



**OBTC 2015 at University of La Verne
June 17th – 20th, 2015**

Submission Template

SUBMISSION GUIDANCE

- * Remove all identifying properties from this document **
- * All files must be saved in PDF format **
- *Please include ALL supplementary text at the end of this document**
- *Only one document should be submitted**

**Submission Template for the
2015 OBTC Teaching Conference for Management Educators**

1) Title of Proposal:

Choice Learning Projects in an Organizational Behavior Classroom

2) Abstract:

Drs. Catherine Wall and Michael Raphael gave a presentation at OBTC 2014 wherein participants were introduced to Choice Learning Projects (CLPs). Choice Learning Projects are self-regulated learning activities designed to foster deep learning of a course topic that resonates with the student. This roundtable will explore the use of CLPs in undergraduate organizational behavior classes. As a community of scholars and educators, some participants will explore how they have used CLPs and how the concept impacted student learning while other participants who are not familiar with CLPs will learn from others.

3) Keywords:

Use three or four keywords to describe your session.

Student Engagement, Self-Guided Learning, Learner-Centered Teaching

4) Format

- Activity or exercise
- Discussion roundtable (60 minute only)
- General discussion session

5) Time Requested:

- 30 Minutes
- 60 Minutes (*Roundtables must select 60 minutes*)
- 90 Minutes

6) Planning Details:

Does your session have any special requirements for space or materials?

There are no special requirements for space or materials.

7) Learning Objectives or Goals for the Session:

What are 2-4 specific learning outcomes that participants will get from your session?

Define and explore the use of Choice Learning Projects (CLPs.)
Determine if CLPs might be useful strategy for one's own teaching initiatives.
Collaborative learn from others who have used CLPs in their teaching repertoire.
Compile various CLPs from colleagues for possible future use.

8) Management or Teaching Topics:

The most relevant teaching topic for this roundtable discussion is learner-centered teaching. Secondly, it frames one aspect of our profession as it is evolving: Does, as Weimer (2013) asks, learner-centered teaching pander to students and encourage a sense of entitlement? Is it a practice that instills rigor and engagement? This roundtable certainly cannot hope to answer these questions in total, but it may spark academic debate in our community of learners.

9) Session Description and Plan:

This session, like most roundtables at OBTC, will encourage active discussion, reflection, and sharing of experiences and ideas. Over the course of the hour, the facilitator will briefly overview the concept of CLPs to establish a starting point for discussion, collaboration, and sharing of activities that encourage students to examine a topic more deeply and in a way that more actively creates meaningful understanding for them. Much like the previous sessions the use of film clips that can be used in teaching OB, the facilitator will compile and disseminate ideas for CLPs that were generated during the session. Based on previous roundtable attended by this author, 60 minutes will be an adequate amount of time for the session.

10) For Activities and Exercises:

Attach any materials needed to run the activity and debriefing questions. Evidence for effectiveness may also be included.

N/A

11) Implications for Teaching or for Teachers:

The primary implication for teaching is to focus on learner-centered teaching as it relates to student engagement, academic rigor, and—ultimately—our future role as educators. What should teaching “look like” over the next decade?

12) Application to Conference theme:

As the Call states, this conference will examine some of the tensions that are inherent in knowing, teaching, and learning. The concept of learner-centered teaching is part of the tension on college campuses today as economics, expectations, and job prospects converge students juggle conflicting realities and expectations of teaching, learning and leading in colleges, universities, and organizations today,

13) Unique Contribution to OBTC:

Have you presented the work in this proposal before? If so, how will it be different? Is this proposal under current review somewhere else? If so, please explain. How will your proposal be different for the OBTC conference?

I have not presented the work in this proposal before. It is not under review somewhere else. The concept of Choice Learning Projects was presented as an element of research completed by Dr. Kathleen Wall and Dr. Michael Raphael at the Organizational Behavior Teaching Conference in 2014.

References and/or Additional Materials:

Weimar, M. (2013) *Learner-Centered Teaching: Five Key Changes to Practice*. 2nd ed. San Francisco: Jossey-Bass. ISBN: 9781118119280.