



**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:

Quiet Students: Engaging Introverts in a World of Extroverts

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.

Most OB teachers agree that it's important to create a classroom environment that serves as many learning styles as possible. This session addresses the learning styles of Quiet people and the unconscious biases we have when we design the type of fun, interactive classrooms many of us enjoy. The session reflects the lessons I've learned as a mother and advocate of a Quiet 18-year-old. We will discuss and design a lesson plan that fairly balances learner activities and grading assessments for both introvert and extrovert temperaments. For example, vary team size 2-to-3 vs 4-to-6; include reflection journals; try discussion roles.

3) Keywords:

Use three or four keywords to describe your session.

Course Design
Introvert & Extrovert
Assessment of Learning Outcomes

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?

Projector, if possible, for PowerPoint.

7) Learning Objectives or Goals for the Session:

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

By the end of this session, participants will be able to:

- 1) Explain teaching practices that limit Quiet peoples' participation and engagement.
- 2) Reflect on how we might effectively involve Quiet people in the learning community so that teaching/learning activities and assessments are fairly balanced for both introverts and extroverts.

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.

In Quiet: The Power of Introverts in a World that Can't Stop Talking, author Susan Cain argues that we dramatically undervalue introverts and shows how much we lose in doing so. She charts the rise of the Extrovert Ideal through the twentieth century and explores how deeply it has come to permeate our culture. She also introduces the reader to examples of successful introverts.

At least one-third of the people we know are introverts. They are the ones who prefer listening to speaking, who innovate and create but dislike self-promotion; who favor working on their own over working in teams. It is to introverts – Rosa Parks, Chopin, Dr. Seuss, Steve Wozniak – that we owe many of the great contributions to society.

This session explores whether the participants are unconsciously using teaching techniques that are biased toward extroverts. Extroverts shine in whole-class, spontaneous discussions. They feel comfortable when the teacher challenge's their assumptions or cold-calls them during a case discussion. Introverts need different kinds of instruction from extroverts writes College of William and Mary education scholars, Jill Burruss and Lisa Kaenzig. And too often, "very little is made available to that learner except constant advice to become more social and gregarious." It is common for teachers to tell students, "you need to speak up more in class."

Most college teachers don't purposely exclude Quiet people, but our styles of teaching can be a

barrier for learning and for fair assessment of people with a quiet temperament. Upon examination of our teaching styles, many of us will find that we prefer a culture of the Extrovert Ideal. Quiet people may never be able to comfortably speak spontaneously in front of the whole class. The culture of the Extroverted Ideal makes for an uncomfortable, sometimes *unhappy* learning environment for many Quiet people. They don't need to be and cannot be "cured." The bias of this session is that course design needs to change to accommodate *both* extroverted and introverted learning styles.

Rather than using oral participation as a primary grading criterion, ideally teachers might consider alternative assessment measures to also evaluate a student's effort, preparedness and understanding of the course material. For example, most of us are familiar with the "one-minute assessment," where a student quickly writes down what he/she knows or learned from a discussion or reading. Reading these statements aloud or throwing them in a hat for the teacher to read out loud might demonstrate that learning is or is not occurring, and help reduce the *shame* introverts feel of being the awkward quiet kid who can't speak in class. It also helps the teacher know how well the lesson was learned by the class, rather than relying on the statements of a few articulate students as a measure of all students' learning. Varying group size so that pairs and triads are just as common as groups of four or larger, and allowing time for reflection can also be helpful. The use of structured Harkness discussions with clear rules of engagement that moderates the extroverted speaker, and moves at a pace that allows students time to reflect, works better for the introvert than unstructured group discussions. It may be time to rethink how students present orally, and to consider one-on-ones with teachers or in pairs or group presentations where everyone is assigned a clear role. The use of learning journals, which allows the student to reflect, question, integrate their knowledge can be submitted to the teacher regularly. Exemplary online teachers reported that journals provided a window into students' learning process and personality, which helped improve teacher-student relationships and trust. Trust is a key ingredient to feeling safe and ready to learn. As participants engage in this session's discussion, they will devise additional assessment tools that balance both introverted and extroverted learning styles.

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.

Time	Teacher/Learner Activity	Formative Assessment	Intended Learning Objective
3	Introduction:	Poll	To get a sense if this

	Ask: When you teach, are you systematically biased against Quiet People? Participants send their response using Poll Everywhere for anonymous answer.	Everywhere Participant Survey	group feels they are unconsciously biased in their teaching.
7	Ask: Does anyone in this room identify as an introvert? What was your experience in school? Discussion follows the question. Ask: What Power do Quiet People bring to the learning community? Discussion follows the question.		Illustrate the benefits of including Quiet People's perspective
10	Share: Ways we bias our classrooms for extroverts. PowerPoint (handout, if not available) that summarizes Susan Cain's points about Quiet people from her book. It also includes my own suggestions for Cain's thesis applies to the classroom (see answer 8 above).	Peer feedback	Recognize the teaching systems that are biased toward extroverts
25	Pairs/Triads: Devise Strategies for involving Quiet People in your classroom. Handout will be provided with suggestions (See Appendix 1)	Walk around & provide support	Make a plan to include Quiet People in learning activities and assessments.
10	Conclusion: Share: Aspects of plan that might help others. Ask: What is a takeaway for you from this session?	Peer feedback	Reflect on engaging Quiet people in the workplace

10) For Activities and Exercises:

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

See Attached Discussion Questions

11) Implications for Teaching or for Teachers:

What is the contribution of your session?

Techniques for including Quiet people can be applied across all types of management disciplines. The session opens a conversation about Quiet people that allows teachers to reconfigure two key areas in the classroom:

- 1) Teacher/Learner Activities by devising a more balanced mix of learning activities

- that include ones that Quiet people are more likely to participate.
- 2) Assessments, for example, by devising assessment measures that include areas where introverts excel.

The implications are that teachers will better accomplish their student learning objectives because a broader spectrum of the class will actively contribute to the learning community.

12) Application to Conference theme:

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

Learning Communities include both Talkers and Quiet people. If one-third of the community is systematically excluded from the conversations, we lose the benefit of diverse perspectives. Awareness is the first step to change. As we increase our awareness of the “Extroverted Ideal,” we can begin to devise strategies to include views of Quiet people in the Learning 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 these concepts or workshop have been presented.

14) References and/or Additional Materials:

Cain, Susan. (2012) Quiet :the power of introverts in a world that can't stop talking New York : Crown Publishers

Introduction & Debriefing Questions

Quiet: The Power of Introverts in a World that Can't Stop Talking

Opening Questions:

1. Does anyone in this room identify as an introvert?
 - a. On a scale of 1-5 (5=high), how much of an introvert are you?
 - b. What was your experience in school? (focus on high number Introverts)
 - i. Note: if no high number introverts, briefly describe my daughter's experience.
2. Has anyone taught an extreme introvert? What was your experience?

Poll Everywhere

3. Let's use an anonymous poll to get an idea of the teaching methods that you most often use in most of your different courses. Most Questions are True/False
 - a. It's important to me that students participate in class discussions.
 - b. I assign points for participation.
 - c. I assign roles for participation.
 - d. I assign points for listening.
 - e. I employ structured discussions in class – students have assigned discussion roles or a formal structure (e.g. Harkness).
 - f. I employ free-form discussions in class (spontaneous participation or raise your hand participation).
 - g. If a student has relevant knowledge or experience, I would expect that they will share it during class or case discussion.
 - h. I require teamwork in my course
 - i. The ideal team size for work done outside the class is:
 - i. 2
 - ii. 3
 - iii. 4
 - iv. 5
 - v. 6
 - vi. 7
 - vii. >7

After PowerPoint (or handout). The PPT describes how American culture prefers the Extroverted Ideal.

4. What advantages do Quiet people bring to the Learning Community?

After Designing Learning Activities and Learner Assessments that support the Quiet temperament.

5. Share aspects of your plan that might help others in this room.
 - a. What are some examples of teacher/learner activities?
 - b. What are some examples of grading assessments?
6. What is the takeaway for you from this session?