting, accuracy of information, persuasiveness, organization of thought
- Visuals (e.g., PowerPoint, handouts; 15 points): Accuracy of representation, graphics skills, ability to convey image
- Professional dress (10 points): Appropriateness for industry presentations

Scores were averaged across reviewers to provide students with one overall final competition score.

In summary, the evaluation of students was accomplished by using multiple perspectives. Peer and instructor evaluation covered the students' work throughout the semester and the expert panel from industry judged the presentations in the final competition between classes. Information from the evaluation of students' work also was used in the evaluation of the course.

Evaluation of the Use of Competitions in the Classroom

The redesigned course was compared to the traditional course taught the previous semester. The instructor, textbook, grading scales, and attendance policies were the same in both the traditional and redesigned course. The classes were of similar size (revised, $n =$

53; traditional, $n = 56$). The instructor and genius bar experts provided information for this portion of the evaluation.

The instructor evaluations included traditional quantitative measures of attendance and course grades for ranking and comparisons but also involved a number of qualitative sources. For example, an informal journal was kept by the instructor for the purpose of documenting impressions of classroom activities throughout the semester and for recording notes taken during team meetings with the instructor. The instructor also noted general observations of class-related behavior (e.g., in-class discussions, spatial dynamics) and documented panel member comments during their competition judging and final debriefing sessions.

Evaluations from industry experts were also qualitative and consisted of comments to the instructor at the end of speaker presentations, and emails from the industry participants to the instructor during the semester.

Results

Evaluations of the active learning technique of competitions are reported from student, instructor, and industry (i.e., genius bar) evaluations.

Results Reported by Students

During and after completion of the three in-class competitions and the final competition between classes, students commented that they were very enthusiastic about collecting data from library research, using the genius bar by conducting informational interviews with industry personnel, and improving their scores on their next project. The two most common negative comments from student evaluations were that (a) the team member was late in producing the expected work and (b) the work was not acceptable. Other common negative comments were: the team member did not show for meetings, changed things without asking, and had computer files that were not compatible with others. The most common positive comments were high praise for extra work, positive attitudes and willingness to work. These comments are similar to ones offered by students in noncompetition classes.

In peer evaluation information directly related to the competitions, student feedback indicated that some students independently initiated extra research on major project segments and routinely contacted genius bar experts. Many students also indicated that they used the competition rankings and the projects to expand their resumes, providing examples of their work for job and internship interviews, and to assist with assignments in more advanced classes.

Students also reported that the practical use of the cotton fiber in the competitions helped them prepare for projects in other classes (e.g., design classes). This was confirmed by design faculty who reported that students from the newly redesigned course appeared to have a better understanding of the importance of the fiber. In summary, students reported that they liked being asked for information about their team's functioning and thought

that giving individual evaluations was important to their process. Students doing peer evaluations for team members seem to be more satisfied with their grade results than students who did not have this opportunity for reflection in previous classes.

Results Reported by Instructor

Quantitative measures used by the instructor for the traditional course and redesigned course included attendance, class participation and grades (see Table 2). As stated previously, class participation grades were based on attendance at team meetings, attendance at speaker presentations outside the normal class requirement, and student contributions to in-class discussions. No statistical difference was measured between the attendance averages for the traditional and the redesigned course. Class participation was also similar between the traditional and redesigned course.

Table 2. Comparison of Traditional Course and Redesigned Course.

Mode of Evaluation	Traditional Course ($n = 56$)	Redesigned Course ($n = 53$)
Attendance	1.5 absences per student	1.5 absences per student
Class participation (Maximum Points 45)	42.8 points (average per student)	42.8 points (average per student)
Semester grades	66 % A 28.6 % B 3.6 % C 1.8 % D 0 % F	51 % A 49 % B 0 % C 0 % D 0 % F

In reviewing overall semester grades between the traditional and redesigned course, a change was noted when reviewing those students with grades in the lower grade ranges. The redesigned course had no grades in the C, D and F range. Finally, within the redesigned course, an analysis of the grades for the two classes indicated that all 12 teams improved their grades from project 1 to project 2. With the exception of one team, all continued to maintain or improve grades on their third project.

Although the quantitative measures reflected limited differences in student outcome between the traditional and redesigned course, the major differences between the two courses may be viewed from the qualitative data. The instructor's informal journal combined with classroom observations revealed the active strategy of competitions had a positive effect, with the instructor noting positive differences in student enthusiasm and attitude toward the assignments and industry feedback on the quality of the presentations and the innovativeness of the new product development. The instructor also noted that, in the redesigned course, multiple students conducted informational interviews with industry experts in addition to the interviews required for the class. In the final written research papers, students in the redesigned course showed evidence of in-depth investigation of the cotton fiber and its properties, characteristics, and attributes; students in the traditional class had not demonstrated this same type of in-depth investigation.

Results Reported by Genius Bar Members

Comments from the experts reinforced the instructor observations. For example, some indicated that the projects were targeted so well that students should contact the company with their new product prototype. The expert panel also complimented teams on their professionalism and self-confidence. For example, a former vice president of product development for a national retail chain stated:

> "The students' presentations were unique, engaging, well-organized and highly professional. It was obvious that they had researched fiber characteristics and product features thoroughly from a technical and consumer perspective in preparation for the competition. From these creative ideas and innovative product concepts which were relevant and well developed, industry could quickly embrace these innovations for consumer research and brand exploration."

Industry experts also gave high marks to all teams participating in the final competition. Several experts had participated in other classroom activities and commented on how the students in the redesigned course appeared to be more enthusiastic about their projects than previous classes. The traditional course participants did not garner this type of informal feedback.

These experts were so impressed with the projects from the final competition that they suggested providing additional awards to student teams, including an honorable mention category. The experts noted that the winning projects contained a level of detail that was not seen in the projects from traditional classes. The competition projects had a depth of knowledge about the consumer market, the brand and the cotton fiber that was professional level. In addition, these projects contained chemical and physical property information about the cotton fiber and commodity market data that the teams had gathered from the genius bar. The winning projects also showed a professional polish in presentation that included high quality printing, mounting of samples, and digital lettering of visuals. Finally, the level of creativity and inventiveness, although hard to measure, was clearly obvious when comparing winning projects to the remainder of the class projects.

Discussion

Livingstone and Lynch (2002) state that "Given the demand among employers for graduates who can operate successfully in teams, it is important to engender a positive response from students for team working" (p. 232). Our results support the findings from Livingstone and Lynch. Teamwork not only provides students with a set of transferable skills to utilize in their future workplace, but also assists students in understanding team dynamics and helps them learn how to examine their subject matter in college courses, so that they may solve critical problems in a real-world work environment.

Course outcomes also support the Kellogg School of Business post that "success is a function of our willingness to cooperate, learn from each other, and grow together" (Cornuke, 2009, para 11). The synergism created by the competition is greater than the

knowledge of one student, thereby benefiting all members of the class, and ultimately the instructors and the department.

Conclusions and Recommendations

This pedagogical technique not only was effective with the introductory fashion course but also has tenets applicable to other courses (e.g., team competitions, in conjunction with the genius bar, have been used with success in intermediate and advanced fashion classes). Teamwork and competitions could be implemented in other classes in applied and industry-based fields. In all of these classes students must be prepared for teamwork and competitive business environments.

The idea of student team competitions using real world products and actual consumers may be popular with companies partnering with universities. Branded companies in home fashions as well as interior design firms and real estate companies of fashion retail centers could sponsor major student competitions. Depending on the industry problem, an interdisciplinary approach also might be applied to competitions, with classes invited to work with companies for the purpose of training students to learn how to conduct research, integrate their findings and solve current business problems.

References

Apple Retail Store (2012). *Come to shop. Return to learn*. Apple. Available from http://www.apple.com/retail/geniusbar/

Attle, S., & Baker, B. (2007). Cooperative learning in a competitive environment: Classroom applications. *International Journal of Teaching and Learning in Higher Education*, *19*(1), 77-83.

Bickle, M., Carroll, J., & McKenna, J. (2005). Integration of Boyer's theory of teaching and learning into undergraduate education. *Clothing and Textile Research Journal, 23*(4), 238-246.

Bondebjerg, I. (2002). The mediation of everyday life. Genre, discourse, and spectacle in reality TV. In A. Jerslev, ed, *Realism and 'Reality' in Film and Media*. Copenhagen: Museum Tusculanum Press, pp. 159-165.

Cannon, K. C., Mody, T., & Breen, M. P. (2008). Student perceptions of group-based competitive exercises in the chemistry classroom. *Educational Research and Review, 3*(2), 073-076.

Chozick, A. (2010). Entertainment and culture – Television: Do you speak reality show? A new language of television is evolving. *Wall Street Journal*, 26 February, W.6.

Cornuke, B. (2009). Competition and Cooperation. *Bloomberg Business Week: MBA Journal:B-School Update.,* 5 January 05. Available from http://www.businessweek.com/bschools/content/jan2009

Faria, A., & Wellington, W. J. (2004). Validating business simulations: Does high market share lead to high profitability. *Developments in Business Simulation and Experiential Learning, 31*, 332-336.

Fleck, B. K. B., & Hussey, H. D. (2009). "Project psychology": A classroom competition. *Journal on Excellence in College Teaching*, 20(4), 55-72.

James, B. (1978). Cooperation and competition in the classroom. *Contemporary Education, 50*(1), 12-17.

Johnson, D. W., & Johnson, R. T. (1989/1990). Social skills for successful group work. *Educational Leadership, 47*(4), 29-33.

Kolb, A. Y., & Kolb, D. A. (2005). Learning styles and learning spaces: Enhancing experiential learning in higher education. *Academy of Management Learning & Education, 4*(2), 193-212.

Lee, J. (2010, June 16). Big brother's long shadow. *Marketing,* p. 20.

Livingstone, D., & Lynch, K. (2002). Group project work and student-centered active learning: Two different experiences. *Journal of Geography in Higher Education, 26*(2), 217-237.

Ma, Y. J., & Lee, H-H. (2012). Incorporating an authentic learning strategy into undergraduate apparel and merchandising curriculum. *Journal of Experiential Education, 35*, 272-289.

Moskovich, Y., & Sharf, S. (2012). Using films as a tool for active learning in teaching Sociology. *The Journal of Effective Teaching, 12*(1), 53-63.

Nichols, S., & Sullivan, J. (2010, July 16). *Competition*. The Gale Group, education.com. Available from http://www.education.com/reference/article/competition/

SACS. (2012). *The quality enhancement plan*. Commission on Colleges of the Southern Association of Colleges and Schools (SACS). Available from http://www.sacscoc.org

Smith, J. W., & Clark, G. (2010). Action research in a business classroom – Another lens to examine learning. *American Journal of Business Education, 3*(7), 41-49.

Vazin, T., & Reile, P. (2006). Collaborative learning: Maximizing students' potential for success. In W. Buskist and S.F. Davis, eds, *Handbook of the Teaching of Psychology.* Malden, MA: Blackwell, 65-69.

Wills, K. V., & Clerkin, T. A. (2009). Incorporating reflective practice into team simulation projects for improved learning outcomes. *Business Communication Quarterly*, 72(2), 2.

Wynne, E. (1976). Teaching about cooperation and competition. *Education Forum,* 40,278-288.