



**OBTC 2015 at University of La Verne  
June 17<sup>th</sup> – 20<sup>th</sup>, 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:

Creating Engaging Online Activities that Compliment the F2F Classroom

### 2) Abstract:

*Please include a brief session description (not to exceed 100 words). If your proposal is accepted, this description will be printed in the conference program.*

Ever wonder what faculty are doing online to compliment the F2F classroom? This discussion session explores how management instructors develop online activities to actively engage students.

There are several outcomes associated with active learning: increased retention, development of higher-order thinking skills such as the ability to effectively analyze, synthesize, and evaluate information (Prince 2004). Similar to many other disciplines, these skills are vital in management. Yet, there continues to be significant debate on the effectiveness of online vs. F2F learning environments (Redpath, 2012).

This session explores this debate and is a dialogue focused on creating online active learning experiences.

### 3) Keywords:

*Use three or four keywords to describe your session.*

Online, technology, active learning

### 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

Note: I would consider either a 30 or 60 minute discussion session on this topic.

### 6) Planning Details:

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

Tables that can be arranged so that participants can face each other (not a traditional tier styled classroom).

### 7) Learning Objectives or Goals for the Session:

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

**LO 1:** Be able to create online active learning opportunities for students that complement the traditional F2F classroom experience

**LO 2:** Leave the session with several ideas on how to actively engage students in an online experience

**LO 3:** Be familiar with common pitfalls and challenges to adding online experiences to a F2F classroom

**LO 4:** Overcome perceived obstacles that inhibit the use of online learning experiences in the teaching of management and related courses

## **8) Management or Teaching Topics:**

*Describe what management and/or teaching topics are relevant to your session, and why. Please include theoretical, disciplinary, or theoretical foundations that will help reviewers understand how your ideas fit within the broader field of management.*

Fundamentally, active learning is any curricular activity that involves more than passively listening to traditional instruction. The central component of active learning is having students actively engaged in their learning experience. This can include, discovering, processing, and applying information. There are several primary outcomes associated with active learning, including: increased information retention, and the development of students' higher-order thinking skills such as the ability to effectively analyze, synthesize, and evaluate information (Prince 2004). Similar to many other disciplines, these skills are vital in management.

Within the literature there continues to be significant debate on the effectiveness of online vs. face-to-face learning environments (Redpath, 2012). Similar debates exist on the effective use of technology in the classroom. Within my own work developing course content I have been perplexed as to the best way to supplement the traditional F2F classroom experience with online active learning in a way that engages students. In this spirit, this session is proposed as a discussion to further explore the topic.

## **9) Session Description and Plan:**

*What will you actually do in this session? What activities will you facilitate, how long will they take, and how will participants be involved? Reviewers will be evaluating how well the time request matches the activities you'd like to do, and the extent you can reasonably accomplish the session's goals. Reviewers will also be looking for how you are engaging the participants in the session. Include a timeline for your session.*

This thirty minute session is broken down into the following four components.

1. Share several examples of successful online active learning found within the literature (5 minutes).
2. Session attendees are asked to share their own experience creating online active learning exercises focusing on what they have learned (success and pitfalls). In addition, session attendees are given the opportunity to ask questions and share their own challenges or concerns. This is designed to be a facilitated dialogue (20 minutes).
3. Closing thoughts and implications for practice (5 minutes).

## **10) For Activities and Exercises:**

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

NA.

## **11) Implications for Teaching or for Teachers:**

*What is the contribution of your session?*

- Teachers will be provided examples and insight to support their own development of online active learning exercises that complement the F2F classroom
- Heightened awareness of challenges of developing online active learning experiences and how best to overcome these obstacles
- Engage in thoughtful dialogue to increase the likelihood of session participants going forward to create their own unique online active learning experiences

## **12) Application to Conference theme:**

*How does your session fit with the overall OBTC theme of Learning in Community?*

This session directly relates to the conference theme in two ways: 1) help teaching professionals create an active learning community where students connect their learning to the subject, themselves and fellow learners, and 2) linking learners through technology and social platforms that challenge students to learn online. To accomplish this, instructors who have created engaging online activities will share their experiences. In addition, instructors who have not used online activities in a F2F classroom, or how are simply interested in the topic, can engage in thoughtful dialogue centered on creating active online learning experiences.

## **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 proposed/presented this discussion session previously and it is unique to OBTC. Further, is not under review elsewhere.

## 14) References and/or Additional Materials:

Prince, M. (2004). Does active learning work? A review of the research. *Journal of Engineering Education*, 1, 1-9.

Redpath, L. (2012). Confronting the bias against on-line learning in management education. *Academy of Management Journal*, 11(1), 125-140. Retrieved from <http://dx.doi.org/10.5465/amle.2010.0044>