



**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:**

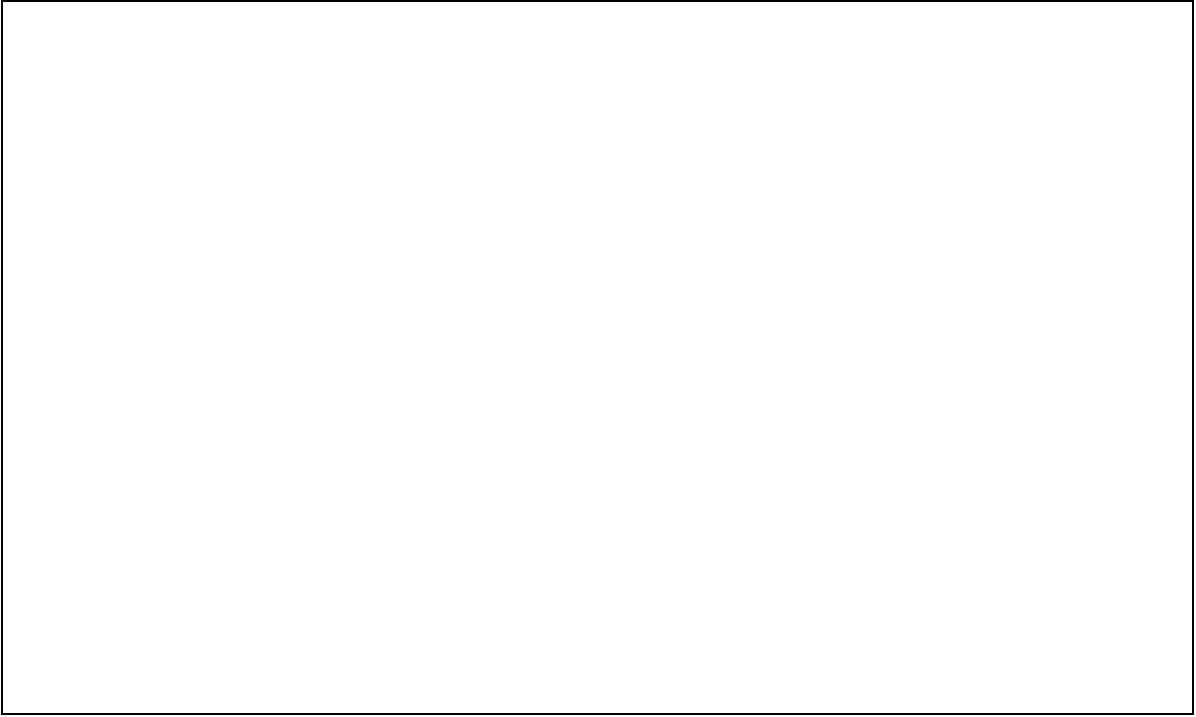
Community in the Classroom Through Collaboration With Students

**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.*

**ABSTRACT**

In this session, we'll explore collaborative practice in the classroom. Participants will reflect upon the relationships they tend to have with their students. A model of teaching that emphasizes collaboration with students will be presented and best practices for collaborating with students will be shared.



### 3) Keywords:

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

Community, Teaching. Collaboration, Mentorship

### 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?*

We need a newsprint pad, internet access, a projection screen and a classroom where sheets of newsprint can be taped to the walls.

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

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

Participants will reflect upon the nature of their relationships with students

Participants will reflect on the potential of community building in the classroom

Participants will learn about a model for teaching Organizational Behavior that emphasizes collaboration and mentorship

Best practices will be shared for collaborating with students

## **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.*

Each of us has a unique relationship with our students. Our view of our students can become a self fulfilling prophesy as they tend to act in the ways that we see them and then this reinforces our ideas for how we need to show up in our role. In this session we invite participants to join in reflecting upon who we are to our students, what our role means and to reimagine the kind of relationship we want with our students, given what we find most meaningful in our careers.

It is easy to become distracted in enacting our role as Professor. At various stages of our career we might find ourselves playing to student evaluations, letting them be key to our self-esteem. Or we might fall into the belief that that our students are unmotivated and only concerned about grades. This view leads us to act as tough disciplinarians trying to force the student's to care about something that they don't, or we might find ourselves acting like cheerleaders, coaxing them into caring about our courses. This invariably leads to a power struggle in which students get distracted from their adult selves and regress into pleasing or denying authority. We can find ourselves meeting our social needs through our students thereby leaving the students without a true teacher to guide them or unable to give them honest feedback. And we can also get caught up in seeing ourselves as the students' entertainers. The students then feel as if they are attending a performance and try to act like a good audience. This is a passive role and the teaching loses its potential to inspire bold action and creativity.

Given these potential pitfalls we must be creative and strong in crafting a conception of our students and our relationship with them that offers more potential. Even the idea that we can choose how we enact the teacher/student relationship is a radical one, as we are being shaped as we are shaping others.

In this session we will explore the paradigm of teaching as collaboration and mentorship. We have found that since adopting this paradigm that the classroom culture shifts dramatically and important work starts to happen almost immediately. This collaboration is not one of equals in that we take our mentorship role seriously and try to own that we have some knowledge and wisdom to share with people junior to me. We also take the role seriously, in that regardless of what we know or don't know, it is tremendously helpful to have someone take the role of mentor and try to get to know the mentee and think only about his/her greater good. The "collaborative" metaphor for teaching also invariably creates the potential for true community that has a common interest and common stake in what happens in the course. When professor and students are working together to craft the classroom, they have important work together and the collaborative relationships formed take on vibrancy and communal feeling of shared responsibility and also shared pride in the outcome.

In this session a model for creating a structure for the collaborative classroom will be shared. The main driver of this is a structure in which each class period features one or two TA's leading the class in tandem with the Professor, designing exercises, experiences and learning designed to both reach their peers and continually build the culture of the class. Students give active feedback after each session and the ability of the entire group grows as sessions unfold. This process is detailed in a proposed JME article (Van Buskirk & London, 2015).

Beyond the proposed structure of the Collaborative classroom, the broader issues of

collaboration and mentorship of students will be discussed. Participants will be invited to share their own perspectives, issues and experiences in collaborating with students in the classroom. Best practices will be discussed in framing these relationships, the contexts that we create for them and the result on the students learning and our own experience.

## **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 will begin by asking participants to describe the kinds of relationships they have with their students and discuss the assumptions these are based upon. Comparing and contrasting our differing relationships will highlight the potential that a variety of relationships is possible and that we can make different choices.

We will discuss the structure of the collaborative OB classroom, watch some video of undergraduate students talking about their experiences in the course and then have group discussion on issues, problems and other applications.

Finally we will have a broader discussion about collaborating with students and stories will be shared for what works and what doesn't.

Participants will leave with a refreshed idea of who they can be to their students and a teaching model to consider in future courses.

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

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

Flip chart and computer.

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

*What is the contribution of your session?*

This session is all about enhancing our teaching as has us all reconsidering the relationships we enact with students.

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

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

This presentation explores a pedagogy that naturally creates community in the classroom and sheds the command and control structure of traditional classrooms for one in which there is a true community built that supports the 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?*

This is a new proposal.

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

References

Baker-Eveleth, L. Chung, Y., Eveleth, D.M. & O'neill (2011) Developing A Community



of Practice Through Learning Climate, Leader Support, and Leader Interaction. *American Journal of Business Education*, 4 (2), 33-40

Van Buskirk, W. & London, M. (2008) Inviting the Muse into the Classroom: Poetic License in Management Education., 32, 3. *Journal of Management Education*, 32,3 294-315

Van Buskirk, W. & London, M. (2012) Poetry as Deep Intelligence: A qualitative approach for the OB classroom. *Journal of Management Education*, 36, 5 636-668.

Van Buskirk, W. London, M., & Plump, C. (2015) Poetry and Poetic Metaphor in Teaching Leadership and Ethics. *In press*.