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:

Throw Away the Laundry List: Teaching in Context

2) Abstract:

Concept-based teaching allows new and seasoned teachers alike to frame theoretical concepts, which are traditionally taught in isolation, with an overarching story that is not only of interest but also of use to the students. This technique originated in medical schools and has branched out into elementary and secondary school education, but has yet to fully transition into the college arena. Although it may be more labor intensive than traditional methods, it promises a myriad of benefits to students, including increased in-class participation and long-term retention, and it can be applied to any subject and class level, including large and small lectures.

3) Keywords:

Context, theory, teaching, technique

4) Format

  X   Activity or exercise
      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?

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

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 learn about a new teaching technique, Context-Based Teaching, including its theoretical background and supporting evidence,

2) Participants will learn how to apply this technique to a variety of topics, including in management, psychology, and statistics, and to a variety of class types, including introductory and more specific sessions.

3) Participants will also learn how to create lectures that can serve as models or templates in which they can inject an overarching idea while maintaining the theoretical concepts intact.

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.

Context-based teaching's theoretical support lies in cognitive and educational

psychology as well as classroom management. As a teaching technique, however, it can be applied to any management or pedagogical subject alike.

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.

(5 minutes) Presenter introduction and a short memory experiment on the participants.
(15 minutes) Explanation of the theoretical basis of context-based teaching and its supported benefits.
(15 minutes) Examples of how context-based teaching can be applied in teaching social psychology and leadership and managerial development.
(15 minutes) Activity in which participants apply the information learned to their own subjects of interest.
(10 minutes) Presenter will answer questions from the audience.

10) For Activities and Exercises:

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

Screen and projector with sound, as well as notepads and pencils for participants. I will provide my own handouts.

11) Implications for Teaching or for Teachers:

What is the contribution of your session?

Teachers will learn about a new teaching technique that has yet to be fully adopted by college education. Furthermore, teachers will also improve their skills in applying theoretical or abstract concepts to current events. This may also in turn allow teachers to further think about the real-world application of scholarly subjects, which is something that may be ignored when mired down with a comprehensive amount of teaching material. Finally, it will also help teachers stay up-to-date with world or local events, and may even inspire some very practical and timely research ideas.

12) Application to Conference theme:

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

Context-based teaching fits in perfectly with the "Learning in Community" theme of the

conference. First, it literally brings the community into the classroom. By discussing real-world events or even local news, students and teachers alike our exposed to, can learn from, and can discuss their impact on the world outside of academia. Furthermore, these real-world events that will be used as the framing devices for more theoretical ideas will also introduce other ideas that may expand our understanding of the subject at hand, such as politics, diversity, the economy, and even religious and medical issues. Finally, by referencing and learning about the world, students and teachers alike start become a part of it, maybe even become inspired to action.

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?

I have given a short 5-minute presentation of context-based teaching on The Graduate Center, CUNY's Pedagogy Day. However, it was just a glimpse of what I hope to thoroughly build on for this OBTC conference. Not only will I provide an overall introduction to the topic, but also the theory behind it, templates and instructions that will help instructors apply this technique, and specific examples of how I have successfully applied it myself.

14) References and/or Additional Materials: