

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: Toward Mindful, Self-regulated Learning: Creation of a Learning Academy for Management Students

Abstract:

Today's learning environment for Management students is filled with challenges, often including long work hours, demanding course loads, and frequent distractions from personal technology devices. Many students struggle to establish personal study skills and habits that will allow them to learn efficiently and resist temptations for immediate gratification. Two Management professors share their experience with this problem from their recognition of significant challenges of the student learning process today, through their exploration of literature from a variety of fields of study, and ultimately to the design, facilitation, and results of a five week, research-based Learning Academy for undergraduate Management students.

Keywords: self-regulated learning, mindfulness, delay of gratification, task switching

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?

We appreciate having access to a computer (PC), a projector, and a white board with markers. No other equipment is required for our session.

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 primary contributions of this session to management pedagogy/andragogy are twofold. First, this session will provide a detailed, condensed summary of high quality learning practices based on several decades of research evidence. This information may be useful to others as they work to enhance their own students' learning. Second, this session will share the experiences of two Management professors as they explored ways to lead their students to become more mindful, self-regulated learners. The processes involved and lessons learned may be generalizable to other efforts participants may undertake.

The learning objectives for the Academy were as follows:

1. To develop awareness of the challenges to student learning today.
2. To introduce students to the concepts of mindful, self-regulated learning that will provide the foundation for improvement.
3. To facilitate students' self-assessment and personal reflection related to their own learning.
4. To employ an active learning process through which students will identify opportunities for improving their learning effectiveness and create action plans to achieve improvement.

The content for the Learning Academy was based on the large bodies of research areas from numerous organizational behavior, social psychology, and pedagogy literatures. Several specific examples of the sources we reviewed are shown below:

Self-regulated Learning

Zimmerman & Kitsantas (2007). *The hidden dimension of personal competence: Self-regulated learning and practice.*

Zimmerman, Bonner, & Kovach (1996). *Developing self-regulated learners: Beyond achievement to self-efficacy.*

Pintrich, Smith, Garcia, & McKeachie (1991). *A manual for the use of the motivated strategies for learning questionnaire (MSLQ).*

Weinstein & Acee (2013). *Helping college students become more strategic and self-regulated learners.*

Delay of Gratification

Bembenuitty (2011). *Academic delay of gratification and academic achievement.*

Avci (2013). *Relations between self-regulation, future time perspective and the delay of gratification in university students.*

Time Perspective

Zimbardo & Boyd (1990). *Putting time in perspective: A valid, reliable individual-differences metric.*

Mindfulness

Rogers & Maytan (2012). *Mindfulness for the next generation: Helping emerging adults manage stress and lead healthier lives.*

Goal Setting

Morisano, Hirsh, Peterson, Pihl, & Shore (2010). *Setting, elaborating, and reflecting on personal goals improves academic performance.*

Task Switching/Multitasking

Bowman, Waite, & Levine (2015). *Multitasking and attention: Implications for college students.*

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.

Today's college students face many challenges to academic achievement, including the same distractions and temptations faced by previous generations along with some relatively new

obstacles to overcome. National data suggest that many students are devoting too little time to their studies, and some have undeveloped study skills and habits. Additionally, cell phones and other electronic devices seemingly demand constant attention, leading to frequent interruptions in students' study time and less depth of focus. Many consider "multitasking" to be an inescapable and embraceable description of student life today, not realizing the cost of constant task switching on the effectiveness of their thought processes and concentration. To overcome these challenges, students must make mindful, self-regulatory choices about how they study, maintain focus, and prevent technology from consuming their time and attention.

Two management professors will share their recognition of these challenges to student learning, their investigation of the issues involved, their review of literature from fields such as educational psychology and neuroscience, and their creation of a Learning Academy for junior-level undergraduate students. The Academy took volunteer students through a five week program that explored high quality, research-based learning practices aimed at enhancing student learning and boosting academic performance. While the Academy included some presentations, the focus was on an active learning approach in which participants completed self-assessments and worksheets that enabled them to learn more about themselves, about the effectiveness of their current study skills and habits, and about possible changes that would lead to a more mindful, self-regulated approach to learning.

Throughout the first Learning Academy, a great deal of quantitative and qualitative data were collected from program participants and compared to a control group of non-program participants. Results will be discussed during the session along with the successes and challenges faced by the professors who created and facilitated the program. The session will close with comments made regarding the adaptability of the program to different environments (e.g. online, shorter/longer time frames, embedded in an existing curriculum). Session participants will leave with (a) a better understanding of the learning challenges facing students in today's Management classroom, and (b) a metacognitive approach to addressing these challenges in a variety of environments that they can adapt to their own classroom/department.

A proposed session timeline is as follows:

- (5 minutes) Introduction.
- (10 minutes) Open discussion with session participants about the learning challenges facing today's Management students.
- (25 minutes) Explanation of the Learning Academy approach to addressing learning challenges in Management students; design, execution, and results of the program will be shared. Session participant questions will be answered throughout.

- (15 minutes) Open discussion with session participants about (a) successes and challenges of implementing such a program, and (b) how the program can be adapted to fit different environments based on professor/curriculum/department resources.
- (5 minutes) Concluding remarks.

7) Application to Conference theme:

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

We were pleased to see conference theme of United in Service, as the Learning Academy is the embodiment of professors and students coming together outside the traditional classroom to understand the challenges to student learning today; to identify effective study and learning processes; to facilitate each student's assessment of his/her own study skills, activities, and habits; and to develop action plans for achieving greater academic effectiveness. This program was voluntary for both students and professors, and this effort was conceived, designed, and executed in order to serve students by meeting an identified need for a type of learning and professional development that was not offered elsewhere. The skills and self-awareness students developed in this program apply not only to the college learning environment but will also transfer to learning, decision making, and professional interactions throughout their business careers.

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 work has not yet been presented and is not under current review.