



**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:

Playing in the garden of forking paths – leadership learning in a community through collaborative interactive storytelling leadership.

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.

I demonstrate the pedagogical affordances for playful and collaborative learning using a free, browser-based story-telling tool that enables learners and educators to write, visualize, organize, and share non-linear, branching narratives. The outcomes of the text-based story games change depending on choices made by readers who effectively co-create the narrative.

In teams, participants in this session will choose leadership stories created by postgraduate management students, explore multiple plot-lines of leading and following, and experience the consequences of their decisions. Then, through designing their own interactive stories participants will discover benefits and challenges of using collaborative interactive fiction applicable to their practice.

3) Keywords:

Use three or four keywords to describe your session.

Creativity
Story-telling
Collaboration
Leadership

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?

Overhead projector; room set up allowing for group work (round tables if possible); internet access for participants; participants will need to bring their own laptops, tablets or other mobile devices in order to use the interactive story-builder tool.

The activity involves group work in groups of 3-4 participants.

It might be challenging to accommodate more than 40 participants due to the hands-on nature of the activity.

7) Learning Objectives or Goals for the Session:

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

1. Participants will evaluate the potential and challenges of using a web-based tool for collaborative interactive story-telling in leadership education as a community learning platform.
2. Participants will design and produce their own mini interactive web-based story games that can be later repurposed for their own teaching practice and scholarly interest.
3. Participants will experience and evaluate technology-enhanced learning and creating in a community.

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.

- a) The challenges of creating an active learning community

Studies of collaborative learning have provided consistent evidence of the challenges involved in learning in a community. Research has showed that participation is often unequally distributed, not spontaneous, does not contribute to deep learning and is characterised with an uneven achievement of learning outcomes (Cohen, 1994; Cohen and Lotan, 1995; Bell, 2004; Fischer et al., 2002). Interactive story-telling can be seen as a scaffolding tool (Quintana et al., 2004; Reiser, 2004) addressing these issues by helping learners to establish a community of learning through structuring collaborations and activities, encouraging improvisation and spontaneity, problematizing the learning content to promote reflection, facilitation of sharing and participation through the affordances of the web-based and mobile-enabled technology.

- b) Interactive story-telling as a text-based adventure game.

In interactive web-based story games, also known as interactive fiction, the reader adopts the role of the main character and creates the plot by making decisions in situations developed by the author of the story (Douglas, 2001; Pope, 2010). The choices that the reader makes determine the direction of the plot development – different readers may reach different outcomes within the same story depending on the choices they make. The situations, characters, actions and possible outcomes are created by the author but the way that they will be played out, forming an emergent narrative (Aylett, 1999), depends on the decision – making of the individual readers/players. The non-linearity of interactive fiction emerges from the branching-out of possible narratives out of the plot components provided by the author (Pope, 2010) reminiscent of the labyrinth of forking paths imagined by Jorge Luis Borges (1998). Both the authoring and the reading of interactive stories in teaching and learning requires active decision-making, creativity and energy which increases engagement with the learning content, immersion (Brown, 2008) in the leadership, organizational or managerial situation described in the interactive story (akin to simulation-based learning), and identification with a character (similar to role-playing) (Lewis & Maylor, 2007). This can result in the amplification of the impact of the learning through the alignment of interactive fiction with Auster and Wylie's (2006) four teaching dimensions of active learning "context setting, class preparation, class delivery, and continuous improvement."

- c) Pedagogical rationales for using web-based interactive fiction as a learning and teaching tool to support collaborative and social learning in leadership.

Collaboration in both creating and playing interactive story games is sensible because of the quality, quantity and complexity of the required input. An interactive story should contain a large number of possible storylines which will be difficult for a single individual to create and coordinate. Thus the creative collaboration involved in the authoring of interactive fiction offers valuable opportunities for learners to practise emergent shared leadership to make their narratives richer and more imaginative. In addition, the tool used for creating and exploring the interactive story promotes its sharing, tagging and commenting through social media thus opening up the learning community beyond its immediate context. As a didactic method for leadership formation interactive story-telling is grounded both in Shamir & Eilam's narrative processing (2005) where the learner reflects upon experiences in a way that affects their present reality often through structured interaction with others, and in dramaturgical enactment of authentic leadership (Leberman and Martin, 2005; Ladkin and Taylor, 2010).

The proposed session will provide a platform for participants to reflect on the challenges of using creative technologies for the building of learning communities in their own educational practice.

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.

| Activity | Duration |
|--|------------|
| Introduction: challenges and benefits of leadership formation in active learning communities. | 5 minutes |
| Demonstration of interactive story telling in the teaching of leadership: working in teams to access and explore online examples of interactive leadership story games generated by students. | 15 minutes |
| Discussion: knowledge-sharing and reflection on the experience. | 10 minutes |
| Step-by-step demonstration of the web-based tool for creating interactive stories and distribution of guidebook for interactive fiction collaborative authoring, supplied by the facilitator. | 10 minutes |
| Group work to create and share mini interactive story-games online using the guidebook and story templates supplied by the facilitator | 40 minutes |
| Debrief and closing: exercise responses, discussion of possibilities and pedagogical challenges for implementation of the interactive story-telling method and the web-based tools in participants' own practice, reflecting on the learning community created as a result of the session. | 10 minutes |

10) For Activities and Exercises:

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

Internet access and at least one participant with a laptop or tablet per group of 3-4 people.

Access to the Inklewriter website at <https://writer.inklestudios.com/> Pre-registered user accounts will be provided to each group by the facilitator together with log-in details.

Access details for examples of student-generated interactive stories, supplied by the facilitator.

Guidebook, supplied by the facilitator - handout for using collaborative interactive storytelling, including: a pedagogical model integrating the use of student-generated content, role-play and simulation, interactivity, social media and community building; storyboarding template; step-by-step technical guide for using Inklewriter collaboratively, template for capturing and evidencing collaborative and individual learning, suggestions for formative and peer assessment.

Templates for creating mini interactive stories in Inklewriter, containing suggested situations, characters, problems, actions and outcomes which participants can adapt as part of the group work exercise.

11) Implications for Teaching or for Teachers:

What is the contribution of your session?

When the goal of creating and participating in learning communities is to encourage long-term learning and transfer, the challenge of designing pedagogically-grounded scenarios for collaborative learning is critical. This session will offer participants the opportunity to experience one method that has the potential to increase the probability for learning in community to occur by using a fresh and theoretically informed approach to collaborative leadership training with technology.

12) Application to Conference theme:

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

The session will demonstrate a practical tool for facilitating learning in community within and beyond the classroom through the affordances of web-based technology on a social platform, it will provide an opportunity for participants to experience and reflect on the pedagogical challenges of technology-mediated learning in community and will hopefully provide a spark for the emergence of a learning community of educators interested in interactive fiction for teaching and learning.

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?

N/A

14) References and/or Additional Materials:

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