



OBTC 2016 at Walsh University June 8th – 11th, 2016

Submission Template

SUBMISSION GUIDANCE

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** 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.

Line up by attribute: An interactive way to create student groups

This session has attendees participate in a simple process that creates random groups of students for group exercises. In groups created using this process, attendees will discuss advantages and disadvantages of the process and suggest variations thereof. The group-creating process demonstrated here can be about as quick or as slow as one would want to make it (4 minutes to 20 minutes, usually) and is fun, interesting, active, and highly interactive and can be used to create groups for any exercise or simply to break the ice.

Key words: student groups, interactive, ice-breaker

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:

xx 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?

No, I do not require any other equipment

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.

This session demonstrates a simple process for creating random groups of students. In this session I will create groups from the attendees using the process so they can experience the fun and interaction of the process.

I use this process every time I create student groups (as often as each class session).

The objective of the process isn't so much to demonstrate a particular management topic as it is to create random groups in a fun and interactive way and in a way that helps students get to know each other. The process can be used in any class at any level in any topic. If one wanted to derive/demonstrate a management topic from the process it would be in the value of the inherent diversity this process creates in each group.

Simply put, the process is to:

1. Name an attribute each student has (e.g., I ask them to think about the mascot of their high school)
2. Ask students to line themselves up by that attribute (e.g., Broncos, Cowboys, Flivvers, Hematites, Miners, Nimrods, Spartans, Tigers, Wildcats)

- a. Note that students interact with each other to line themselves up. The instructor does not line the students up.
3. Have students count off as appropriate to create the desired size and number of groups

The contribution of this session is in its unique way of creating groups. The benefits of the process include:

- Student interaction (they have to talk to each other to line themselves up)
- Students get up out of their seats and move around
- Students learn interesting things about each other
 - I use a *different attribute* each time I have my students use this process to create groups, so by the end of the semester they've learned a lot about each other!
- Groups are randomly created
 - You've probably experienced that if you ask students to create groups by their own means they consistently group with the same people (those who sit near them). The process demonstrated here creates different groups each time and each group is a random collection of individuals.
- Since students are in different groups each time, they get an opportunity to work with many different people and in many different groups throughout the semester

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.

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|-----------------|--|
| 8-10
minutes | <ul style="list-style-type: none">• Create groups from attendees using the group-creation process. |
| 5 minutes | <ul style="list-style-type: none">• Explain to attendees that they have just <i>participated</i> in the group-creation process in practice. That is, they have just experienced the process. They have been put into groups using the process.• Explain finer points of the process and minor variations on the process. That is, explain exactly what it is I did with them to create groups and what other attributes one could create groups from. |
| 5-10
minutes | <ul style="list-style-type: none">• In the groups created from this group-creation process, have attendees discuss the process -- pros/cons, further variations, etc. |
| 5-10
minutes | <ul style="list-style-type: none">• Groups report back to the whole. |

7) Application to Conference theme:

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

The group-creation process demonstrated in this session is an easy and fun way for students to interact with each other, UNITING them in an understanding of each others' interests, back-stories, personalities, and likes and dislikes.

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?*

I have not presented the work in this proposal before.
This work is not under review elsewhere.