



Teaching Conference for
Management Educators

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

Submission Template

SUBMISSION GUIDANCE

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

1) Title of Proposal:

Read, Review, Reflect: Three similar yet diverse approaches.

2) Abstract:

In reflecting about the positive aspects of classroom participation and the impediments to student engagement, the authors developed a technique that has three parts. This active learning technique involves asking students to – read, review and reflect. Students respond to these directions by submitting a one page summary handed-in at the start of each class. In the session, each of us will tell our story on how we drew from this technique and will share data and personal antidotes collected on the merits of the concept from students including both graduate and undergraduate courses in both domestic and international programs.

3) Keywords:

Engagement, Active learning, Collaborative learning, Critical thinking

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:

We would need a room with a computer and projector.

7) Learning Objectives or Goals for the Session:

- 1) Learn about an engagement strategy that has yielded positive results from students.
- 2) Learn about an attendance management approach that has achieved positive results.

8) Management or Teaching Topics:

Both instructors and students understand the importance of classroom participation in stimulating student engagement, achieving high levels of discussion and, in turn, engagement. However, engagement is not an easy outcome to achieve. Extant research has found that only a handful of students in any particular classroom participate regularly (Fritschner, 2000) and that nearly 50% students do not participate at all in classroom discussions (Howard & Henney, 1998). There are many reasons why students do not take part including large classes, poor classroom design, time of day of the class, intimidated students, intimidating professors, lack of time given to participation, and whether participation counts towards final grades (Nunn, 1996; Rocca, 2010).

At a previous OBTC conference we discussed our personal insights around an active learning strategy that each of us had used in our classrooms. Taking this concept one step further, we adapted our approaches based on our reflective insights and tried them out in the fall of 2014. At the end of the classes we then surveyed our students for their assessment of this approach and asked our students for their insights on our approach. This session provides a summary of our findings, both quantitative and qualitative, and offers our own reflective learning's from the student feedback.

9) Session Description and Plan:

Each of the seminar leaders will share their personal experience with the Read, Review, Reflect technique and will also offer both quantitative and qualitative data that speaks to the student experience of using this approach. An interactive dialogue around the approach will then be held.

Presentation: 3 presenters X 5 minutes each = 15 minutes.

Questions and Discussion: 15 minutes.

10) For Activities and Exercises:

Attach any materials needed to run the activity and debriefing questions. Evidence for

effectiveness may also be included.

N/A

11) Implications for Teaching or for Teachers:

This session will provide participants with details of a variety of ways to implement a technique for increasing timely attendance, active participation, reflection and critical thought in the classroom and evidence, both qualitative and quantitative, that this technique can work in a variety of different classes and programs with both domestic and international students.

12) Application to Conference theme:

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

The technique presented in this session is an example of Learning in Community in two distinct ways. Because the technique is an effective way to increase attendance and participation in the classroom, it is an example of how to improve learning in the classroom community. Because the technique was developed by three professors working together, it is an example of how professors in a local community have worked together and reflected together in community to improve their teaching, and then, at this conference, shared their learnings with the broader community of interested teachers.

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?

As noted above, this work develops a concept reported at an earlier OBTC conference in different ways by three professors, and, importantly, includes student evaluations of these various implementations in six different courses, and then presents the reflections of the three professors on how the technique can be improved.

14) References and/or Additional Materials:

Fritschner , L. M. (2000). Inside the undergraduate college classroom: Faculty and students differ on the meaning of student participation. *The Journal of Higher Education*, 71, 342-362.

Howard , J. R. , & Henney , A. L. 1998 . Student participation and instructor gender in the mixed-age college classroom. *The Journal of Higher Education*, 69, 384-405

Nunn, C. E. (1996). Discussion in the college classroom: Triangulating observational and survey results. *The Journal of Higher Education*, 67, 243-266.

Rocca, K. (2010) Student Participation in the College Classroom: An Extended Multidisciplinary Literature Review. *Communication Education*, 59, 2, 185-213.

