

THE MAIN THING IS TO KEEP THE MAIN THING, THE MAIN THING

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Abstract: The title of this paper is to draw attention to the deteriorating and some say despicable conditions in the academic world. The paper utilizes the critical research method which is an emerging research paradigm in educational research. It also attempts to encompass a somewhat light-hearted word-fun approach to make a very serious problem more palatable reading. Its aim is to promote change. The work here focuses on illuminating the legacy conditions in the infancy of public education and following the mutations leading to today's conditions of companies, organizations and individuals or pigs at the trough who has forsaken learning for earnings and profits.

Revealed in the research are such enlightening findings as in the National Center for Education's 120 Years of American Education: A Statistical Portrait. The 107-page report covers education characteristics of the population, enrollment rates, educational attainment, illiteracy, income, elementary and secondary education, statistical trends, enrollment, school attendance, pupil/teacher ratios, student assessment (which discusses test results trends), high school graduates, public elementary and secondary school, revenues, expenditures, higher education, enrollment, institutions and professional staff, degrees conferred, master's degrees, doctor's degrees, first-professional degrees, revenues for higher education, expenditures, endowments and physical plants. What the report does not mention not even once in all its 107 pages, 21 sets of figures and 37 tables is the word learning. Also demonstrated is the current level of the very poor results of products of the U.S. educational system by discussing the historical performances of U.S. students on international achievement tests. The research reveals both the intended and unintended consequences of grade inflation, student cheating, professor/teacher good grades for better class review problems and the false sense of learning. The purpose of this research is to (a) to identify trends and factors negatively impacting student learning; (b) inform to help solicit change and mitigate future risk factors and (c) challenge the reader to become part of the solution. These findings and the continuation of research activity will be used to leverage additional interventional support specifically for implementation to reverse the trend of profitability at the expense of student learning.

Keywords: education, grades, scholastic, learning, ethics, motivation.

Introduction

The title to this paper the main thing is to keep the main thing the main thing is accredited to Stephen Covey. This saying is about staying absorbed, focused, motivated and dedicated on what is truly important, significant, essential and imperative. I was once told by a former Air Force One pilot when things go wrong in the air the order in which you solve problems is fix what will kill you first, first. The academic world seems to forgotten the main thing and has become distracted by all the non-main things stunting progress in academia. Academia has forgotten to fix what will kill it first, first. It is imperative to learn from past mistakes and come up with a healthier process to keep focused on what is important or the main thing. Moving from assessing performance goals to achieving learning outcomes necessitates a novel method of thinking. Paradoxical thinking verses cause and effect thinking.

However, first one has to define or determine what the main thing is. Stephen Covey also has been credited with saying, “The biggest communication problem is we do not listen to understand. Most listen with the intent to reply, to control, to manipulate” (Covey, 2004, p. 240) and “The way we see the problem is the problem” (Covey, 2004, p. 40). One can postulate academia is guilty of listening to reply, to control, to manipulate and to having a skewed view of the problem. Most of us have heard a version of the saying what gets measured gets done or improves. When scholastic performance is measured by grades, grades improve as they been on a continuous bases for years. Several paradoxes have occurred as a result. First actual learning, the attainment of knowledge, awareness, skills, and abilities through understanding, experience, study, education, and scholarship, suffer as has happened during this long period of inflationary grades. A second paradox occurred simultaneously with the unintended consequence of diminishing students’ ethics and morals which have plummeted. The third paradox is grades remove students’ intrinsic motivation, ethical values, and morals, giving evaluators a false assessment foundation on which to determine what long-term knowledge was acquired or learned. A fourth and more damaging paradox arises because of the way one sees the problem if one actually sees it at all. We continue to measure the wrong things. What more evidence do we need to convince ourselves we are concerned with and measuring the wrong things than just reading the 1993 *National Center for Education’s 120 Years of American Education: A Statistical portrait?* Snyder states (1993).

From humble beginnings 120 years ago, the National Center for Education Statistics has emerged as one of the major statistical agencies of the federal government. Today, it is headed by a Commissioner of Education Statistics and has a staff of approximately 130 people. It issues approximately 175 publications a year. These documents include early releases, bulletins, statistical reports, directories, and handbooks of standard terminology. Electronic formats, including data tapes, diskettes, CD-ROMs, and bulletin boards, are also used to make data available to the public (p. 4).

What do the words plant-fund, livestock, dairy products and creameries have in common? They are all mentioned more than the word learning in the *National Center for Education's 120 Years of American Education: A Statistical Portrait*. The 107 page report covers education characteristics of the population, enrollment rates, educational attainment, illiteracy, income, elementary and secondary education, statistical trends, enrollment, school attendance, pupil/teacher ratios, student assessment (which discusses test results trends), high school graduates, public elementary and secondary school, revenues, expenditures, higher education, enrollment, institutions and professional staff, degrees conferred, master's degrees, doctor's degrees, first-professional degrees, revenues for higher education, expenditures, endowments and physical plants. What the report does not mention not even once in all its 107 pages, 21 sets of figures and 37 tables is the word learning. Some portrait of education!

The contents of this chapter shall demonstrate the current level of the results of the U.S. educational system by discussing the historical performances of U.S. students on international achievement tests. It will reveal both the intended and unintended consequences of grade inflation and the false sense of learning it has provided the educational community. Among these consequences it will discuss the monumental drift in ethical values of student behavior. The conflict of numerous organizational and personal interests in the educational system are addressed as the pigs, which are so numerous it is not possible to name them all in the body of the chapter. Instead a partial elongated listed of the numerous industrious these companies belong to is offered at the end of the chapter to help the reader understand just how gargantuan the competition for the almighty educational dollar has become. Most of these companies have a self-interest platform causing education to appear as a zero sum game when in fact learning is perhaps the most pure form of synergy. Learning cannot be given without a recipient, once received cannot be given back, and when utilized is spread to others with a natural multiplying butterfly effect which by definition is not a zero sum game as everybody wins or dare it be said *profits* from it.

Moving beyond the conspiracy of thousands

What is the current state of learning in the United States? If you believe the claims of thousands and thousands of stakeholders in the educational system it is rosy, successful and if given even more money doing more of the same would be even better. What has history taught us? The Association for the Evaluation of Educational Achievement (IEA) in 1965 conducted a study of mathematical achievement in 12 countries asking high school students to solve 70 math problems. The highest scoring countries were Israel (a mean score of 36.4 correct items), England (35.2), Belgium (34.6), and France (33.4). U.S. students placed last, with

a mean score of 13.8, less than half of that of all four of the top countries. In 1973, the results of science tests of high school students the U.S. rank was 14 out of 14 countries (Heim, 2016).

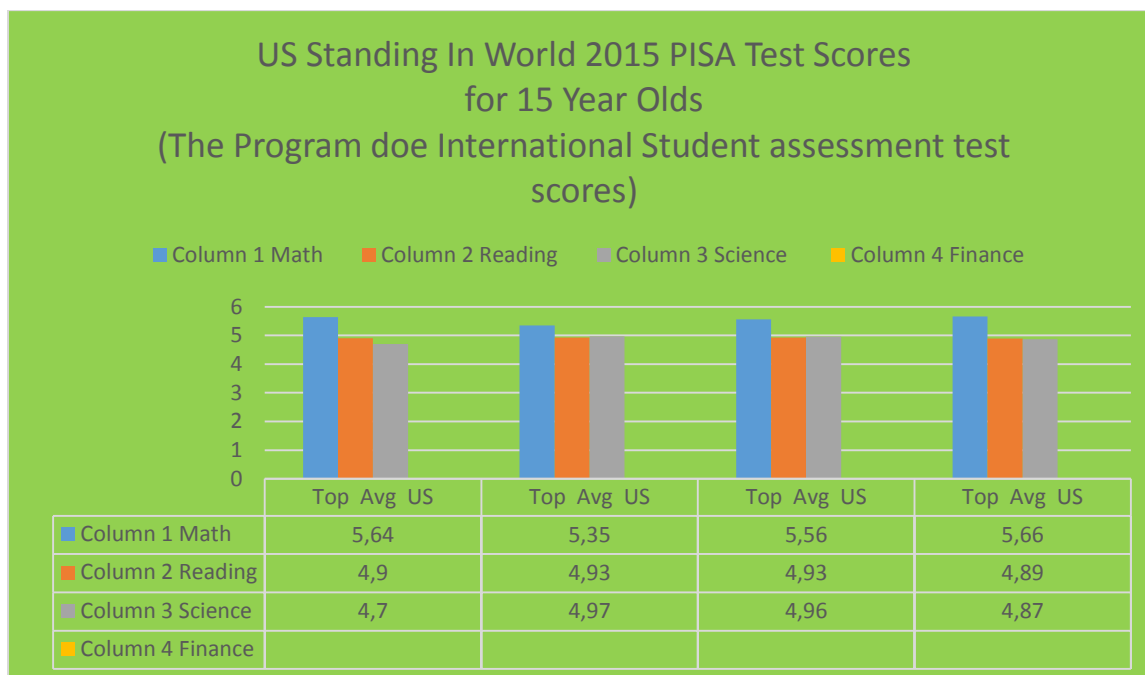
In the mid-1980s, the U.S. ranking in biology was last out of 13 countries; in chemistry 11 out of 13 countries; in physics was 9 out of 13 countries. In 1991, the U.S. rank in science was 13 out of 15. In 1981-82 the IEA conducted another international assessment of various mathematical aptitudes assessing high school seniors on six topics including, algebra, geometry, elementary functions number systems, calculus, sets and relations and probability and statistics. Hong Kong students followed by Japanese students scored the best. The United States ranked last among advanced industrial countries (Heim, 2016).

Interestingly, the authors stated the 12th grade level of the U.S. curriculum exemplified a secondary school (Junior High School) elsewhere, while the curriculum of most other nations resembled a beginning college level. Apparently, espousing the author's belief lower expectations for U.S. students may account for the poor showing of its students. In 1989, 12 nations and Canadian provinces partook in another mathematics assessment conducted by the Educational Testing Service. Korea, French Quebec, and British Columbia finished one, two and three. The United States ranked dead last again (Heim, 2016).

In the 1990s another international study assessed 13 year olds in mathematics in 15 countries. This time United States moved up to finish second to last edging out student's from Jordan. Fast forward to the current state of U.S. students. In math, U.S. high school students continue to lag behind their peers falling even further behind fellow global students, according to results released in a December 2016 study. Continuing research results comparing academic accomplishment in 73 countries delivers more deflating news. In reading and science literacy U.S. high school students have failed to make up any ground against their international counterparts (Heim, 2016).

As evidenced in Figure 1 in 2015, the latest Program for International Student Assessment (PISA) measuring math literacy rated U.S. students 40th in the world. This continues a dismal trend where the U.S. average math score of 470 denotes only a marginal gain in the past two assessments placing 12th in 2012 and 18th place in 2009. Moreover, the U.S. score of 470 was 23 points inferior to the average in the survey (Heim, 2016).

As demonstrated in Table 1 in reading and science, U.S. students did better but still were only maintaining pace with their rankings comparatively unchanged from prior years. Ranking 25th in science literacy and 24th in reading literacy. Singapore managed the hat trick leading all countries in all categories. China, Japan, Korea, Canada, Switzerland, Estonia, Australia and New Zealand rounded out the other top-performances (Heim, 2016).



Comments on the Organization for Economic Cooperation and Development (OECD) baseline Level 2 proficiency testing results within the above testing:

Math

The OECD average was 490. The ranged was from a high of 564 for Singapore to a low of 328 in Dominican Republic. The US scored 470. The U.S. score was not significantly different than 6 other education systems. It was lower than 28 education systems, but superior than the lowest 35 education systems.

Reading

The OECD average was 493 for reading. Singapore scored the highest 535 while Lebanon and Kosovo tied with 347 for the lowest score. The U.S.score was 497. There were 14 education systems scoring higher than the US, 42 lower and 13 about the same.

Science

The OECD average was 493. Again Singapore with 556 was the leader while the Dominican Republic’s 332 scored the lowest. The U.S. average score was 496, about the same as 12 other education systems, lower than 18 others and higher than 39 other systems.

Financial

The OECD average was 489. B_S_J_G China (B-S-J-G (China) refers to the four PISA participating China provinces: Beijing, Shanghai, Jiangsu, and Guangdong) scored 566 for the top ranking while Brazil’s 393 was the lowest. The US score of 487 was the 7th best with 62 scores lower than the US.

Figure 1. U.S. Standing in World 2015 PISA test Scores for 15 Year Olds. Note: The OECD average is the average of the national average scores of the 10 OECD member countries that participated in the financial literacy assessment, with each system weighted equally. SOURCE: Organization for Economic Cooperation and Development (OECD), Program for International Student Assessment (PISA), 2015.

Table 1.

U.S. PISA scores over 15 years (200-2015)

Year	2000	2003	2006	2009	2012	2015
Reading	504	495		500	498	497
Math		483	474	487	481	470
Science			489	502	497	496
Financial Literacy					492	487
Problem Solving					508	520

The United States continues to linger at the international mean for reading and science literacy. The U.S. mathematics literacy score was the lowest score ever recorded at 470. Note: not every subject is tested every three years. National Center for Educational Statistics 2016

All this has occurred while grade inflation has been on a very rapid raise. What gets measured gets done so when performance is measured performance improves. When that performance is measured by grades, grades improve and they have on a continuous bases for years. The paradox is actual learning has suffered during this long period of inflationary grades with the unintended negative consequences to students' ethics and morals which have plummeted.

Marc Tucker, president of the National Center on Education and the Economy reviewing the results from Chinese students thinks the United States should study how a country still comparatively poor can outperform students from the wealthiest nation in the world. Accordingly, Tucker believes teachers should work together in teams in a disciplined routine to get better and better at teaching and to constantly improve the learning of their students. Pronouncing the PISA results a sobering revelation, U.S. Education Secretary John B. King Jr. acknowledged and recognized U.S. students pale in comparison to their peers (Heim, 2016).

This study also has its disbelievers. Yong Zhao, a professor in the School of Education at the University of Kansas believes the results basically only demonstrate how well Chinese students take tests and the results have nothing to do with real life or the quality of education. Disparagements to these tests and assessments also exist. There are those who postulate the extraordinarily high United States poverty rate contributes to the poor scores. Research exists establishing students living in poverty tend to score lower than students from more prosperous families. They extrapolate disregarding the scores of poverty stricken students from the U.S.'s tests scores, the U.S. scores would then elevate toward the top in world scoring (Heim, 2016).

The second predominant disapproval is the impression assessments contain an inherent advantage for nations having a more centralized uniform curriculum. This argument supports and is utilized to excuse or explain poor U.S. student performance since the U.S has no centralized curriculum. No evidence or research exists to support if the U.S. had a uniform curriculum or had a more centralized uniform curriculum its scores would significantly improve.

Measuring the Right Things, Thus Starving the Pigs at the Trough

There is not a pig with a bigger appetite. Note: the term *pig* is an anti-euphemism utilized throughout this chapter to denote any individual, person, group, administration, institution, organization, government or quasi government entity who puts its own interests, ego, politics and/or profits before, ahead of or in place of the main thing of accomplishing student learning.

How Did We Get Here? Where is Here?

Weighing the pig does not make it stouter, but making changes based on relevant data such as changing its diet to promote weight gain will. So how did we get here? What follows is the academic and social argument over grade inflation. Grade inflation is the systemic escalation in grade point averages without a corresponding increase in learning. How we got here is another question worthy of exploring beginning with grading systems and the resultant from those systems.

Table 2.

Average Grade Point Averages Trends

Average GPA					
Year	1983	1993	2003	2013	2023
All Schools	2.85	2.95	3.08	3.16	?
Public Schools	2.75	2.9	3.01	3.175	?
Private Schools	2.90	3.10	3.25	3.3125	?

Source: Data was extrapolated from Stuart Rojstraczer & Christopher Healy (2012) Teachers College Record, Volume 11, Number 7, 2012, <http://www.tcrecord.org>, ID Number: 16473, Date Accessed: 7/13/2011, 12:42:27 PM and GradeInflation.com.

The figure above displays the average undergraduate GPAs for four-year American colleges and universities in decade intervals starting in 1983.

The term grade inflation denotes an upsurge in grade point averages over time sans an equivalent growth in achievement and learning. Table 3 provides a very clear picture of grade point average (GPA) trends nationwide for both colleges and universities. Grade inflation has generated a nervousness regarding declining academic rigor and of standards in high schools and higher education over the past two decades. Studies of elite Ivy League as demonstrated in Graph 1 and West Coast Universities serve as a prime example. More than 90 percent of Harvard graduates received honors in 2001 while less than 10 percent of the grades earned at Harvard University were C+ or lower. More than 90 percent of all grades given at Stanford University in the last three decades have been above B. These facts lend themselves to the argument for the existence of grade inflation. Trends such as these and numerous other colleges and universities suggests grading systems are allowing artificially high grades to exist without a proven progression in learning (Nolan, 2008).

Chart below reflects the average undergraduates' grade point average for the identified Ivy League Schools. Its purpose is to serve as a best estimate example of the overall grade inflation taking place during the last 60 years.

Table 3.
Average Grade Point Averages for Graduating Students

	1960	1970	1980	1990	2000	2010
Brown				3.39	3.5	3.6
Columbia				3.19	3.35	3.41
Cornell			3.2	3.18	3.35	3.38
Dartmouth	2.59	2.8	3.05	3.2	3.25	3.2
Harvard	2.7	2.8	3.05	3.3	3.4	3.42
Princeton		2.8	3.05	3.3	3.4	3.42
U Penn				3.39	3.375	3.41
Yale	2.6	2.79	3.15	3.14	3.14	3.5

Extrapolated from Stuart Rojstaczer's *The Ivy League's crazy grade inflation*, in one chart (2014, August 27). *The Economist* retrieved April 25, 2018, from: <https://www.ivycoach.com/the-ivy-coach-blog/ivy-league/ivy-league-grade-inflation/>.

In the one room school houses of the 1800's students were grouped into grade levels based on similar ages. The principal procedure for evaluations concentrated on formal progress evaluations reported directly to parents. Learners were assessed for skills mastered and those still needing work. Academically this is referred to as a narrative report card.

Political and social policy modifications of compulsory school attendance significantly increased the number of students requiring the nation to build nearly 10,000 more high schools adding to the existing 500. This had a compounding aspect to it. Additional students meant more attention on curriculum and therefore requiring more time accessing student's work. These quite hasty changes necessitated teachers' transformation from the time consuming narrative report cards to a percentages quantification for evaluating student learning. This late 1800's edifice functioned as the predecessor for the grading system utilized today (Orkodashvili, 2013).

This change was not without its cynics. Daniel Starch and Edward Elliott's research determined teachers, in this case, high school English teachers graded the same two papers with a 34 percentage point (64 to 98) and a 47 percentage point ranges (50 to 97). Thus, some teachers graded the paper as an unqualified *A* effort while other teachers graded the identical work an absolute failure (Starch and Elliott, 1912). The researchers continued their research of math teachers the subsequent year with a comparable study with mathematics teachers grading geometry work. These teachers demonstrated an even grander discrepancy in grades. Scores differed 67 points from a range of 28 to 95 (Starch and Elliott, 1913).

These two studies and several other studies served as sufficient evidence to create a move from percentage grading to a structure encompassing fewer but larger classifications. The five-point scale of A, B, C, D, F, was created. This arrangement lent itself to its dissection into plus and minuses, in an endeavor to grade more precisely. The acknowledgement of the subjectivity in grading from studies such as Starch and Elliott's allowed for the justification for modification of the grading system endeavoring to diminish the subjectivity in grading. The bell-shaped curve was one such method. The bell shaped curved was the resultant of the disbursement pattern of student intelligence scores. What could be more just than utilizing the same

percentages for grades as the resultant from students' intelligence test scores to issue grades? One can see the correlation in Figures 2 and 3. This normal probability curve gave every appearance of being fair, equitable and justified without having to provide much explanation to parents for their student having failing marks. At this point in time student learning, achievement and intrinsic intelligence were understood to be directly correlated. The problem, of course, was grades were interrelated to other students' work and not to learning. In fact, this bell curve system gave teachers an easy grading pass at the expense of students (Guskey and Pollio, 2002).

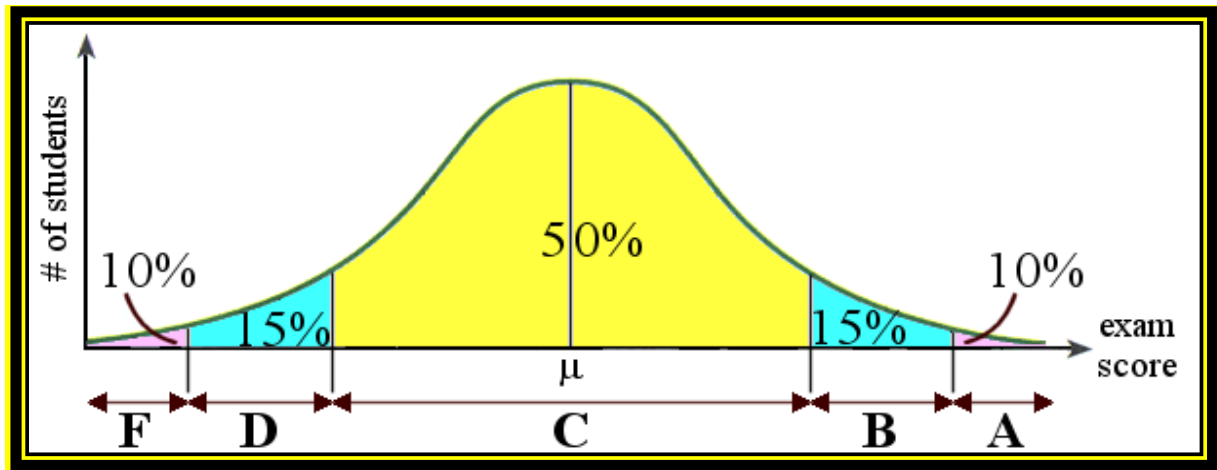


Figure 2. Bell Curve

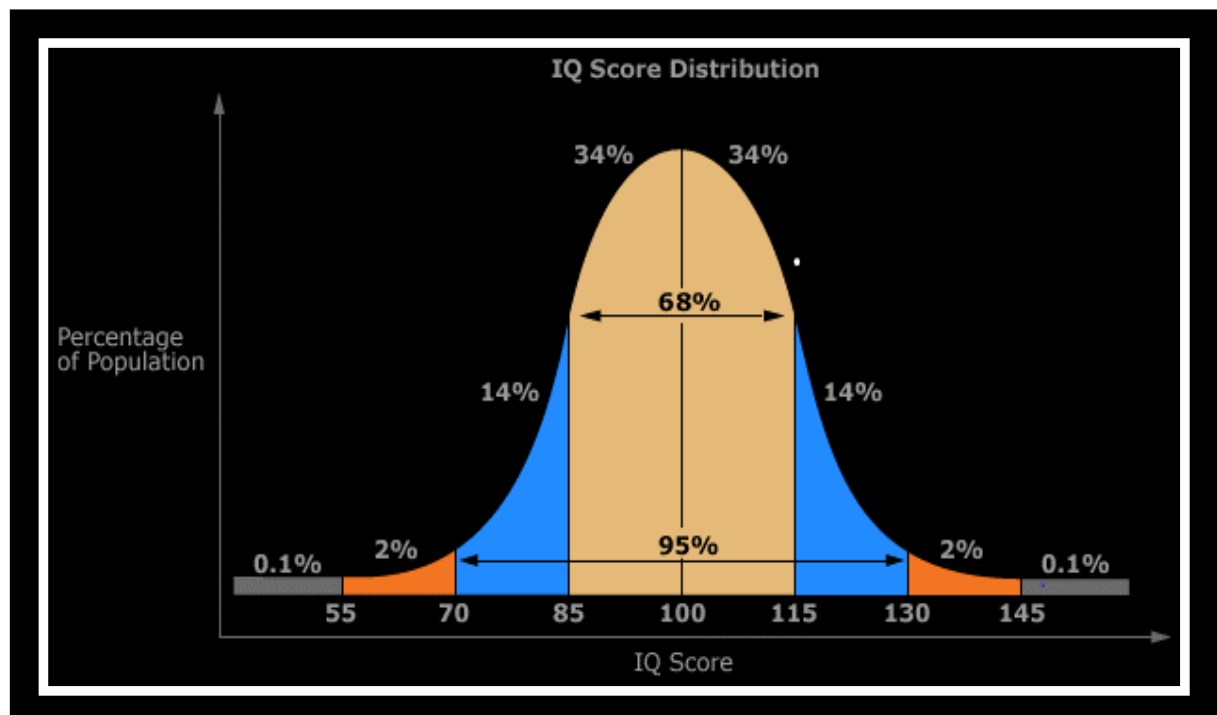


Figure 3. IQ Score Distribution. Note the very close correlation to intelligence or IQ score distribution below.

As the voluminous deficiencies of the bell-curve became abundantly obvious in the twenty-first century numerous systems began to sprout up. The development of these systems occurred during the same time as the development and proliferation of the privatization and commercialization of education. Grades developed as marketing tools to attract and retain students and grading systems suffered as a result. Some institutions eradicated grades altogether, embedding pass/fail grading systems. Others relapsed back to the narrative system (Guskey, & Marzano, 2002).

Mariam Orkodashvili believes the grade inflation ignited in the 1980s. In the U.S. in the 1930s, the average GPA hovered at 2.35. In the 1950s, the average GPA had ratcheted up to 2.52. Thru the 60's the escalation accelerated crescendoing in the 1980's and continuing its trend into the present. Again using an Ivy League school as example, the average GPA at Dartmouth, improved .17 points from 3.06 to 3.23 over 24 years beginning in 1968. To be fair many community colleges, had grade deflation during this time and universities and colleges with more lenient admittance polices experienced a drop of .13 in their average GPA's from 3.11 and 2.98 (Orkodashvili, 2013). This begs the question have the elite schools student selectivity (quality of student) been the Cepheid Variable (an astrological term for a variable star having a regular cycle of brightness...) allowing for the so called grade inflation? Quantitative studies found that a 0.1 relationship between a 100 point increase in SAT and GPA was establish utilizing data from over 2 million students studying at over 150 colleges, universities and other institutions. These examples serve as acceptable proof grade inflation is not strongly correlated to student learning (Orkodashvili, 2013).

What factors have been pro-offered as elements driving grade inflation? Grading systems and inconsistency in grading has been suggested as the principal source for grade inflation. The acceleration of the privatization of higher education is also thought to have generated or accelerated the trend in grade inflation. Retention remains a prime concern for public educational institution but is a critical factor to private-for-profit entities. Students receiving high grades seemed to be more satisfied or are at least less likely to withdraw from school.

Across the globe the surge in the philosophy of consumer-based higher education has been considered as one of the principal origins of grade inflation weakening both grading standards and classroom rigor in higher education. Internationally, many countries are attempting to develop their own educational system. Keeping native students home is a priority not only for the health of public higher education but also the health and development of private universities. High GPAs serve students in numerous ways especially with parents and family members. In a number of these nations, grade inflation has been associated with dishonesty, corruption, fraud and bribery, both in secondary and higher education. Awarding higher grades to students who offer bribes to teaching staff is widespread in many post socialist countries (Orkodashvili, 2013).

Current literature attempting to measure the results and quality of past grading systems consists mostly of teacher/educator surveys and is unreliable in its quality making the results

questionable. However, there seems to be an accord on the relationship between grading and teaching. One such area is students' capacity to learn exists sans grades and teachers' aptitude to teach is not amplified by the use of grades or for that matter any type of grading or reporting system. Research does establish regular assessment of learning via verifying what students have learned, what problems they are encountering, and what teaching methods are effective and do serve as an effective analytical permitting timely and critical course modifications to be made. Researchers also appear to agree a vigorous interface between student and teacher is indispensable to a learning environment. They note the addition of a grading characteristic to the relationship establishes a burdensome and negative element to the student teacher relationship. Assessment of learning functions best as a collaborative work, whereas, grading brands the teacher as judge and jury concerning student effort. This paraxial duality in roles may puzzle the student when the two functions assume an irreconcilable environment (Orkodashvili, 2013; Guskey, and Pollio, 2002).

Teachers, instructors, and professors attempting to receive positive evaluations from their students on end of class evaluation have served as an enticement for faculty to inflate grades in hopes of a tit-for-tat or quid pro quo. Some professors distress over giving low grades believing this places students at a disadvantage when applying for graduate school or seeking employment. Researchers have also noted professors have an aversion to addressing students who are distraught by low grades. Avoidance behavior enables teachers to give a better grade basically to circumvent a confrontation. Finally, educators at private for profit institutions may fear administrative retaliation if a student withdraws because of a bad grade, thereby, causing as loss of revenue (Huba, & Freed, 2000).

The Creation and Production of a Grade

Grades are the end resultant of a process. What elements throughout this process affect the eventual grade? Is the classroom designed and equipped for the best learning experience? Recent research suggests many elementary classroom walls and ceiling are so cluttered with sayings, pictures, spelling words and other materials students are distracted. Within the classroom how are student to be assessed? By classroom participation? Some cultures believe it is rude to directly look into the eyes of a person of authority. Some students come from homes where talking invites sever punishment so they are reluctant to speak in class. Should term papers be utilized? This lends itself to major subjectivity as found in the Starch and Elliott research. Are tests to be used? What kind and form of tests? In class tests or take home tests? What about test content and quality? Is the test race, culture and gender neutral? What about the differences in various types of tests? Should they be true and false, multiple choice, or essay? Since nothing is absolute is not the answer to every true and false question false?

With multiple (*guess*) choice tests how close to the correct answer should the alternative answers be? What about time limits? Time limits are intrinsically deceiving as an assessment of student learning. Is the objective of learning to see if a student can remember or explain an item or concept in five minutes or to determine if the student has learned and can explain a concept sans a time limit? Time limits are highly discriminate in favor of fast information processors. Time limits destructively influence slower student processors and the resultant poorer grades serve to demotivate these students. Following this continuum the student becomes disenchanted, frustrated and eventually leaves school. The assessment grading process is completed but rather than encourage and support learning it has the most undesirable conclusion of ending learning (Brame, & Biel, 2015).

Some researchers proclaim the grade inflation problem is not so straightforward. Researchers believe the creation of some university curriculums may be affecting grades inflation but on a justifiable level. Financial aid programs provide motivate and incentive for students to achieve, albeit on a performance level in order to preserve financial aid packages. Faculty development stipends and programs help professors to create more operative and effective syllabi, giving more precise expectations. Encouraging student learning may actually do just that improve learning, thereby, improving grades. An increase in the median age of U.S. college students and a shift to a majority of women students may mean more mature and more motivated students who are more proficient at managing a colligate curriculum and processing college material. Finally, the concentration of studies of grade inflation at elite Ivy League universities may misemphasize the extent and the degree to which grade inflation transpires on a national level. Research including community colleges demonstrates a quite different result of grade inflation. Grades are escalating, yet to some it is inconclusive whether this is the resultant of synthetic inflation, lack of reliable more specific research, or basically grander teaching by educators and more actual learning by better qualified more motivated mature students (Nolan, 2008).

The Three Not So Little Pigs

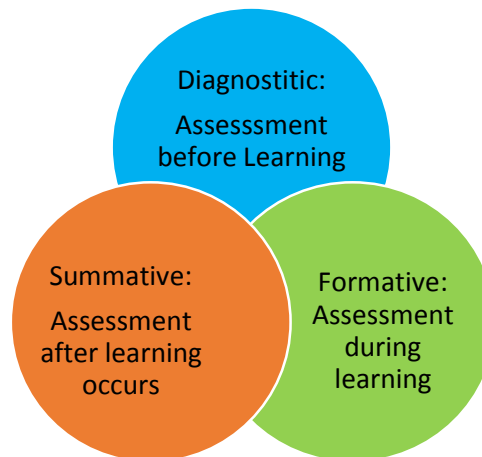
When the first not so little pigs, teachers, college professors and instructors or any educator seeks quid pro quo in grading for good student reviews from the second not so little pigs, students, both lose. More importantly it creates a third pig grade inflations from which *learning* loses. Finally, the big bad wolf blows the house (education's integrity structure) down. To rephrase Hamilton Bacon words thou know the statutes, do not commit zoophilia, do not put lipstick on a *pig*, and do gorge like a pig (Bacon, 2009).

It is imperative grading system processes and grades are assimilated into a coherent learning and teaching strategy so they function for the purpose of providing significant and meaningful feedback to the learner and to a lesser degree the greater social and business audience. Teaching, administrative concerns, student performance goals, faulty grading systems, provide for a wide differentiation in grading all dressed up as pigs and eating as pigs at the assessment trough. Just like when Arianna Huffington coined the term referring to how corporate greed and political corruption were undermining America (Huffington, 2003). It is time these the pigs clouding and undermining of learning are sent to the proverbial slaughter house. It is time to install learning as primary function of educational institutions and relegate teaching and everything else to serving student learning. It is time to measure and assess learning and stop feeding, fattening and weighing the pigs.

A Need for a Holistic Approach to Grading Systems

The term holistic means concerned with the whole, so the understanding of the parts and the sum of the parts is interconnected to the alignment to the whole. In the grading system, the teacher is appraising the complete student and the student's progress and development from assignment to assignment. Utilizing summative, formative or a combination of assessments tools such as some of these included in Table 4. Educators may choose not to assign grades on every assignment. Rather than centering on a performance measure, the teacher focuses on a learning goals by giving constructive feedback designed to grow student learning, progress and development. The final grade is evaluated by the student's progression, development and comprehension from initial assignment to concluding assignment with other components factored in such as class participations, term papers, tests, effort etc. The Thunderbird School of International Management, long recognized as the number one ranked school specializing in international business and now a part of Arizona State University, has a foreign language requirement. If you receive a B in your first language class and a B+ in your second class and finished your advanced 3rd class with an A- all your language class grades were migrated to the A- level. Obviously if you achieved an A- at an advanced level you certainly are now at that level or better in a beginner class. This process served as a great motivator for students. Does not the changing of the lower level class grades accurately reflect the student's current knowledge level?

Table 4.
Assessment: Types



Diagnostic assessments:

- Pre-tests
- I learned statements
- Previous standardize tests results
- Student self-disclosure/self-assessment
- Pre class conference inquiries
- Observation versus benchmarks
- Student Learner Motivation inquiries
- Previous end of year assessment if available
- Portfolio review

Formative assessments strategies:

- Daily assessments
- Assessment of student learning experience
- Strategic Teacher Questioning/ Effective student questioning
- Feedback that feeds forward
- Cooperative learning activities
- Journals
- Peer evaluations
- Class presentation
- Group Activities/Case studies
- Problem Solving Activities
- Self-evaluations

Summative assessment strategies:

- Quizzes/tests
- Portfolio Review
- End of year assessment
- Standardized assessment
- State and/or Nation Standards
- Self-reflections

A New Method of Thinking: Paradoxical Thinking versus Cause and Effect Thinking

Moving from measuring performance goals to attaining learning outcomes requires a new method of thinking. Paradoxical thinking versus cause and effect thinking. As stated previously moving from assessing performance goals to achieving learning outcomes necessitates a novel method of thinking. Two forms of thought are paradoxical thinking and cause and effect thinking. These two forms of thought are necessary in any environment. Through the utilization of both of these forms of thought a manager or leader can more effectively steer the progress of an organization in a direction of success. A student can be enlightened to a new method for solving problems. However, these two forms of thought are very different from each other (Ravi, 2005).

Cause and effect thinking is virtually exclusively taught in various cultures. Considering the difficulties paradoxical thinking necessitates, it is relatively easy to see why cause and effect thinking dominates. Most have been taught to recognize the cultural norm of possibilities for the cause of the problem. One resolves the matter by applying the cultural acceptable effect, but never gets to the root of the problem. Colleagues praise one for finding the expected answer as one mistakenly presents her findings as if they were the only or best solution. The very spirit of cause and effect thinking endorses the wanted, expected answer or the professed standard answer. No other suppositions, conclusions, possibilities or options need be offered or if tendered are immediately considered incorrect. According to Weaver (2014) cause and effect thinking necessitates one to draw from or trust preceding historical knowledge or prognosticate the future, with an application to sequential or linear application, upon which to make assumptions. Cause and effect thinking then is basically an if/then process (if this happens then that will occur) engaged to determine what is measured will be the most plausible or paramount alternative. This is a constrictive and discounts and ignores the likelihood of other feasible alternatives.

The decision-making process is not always black and white. While it is conceivable a problem has only one acceptable resolution, there may actually be a number of alternatives. According to Quinn, McGrath, Faerman, and Thompson (2015) in countless circumstances decisions are between competing choices, with more than one being achievable. Paradoxical thinking is counter to the natural thought process. Paradoxical thinking “involves [the] ability to reserve, manipulate, combine, and synthesize opposites” (Ravi, 2005, p. 38). Paradoxical thinking is a complicated skill challenging the way one was taught. It necessitates the thinker to collect, isolate, rethink and manipulate opposites (Ravi, 2005). Paradoxical thinking is not an intrinsic skill. This is why paradoxical thinking is least used skill related to intelligence. When is the last time you thought about the way you think? Review Table 5 and consider the following for a moment, if you change the way you think you change your life.

Table 5.
Paradoxical Thinking

When is the last time you thought about the way or how you think?

Consider for a moment the following, if you change the way you think you can change your life?

Cause and Effect Thinking	Paradoxical Thinking
The law of Cause and Effect Thinking For every effect there is a definite cause. Likewise for every cause, there is a definite effect. Your thoughts, behaviors, and actions create specific effects that manifest and create your life as you know it.	The Law of Paradoxical Thinking Your mind is the most powerful force in your universe. You can utilize it to create your life as you want it – so <i>change the way you think and change your life.</i>
Focuses on answering the question. Once the question is answered, the user quits thinking. Based off of this concept, there is no need to continue the learning process because the goal has already been achieved.	Recognizes a person becomes what he/she thinks about most of the time – you are where you are and what you are, because of your habitual ways of thinking. Your thoughts are creative, and they ultimately create your reality.
Cause and effect thinking leads to oversimplifying complex problems because it focuses on reaching a goal.	Focuses on understanding the concept.
Once a cause is found or even worse believed to be found investigation and discovery are stymied.	Understands your thoughts are creative, and they ultimately create your reality.
Limits our ability to think outside the box.	Acknowledges if you want to stand out from competitors and friends, you are required to choose to think a different way, a way that gives you a sustainable competitive advantage.
Leads people to resist change the resultant being doing things <i>this way because it is the way we have always done it.</i>	Believes mind in action is thought, and thought is creative.
Fails to recognize underlying problems which often plague individuals and organizations.	Knows the world is awarding its richest prizes to the thinker creator problem solver.
Creates simple solutions to problems. These simple solutions merely scratch the surface of problems creating more problems down the line.	Trusts you can originate thought and since thoughts are creative, you can create for yourself the things you desire.
Hinders accomplishing mastery because it focuses on the problems which are on the surface.	To do this and stand above the rest <i>requires the ability to think paradoxically.</i>

Paradoxical thinking recognizes more than one alternative can be a simultaneously good decision. This type of thinking demands the amalgamation of both control and flexibility, in order to access alternatives from dissimilar perceptions. Every student needs to engage in paradoxical thinking in order to stretch themselves beyond where they are comfortable in order to enhance their critical thinking and solve the complex problems business individuals face in today's constantly ever changing environment. This is one area where cause and effect thinking hinders achieving mastery (Ravi, 2005).

One of the chief criticisms from employers nowadays is students coming into the work force are deficient in critical thinking skills. Perhaps the most substantial behavior students' can learn so they can shine in today's professional setting is to change the way they think. Rather than utilizing the same cause and effect thinking as everyone else which leads to everyone having identical or equivalent answers, a different mode of thinking needs to be employed. Paradoxical thinking permits one to not only solve a modest problem, but sanctions a *learning process*

empowering complex problems to be elucidated. Paradoxical thinking gives license to and inspires one to interpolate beyond the parameters of what is directly in front of one to discover all the conceivable explanations or solutions and analyze and address each from numerous diverse perspectives and perceptions. Paradoxical thinking authorizes one to think outside the box and motivates one to change one's life by changing the way one thinks. According to Quinn et al. (2015), "to engage in paradoxical thinking, one must be willing to engage uncertainty and contradiction" (p. 319). Paradoxes are statements or presences contradicting themselves, while mutually being true and existing at the same time (Merriam-Webster, 2012). The unification of the features involved in paradoxical thinking will enable students' productivity to increased, give them a competitive edge, improve motivation at a sustainable and accelerating pace and launch them into and along the learning process.

By employing paradoxical thinking, students can stimulate innovation by engaging a dissimilar interpretation of the same data or information being scrutinized by others using cause and effect thinking. When various viewpoints, perceptions and models exist with respect to the same raw data, a more comprehensive, varied, and precise insight of reality is shaped. Possessing this skill will further encourage students to engage in classroom discussions and take a stronger role in helping fellow students (Flecher, & Olwyler, 1997). In short paradoxical thinking brings student learning to a whole new level.

Who Will Keep the Ethical Light on for You?

Culture has to share the blame. The June 4, 2010 International Editions of the South China Morning Post carried a story entitled, *Why do Chinese students think it's ok to cheat?* In recent years, cheating has gotten so out of control student cheating is now officially a criminal offence in China. Students found guilty of cheating in the notoriously difficult university entrance exam face up to seven years in prison (Yang, 2018). An estimated 90 per cent of all recommendation letters for Chinese applicants to United States universities are fake. Some 70 per cent of application essays are not written by students, and 50 per cent of grades transcripts are falsified. After cheating on this scale what is a little cheating for a better grade (Nolan, 2008).

With a preponderance of evidence of cheating, the question becomes why do Chinese students cheat? The answer is unpretentious, because they want to and their culture supports it. Many Chinese parents communicate to their children (remember until only recently they were only allowed to have one child per family) from a very early age their sole academic goal, in some cases their only goal in life, is to get into a good school (Yang, 2018). Forget learning the right skills or needing to attaining a career as result of your education.

What has this to do with grade inflation? Once the students arrives on campus, more cheating services are available. In May of 2016 Reuters published a devastating report on cheating by Chinese students in the U.S. The investigation found a flourishing black market offering services to write essays, do the students' homework, and take their exams. A May 29, 2015 International Editions of the *South China Morning Post* article carried a story about 8,000 Chinese students being expelled from American schools in the 2014/2015 school year (Zuo, 2018). To be fair China is not alone in this cultural aspect but the one child policy has perhaps put it at the fore front as parents have had to pin all their hopes on just their one child. It is not a giant leap to believe companies marketing essays, homework services and exam taking to Chinese students also market their services to all students.

Education has become a commodity to be bought by students and sold by the pigs. Industries (pigs at the trough) exist solely to support cheating. Other Chinese organizations originally founded to facilitate the educational process have had an ethical drift. Testing services, organizations like the College Board, which owns and administers the SAT for years has been recycling old material from previous tests to save a little money allowing previous takers of the test to recirculation questions and answers. When these testing establishments knowingly administer compromised tests, they become pigs at the trough and must accept their share of the guilt; the same as the parents who disregard or permit their children to game the system (Yang, 2018). They are all enablers, serving and energizing a worldwide cheating pandemic which contributes to grade inflation. Other students who would not normally cheat are not unaware of the cheating going on in the classroom and believe in order just to keep up must situationally cheat. They justify or rationalize this unethical behavior by thinking I either cheat or risk the potential loss for reimbursements of tuition, scholarships, grants, and/or admission to preferred schools etc.

Ethics can also be christened as a moral philosophy concerned with what behaviors are acceptable and unacceptable or what is right and wrong. Ethics functions to endeavor to comprehend, create, or preserve rudimentary moral principles or acceptable rules of conduct concerning right and wrong. Review Table 6 to better understand what the direct, indirect and hidden costs are to businesses of unethical behavior.

Table 6.
The Costs of Unethical Behavior to Businesses

<h1 style="text-align: center; color: orange;">The Costs of Unethical Behavior to Businesses</h1>		
Direct Costs	Indirect Costs	Hidden Costs
<p>Loss of profit</p> <p>Increased employee turnover</p> <p>Human resources costs due to disciplinary hearings</p> <p>Fines and litigation</p> <p>Stock losses due to theft and other forms of dishonesty</p> <p>Decreased productivity</p> <p>Decreased performance levels of employees</p> <p>Increased absenteeism</p> <p>Costs due to terminations for unethical behaviour, dishonesty, theft and fraud</p> <p>Costs due to terminations for unethical behaviour, dishonesty, theft and fraud</p> <p>Legal costs when dismissed employees are charged with dishonesty, theft and fraud</p> <p>Security and insurance costs</p>	<p>Loss of profit due to the impact of unethical behaviour on the reputation of the company</p> <p>Human resources costs due to disciplinary hearings and CCMA action</p> <p>Security and insurance costs</p> <p>Stock losses due to theft and other forms of dishonesty</p> <p>Absenteeism due to abuse of sick leave, misuse of internet, personal telephone calls etc</p> <p>Costs due to terminations for unethical behaviour, dishonesty, theft and fraud</p> <p>Cost of resignations directly attributable to unethical behaviour and lack of trust</p> <p>Training costs for new employees or re-training of existing staff</p> <p>Legal costs when dismissed employees are charged with dishonesty, theft and fraud</p>	<p>Under delivering on promises</p> <p>Turf-guarding, Ggoal-lowering</p> <p>Budget-twisting,</p> <p>Fact-hiding</p> <p>Detail-skipping</p> <p>Credit-hogging</p> <p>Scapegoating</p>

Why is the Study of Ethics so Important and Why Now?

A friend recently lamented organizations vacillate about allocating funds for ethical training because she believes it is problematic to validate the value and benefits derived from those funds. She feels there needs to be more Enrons, Tycos, Global Crossing, WorldComs... well you get the idea. Companies stocks that went from highs of \$90 per share to 2 to 8 cents a share due to corporate leaderships' lack of morals and ethics. She believes this is necessary to justify educational funding for ethics. Why study ethics? Gander a look on a grander scale than cheating in school which for all intensive purpose is a gateway or pathway to moral and ethical ruination.

Appeasement of not properly teaching ethics flourishes in the most devastating manner as unethical behavior transmutes from cheating in an academic arena and migrates to all arenas of life. One goes from cheating in school to cheating on a spouse, to cheating business partners, to cheating the government. These cheaters ignore ethical systems and not only fail to combat corruption but become part of the system perpetuating corruption. One needs to look no further than U.S. politicians at the highest level from the Kennedys, Nixon, Clintons, and others. The failure of these leaders' spirals down to a cultural acceptance similar to China's where the corruption filters downward to quasi government agencies, businesses, charities, and individuals.

Why study ethics and why now? Simply put not studying ethics is paramount to failing to defeat corruption in government and deviate behavior in schools and organizations. Not studying ethics fails to eliminate unethical greedy behavior by corporate executives. Most importantly studying ethics empowers individuals to remove the yoke of group think and peer pressure. Ethics gives one the power and confidence to think for themselves and say no to unethical behavior (Faris, 2011).

What is the price of having the public, business leaders and employees grabbing the low hanging fruit, steal and otherwise defraud the organization? What are the consequences to an organization for failing to thwart unethical behavior? Just ask the employees, suppliers, bankers, stockholders and other stakeholders and communities of companies such as Enron, Adelphia, ImClone, Sunbeam and countless others. To better understand the full depth of this read *Pigs at the Trough* by Ariana Huffington (Huffington, 2003). This is the long term resultant of unearned grade inflation and measuring and rewarding the wrong things in education, business and life. Educational institutions must first acknowledge this problem, accept their responsibility in creating and sustaining the problem and endeavor to implement a solution. Earlier the costs of unethical behavior was presented in Table 6. Table 7 highlights the possible scholastic orientated costs to a student and consequences of unethical behavior or cheating in school.

A recent worldwide undertaking on ethical enhancement has established the preeminent way to increase ethical behavior is to increase the integrity of students, organizations and public service rather than simply designing systems to catch and punish wrongdoers.

Table 7.*Scholastic Orientated Costs and Consequences of Unethical Behavior or Cheating in School*

In High School	Applying for College	In College
Possible automatic failure for the assignment	The black mark on your permanent record could cost you your chances of getting into a top college or the college of your choice	Possible automatic failure for the assignment
Expulsion or punished in other ways	Teachers won't provide you with good (or any) recommendation letters	Possible automatic failure of course
Possible automatic failure of course	Scholarship providers could see your permanent record and withdraw offers	Suspended or expelled
Loss of trust and respect from teachers, friends, family, teammates, coaches, etc.		You could lose your scholarship(s)
Lowers your self-respect, self-esteem and confidence		You could company tuition reimbursement
Goes on your permanent record		You could face copyright infringement troubles and be sued for as a consequence of that
Hinders your ability to actually think critically and solve problems		Students who repeatedly plagiarize lose their ability to
Cheating is usually not a one-time thing. Once the threshold of cheating is crossed, youth may find it easier to continue cheating more often, or to be dishonest in other situations in life		When you are hired by future employers based on the idea that you received good grades in a certain subject, you will not be able to solve problems, offer ideas, or maintain the workload in that subject area

Cheating in online education has become so profitable it allows students to graduate without even attending a class. Today, entrepreneurs and freelancers openly advertise services designed to help students cheat in their online educations. These digital cheaters for hire will even assume students' identities and take entire online classes in their place.

** Consider: The long-term negative effects are even more ominous. "Do you want to go to a doctor who cheated his/her way through anatomy class, or drive over a bridge built by an engineer who cheated?"

Disturbing trends currently exist in the United States educational system requiring, deserving and demanding immediate responsiveness. Ethical dilemmas abound in education. Teachers let failing students pass a class, teachers allow failing students to move to a higher grade level or even graduate knowing they are not academically qualified to graduate. Research results show over seventy percent of students in high school and college confess to cheating. Fifty-five percent fail to believe this is a problem and astonishingly consider cheating merely as a method to gain an advantage or just stay competitive with cheaters. Furthermore, roughly eighty percent of all resumes are deceitful, falsified, or outright dishonest containing distortions of material facts. Perhaps just as disturbing numerous surveys have found fifty-four percent of

all employees believe their bosses are not ethical and truthful. The cumulative results of this educational dearth in ethics has already taken its toll on millions of stakeholders (Faris, 2011).

Where Do We Go from Here?

Uncertainty intrudes on most aspects of our lives, predominantly when we make choices having consequences which are intrinsically unpredictable. The ethical chore is to eliminate uncertainty by attaining knowledge of the problem. It would seem using professionalism as the core for emergent ethical values and value system is an effective model. Research has demonstrated ethical systems have considerable less effect than the comradeship of fellow professionals. Ethical leaders and not ethical systems, is the most practical and effective method to build and sustain cultures of integrity, truth, reliability and morals (Johnson & Cox, 2005). The leaders need to be developed in the classroom.

Culture forms the platform for the communication of ethical values and serves as the connection between ethical behavior and power. Agendas and policies are regularly shrouded in moral influences which serve to hinder the alternatives produced by paradoxical thinking. The process of educational instruction regarding personal and business ethics commences with introspective thinking. Ethics education demands ongoing reflection, examination, paradoxical thinking and the understanding of whom we are, what we want to be, and how are we going to get there. Much the same as a vision statement. Examining customs, beliefs, ideologies, and values is a method to begin constructing an appropriate ethical foundation (Johnson, 2005).

Ethical citizens saves governments, communities, society, and companies thousands of dollars by having more creative and prolific citizens, members, and employees. Citizens, consumers, shareholders, suppliers, and communities all benefit from dealing with ethical and honest governments, communities, societies, companies and organizations. As exemplified by the previously mentioned companies the consequences of alternative conduct are not pleasant and support disruptive and illegal and criminal behavior which can result in hefty fines, prison terms and loss of consumer confidence (Faris, 2011).

Just How Many Pigs are There?

Cheaters never win. It does not pay to steal. These pseudo axioms, if accepted as true, should result in the question who does win. Not good guys, they do not come in first, in fact most of the time they do not even get the chance to finish the race. To once again borrow from Huffington's book the *Pigs at the Trough* one can visualize the pigs are not only winning but

hijacking both lower and higher education. John Warner an American writer, editor, and author of four books and the editor of *McSweeney's Internet Tendency* recounts in a 2018 article entitled *The High Cost of Innovation* an interesting view of a couple of players in the educational field.

The University of Texas in 2012 created the Institute for Transformational Learning with the objective to create products for commercialization. This venture pursuing a foundation for digital learning and online tools in health education online courses prior to being shut down consumed \$75 million from the system's Permanent University Fund. Interestingly this costly venture was conceived in just two days by Chancellor Cigarroa, his faculty and staff and was taken to and approved by the regents on a single question. Was the idea of monetary windfalls so corrupting their judgment and duty were so sorely compromised (Warner, 2018)?

Pigs at the trough does not only play out in the public sector but also and perhaps even more so in the private sector. A company known as Wireless Generation, was an early developer of education software on mobile devices. Owned by Rupert Murdoch's News Corporation. NewsCorp was supervised by former New York City schools chancellor Joel Klein. This company desired to transmute education by selling its tablet hardware loaded with its proprietary software (Warner, 2018).

One of Amplify's main goals was to capture the Obama administration's federal Race to the Top educational dollars for digital educational projects. Amplify was created to secure government money with the intent to become the single source for educational materials and assessment for entire educational systems, coincidentally starting with New York State's educational system. It did not happen. NewsCorp lost a reported sunk cost investment of one billion dollars in the project (Warner, 2018).

These two illustrations exemplify the unthinkable wastes of time and resources following ill-conceived. What is the motivation for these enterprises? Like pigs at the trough its money, oodles and piles of money. What did they really understand about the complexities of learning prior to leaping into the government money trough snatching ventures? What urgencies or concerns were the ignitors for their invention, development and marketing of their products? At what point was there contemplation, deliberation and reflection of and for students and student learning?

Schools, colleges, universities and their systems are consumers of these software products, generally succumbing to sales representatives while relaying on the presentation of their software's benefits. The competitive need for these buyers to be technologically appropriate and current empowers technology peddlers to gain purchase with their products they want to sell and from which their companies make the most money. The missing ingredient is what learners need or what is in learners' best interest. Unfortunately, it is not until the software is implemented the users find the problems, bugs, hiccups and faults with the product. These software products marketability lies not with the end user of the technology in mind but with the curb appeal to administrators and boards. Although faculty, staff, and other may eventually

have input, it is commonly only after the software company makes it past the administration and board. Thus, in reality other decision influencers such as faculty only evaluate the product found acceptable by the real decision makers never seeing or accessing the broader variety of products in the marketplace. Student requirements and necessities are at the sunset of the purchasing procedure subordinate to the development and advancement of merchandise marketed to administrators and board members. Need it really be said software businesses need to consider the learner and the progression at which students learn. Technology organizations are tracking toward the learning process, but unfortunately, the market is rewarding the previously mentioned market appeal products. Enterprises focusing on learning are failing to gain traction and access to the billions of dollars of government funding.

Administrators and academics need to grasp the extravagant assurances and promises of many products are unfounded. They need to understand the marketing whoopla of personalized learning, problem based learning, client based learning, MOOCs and other innumerable accompanying mini innovations proclaiming and assuring an immediate and histrionic uprising in education are at best exaggerated. So what should one have learned? Hopefully, all have learned to do their due diligence to see past the marketing propaganda, the mega profit gleam of the providers and suppliers, and most of all that the pigs at the trough just trying to make millions of quick bucks. Hopefully we all have our eyes on the prize of addressing student needs and learning goals. To accomplish this everyone needs take on a far more arduous, critical, sensible, analytical and fact-finding role during the decision-making process. Substandard products must be censured, pursuit of profit needs to be transformed into a less wasteful and inefficient marketing oriented methodology secondary to pursuing innovative educational products focused on the learning process. We must not have an educational system focused on supply side company profits, administrators should not secure technology for technologies sake or products and technology for the main purpose of improving teacher lives. The main thing regarding technology is to focus on technology that supports student learning as the main thing.

Stakeholders- Weighing the Pig is a Delicate Task

When pigs are small weighing them is easy. Just pick them up get on the scale and subtract your weight. As they grow lies the test. Weighing a pig with a string compels the pigs trust in your approaching the pig for the measurement. Measure the length and circumference and calculate: $\text{Weight (pounds)} = (L \times C \times C) \div 400$ (inches) where L = Length and C = Heart Circumference. Pigs have been known to be aggressive and stomp on feet and literally mash people. It is important to note pigs are inclined to bite outsiders, therefore, beware, be careful and proceed preferable with your own pigs. How many of us weigh the pigs (stakeholders) feeding at our trough? Do we take the time to ensure the pigs do not bite us? Are we allocating

the resources necessary to ensure when we buy products that are supposed to enrich learning we are not buying a pig in a poke? Winston Churchill reportedly said something along these lines, I am fond of pigs. Dogs look up to us. Cats look down on us. Pigs treat us as equals. Do capitalistic pigs treat us as equals? Perhaps when pigs fly. Maybe one should remember a saying attributed to George Bernard Shaw. Never wrestle with pigs. You both get dirty and the pig likes it. We must get better at weighing the pigs!

Stakeholders include all those organizations, networks and private people having an interest that may be affected by the organization. Examine Table 8 for a list of some of the many possible stakeholders of universities. The internal stakeholders of higher education institutions include all institutional personnel and students, while the external stakeholders include alumni, partners, suppliers and customers (Alves, Mainardes, & Raposo, 2010). All educational institutions have an intrinsic obligation to interact with the needs of their stakeholders. The importance of external stakeholders' surges when the public funding of higher education institutions diminishes and they reach out to replace the lost funding. This includes private colleges and universities as the institutions and their internal stakeholders apply for federal grants and other federal money to sustain programs and research. The organizations also look for external funding from various domestic and international funding sources and thus work with partnerships and collaborate with more and more external stakeholders. They obviously become accountable to an ever increasing number of stakeholders (Benneworth, & Jongbloed, 2010 and Bryson, 2004).

Most stakeholders have a robust financial inducement driving their interest in the educational system. Colleges and universities create massive tax revenues for the communities where they are located. Revenues are produced from taxes on employee's spending on real estate, buildings, land, and equipment. The accompanying ancillary economic remunerations are colossal for communities as thousands of students' consume millions of dollars of products and services in the local stores, restaurants, gas stations and other businesses. Relatively high university salaries maintain and augment real estate values moving taxes higher. Employee's youngsters go to local schools adding millions of dollars in state and federal funding providing jobs for more teachers and staff adding even more dollars to local economy. More and more sustenance establishments such as churches, social services, medical doctors, dentists, hospitals, etc. are required. All of these enterprises pay taxes, and have employees who have families adding to an ever increasing circle of producing tax revenue and needs adding to the growing thriving community. It is the reality of the computer game *Sim City*.

Table 8.
University Stakeholders



Many relationships with stakeholders are mild. However, when you get into the other external stakeholders such as testing companies, training organization, research institutes, curriculum and program creators or enhancers who stand to make millions off their products or administrators who might be attempting to build a legacy or feed their ego, extra caution needs to be taken to weed out the pigs at the trough. Remember even if you put lipstick on a pig it is still a pig.

The actions exhibited by Amplify and the University of Texas's Institute for Transformational Learning serve as examples, as well as, numerous federal attempts to force educational requirements onto schools, of people and organizations fattening or attempting to fatten themselves at the expense of the educational system and student learning. It is time to ensure we are not committing zoophilia and avoid any appearance of educational vivisection. In order to begin to fathom the size of the zoo review the list of the numerous industries to which the pigs at the trough belong at the end of this chapter.

Raising Motivational Levels to Augment Learning, Higher Ethical and Moral Values

No learning can take place without motivation. If one does not know what motivates a student how can an instructor really improve a student's learning environment? In this regard researchers have identified two types of mindsets of students; performance based learners and learning goal learners. Mindset involves two different views of intelligence. Entity theory where one believes intelligence is just an entity. It exists within a finite supply which cannot be increased. This mindset leads students to be performance goal oriented where earning an *A* is the end goal. Performance goals have practical utility such as, getting tuition reimbursement from a company, maintaining scholarship eligibility, role modeling for grandchildren, children, other family members, coworkers, and self-satisfaction (Dweck, Henderson and Henderson, 1989).

The second offshoot of mindset intelligence is incremental theory. Incremental theory of intelligence believers understand intelligence may vary marginally from one individual to another individual but it is ultimately something with exertion and effort one can increase. Students subscribing to this theory (although they may not be cognizant of practicing either theory) are learning goal oriented. They strive to be able to understand and apply concepts, theories, and lessons learned in class to life for life. They assess information as useful for the rest of their lives not data just to get through this week's test and subsequently be discarded and forgotten. Both goals are completely acceptable and can assist as a driver for achievement, but only one is a path to a mastery of learning (Dweck, Henderson, and Henderson, 1989). Educators need to know which students subscribe to which theory. The two theories necessitate very contradictory assessments of effort. Study Table 9 for a better understanding of the relationship between incremental and entity theory.

Table 9.
Incremental Theory versus Entity theory

Incremental Theorists believe intelligence is can be augmented by sheer effort. Incremental Theorists see culpability in of lack of effort and/or strategy for success. It is possible they will act out to progress and improve the situations seeing more effort as helping bring about a successful conclusion.



According to the Entity Theory, intelligence is a personal quality that is permanent and cannot be altered. Entity Theorists accept that even if individuals can absorb new things their intelligence remains the unchanged and they will seek to blame their intellect and aptitudes for failures.

To incrementalists exertion (effort) is positive. Working harder is deemed as a learning aid and as a way to get better. No pain no gain. They are in sync with Malcom Gladwell's work in *Outliers* that it takes 10,000 hours to become proficient. Meanwhile, entity theorists believe in a scheme necessitating a system of easy successes, working hard (expending effort) translates into meaning you are doing something erroneous. A teacher could believe what is learned in the effort is a gradable factor even if that effort results in initial failure as long as the student failed forward. Many business people freely admit to learning more from failing than from their successes.

These dualistic theories produce contrasting reactions to adversity, helplessness and mastery. Impediments and stumbling blocks are unavoidable in the learning process and can serve as guide posts. Entity believing students are inclined to respond to adversity by impugning others for tardy assignments or deficient work. They question and quarrel over grades more regularly, and plead for reprieve with an emotional appeal. They feel deserted, abandon and helpless because they believe they cannot expand their thinking capacity and therefore their efforts are best spent pleading and trying to bargain the unfairness with their teacher. When incrementalists sustain a setback they seek to fail forward and learn from the experience. Rather than grumble, complain, and seek salvation from their teacher while assessing blame to something or someone else they desire to work with their teacher to find out where their

thinking was tainted, what did they misconstrue, and how can they progress and improve their thinking process and incorporate what they learned from their mistake to improve their work for the next time (Bloom, Madaus, and Hastings, 1981). For example, one recent student Maya inquired about the less than desirable grade she had received on her first paper. Having had Maya in a prior class enabled the instructor to utilize the grade as a learning moment. Maya was told, this is a *B* or better paper for anyone else but a *C* paper for you. The grade reflected her learning ability and achievement not what her fellow classmates learned or their abilities. The rest of the class and throughout the next class Maya never failed to live up to her potential. At graduation when introducing her instructor to her parents Maya stated this is the teacher who made me see what learning goals accomplish and delivered the motivational message I needed to be my reach my potential and compete with my potential and not my classmates.

There has been extensive examination regarding the comparative prominence and benefits of internal versus external motivation of students as revealed in Table 10 (Girmus, 2011). Motivation is unquestionably the most momentous influencer educators can utilize to improve learning. Motivation is the single most critical element affecting learning. A learning experience does not transpire sans a preceding motivational episode (Olson, 1997). The five strategic components prompting student motivation consist of: student, educator, content, process, and educational setting. Motivation is defined as the act or process of inspiring; the condition of being encouraging; a stirring force, stimulus, or influence; incentive; drive; something (such as a need or desire) causing a person or student to act (Merriam-Webster, 1997); and the exertion or application of effort to achieve results (Eymur, 2011; Williams, & Williams, 2011).

Motivation

<p>Extrinsic</p> <ul style="list-style-type: none"> *Originates from outside forces *Seeks to secure or improve position or status *Done for recognition *Desires recognition from superiors, friends, family *Values rewards for completing the task or work *Outside forces control life 	<p>Intrinsic</p> <ul style="list-style-type: none"> * Originates within a person * Maintains a sense of responsibility *Has a innate need to advance something for its own sake *Connects the task with self esteem *Tries to achieve growth and enjoys the work 	<p>Benefits of Intrinsic Motivation</p> <ul style="list-style-type: none"> *Persistence *Creativity *Conceptual and Understanding *Optimal functioning and well being
<p>Types of Motivators</p> <ul style="list-style-type: none"> Gold stars Atta Boys Money Badges Fear of punishment Points 	<p>Types of Motivators</p> <ul style="list-style-type: none"> Autonomy Belonging Mastery Learning Curiosity Meaning 	<p>Results of Extrinsic Motivation</p> <ul style="list-style-type: none"> *Hidden Costs of undermining others *Becomes a demotivator over time *Introjects regulation and manipulation *Behavior requires constant monitoring and management *Rewards narrow focus and encourage deviant behavior

Both psychological and neuroscientific findings validate motivation and cognition are intricately interconnected. There exist lower brain centers and higher brain center capacities unitized for motivation (Pink, 2009). The evolution of motivational theory starts with the motivation of just trying to survive much in line with Maslow's Hierarchy of Needs theory. From the survival stage theories progressed to the seek reward avoid punishment stage which included Taylors Scientific theory model. Douglas McGregor in his theory X and Y challenged the presupposition humans are essentially inactive lacking external rewards and punishments (Pink, 2009). As the saying goes the applications of all these theories worked in their time until they did not. These theories eventual failure set the stage for the now prevalent context for understanding motivation. Motivation consists of two components, intrinsic and extrinsic. Extrinsic motivation represents the drive to do an activity to achieve external rewards, such as money or social status. However, extrinsic rewards deliver short term boosts but the effects soon wane and can have a negative effect on long term motivation. Furthermore, extrinsic motivation implies control (if you do this than I will reward you. Does this kind of thinking sound familiar?) which leads to compliance and follows the path to forcing one into achieving someone else's goal to get the associated extrinsic reward. The result long term is the rewards become ineffective and need to continually be increased and extrinsic motivation's inherent

control factor serves as a de-motivator. This delivers students into the real world fully prepared to be an order taking, policy following drone employees not a creative, innovative entrepreneurial employee (Pink, 2009).

Intrinsic motivation embodies the inner longing or craving one has to achieve or attain mastery or excel in a specific quest. Motivations aim should not be to exert dominance over someone to attain the dominators goals via a defined method of compliance with policies and procedures. Motivation should seek personal engagement and comprehension while in pursuit of achieving mastery (Pink, 2009).

Interest and motivation are highly related. Some things enable human interest some debilitate it (Pink, 2009). Those with a robust interest in a particular area are intrinsically motivated to flourish in that area. Interest is produced by varying environmental surroundings or learning settings which focus thoughts and attention. Interest and enthusiasm for any one particular project and general individual interest interact by stimulating and augmenting each another. Educators can use interest for any one particular project to further develop over all interest and intrinsic motivation in learning (Girmus, 2011).

Learning truly transpires when students are motivated on a reliable and consistent basis. Access, ability, interest, and value must be present. Educators must do their part by being skilled while concentrating on the educational and learning processes, approachable with timely responses to students in and out of class, and be stimulating and inspirational. Content needs to be precise, appropriate, thought-provoking, and relevant to student's existing and impending needs. The delivery mode should be creative, inspiring, stimulating, useful, and deliver applicability to a student's real life. The prerequisites for the learning environment are to be empowering, accessible, safe, positive, and personalized for individual students (Palmer, 2007; Debnath, 2005; D'Souza, & Maheshwari, 2010).

How can one recognize when students are motivated? Students will be lively, energetic, asking questions, volunteering answers, and being engaged as evidence by their paying attention and doing scholastic tasks (Palmer, 2007). Appealing to student's individual interest to enrich motivation is ideal but problematic. Jere Brophy (1987), a leading researcher on student motivation and effective teaching believes, a student's motivation to learn is inspired by communication of expectations and direct instruction or by and through others especially parents or teachers.

The expectancy-value theory functions as the fundamental theme to a few strategies to heighten student engagement and motivation. This theory states the effort (motivation) a student is willing to undertake to accomplish an educational assignment is mutually determined by his/her expectancy for accomplishment and by the value he/she ascribes to an assignment. This theory proposes students can be successful if they apply a judicious effort while having a clear appreciation for the value of the learning assignments (Malouff, Rooke, Schutte, Foster, & Bhullar, 2008; Vroom, 1970).

Teacher motivation is a key element in student motivation. Unmotivated teachers can undermine student motivation. The key is to strike a balance so every student feels he/she, with reasonable effort, has the capability to succeed while still being challenged to stretch his/her limits. Motivating teachers demonstrate or model for students: techniques, subject material, positive learning behavior, and interpersonal relationships. Learners who are motivated intrinsically tend to cultivate a high regard for learning course information without the use of external rewards or reinforcement. On the other hand, individuals who are motivated extrinsically rely solely on rewards and desirable results, e.g., tests and GPA (Lei, 2010). Students who are motivated externally demonstrate a lower learning ability and therefore are at a higher academically risk than intrinsically motivated students. It is interesting to note nontraditional students report higher levels of intrinsic motivation than traditional students (Afzal, et al., 2010; Bye, Pushkar, & Conway, 2007; Daniels, 2010; Dean, & Dagostino, 2007).

Student motivation is enhanced when intrinsic and extrinsic motivations are mutually integrated in the learning process. Table 11 serves as a good comparison of the two. Effective use of extrinsic rewards can develop intrinsic motivation to learn. Intrinsic motivational factors for most students include involvement, curiosity, challenge, and social interaction. Extrinsic rewards are useful when students' initial interest in low. Extrinsic rewards must be tangible and time-sensitive while placing value on specific learning goals. The effective use of verbal praise is a powerful extrinsic motivator. Other extrinsic motivational factors include compliance (to meet another's expectation, to do what one is told); recognition (to be publicly acknowledged); competition; and work avoidance (avoid more work than necessary) (Theobald, 2006).

Table 11.
Utilizing Intrinsic and Extrinsic Motivation for Teaching

Intrinsic	Extrinsic
<ul style="list-style-type: none"> • Make knowledge attainment connections to all areas of life-academic, personal, professional 	<ul style="list-style-type: none"> • Allow opportunities for students to observe or have other students' work examples
<ul style="list-style-type: none"> • Provide self-regulated activities 	<ul style="list-style-type: none"> • Provide clear expectations
<ul style="list-style-type: none"> • Allow students some opportunities to select learning goals and tasks to challenge themselves 	<ul style="list-style-type: none"> • Have explicate compliance requirements, instructions and goals
<ul style="list-style-type: none"> • Give students time for reflection 	<ul style="list-style-type: none"> • Have and make explicitly clear deadlines to help prevent work avoidance
<ul style="list-style-type: none"> • Create, foster and maintain curiosity 	<ul style="list-style-type: none"> • Have reward and punishments via extra points or point deductions
<ul style="list-style-type: none"> • Provide a variety of activities to maximize student involvement 	<ul style="list-style-type: none"> • Provide specific feedback
<ul style="list-style-type: none"> • Ensure social relevance in course 	<ul style="list-style-type: none"> • Provide a rubric which includes a form of competition
<ul style="list-style-type: none"> • Utilize gamification 	<ul style="list-style-type: none"> • Give verbal recognition and praise

Evolving motivation is a resultant from linking school work as a foundation of self-expression, exploration, and recurrent creativity (Jaeger, & Adair, 2014; Mamaril, Usher, Economy, & Kennedy, 2013). Students ascertain their personal rewards by conquering fresh challenges and delivering distinctive contributions with an important and significant

perspective. To nurture evolving motivation, educators must plan varieties into a learning structure. To the degree design can allow for flexibility students should have some input into the design, so they become invested in the educational process and system by taking ownership as they are essentially accountable for learning the material (Lengnick-Hall, & Sanders, 1997).

What is the best way to motivate students? While it is improbable one single means or theory or event will histrionically modify a student's motivation to learn, or will positively influence all students. One certainly must acknowledge student motivation is a vibrant dynamic. No solitary theory seems to be comprehensive enough to answer all motivational questions. Possibly the structure to enhance student motivation is to embrace all of these theories concurrently while recognizing through one's own behavior, course design and teaching, one can construct classroom learning environments heightening engagement and motivation to learn. Additionally, relying on and applying an assortment of strategies befitting one's own teaching style one can meaningfully ignite and sustain students' motivation to learn.

Education and Learning are Not a Zero Sum Game

Zero-sum is a circumstance in game theory in which one person's gain is a corresponding loss to another, so the net change in advantage or benefit is zero. No matter how much effort, personal expense and dedication a teacher puts into the cause, there is a veiled barricade to significant, comprehensive enhancement in education; that of zero-sum thinking. Zero-sum thinkers see the educational achievement of one student necessitating the failure of another student or the innovation of one system being the death or to the detriment of for another. This type of thinking channels education into an uncomfortable framework. Students have a diversity of abilities and an educational system which fails to acknowledge this diversity is one in which excellence will struggle to exist. It is implausible anything can be accomplished until the idea of educational innovation is no longer thought of in terms of winners and losers or a zero sum game (Simpson, 2018).

Any effective fruitful innovation in education seems to enrage those who were not involved. Instead of rejoicing administrators or superiors are summoned to ride to the rescue to demand a return the old ways of doing things. For example, an innovative school in Japan migrated students from rote learning. The adjoining schools, rather than take the opportunity to access the innovative idea knew parents commonly favored familiarity despite a deteriorating system. They feed off these beliefs to encourage parents to divert students and their accompanying money to their schools.

It is not difficult to determine where the caustic zero-sum mindset originates. Education has become a political hot potato on the national and international platform. It has taken on the language and ethos of confrontational politics. Your opponents' losses are your gains;

their fiascos are your achievements. Education is not a zero-sum game and the zero sum mentality of politics needs to be eliminated from education. Until we eradicate the zero-sum mentality, it will be highly improbable to apply the kind's massive restructuring and transformations education systems so urgently require. The beginning towards developing achievement is to construct an abundance of cooperation amongst all stakeholders keeping in mind my learning does not keep you from learning and your learning improves my learning and understanding.

Summation

International comparisons demonstrate the current state of learning in the United States is severely lacking. Just following instructions from educators' ad nauseam and teaching cause and effect thinking is failing. It is a cookie cutter for delivering followers. We need leaders capable of making good decisions based on critical thinking skills with judgements made through a paradoxical thinking process. It is too constrictive to trust test scores and consequently grades as the solitary gauge of student success. Students must have auxiliary mindsets, habits, skills and proper motivation to be prosperous in the real world; skills that are meaningful, flexible, measurable and demonstrable.

Myths rule the world. A penny saved is still a penny earned. A fool and his money are soon parted. Nobody wants to eat at a restaurant with a skinny chef. Some myths are useful. Many are unhelpful sort of myths: *fake news* and lies. Academicians need look at the academic myths to reevaluate legacy practices such as grading, mode of delivery, teaching practices, stakeholders' interest, motives and ethics and yes even technology. Are these good helpful myths or fake news and lies? Do the legacy myths promote student learning or do they need to be discarded.

Academicians need to learn how to acquire teacher motivation, promote and sustain student motivation and understand how innovation can coexist in the learning process. What was done yesterday was not sufficient then, let alone suitable for tomorrow. Educational innovation does not just mean new technology. Educational innovation can originate in curriculum, mode of delivery, procedures, services, programs, student networking, creating student learner motivation and partnerships.

It is time to stop debating technology and start evaluating its performance. Analysts are quarreling whether technology is worthy or unworthy, whether personalized learning is synonymous with robot instructors, whether technology performs as advertised or is an expensive boondoggle. The key is does the technology deliver improved and sustainable student learning, not whether or not someone's ego is preserved.

Education has become a commodity to be bought by students and sold by the pigs. It is time for every stakeholder to be on the same team and recognize education is not a zero-game. It needs a solid cultural and ethnical base and to be taken back from the commodity brokers. Moving forward means politics must be eliminated from education. It is time to minimize governmental and political negative effects on the educational systems.

Scholastic performance continues to be measured by archaic grading systems. Systems ranging from percentage grading to structures encompassing fewer but larger classifications, such as, five-point scales of A, B, C, D, F, bell-shaped curves, and pass/fail systems to grades developed as marketing tool to attract and retain students. All of these generate food for demotivating students and add to ethical erosion and grade inflation. We continue to measure the wrong things while we listen with the intent to reply, to control, to manipulate. Yet research demonstrates students' capacity to learn exists without grades. Since what gets measured gets done or improves we need to stop measuring the wrong things and start measuring learning. It is imperative grading systems processes and grades are assimilated into a coherent learning and teaching strategy so they function for the purpose of providing significant and meaningful feedback to the learner. It is time to install learning as primary function of educational institutions and relegate teaching and everything else to serving student learning. Rather than centering on a performance measures, the teacher should focus on learning goals by giving constructive feedback designed to grow student learning, progress, and development. This needs to be accomplished while containing a robust motivational element which is unquestionably the single most critical element affecting learning educators can utilize to improve learning.

A student's final grade should be evaluated by what is learned in the effort even if that effort results in initial failure as long as the student fails forward, by the student's progression, development and comprehension from initial assignment to concluding assignment with other components factored in such as class participations, term papers, tests, effort etc. Furthermore, a student's grade should have no component relating to other students learning.

All the while we must understand moving from measuring performance goals to attaining learning outcomes requires a new method of thinking. Paradoxical thinking permits one to not only solve a modest problem, but sanctions a learning process empowering complex problems to be elucidated. Paradoxical thinking gives license to and inspires one to interpolate beyond the parameters of what is directly in front of them to one of discovering all the conceivable explanations or solutions, analyzing and addressing each from numerous diverse perspectives and perceptions. The unification of the features involved in paradoxical thinking will enable students' productivity to increased, give them a competitive edge, and improve motivation at a sustainable and accelerating pace. Possessing this skill encourages students to engage in classroom discussions and take a stronger role in helping fellow students. Finally, the main thing (student learning) is to keep the main thing (student learning) the main thing (student

learning). The consequence of inaction is more of the same. Do we really want more last place finishes in worldwide testing and company pigs growing fatter at student expense? Do we?

The *Pigs* throughout this chapter have been grilled, broiled, sautéed, barbecued, smoked and roasted which leads us to two last paradoxes to ponder. Consider this, most in academia are chickens as related to breakfast, interested because they provide the eggs but in this scenario need to be pigs who in providing the ham demonstrate total commitment. All educational adherents should start sweating like a pigs with their concentrated efforts serving but one purpose; keeping the main thing the main thing, improving student learning.

The Various Barns the Pigs Emanate from:

There are too many pigs at the trough to name them all but the editors and advisors of *EdTech Digest* are developing a compendium of companies serving the education sector to highlight just the leading innovative technology solution provider's intent on transforming education. When evaluating an organization technology product the bottom line needs to be does this product improve student learning?



The actual list of other companies feeding on the educational system must start with a search of a service category (See below). As exemplified by the editors of *EdTech Digest* then you can begin listing the 1,000 or 1,000s of companies and the spawn.

All Service Categories

Business Services

Business Filing and Licensing Providers

Business Finance Providers

Accounting Firms

Bookkeeping Services Providers

Financial Consulting Providers

Other Business Finance Providers

Tax Services Providers

HR Services Providers

Benefits Administration Services Providers

Health & Safety Providers

HR Consulting Providers

Other HR Services Providers

Payroll Services Providers

Training & Development Companies

Legal Services Providers

Corporate Law Firms

Intellectual Property (IP) Law Firms

Other Legal Services Providers

Management Consulting Providers

Sales Consulting Providers

Cybersecurity Services

Application Security Services Providers

Cybersecurity Consulting Providers

Data Security Services Providers

Email Security Services Providers

Endpoint Security Services Providers

Incident Response Services Providers

IT Compliance Services Providers

Managed Security Services Providers

Network Security Services Providers

Other Security Services Providers

Threat Intelligence Services Providers

Vulnerability Assessment Services Providers

Marketing Services

Branding Agencies

Translation Services

Closed Captioning Services

Interpretation Services

Localization Services Providers

App Localization Providers

eLearning Localization Providers

Game Localization Services

Marketing Localization Providers

Multimedia Localization Providers

Software Localization Services

Website Localization Services

Staffing Services

Job Boards

Other Staffing Services Software

Recruitment Agencies

Staffing Agencies Providers

Value-Added Resellers (VARs)

Acumatica Channel Partners

Adobe Channel Partners

Amazon Web Services Channel Partners

Autodesk Channel Partners

Cisco Channel Partners

Cisco Cloud Resellers

Cisco Data Center Resellers

Cisco Hardware Resellers

Cisco Hardware Resellers

Cisco Unified Communications Re.

Other Cisco Resellers

Deltek Channel Partners

Epicor Channel Partners

Infor Channel Partners

Infor CRM Resellers

Infor EAM Resellers

Infor ERP Resellers

Infor Distribution FACTS Resellers

Inbound Marketing Services	Infor Distribution S.X.e Resellers
Content Marketing Agencies	Infor LN Resellers
Search Engine Marketing (SEM) Agencies	Infor M3 Resellers
PPC Services Providers	Infor SyteLine Resellers
SEO Services Providers	Infor SunSystems Resellers
Social Media Marketing (SMM) Companies	Infor Xi Resellers
Marketing Automation Consulting Providers	Other Infor Resellers
Marketing Strategy Agencies	Microsoft Channel Partners
Other Marketing Services Providers	Microsoft Azure Resellers
Outbound Marketing Services	Microsoft Dynamics 365 Resellers
Advertising Agencies	Microsoft Dynamics CRM Resellers
Digital Marketing Services	Microsoft Dynamics ERP Resellers
Experiential Advertising Agencies	Microsoft Dynamics AX Resellers
Traditional Advertising Agencies	Microsoft Dynamics GP Resellers
Email Marketing Services Providers	Microsoft Dynamics NAV Resellers
Mobile Marketing Companies	Microsoft Dynamics SL Resellers
PR Firms	Microsoft Office 365 Resellers
Other Services	Other Microsoft Resellers
Coworking Spaces	SharePoint Resellers
IT Outsourcing Services	Oracle Channel Partners
Other B2B Services Providers	NetSuite Resellers
Rewards and Incentives Services	Oracle Cloud Application Resellers
Technology Research Services	Oracle Database Resellers
Professional Services	Oracle ERP Resellers
Creative Services Providers	Oracle E-Business Suite Resellers
Content Writing Services Providers	Oracle JD Edwards EnterpriseOne Resellers
Graphic Design Services Providers	Oracle PeopleSoft Resellers
Other Creative Services Providers	Oracle Fusion Applications Resellers
User Experience (UX) Design Services Providers	Oracle Hyperion Resellers
Video Production Companies	Oracle Primavera Resellers
Website Design Companies	Oracle Siebel Resellers
Development Services Providers	Other Oracle Resellers
Mobile App Development Companies	Other VARs
Android Developers	Qlik Channel Partners
Cross-Platform Developers	Sage Channel Partners
Internet of Things (IoT) Developers	Other Sage Resellers
iOS Developers	Sage 100 Resellers
Wearable App Development Companies	Sage 300 Resellers

Windows Developers	Sage 500 Resellers
	Sage 50 Resellers
Other Development Services Providers	Sage BusinessVision Resellers
Testing and QA Providers	Sage BusinessWorks Resellers
Web Developers	Sage CRM Resellers
Drupal Development Companies	Sage Fixed Assets Resellers
E-Commerce Development Companies	Sage HRMS Resellers
Java Development Providers	Sage Intacct Channel Partners
.NET Developers	Sage X3 Resellers
PHP Developers	Salesforce Channel Partners
Python and Django Developers	SAP Channel Partners
Ruby on Rails Developers	Other SAP Resellers
Sitecore Developers	SAP BusinessObjects Resellers
WordPress Developers	SAP Cloud Resellers
Implementation Services Providers	SAP ERP Resellers
Amazon Web Services Consulting Providers	Business ByDesign Resellers
Amazon Aurora Consulting Providers	SAP Business All-in-One Resellers
Amazon CloudFront Consulting Providers	SAP Business One Resellers
Amazon DynamoDB Consulting Providers	SAP HANA Resellers
Amazon EC2 Consulting Providers	SAP Hybris Resellers
Amazon EMR Consulting Providers	SAP SuccessFactors Resellers
Amazon Kinesis Consulting Providers	
Amazon RDS Consulting Providers	
Amazon Redshift Consulting Providers	
Amazon S3 Consulting Providers	
AWS Lambda Consulting Providers	
AWS WAF Consulting Providers	
Other AWS Consulting Providers	
HubSpot Consulting Providers	
Infor Consulting Providers	
Infor CloudSuite Consulting Providers	
Infor CRM Consulting Providers	
Infor EAM Consulting Providers	
Infor ERP Consulting Providers	
Infor Lawson Consulting Providers	
Infor LN Consulting Providers	
Infor M3 Consulting Providers	
Infor SyteLine Consulting Providers	
Infor SunSystems Consulting Providers	

Infor Xi Consulting Providers
Other Infor Consulting Providers
Microsoft Consulting Providers
Microsoft Azure Consulting Providers
Microsoft Dynamics 365 Consulting Providers
Microsoft Dynamics CRM Consulting Providers
Microsoft Dynamics ERP Consulting Providers
Microsoft Dynamics AX Consulting Providers
Microsoft Dynamics GP Consulting Providers
Microsoft Dynamics NAV Consulting Providers
Microsoft Dynamics SL Consulting Providers
Microsoft Office 365 Consulting Providers
Other Microsoft Consulting Providers
SharePoint Consulting Providers
Oracle Consulting Providers
Oracle Cloud Applications Consulting Providers
Oracle CX - Customer Experience Cloud Consulting Providers
Oracle EPM - Enterprise Performance Management Cloud Consulting Providers
Oracle HCM - Human Capital Management Cloud Consulting Providers
Oracle SCM - Supply Chain Management Cloud Consulting Providers
Oracle Database Consulting Providers
Oracle ERP Consulting Providers
Oracle E-Business Suite Consulting Providers
Oracle ERP Cloud Consulting Providers
Oracle JD Edwards EnterpriseOne Consulting Providers
Oracle PeopleSoft Consulting Providers
Oracle Fusion Applications Consulting Providers
Oracle Hyperion Consulting Providers
Oracle Industry Solutions Consulting Providers
Oracle Primavera Consulting Providers
Oracle Siebel Consulting Providers
Oracle Taleo Consulting Providers
Other Oracle Consulting Providers
Other Implementation Services Providers
Pegasystems Consulting Providers
Salesforce Consulting Providers
FinancialForce Consulting Providers
Other Salesforce Consulting Providers
Sales Cloud Consulting Providers

Salesforce CPQ Consulting Providers
Salesforce CRM Consulting Providers
Salesforce Analytics Cloud Consulting Providers
Salesforce App Cloud Consulting Providers
Salesforce Commerce Cloud Consulting Providers
Salesforce Community Cloud Consulting Providers
Salesforce Marketing Cloud Consulting Providers
Salesforce Pardot Consulting Providers
Service Cloud Consulting Providers
SAP Consulting Providers
Other SAP Consulting Providers
SAP BI Consulting Providers
SAP CRM Consulting Providers
SAP EPM Consulting Providers
SAP ERP Consulting Providers
Business ByDesign Consulting Providers
SAP Business All-in-One Consulting Providers
SAP Business One Consulting Providers
SAP FICO - Financial Accounting Consulting Providers
SAP HR - Human Resources Consulting Providers
SAP HANA Consulting Providers
SAP Industry Solutions Consulting Providers
SAP Mobile Platform Consulting Providers
SAP PLM Consulting Providers
SAP SCM Consulting Providers
SAP SRM Consulting Providers
Workday Consulting Providers
Other Workday Consulting Providers
Workday Financial Management Consulting Providers
Workday Human Capital Management Consulting Providers
Workday Planning Consulting Providers
Workday Professional Services Automation Consulting Providers
Workday Student Consulting Providers
Solution Consulting Providers
Business Intelligence (BI) Consulting Providers
Cloud Consulting Providers
Digital Transformation Consulting Providers
IT Infrastructure Consulting Providers
IT Strategy Consulting Providers

Mobility Consulting Providers
Other Solution Consulting Providers
Quote-to-Cash Consulting Providers
Staffing Services
Job Boards
On-Demand Staffing Providers
Other Staffing Services Software
Recruitment Agencies
Staffing Agencies Providers
Translation Services
Closed Captioning Services
Interpretation Services
Localization Services Providers
App Localization Providers
eLearning Localization Providers
Game Localization Services
Marketing Localization Providers
Multimedia Localization Providers
Software Localization Services
Website Localization Services
Multilingual Desktop Publishing Providers
Transcription Services
Translation Providers
Audio Translation Services
Document Translation Services
Real-Time Text Translation Providers
Video Translation Services
Website Translation Providers
Value-Added Resellers (VARs)
Acumatica Channel Partners
Adobe Channel Partners
Amazon Web Services Channel Partners
Autodesk Channel Partners
Cisco Channel Partners
Cisco Cloud Resellers
Cisco Data Center Resellers
Cisco Hardware Resellers
Cisco Unified Communications Resellers
Other Cisco Resellers

Deltek Channel Partners
Epicor Channel Partners
Infor Channel Partners
Infor CRM Resellers
Infor EAM Resellers
Infor ERP Resellers
Infor Distribution FACTS Resellers
Infor Distribution SX.e Resellers
Infor LN Resellers
Infor M3 Resellers
Infor SyteLine Resellers
Infor VISUAL Resellers
Infor XA Resellers
Infor SunSystems Resellers
Infor Xi Resellers
Other Infor Resellers
Microsoft Channel Partners
Microsoft Azure Resellers
Microsoft Dynamics 365 Resellers
Microsoft Dynamics CRM Resellers
Microsoft Dynamics ERP Resellers
Microsoft Dynamics AX Resellers
Microsoft Dynamics GP Resellers
Microsoft Dynamics NAV Resellers
Microsoft Dynamics SL Resellers
Microsoft Office 365 Resellers
Other Microsoft Resellers
SharePoint Resellers
Oracle Channel Partners
NetSuite Resellers
Oracle Cloud Application Resellers
Oracle Database Resellers
Oracle ERP Resellers
Oracle E-Business Suite Resellers
Oracle JD Edwards EnterpriseOne Resellers
Oracle PeopleSoft Resellers
Oracle Fusion Applications Resellers
Oracle Hyperion Resellers
Oracle Primavera Resellers

Oracle Siebel Resellers
Other Oracle Resellers
Other VARs
Qlik Channel Partners
Sage Channel Partners
Other Sage Resellers
Sage 100 Resellers
Sage 300 Resellers
Sage 500 Resellers
Sage 50 Resellers
Sage BusinessVision Resellers
Sage BusinessWorks Resellers
Sage CRM Resellers
Sage Fixed Assets Resellers
Sage HRMS Resellers
Sage Intacct Channel Partners
Sage X3 Resellers
Salesforce Channel Partners
SAP Channel Partners
Other SAP Resellers
SAP BusinessObjects Resellers
SAP Cloud Resellers
SAP ERP Resellers
Business ByDesign Resellers
SAP Business All-in-One Resellers
SAP Business One Resellers
SAP HANA Resellers
SAP Hybris Resellers
SAP SuccessFactors Resellers

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