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

1) Title of Proposal:

Challenges, lessons learned and experiences with moving from traditional face-to-face class to online class in organizational behavior.

2) Abstract:

The digital generation's demand for online classes has encouraged universities to increase online course offerings (Boyle, Connolly, & Hainey, 2011). In the past, our school's response was to choose courses where an instructor was willing, where it was exclusively offered online, and where it was not a core requirement or highly interaction-based. The experience for OB was different; it has both online and traditional sections running simultaneously, it must remain interaction-based, and it is a core requirement of our commerce program. We will review the challenges faced, the lessons learned, and open up the discussion on dealing with these challenges.

3) Keywords:

Organizational behavior, online class, digital generation

4) Format

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

5) Time Requested:

 ___ 30 Minutes
 _X_ 60 Minutes (*Roundtables must select 60 minutes*)
 ___ 90 Minutes

6) Planning Details:

No special requirements is necessary for this session.

7) Learning Objectives or Goals for the Session:

1. Identify some of the challenges and lessons learned while making the switch from a traditional face-to-face format to an online format.
2. Understand some of the challenges and lessons learned about coordinating a course containing both online and face-to-face formats.
3. Explore the type of student that typically seeks out and excels within an online platform.
4. Explore how teaching a subject, such as organizational behavior, can be enhance using an online platform.

8) Management or Teaching Topics:

Our current undergraduate population are part of what is being referred to as the "digital generation" (Buckingham, 2013). The digital generation has been referred to as "a generation defined in and through its experience of digital computer technology" (Buckingham, 2013, p. 1). These students were born after 1980 and tend to learn better through the use of technological adapted learning environments, such as the online environment (Palfrey & Gasser, 2013) (Boyle, Connolly, & Hainey, 2011).

Organizational behavior has been defined as "the attitudes and behaviors of individuals and groups in organizations" (Johns & Saks, 2014). It is generally known to be a highly interactive course using multiple learning tools (e.g., lectures; role plays; discussions; simulations; cases) with the guidance of an experienced instructor who uses these experiences to enhance learning. Going to an online format poses many challenges for those attempting to preserve the rich interactive features known to be effective within the classroom environment. Cognitive framing has long influenced how we believe an OB course "experience" can and should be developed. Accordingly, we found that the reflex of attempting to transfer or mimic into digital form what is done the classroom was counterproductive. With the help of an instructional technologist we were able to "reframe" our perspective on interactive learning in the digital form and thus create an OB course that is truly interactive and unique in its digital form.

9) Session Description and Plan:

The goal of our interactive session is to share the knowledge we have gained through our experiences, and to encourage the participants to share their knowledge, insights and concerns acquired through their own personal experiences or from the experiences of others. The following timetable is the suggested outline for the session.

Activity	Discussion to be generated with the audience	Objective
Introductory Q&A **(10mins)**	Sharing of the audiences' experiences and notions concerning effective pedagogy with regards to an online course	Set the stage and get to know the audience's experiences
Brief overview of the online OB course that was developed **(20mins)**		Introduce the online course
Discussion about students' perception and results **(10mins)**	Sharing of insights or previous knowledge from the findings Areas for improved student experience	To discover any reasons for or any insights from the results of this pilot project
Discussion about challenges when converting from a face-to-face format to an online format **(10mins)**	Discussion about the challenges with coordinating a core course that has both online and face-to-face formats How we initially "framed" and then "reframed" our views of interactive content. Discussion about the challenges of developing and administering an online course	To share knowledge from our experiences as well as those from the audience.
Wrap-up and debrief **(10mins)**	Fielding any remaining questions or comments from the audience	Clarifying or answering any lingering questions about this pilot project

10) For Activities and Exercises:

- Computer with internet access able to accommodate PowerPoint or Prezi presentations
- Marker board easel with markers (to capture important elements within a discussion)

11) Implications for Teaching or for Teachers:

According to the literature, the proliferation of computer based pedagogy is only as fast as the teachers developing them (Wu & Richards, 2014). There is some literature that questions the wisdom of developing online courses given the higher rate of failure or incompletion among students enrolled in such courses (Crews and Butterfield, 2014). However, it seems these are growing pains and it is unlikely to abate the growth in online learning for its many positive features and conveniences. We must continue sharing experience on the process to ensure that courses are developed with the best available knowledge and experience. People interested in this session are also likely to seek assistance from one another as they leave the conference and begin developing or modifying existing online courses.

12) Application to Conference theme:

Technology has become an important part of our lives, in particular online learning. Although some would think that online classes can be isolating, with a little creativity this hurdle in online learning is quickly overcome. In fact, one learns that it can be a very vibrant interactive experience that involves more students, more fully. With the introduction of chat rooms, discussion boards and virtual groups, the isolation that one previously felt while attending online courses can be replaced by a sense of community developed through these technology driven activities. This session would explain how we used some of these technological advances to encourage cooperation and a sense of community among the students enrolled in the course.

13) Unique Contribution to OBTC:

This is a unique proposal based on a pilot project for an online course given in the Winter 2015 semester. Thus, its discussion and results have not been presented elsewhere.

14) References and/or Additional Materials:

Boyle, E., Connolly, T. M., & Hainey, T. (2011). The role of psychology in understanding the impact of computer games. *Entertainment Computing, 2*, 69-74.

Buckingham, D. (2013). Is there a digital generation. In D. Buckingham, & R. Willett, *Digital generations: Children, young people, and the new media* (pp. 1-13). New Yok City: Routledge.

Crews, T., & Butterfield, J. (2014). Data for flipped classroom design: Using students feedback to identify the best components from online and face-to-face classes. *Higher Education Studies, 4*(3), 38-47.

Johns, G., & Saks, A. (2014). *Organizational behaviour: Understanding and managing life at work* (9th ed.). Toronto: Pearson Canada Inc.

Palfrey, J., & Gasser, U. (2013). *Born digital: Understanding the first generation of digital natives.* New York City: Basic Books.

Wu, M. L., & Richards, K. (2014). Connecting Contemporary Learning Theories to the Development and Design of Educational Digital Games: Pedagogical Considerations for the Adoption of Digital Game-Based Learning. *Society for Information Technology & Teacher Education International Conference. 2014 (1)*, pp. 1041-1053. Waynesville: Association for the Advancement of Computing in Education.