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

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No problem can stand the assault of sustained thinking
~Voltaire

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SUBMISSION GUIDANCE

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Submission for the
2015 OBTC Teaching Conference for Management Educators

1) Title of Proposal:

Ambushed and Wrangled: When Technology Fails Us In The 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.

Current technologies allow students and instructors to interact and communicate in virtual classrooms. Contemporary students seek personal online learning that fits their virtual lifestyles. However, how are we as educators to engage and deliver pedagogical content when the technology itself has a stranglehold on our ability to deliver? This workshop will illustrate a real-life case situation when technology failed while on foreign soil. Participants are readily able to put themselves in the place of the instructor and students, and experience a recreation of the failure, while engaging in active learning to strategize possible solutions for their classrooms.

3) Keywords:

Use three or four keywords to describe your session.
Technology, smart classrooms, technological integration, study abroad

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?
Planning Details:

- **Proposed Audience**: New faculty, experienced faculty

- **Maximum Number of Participants**: 20-25
- **Type of Session**: Interactive workshop

- **Optimum Time required**: 60 minutes
- **Special Requirements**: Preferred room configuration is for seats to be in a u-shape or circular setting to promote group interaction

7) Learning Objectives or Goals for the Session:

What are 2-4 specific learning outcomes that participants will get from your session?
- Avoiding the use of technology as a crutch
- Turning failure into a successful teachable experience
- Go on with the show but have a backup plan

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.

Since preparing students for experience in the real world is key to case teaching in higher education, this workshop is set more so as professional-development. Participants will be guided to generate peer feedback to help assess and deliver solutions when use of technology is limited, mitigated, or all together lacking. Indeed, successful teaching specific to higher education is both contextual and cultural depending on teaching styles, roles, and responsibilities (Bitner & Bitner, 2002; Lih-Juan, 2007; Yamauchi, 2009).

To assist faculty who seek to provide practical solutions or suggestions to increase their vitality and effectiveness this workshop proposal takes on a problem-solving model to implement outcomes. Given a managerial approach, Kaufman's (1982) six-step problem solving model is theoretically a sound paradigm to determine solutions and alternatives when faced with issues such as technology challenges. Once the problem is identified, determining the solutions requires only the selections of developed strategies based on needs. In the areas of interdisciplinary practices, quality of educational experience is as much a learning process for the teacher as it would be for the students.

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.

The degree of integration in classroom teaching depends upon the instructor in the use and organization of available resources. How effective the use of such resources may depend on the amount of time, training, and integration invested by the instructor and the university or location of study (Wohleb, Skinner, & White, 2013).

Objective 1: To determine when or whether technology should be used in the classroom.

Objective 2: The purpose of the interactive session is to provide the participants with an experiential learning platform, to allow a sense of control and have them recognize that they are in empowered and that they are in control of technology and it is not in control of them.

Objective 3: To realize that technology is indeed a means-to-an-end. It is 'process,' rather than 'outcome.' Given our dyadic experiences with technology fiascos, we want our participants to experience a sense of empowerment and reflect upon the notion that the *locus of control* is *internal* rather than *external*.

- Part 1. (3 minutes): Welcome with background music and possible relocation depending on venue (TBD)
- Part 2. (5-10 minutes): Ice breaker which is designed to self-introduce participants and determine technology skills of participants and at the same time set them into groups/teams for the forthcoming activity
    - o   This will further set us up for the question, which is "should we use technology or do we return to chalk?
    - o   Number of teams will depend on participant count but we will limit to 3 teams for the sake of time as allotted
- Part 3. (5-10 minutes): Tell the story: Simon will explicate his failed technology experience in Spain and Teresa will explicate her lack of technology in Costa Rica
- Part 4. (5 minutes): we will show a 1 minute production piece (much as a vignette) to demonstrate the activity's outcome and other possibilities.
- Part 5. (15-20 minutes): At this juncture, the teams will be challenged to create a 1-minute vignette using nothing but their cell phones applying to the discipline of which they are skilled or practiced.
- Part 6. (15 minutes): View and enjoy production pieces
- Part 7. (10 minutes): Debriefing from teams to define and identify challenges and outcomes that will be useful in any classroom setting.

Part 8. (3-5 minutes): Conclusion will include an epilogue to explain what our results were when technology failed us. Further, we will demonstrate how the three initial objectives were met.

Part 9. A handout highlighting the following tips will be distributed.

- One should use technology to enhance one's own teaching style rather than just using technology for the sake of using technology
- When you see technology getting in the way of your teaching, do not use it.
- Technology does not improve poor teaching. It, however, may make good teaching *better*.
- The overuse of technology, or any one particular technological platform or display style, does not promote interest in learning.
- Give of yourself to your students rather than substituting with technology. We are uncertain if technology is the wonderful educational panacea it was boded to be.

With the pervasiveness of multimedia technologies such an integral part of the current teaching landscape, technology can provide the resources and engagement of the next generation of learners (McCole, Everett, & Rivera, 2014). Thus, workshop attendees will renew or enhance their fundamental teaching processes and techniques necessary to facilitate learning among a diverse generation ~~through the following activities:~~

- ~~The session's activities will include icebreakers, virtual, and interactive exercises that will demonstrate the most effective ways to engage young adult learners.~~
- ~~Interactive team-building activities by which students share backgrounds, areas of knowledge, strengths and weaknesses~~
- ~~Fundamental methodologies to enable instructors/teachers toward group or team workload or projects~~
- ~~A demonstration and discussion highlighting the top five tips to engage the multimedia and technologically savvy yet young adult learner.~~

10) For Activities and Exercises:

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

The materials needed to run this activity is the participant's cell phone. A smart cart with internet connection is requested to play background music and show a 1-minute vignette.

As a purely meaningful process, this interactive workshop would employ the methodology to adopt the same notion the presenters employed when engaging students in a foreign setting. Thus the following scenario and debriefing questions are proposed:

- Develop rich characters
- Describe host country with intrigue
- Describe many situational queues and stimuli

- Describe first indications of problem
- Ask, "How would you fix this – what would you do next?"
- People always describe the exact steps we do.
- Explain (humorously) that they did not work.
- Keeps the discussion going with this format iteratively, until exhausted
- Then ask, "What would you do now you have realized technology has let you down?"
- Conclude/summarize by describing the epilogue — i.e., explain how the story turned out.

11) Implications for Teaching or for Teachers:
What is the contribution of your session?

Attendees will take away a fresh and exciting set of tools supported by theory, yet offered with basic and practical recommendations on how to apply those tools to all future classroom, team exercises, assignments, and activities. These approaches, tools, and ideas can be employed on both US and foreign soil.

12) Application to Conference theme:
How does your session fit with the overall OBTC theme of Learning in Community?

Our proposed workshop is a labor of love. A love for our discipline, our dedication to our respective universities, and an appreciation for the being able to dispense knowledge and understanding to a generation of beautiful minds. Ertmer (2005) believes teaching and development of the self is a frontier where pedagogical beliefs are always at the cusp of innovation. Miller (2009) would validate that the perceived importance of integration of technology brings the institution of higher education into the forefront of action and orientation toward social equity. Thus, since Frederickson (2010) would attest that social equity is a question of community then in the democratic context, it stands to reason that technology while it is intergenerational is by default community and if learning is social so too will our workshop be.

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?

While we each have presented domestically and abroad, this will be our first time presenting this distinctive workshop at OBTC or any place. The case and workshop has been in development for two-years. The hope is that we obtain feedback to our existing case, not yet published from which we can improve our teaching notes/instructor's manual and come away as much richer learners than when we arrived.

14) References:

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Frederickson, H. G. (2010). *Social equity and public administration origins, developments, and applications.* New York, NY: M.E. Sharpe.

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Wohleb, E. C., Skinner, L. B., & White, B. J. (2013). Hardware, software, and technology tools in the business education classroom. *The Journal of Research in Business Education, 55*(2), 19-35.

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