OBTC

Teaching Conference for Management Educators

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

Submission Template

SUBMISSION GUIDANCE

1) Title of Proposal:

What Should You Teach Your Students? Just Ask Them.

2) Abstract:

Before even meeting students, most teachers have a finalized syllabus for the semester, usually borne out of past syllabi or textbook compendiums. However, the comforts of such advanced planning may come at an expense to student engagement and learning. I suggest that the syllabus should be fluid and reactionary to students' demands. From allowing students to pick the topic for the last class to integrating students' reactions into subsequent lectures, teachers can increase class engagement and participation, regardless of the area of study.

Keywords:

Participation, context, engagement, syllabus

3) Format
　X　 Activity or exercise
　　 Discussion roundtable (60 minute only)
　　 General discussion session

4) Time Requested:
　　 30 Minutes
　X　 60 Minutes (*Roundtables must select 60 minutes*)
　　 90 Minutes

5) Planning Details:
Does your session have any special requirements for space or materials?

Screen and projector with sound, as well as notepads and pencils for participants.

6) Learning Objectives or Goals for the Session:
What are 2-4 specific learning outcomes that participants will get from your session?

1) The participants will learn how to create a syllabus around abstract ideas that is welcoming to change and adaptation in the face of student demands and interests.

2) The participants will learn to extract material from students' graded assignments and integrate them into the following classes, as well as create assignments that are ripe for such an endeavor.

4) The participants will learn how to create the final class session only devoted to what the students want to learn, as well as create a question and answer session.

7) 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.

This exercise may apply to any management or academic subject. Leadership, Ethics, Diversity, and other management topics that provide case studies as well as are represented in current real-world events are even better suited for such an endeavor since students are mostly interested on topics and events that impact their lives and those around them. Mostly this session is centered on students as active participants in their learning as well as context-based teaching.

8) 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.

(10 minutes) Presenter introduction and short poll participants will take about how they created their syllabus for the last class they taught.
(15 minutes) Discussion and examples on how to ask for and integrate students' input for each class session.
(10 minutes) Activity in which participants will integrate sample student comments into their following lecture in their own classes.
(15 minutes) Discussion and examples on how to create a whole class session based on student requests. Examples and specific instructions will be demonstrated on PowerPoint as well as on a handout.
(10 minutes) Question and answer session for participants.

9) For Activities and Exercises:

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

I will need a projector and screen as well as notepads and pencils for participants. I will bring my own handouts.

10) Implications for Teaching or for Teachers:

What is the contribution of your session?

My session will provide teachers with another technique to increase class participation and student engagement. Furthermore, it will also provide insight into how much teachers can learn from students, all the while helping teachers become more attuned to students' needs. Finally, it will also encourage teachers to get out their comfort zones by constantly having to research and learn about new and current material.

11) Application to Conference theme:

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

"Learning in Community" aligns perfectly with my session on making students active agents in their own learning. Allowing students to express what they would want to learn from a specific class makes the teaching process to be bidirectional, in which students learn from teachers but also teachers learn from students. Furthermore, it also allows students to gain more control over the learning process and to bring their unique perspectives into the classroom, in addition to the educator's perspective.

12) 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?

I have not presented this proposal before, and it is not under review elsewhere. This idea is original to the presenter. It came about from the presenter's own experiences in her classroom.

13) References and/or Additional Materials: