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:

3 – 2 – 1 Action: Building a Peer-to-Peer Online Learning Community by Student Presenters Filming Themselves and Creating a Space for Feedback

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.

Who wants to be in movies? Just like acting, not everyone enjoys presenting. To improve presentation skills takes practice, coaching (i.e., feedback), adjustments, and more practice. However, the first time a student presents, and receives feedback is in front of the class. Should this be the student's first stage? We will argue it should be the second stage, after the presenter has received peer-to-peer feedback in the 'safe' space—an online learning community. This interactive session will share how the facilitators utilized technology to maximize course time, improve peer-to-peer feedback and build community while engaging students through making movies.

3) Keywords:

Use three or four keywords to describe your session.

Online Learning Community, Peer-to-Peer Feedback, Presentation Skills

4) Format
__ Activity or exercise
__ Discussion roundtable (60 minute only)
 _XX_ General Discussion session

5) Time Requested:
 _XX_ 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?

Ideally, in order to play videos to illustrate student examples we would like to have an internet connection, sound, and a projector. However, if this is not possible we can host an interactive section without any additional equipment.

7) Learning Objectives or Goals for the Session:

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

- **To improve students' peer-to-peer feedback by creating a safe space**
- **To enhance leadership skill development by creating practice/feedback opportunities**
- **To utilize technology to develop community in an online learning community**
- **To improve student presentation skills by facilitating additional practice and feedback**
- **To improve classroom time management by reducing the time used in class for student presentations**

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.

As future business leaders our students need to develop, practice, and apply the essential managerial task of providing constructive feedback (i.e., developing performance management competence) (Mumford, 2009). Leadership and management skills can be improved by modeling and experiential learning models. Hess (2007) demonstrated that creating practice and feedback opportunities for students enhances student learning. Beck (2014) found that honest feedback and communication contributes to the development of trusting relationships. The advancement of technology, and as more and more business adopt new methods of communication it is critical that students are able to practice managerial tasks in both face-to-face and virtual environments (Schaefer and Erskine, 2012).

In order accelerate the socialization process of the course, which can be slow as students learning and adopting the expectations of the class, as well as, gaining buy-in to the journey of the course (Moser, 1994), our project first builds an online learning community, and then brings that community to life in the classroom. The design of our project was informed by social leverage theory by examining the structural mechanisms and social process to build a community (Parris and Welty Peachey, 2013). Our submission for this year's conference was inspired by the student outcomes of this project, and positive classroom community that fostered throughout the rest of the term.

Our project starts with forming student teams, then having them film their team presentation followed by receiving feedback from another team in a virtual space. Schultz and Quinn (2014) argue for the use of a student-produced video assignment as a means to create active learning environments. A video project teaches students to plan, organize, write, communicate, collaborate, and analyze in a virtual space (EdTechTeacher, 2015). Our project draws on organizational learning and group/team theory, by placing emphasis on feedback at the team level and not the individual level (Hiller and Dunn-Jensen, 2013). Frequently business students are required to work on teams; however, "the team experience does not always teach team skills or capture the teams potential" (Hiller and Dunn-Jensen, 2013, p. 703). Team level feedback enables the work group to assess their overall performance, and to foster continuous improvement as a team.

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.

Our Session Agenda will include:
- **Introduction of the Assignment and Learning Objectives (1 minutes)**
- **Teaching Lesson Plan (in total 20 minutes)**
  - ○ **Student Instructions—a Handout**
  - ○ **Mini Lectures and Resources to Use to Cover the Topics:**
    - ▪ **101 of Making a Video**
      - **Mini Group Activity: Mobile Phone Video Exercise Using Vine—6 second videos, see link https://vine.co/ (5 minutes out of the 20 minutes)**
    - ▪ **Presentation Skills**
      - **Mini Group Activity: Half-Baked Exercise (5 minutes out of the 20 minutes)**
    - ▪ **Tips on How to Give and Receive Peer-to-Peer Feedback**
      - **Mini Group Activity (5 minutes out of the 20 minutes)**
- **Student Examples (2 minutes)**
  - ○ **Examples of Student Videos using Different Technologies**
  - ○ **Examples of Peer-to-Peer Feedback Using Different Methods**
- **Discussion on Student Impact (2 minutes)**
- **Shared Lessons Learned the Hard the Way. Our Ah's and OHHs! (5 minutes)**

10) For Activities and Exercises:

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

Material Needed to Run the Activity (i.e., Technology Requirements):
- **Students can use a variety of technology to film their presentations (e.g. iMovie). iOS devices are extremely portable and iMovie easy to use. Webcams are somewhat limited, but can also be useful.**
- **Students can upload video files from their iPads into Blackboard as long as their video is stored in their Camera Roll. If videos are stored in a cloud service (Drop Box, Google Drive, etc.), they'll have to use a computer to submit their work.**

- **File sizes will vary depending on duration, resolution, compression, etc. Using iMovie on an iPad, a 1 minute video exported at the lowest setting is around 7MB.**
- **The students were directed to view other presentations and provide specific and substantive feedback. Based on student feedback, we discussed the videos during class.**

Evidence of Effectiveness (i.e., Student Impact):
- **Assessment Tools**
  - **Pre-and-Post Qualitative Survey**
  - **Continuous Improvement of Skills Reflected in both Peer-to-Peer Feedback, and Supported by Faculty Evaluations.**

11) Implications for Teaching or for Teachers:
What is the contribution of your session?

- **More efficient use of class time, especially with classes that utilize student presentations.**
- **Opportunity to develop student's ability to provide feedback**
- **Utilize technology to achieve learning outcomes.**
- **Tips on how to creating and sustaining a community both inside and outside the classroom, which fosters continues improvement through peer-to-peer feedback**

12) Application to Conference theme:
How does your session fit with the overall OBTC theme of Learning in Community?

We believe this is an excellent fit for this year's theme as this session will focus on utilizing technology to build an online learning community as well as develop management skills.

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 presentation is unique for OBTC, and has not been presented at any other conference.

14) References and/or Additional Materials:

References:

Beck, C. (2014). Antecedents of Servant Leadership: A Mixed Methods Study. *Journal of Leadership & Organizational Studies,* 21(3), 299-314.

EdTechTeacher. (2015). Video in the Classroom - Retrieved January 19, 2015, from http://edtechteacher.org/tools/multimedia/video-classroom/

Hess, P. W. (2007). Enhancing leadership skill development by creating practice/feedback opportunities in the classroom. *Journal of Management Education, 31*(2), 195-213.

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Moser, M. R. (1988). Feedforward Feedback: a Method of Accelerating the Socialization Process in Undergraduate Courses. *Journal of Management Education, 12*(3), 105-106.

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Parris, D. L., & Welty Peachey, J. (2013). Encouraging servant leadership: A qualitative study of how a cause-related sporting event inspires participants to serve. *Leadership, 9*(4), 486-512.

Schaefer, R. A. B., & Erskine, L. (2012). Virtual Team Meetings Reflections on a Class Exercise Exploring Technology Choice. *Journal of Management Education, 36*(6), 777-801.

Schultz, P. L., & Quinn, A. S. (2014). Lights, Camera, Action! Learning about Management with Student-Produced Video Assignments. *Journal of Management Education,* 38(2), 234-258.