



**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:**

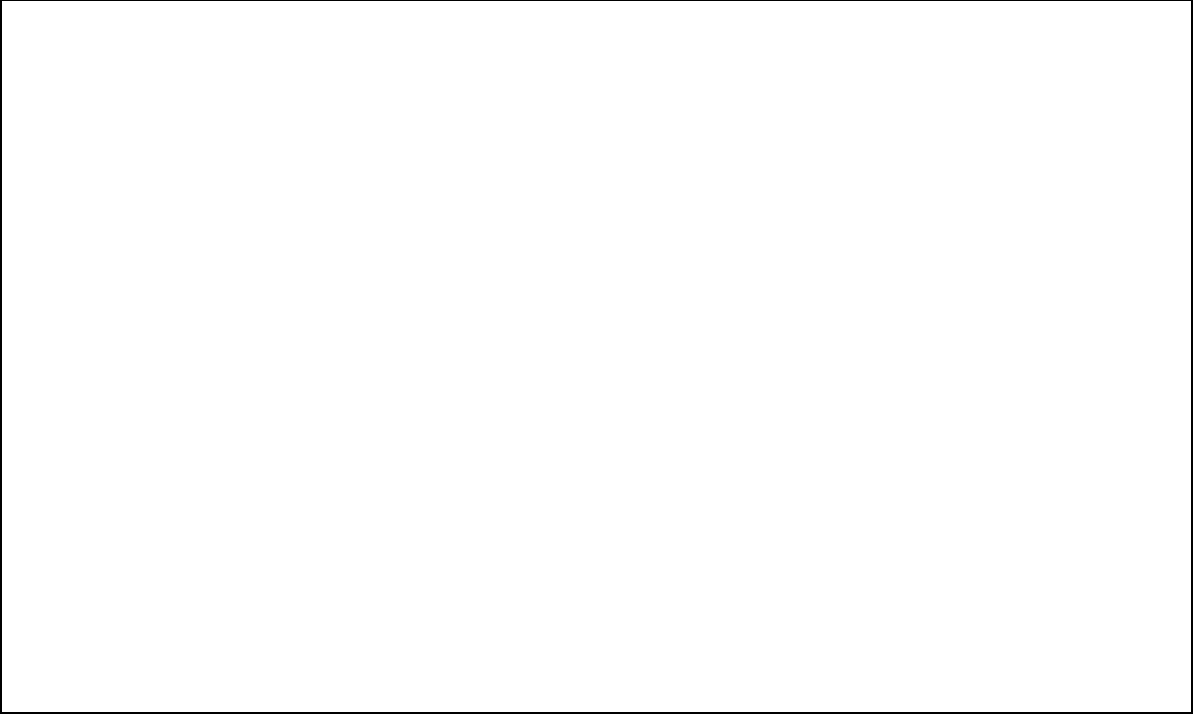
Bringing the MOOC into the classroom

**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.*

Recent advances have integrated the pedagogy of a MOOC into the structure of the classroom as a blended or “flipped” course. This can move some of the content and peer learning out of the classroom to both maximize student interaction [through real or virtual teams] while allowing for more in-depth classroom learning.

In this experientially based session, we will briefly describe how we developed a very successful MOOC and then show how many of those approaches could be integrated into a blended classroom. Participants will then apply this model to one of their class sessions.



### 3) Keywords:

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

MOOC, "Flipped Classroom," Integrated Pedagogy

### 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?*

Need projector to show videos from our computer

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

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

1. This raises a fundamental question of what has to occur in the classroom and would there be even more learning if significant aspects were allocated outside of class.
2. Related is the role of peer learning and are there ways that has advantages over teacher-centered classroom learning.
3. Participants can explore what aspects of their course could be restructured using a MOOC format.

## 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.*

We think that this raises some fundamental questions about the role of the instructor. Are we *teachers* where we pour knowledge into the empty minds of the students or are we *educators* where the job is to design learning experiences?

This also raises the related question of *in what areas do students learn best from peers and what areas from the instructor?* Tied in with that is the question of how one moves from mere knowledge acquisition to problem-solving [where knowledge may be the means not the ends].

## 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.*

We see a 15 minute introduction where we first share the structure of the MOOC that we developed [and show one video]. Then 5 minutes set-up where participants form into trios and decide on a specific class [e.g. "how to handle conflict"]. They have 20 minutes to design:

- What required content [not in readings] would the instructor need to give in a short video
- What activity [exercise, case analysis, etc.] would the (virtual) team need to do to deal with this topic?
- What is the product [and would one want teams to comment on other team's products?]

For the final 20 minutes, we would have two of the trios present. Then a general discussion ending with our conclusions.

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

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

[Explained in #9\

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

*What is the contribution of your session?*

This is partially answered in #8. We think this broadens the concept of the role of the instructor while providing a tangible way to apply this model to their course.

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

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

One way is that the experiential part of the session will be in small groups/communities where participants will learn from each other. The second is what do we think of when we think of our course as being a community – does that only occur during class time?

## **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?*

We have presented many times over the past decades. However, we have not presented this material before.

## **14) References and/or Additional Materials:**

