OBTC Teaching Conference for Management Educators

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

1) Title of Proposal:

Blooming Our Learning Objectives in a World with Handheld Libraries

2) Abstract:

What do students actually need to know when so much can be accessed by the click of a button or flick of a screen? Bloom's taxonomy of educational objectives (as revised by Anderson et al., 2001) is a cornerstone of many of my course R&D initiatives. However, I find myself struggling with the first cognitive process dimension of "remember" given the ubiquity of smartphones, tablets, laptops, and Google. Bring your course objectives, your smartphone, and your imagination and we will explore how to refine those objectives in a world where each student comes equipped with a handheld library.

3) Keywords:

Bloom's Taxonomy, Learning Objectives, Technology

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:

Does your session have any special requirements for space or materials?

Round tables so participant interaction is maximized.

7) Learning Objectives or Goals for the Session:

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

1) Apply Bloom's taxonomy to a set of learning objectives with the focus on the difference between remember and understand.
2) Discern the type of knowledge – factual, conceptual, procedural, metacognitive – related to a variety of learning objectives.
3) Evaluate whether the knowledge is amenable to a Google search.
4) Revise course learning objectives to account for the accessibility of information.

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.

My interest in this topic began as I was teaching a Human Resource Management course. I gave an open book, open note, open Google test. One of the questions asked the students to determine whether discrimination had occurred and required the use of the 4/5 rule to evaluate disparate impact. I realized many students knew that they needed to use the 4/5 rule but didn't know how to actually apply it without looking up the procedure. I struggled with whether this was okay. The issue was complicated by a twist in the question that the googled answer did not accommodate.

This situation forced me to consider more carefully the learning objectives for my HR course. One of the objectives is that students will be able to "ascertain whether discrimination has occurred in a hypothetical situation." In parsing that objective, I found it necessary to think more carefully about what students needed to remember as opposed to what they needed to understand. One needs to understand discrimination basics and may need to remember that a 4/5 rule exists. Students can look up the rest. Is that sufficient? Other examples from HR include:
- Explain the EEOC's process from receiving a charge to right to sue
- Identify the pros and cons of a rank and yank performance appraisal system
- Describe how LinkedIn is being used in recruiting

In Organizational Behavior, the following learning objectives might be modified to reflect the handheld library:
- Describe environmental forces that affect today's organizations.
- Identify steps organizations take to combat workplace harassment.
- Using the Job Characteristics Model, identify whether a hypothetical job is motivational.
- Diagnose a communication problem.

With students who are information literate, support for these learning objectives should be available with a fairly simple Google search. For example, if students understand a categorization of environmental forces, they should be able to conduct a web search that would identify aspects of each of those environmental forces that are active today. Students might need to remember that there is a Job Characteristics Model and understand its basic tenets, but be freed to conduct a web search for its specifics in application-based learning objectives

Anderson et al. (2001) defines four kinds of knowledge, i.e., factual, conceptual, procedural, and metacognitive. It would seem learning objectives involving factual and procedural knowledge are most appropriate to revise. How one actually does this and

the resulting implications for student learning will be explored in this session. Since there is little discussion of this in the literature, it seems a good topic for an OBTC discussion

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.

Welcome to session, objectives, and need (5 minutes)
Lecturette/reminder of Bloom's taxonomy and Anderson's knowledge types (10 minutes)
Example learning objective with and without handheld library and debrief (10 minutes)
     Participants use their own Smartphones to explore use
Participant examples of learning objectives that should be modified and revision (30 minutes)
Conclusion and thanks

10) For Activities and Exercises:

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

11) Implications for Teaching or for Teachers:

What is the contribution of your session?

The contribution of this session is in helping teachers consider how the ubiquity of handheld devices needs to inform their learning objectives. The focus of pedagogy is often on how we can use technology in the classroom to better engage students. While this is a worthy goal, it ignores the reality that students will continue to have access to these tools when they graduate. Our learning objectives should recognize this reality.

12) Application to Conference theme:

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

By framing this as a discussion session, all can be included in the learning as we instruct and learn from each other.

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?

The work has not presented in other forums nor is it currently under review.

14) References and/or Additional Materials:

Anderson, L. W., Krathwohl, D. R., Airasian, P. W., Cruikshank, K. A., Mayer, R. E., Pintrich, P. R., Raths, J., & Wittrock, M. C. 2001. A taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives, abridged edition. ***White Plains, NY: Longman***.

Bloom, B. S., & Krathwohl, D. R. 1956. Taxonomy of educational objectives: The classification of educational goals. Handbook I: Cognitive domain.