



Research & Grants Expo

2021

Session 9:30-10:00



Researcher(s)

“Royal Rumble” and other tales: An exploration of product meanings of prized WWE possessions – Artemisia Apostolopoulou, Michelle Patrick – SBUS

Leadership by Design: Expanding Principal Certification for the Pittsburgh Urban Leadership Corps – Vicki Donne, Mary Hansen, and Shelly Haser – SNEHS, Michael Quigley – SIHSS

Student Satisfaction with Team-Taught Interdisciplinary Courses – Michele Cole, Jodi A. Potter, Louis B. Swartz – SBUS

Characteristics of soils associated with Chinese and hybrid chestnut trees. – William Dress, Michael Gasdick (Student), Alana Reynolds (Student) – SEMS

An exploration of product meanings of prized WWE possessions

Michelle Patrick & Artemisia Apostolopoulou (SBUS), Robert Morris University, USA
Dimitra Papadimitriou, University of Patras, Greece

Purpose of Research

1. To examine consumer motives driving the purchase of official merchandise of the World Wrestling Entertainment (WWE) and
2. To explore product meanings embedded in official WWE merchandise, particularly prized WWE possessions.

Literature Review

- Consumer goods hold a variety of meanings and have value that extends beyond their utilitarian benefits (Fournier, 1998; Hirschman & Holbrook, 1982; Holt, 1995; McCracken, 1986).
- Sources of meaning of possessions (Richins, 1994, p. 507): *Utilitarian value, Enjoyment, Interpersonal ties, Identity and Self-Expression.*
- The *Meanings in Sport Licensed Products* scale (Papadimitriou & Apostolopoulou, 2015) identifies five sources of meaning of sport licensed products: *Experience, Socialization, Aesthetics, Personal history, and Locality.*

Sample Size and Profile

- N=1,224 domestic shoppers at the official online WWE store.
- Respondents were in their majority Caucasian single males between the ages of 25 and 44 years old and identified strongly with the WWE.



- High levels of engagement with the WWE brand were reported on 13 measures, especially television viewing of weekly and pay-per-view programming and following the WWE and WWE Superstars on digital platforms.
- Over 99% of study participants reported purchasing official WWE merchandise within the past 12 months.

Data Collection

- Data were collected in March-April 2018 through an online questionnaire.
- Consumers were asked to:
 - (a) Report the reasons that led them to buy official WWE merchandise and
 - (b) Think of their most prized WWE possession and explain why that item is important to them.

Results

1. Consumers bought official WWE merchandise:
 - To support a favorite WWE Superstar (78.8%)
 - To use everyday (70.7%)
 - To wear to an upcoming WWE event (57.4%)
 - To support WWE (54.9%)
 - Because it was on sale (45%)
 - To have as memento/reminder of a WWE event they attended (44.1%)
 - To offer as a gift (41.7%)
 - To collect or trade (22.3%).
2. A total of 1,264 prized WWE possessions were reported, mainly: **apparel** (35.4%); **title belts** (17.6%); **autographed items** (9.4%); **toys/video games** (7.5%); **memorabilia/collectibles** (5.9%); and **accessories** (4%).

Results

3. Sources of meaning and value of consumers' prized WWE possessions primarily included:
 - **Connection or interaction with a Superstar** (28.5%)
 - **Personal history** (childhood memories, personal experiences; 21.2%)
 - **Product characteristics** (quality, design, cost, uniqueness; 19.5%)
 - **Identity and self-expression** (12%)
 - **Interpersonal ties** (shared experiences with others, gift giving and receiving; 8.3%)
 - **Function/Utility** (2.1%).

Contributions

- Extend existing literature in product meanings of prized possessions to the sport entertainment domain, specifically the WWE.
- Identify relevant purchase motives and product meanings that could be used to enhance consumers' engagement with the WWE brand.
- Offer guidance to sport and entertainment marketing professionals with respect to the promotion and sale of their official-licensed merchandise.

Expanding Principal Certification for the Pittsburgh Urban Leadership Corps

Vicki Donne, PI; Shelly Haser, Michael Quigley, Mary Hansen



Introduction

- ❖ Pennsylvania Department of Education grant-funded program with Propel (~\$200,000). Principal candidates were recruited from the Pittsburgh Urban Leadership Corps (PULC) and Allegheny County urban schools to participate in the RMU-LEAD Principal Certification Program. Candidates committed to leading a high-needs urban school upon completion.

LEAD Program

Leadership by Design

- ❖ Competency-based graduate program
- ❖ Focuses on the eight domains associated with school leadership:
 - organizational leadership,
 - instruction and assessment,
 - standards-aligned curriculum development,
 - teacher evaluation,
 - budget and finance,
 - school law,
 - collaboration/communication,
 - school/community relations
- ❖ Involves a one-year principal clinical residency

Urban Education Program Components

- Critical Race and Culturally Responsive Pedagogy for Ethical Educational Leadership (three workshops presented by Dr. Michael Quigley)
- ❖ Guest Speakers
 - Dr. Ron Sofo – Former Superintendent of Freedom Area Schools, and retired CEO/Principal of City Charter High School
 - Dr. Mark Holtzman – Former Principal of McKeesport Area High School and current Superintendent of McKeesport Area School District
 - Ms. Angela Allie – Former Principal of Propel Andrews Street High School, and current Executive Director of Equity, Pittsburgh Public Schools
- ❖ Professional Development at Propel Charter Schools – Dr. Angela Taylor
- ❖ National motivational speaker – Jeremy Anderson. Virtual presentation on Equity, Diversity and Inclusion

Grant Covered Components

- ❖ Scholarship for 5 hybrid courses, 15 credits, taken over 12 months
- ❖ Internship/Clinical Residency
- ❖ Course textbooks
- ❖ 1 National Speaker
- ❖ RMU faculty supervision
- ❖ Licensure exam cost
- ❖ Membership in PA Principal Association

Propel Charter Schools

Propel is a large charter school serving a diverse, high poverty student body. RMU and Propel have partnered to increase the number of diverse, talented, fully prepared, and committed principals at Propel.

- ❖ Provide school sites for one year principal residency
- ❖ Provide Mentors
- ❖ Administer Professional Development Modules

Program Evaluation

- ❖ Performance Scorecard Rubric for Principal Portfolio
- ❖ Performance Scorecard Summary and Reflection
- ❖ Internship Experiences Matrix
- ❖ RMU-LEAD Mentor Evaluation of Intern's Experiences and Achievements
- ❖ Mentor Principal's Program Evaluation of the RMU-LEAD Principal Certification Program
- ❖ RMU-LEAD Principals Program Alumni Survey

Program Results

- ❖ Recruited a diverse pool of principal candidates (43%)
- ❖ 7 Candidates Completed Program
- ❖ All candidates completed internship in high needs schools
- ❖ Mentors reported high levels of satisfaction in preparation of candidates
- ❖ Candidates reported high levels of satisfaction in program
- ❖ 4 candidates certified; 3 candidates in process of certification
- ❖ All candidates continue to work in high-needs urban schools.

Student Satisfaction with Team –Taught Interdisciplinary Courses

Jodi A. Potter, Louis B. Swartz, and Michele T. Cole

Introduction & Rationale

The focus of this research was on student satisfaction with a revitalized MBA program that incorporated an interdisciplinary curriculum – “a hot topic” (Klaassen, 2018) into a team - taught instructional mode I in which students were exposed to differing viewpoints of the subject matter and differing teaching styles.

The single disciplinary approach to teaching has been a longstanding method instruction adopted by universities both on the undergraduate and graduate levels. As more institutions of higher education look for innovative methods to assure learning and keep pace with the demands of the job market, interdisciplinary learning and team teaching have evolved as viable tools to enhance and enrich the learning experience.

Methodology

Instrument: 22 question web-based survey in *Question Pro*

RQ 1: How satisfied have students been with team-taught courses

RQ 2: How satisfied have students been with interdisciplinary courses

RQ 3: Which modes of instruction do students prefer

Select responses were transferred into SPSS for analysis

Purpose & Participant Profile

- To establish the participant profile
- To determine students' experience with team teaching and with interdisciplinary courses
- To evaluate students' satisfaction with team teaching and interdisciplinary courses
- To establish a baseline for comparing results with instructors' responses

The sample for the study was composed of 74 students in the restructured RMU MBA program and 11 recent graduates.

Results

Results were mixed. Students were

- “Somewhat “to “very satisfied “with team-taught courses (67.86%)
- “Somewhat “to “very satisfied “with the interdisciplinary approach (71.77%)
- Sole instructor (20.11%), team- teaching (11.17%)
- Interdisciplinary (14.53%), single disciplinary approach (9.5%)
- Blended (15.64%), online (11.735) & f-t-f (10.06%)

Limitations

- Focus on student satisfaction, no data on student learning
- Survey timing – Spring 2020
- Sample limited to one program, one institution
- Enrollment status not delineated

Conclusion & Future Directions

The increase in the enrollment and the overall satisfaction with the program as evidenced in the exit interviews, coupled with the survey results indicate that the redesigned MBA program was meeting initial goals. At the same time, survey results support a renewed attention to improving the communication between instructors' team-teaching in order to clarify expectations and to enrich the curriculum.

Covid 19- increased opportunities for new instructional modalities despite enormous challenges . Future studies of student learning outcomes needed to reinforce (or discredit) the effectiveness of a team-taught interdisciplinary curriculum.

Select References

Dugan, K., & Letterman, M. (2008). Student appraisals of collaborative teaching. *College Teaching*, 56(1), 11-15. <http://doi.org/10.3200/CTCH.56.1.11-16>

Helms, M.M., Alvis, J.M., & Willis, M. (2005). Planning and implementing shared teaching: An MBA team-teaching case study. *Journal of Education for Business*, 81(1), 29-34. <https://doi.org/10.3200/JOEB.81.1.29-34>

Klaassen, R.G. (2018). Interdisciplinary education: A case study. *European Journal of Engineering Education*, 43(6), 842-859, doi: 10, 1080/03043797.2018.1442417

Science Education Resource Center (2020). *Why teach with an interdisciplinary approach?* <https://serc.carleton.edu/sp/library/interdisciplinary/why.html>

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**This poster is not available for preview.
Please attend the session on March 31, 2021**

