



## **OBTC 2016 at Walsh University June 8<sup>th</sup> – 11<sup>th</sup>, 2016**

### **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\**

## Submission Template for the 2016 OBTC Teaching Conference for Management Educators

### 1) Title, Abstract & Keywords

*In your abstract, please include a brief session description (not to exceed 100 words), and three to four keywords. If your proposal is accepted, this description will be printed in the conference program.*

**Title:** Impact of Course Simulations on the Learning Environment

**Key words:** management education, simulations, learning environment, groups

**Abstract:** How can course simulations be used to teach management and unite students to fulfill a common goal? This session will explore how simulations can be used to; 1) create a climate where students serve one another, 2) encourage students to think beyond the course text book, and 3) is highly engaging. Session includes observations and survey data from distinct courses that have implemented the use of simulations, examples of how simulations can be implemented, and closes with a discussion and critique. Topics covered are applicable to face-to-face or on-line learning environments and examples will be provided.

### 2) Format

- ☐ Activity or exercise
- ☐ Roundtable discussion (60 minute only)
- ☒ General discussion session

#### 2a) For activities and exercises only, is yours best suited for

- ☐ A traditional classroom
- ☐ An online class
- ☒ Either

#### 2b) For activities and exercises only, is yours best suited for

- ☐ Undergraduate students
- ☐ Graduate students
- ☒ Either

### 3) Time Requested:

☐ 30 Minutes

☒ 60 Minutes (*Roundtables must select 60 minutes*)

☐ 90 Minutes

### 4) Planning Details:

*Each room contains a white board with markers, computer (PC) with DVD capability and computer projector. Does your session require any other equipment?*

A computer and projector for a brief Power Point deck and other visual resources. If available, I'd also prefer a room that allows people to move around and work in small groups. Movable chairs are preferred.

### 5) Teaching Implications:

*What is the contribution of your session to management pedagogy/andragogy? Specifically, please include your learning objectives, and describe what management and/or teaching topics are relevant to your session, and why. Also, include theoretical, disciplinary, or theoretical foundations that will help reviewers understand how your ideas fit within the broader field of management.*

The contribution to management pedagogy is primarily focused on active learning. To that end, using course simulations is a type of active learning exercise that effectively increases student learning in the course . From a theoretical perspective active learning is a curricular activity that involves more than passively listening to traditional instruction. There are several primary outcomes associated with active learning, including: increased information retention, and the development of students' higher-order thinking skills such as the ability to effectively analyze, synthesize, and evaluate information (Prince 2004). Similar to many other disciplines, these skills are vital in management.

Learning Objectives of the session include;

**LO 1:** Leave the session with specific best practices on how to use simulations in management courses

**LO 2:** Be familiar with common pitfalls and challenges to using simulations in the F2F classroom and online

**LO 3:** Overcome perceived obstacles that inhibit the use of simulations in the teaching of management

## 6) Session Description and Plan:

*What will you actually do in this session? If appropriate, please include a timeline estimating the activities will you facilitate: how long will they take, and how will participants be involved? Please remember that 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.*

This sixty minute session is broken down into the following four components.

1. Introduction: outline agenda & learning objectives (1-2 minutes),
2. Review and discuss scholarly work (highlights) focused on using group simulations in management courses (10 minutes)
3. Facilitated discussion of how session attendees have used simulations in the past, or for those who do not use simulations what questions do they have or obstacles they face? Participants will be provided a short list of questions, tied to the scholarly work discussed in #3, to generate ideas and take notes (15 minutes)
4. Small group assignment – participants will be provided a description of a simulation and an associated student learning objective focused on management education. Teams will be asked to identify specific ideas of how they would implement the simulation in a course, focused on best practices. In addition, teams would be asked to identify potential obstacles and discuss ways in which one might overcome those barriers. Once done, teams will be asked to share their scenario and report out their ideas (20 minutes).
5. Share simulation survey data & results from the assessment completed at a small public university (5 minutes)
6. Closing thoughts and implications for practice. Take-a-ways that outline a several ideas found in the literature will be provided (5 minutes).

7) Application to Conference theme:

How does your session fit with the overall OBTC theme of *United in Service*?

The discussion session supports the United in Service theme in several ways. First, the discussion is focused on group simulations (e.g. students working on teams to complete the simulation). In that spirit, students are united and serve each other to achieve a common goal. Second, simulations can be effectively used to unite students in non-traditional (e.g. online) courses. Finally, based on observation in the classroom, and survey data, using simulations encourages students to think beyond the course text book and requires them to apply the concepts learned in the course.

8) 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 round table discussion covers practical ways to best use course simulations in management courses. It will also share the findings from a student survey on their views of effectiveness related to using a simulation. This will be of particular interest to those who teach management courses. I have not proposed/presented this discussion session previously and it is unique to OBTC. Further, is not under review elsewhere.