

**Submission Template for the
2015 OBTC Teaching Conference for Management Educators**

1) Title of Proposal:

Contemplating Reflection in Learning: Aligning Strategy to Objective

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.

As educators, we spend time designing curriculum, syllabuses, learning objectives and actual classroom activity. Often we rely on a classic "debrief" set of questions. In this session, the concept of "debrief" will be explored in the context of an experiential learning model presented by Kolb (1984). Diverse strategies based on learning styles/activities and content of the class will be discussed. Participants will experience a short activity and then offered an opportunity to "reflect" on their learning using the diverse strategies offered in the session. Unique reflections strategies include the use of a metaphor throughout a class and non-verbal approaches.

3) Keywords:

Use three or four keywords to describe your session.

Reflection, Debrief, Experiential Learning

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?

Open space for movement

White board/flip chart

Table and chairs – preferably so small groups can meet

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 broaden their understanding of different learning reflection strategies.
2. Participants will expand their tool kit on approaches to debrief learning activities.
3. Participants will be able to align reflection strategies to a range of objectives.

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.

An experiential learning model according to Kolb (1984) suggests a four stage learning cycle where immediate or concrete experience provides a context for observations and reflections of the learner. The reflections are assimilated into abstract concepts from which new implications for action can be formed. The fourth stage, active experimentation, learners to apply the abstract concepts in critical thinking and application. Reflection becomes the means to transform experience to learning. Ash, Clayton and Atkinson (2005) found that students were dependent on the reflection leader and instructor feedback to refine their thinking and advocated in their conclusion to design reflection in alignment with learning objectives. This session proposed to inspire dialog on a diverse set of strategies for reflection and how they might be used to align with learning objectives.

Ash, S.L., Clayton, P.H and Atkinson, M, "Integrating Reflection and Assessment to Capture and Improve Student learning". *Michigan Journal of Community Service Learning*, Spring 2005, pp.49-60

Kolb, D.A. (1984) *Experiential learning: experiences as the source of learning and development*. Englewood Cliffs, NY: Prentice Hall

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.

Minutes	Step
5	Brief Introduction and overview of session objectives
10	Hand-cuff exercise in pairs (exercise can be managed based on time by giving clues)
	Debrief experiences
2	<ul style="list-style-type: none"> Verbally in pairs
5	<ul style="list-style-type: none"> Small group
5	<ul style="list-style-type: none"> Instructor lead – total group
5	<ul style="list-style-type: none"> Individual written – tree metaphor (developed by presenter)
5	<ul style="list-style-type: none"> Individual free form with play dough
10	Dialog on how to align strategy with learning objectives
10	Sharing of additional methods for reflection
	Handouts on options for reflection

10) For Activities and Exercises:

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

Materials will include rope for handcuffs, play dough and reflection trees (attached)

11) Implications for Teaching or for Teachers:

What is the contribution of your session?

This session is intended to allow for time to reflect upon how we include the design of reflection into our curriculum and classroom objectives. Additionally, participants will be able to be exposed to strategies they may not have considered before, especially the use of metaphor.

12) Application to Conference theme:

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

The example metaphor used by the presenter is an original tree reproduced for students to use in reflecting during each class. Experimenting with this technique for a few semesters has highlighted that the “act” of reflection or as students say “tree time” has become another experience that bonds the class as 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 has never been presented.

14) References and/or Additional Materials:

Name:



MORE

TOPIC

REAL WORLD

SELF