



**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**

Submission Template for the 2015 OBTC Teaching Conference for Management Educators

1) Title of Proposal:

Collaborative learning in a student community: Using clickers for fostering discussion in management classrooms

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.

This session demonstrates the use of clickers in creating discussion and debate among students (collaborative learning) and increasing the amount of student-teacher interactions in management classes. Advantages and potential disadvantages of clickers will be reviewed. Qualitative and quantitative results from two student surveys on the use of clickers in classroom will be presented. Then, I will demonstrate a number of ways clickers can be used to make learning more interactive and to engender discussion among students. Finally, the audience will participate in an interactive dialogue and brainstorming about additional techniques for the use of clickers in creating class discussions.

3) Keywords:

Use three or four keywords to describe your session.

Clickers, collaborative learning, teacher-student interaction, classroom engagement

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?

To make sure that my clicker receptor works properly, I either need to use my laptop or need to test the available pc in advance.

I am planning to bring clickers myself. I might need help in distributing and collecting clickers, but I a volunteer from the audience can do that.

7) Learning Objectives or Goals for the Session:

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

1. Participants will be introduced to advantages and opportunities as well as potential disadvantages that clickers can bring to classroom.
2. Participants will learn some techniques for using clickers to increase interaction between the teacher and the students and to create discussions and debates among students.
3. Participants will generate ideas on how to use clickers more effectively for creating classroom discussions, increasing teacher-student interaction, and ultimately improving engagement and learning.
4. Participants will use clickers in this session. This helps participants who are less familiar with clickers to get a quick idea of what clickers can do and how easy it is to use them.

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.

Collaborative learning (Bruffee, 1993) which in part relies on discussion and debate among students, improves effectiveness of teaching (Bligh, 2000; Kulick & Kulick, 1979). Specifically, in the area of management there are usually multiple approaches to problems each with its own pros and cons. Asking students to think about and discuss the pros and cons of each approach can be extremely helpful for development of students' understandings of management concepts. Clickers can greatly facilitate such discussions by providing an opportunity for everybody in the class, in particular introverted students or others who prefer anonymity (Latham & Hill, 2014) to express their opinions. In addition, by showing the diversity of the ideas to the students and the teacher clickers can set the stage for presenting reasoning behind choices made by students (Beckert, Fauth & Olsen, 2009; Keller et al., 2007). Class discussions can happen before or after clicker questions among small groups of students or the whole class. Further, clicker questions help engage students, raise their curiosity, provide feedback about learning to the students, provide feedback about where the class might need more help to the teacher, and increase satisfaction of the students with the learning experience (Hatch, Jensen & Moore 2005; Keller et al., 2007; Kenwright, 2009; MacGeorge et. al. 2008; Osterman, 2007). There is currently a scarcity of research on the use of clickers in management classrooms (Keough, 2012). A study by Keough (2012), comparing two sections of a management class, replicated the positive findings of other disciplines regarding the contributions of clickers to student performance and satisfaction.

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.

1. Clickers will be distributed among participants (2 min).
2. I will start by showing how to use clickers (1 min).
3. I will give a presentation about use of clickers for collaborative and interactive learning. The presentation will include clicker questions and discussions among the audience to show how clickers can be used for that purpose (18 min).
4. Audience will brainstorm to generate further ideas on for effective uses of clickers

- in increasing student engagement and improving collaborative learning (7 min).
5. Clickers will be collected (2 min).

10) For Activities and Exercises:

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

There are lots of evidence on the value of collaborative learning and use of clickers in facilitation of class discussions. Please see the reference section below for some references. I will bring additional data from my own surveys. My data analysis is not complete at this point. However, from my initial analysis it is clear that the students strongly endorse the use of clickers.

11) Implications for Teaching or for Teachers:

What is the contribution of your session?

1. Teachers who have not used clickers before will have a chance to experience clickers and observe what can be performed with them.
2. Teachers will learn some techniques for using clickers in classroom to engage students and to create discussions among them.
3. Teachers might learn further techniques and refinements from the ideas generated through brainstorming by the audience.
4. Hopefully, some of the audience will use clickers in their classes to facilitate collaborative learning and increase students engagement and satisfaction.

12) Application to Conference theme:

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

The session will fit the theme in two ways:

1. The goal is to educate teachers on how to use clickers to facilitate collaborative learning in a community – i.e., the community of students.
2. The session itself will be interactive and collaborative, giving the audience the chance to experience the topic of the lecture and to learn in a community.

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 the first time I am sending this proposal.

14) References and/or Additional Materials:

Beckert, T., Fauth, E. & Olsen, K. 2009. Clicker Satisfaction for Students in Human Development: Differences for Class Type, Prior Exposure and Student Talkativity. ***North American Journal of Psychology***, 11(3): 599-611.

Bligh, D. A. 2000. ***What's The Use of Lectures?*** San Francisco: Jossey-Bass.

Bruffee, K. 1993. ***Collaborative Learning***. Baltimore: Johns Hopkins University Press.

Hatch, J., Jensen, M. & Moore, R. 2005. Manna from Heaven or "Clickers" from Hell. ***Journal of College Science Teaching***, 34(7), 36-39.

Keller, C., Finkelstein, N., Perkins, K., Pollock, S., Turpen, C., & Dubson, M. 2007. Research-based Practices for Effective Clicker Use. ***American Institute of Physics Conference Proceedings***: 128-131.

Keough, S. M. 2012. Clickers in the Classroom: A Review and a Replication. ***Journal of Management Education***, 36(6): 822-847.

Kenwright, K. 2009. Clickers in the Classroom. ***TechTrends***, 35(1): 74-77.

Kulik, J.A., Kulik, C.L., 1979. ***College Teaching***. In Peterson and Walberg (Eds.) *Research in Teaching: Concepts, findings and implications*, Berkeley, CA: McCutcheon Publishing.

Latham, A. & Hill, N. S. 2014. Preference for Anonymous Classroom Participation: Linking Student Characteristics and Reactions to Electronic Response Systems. ***Journal of Management Education***, 38(2): 192-215.

MacGeorge, E., Homan, S., Dunning Jr., J., Elmore, D., Bodie, G., Evans, E., Khichadia, S., Lichti, S., Feng, B., & Geddes, B. 2008. Student Evaluation of Audience Response Technology in Large Lecture Classes. ***Educational Technology Research and Development***, 56(2): 125-145.