OBTC

Teaching Conference for Management Educators

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

Mark Cannon, Vanderbilt University
Deborah Butler, Georgia State University
Corbette Doyle, Vanderbilt University
David Laird, Vanderbilt University
Dayle Savage, Vanderbilt University

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.

Technology, Meet Pedagogy: Effective and Faculty-friendly Use of Student Response Systems

While the options for electronic student response systems ("clickers") to poll students continue to proliferate, many faculty face challenges in addressing the following questions: 1. What are my options for using this technology, and is it worth the effort? 2. What are the potential risks from technology glitches and how can I avoid unpleasant surprises? 3. What pedagogical issues should I be thinking through, and what are best practices for using these systems? This interactive session will share and solicit: experiences with multiple technology vendors, best practice strategies, and tips for dealing with problems that may arise. The emphasis will be on the issues of greatest interest to participants.

Keywords: response systems, technology, student engagement

2) Format

___ Activity or exercise
___ Roundtable discussion (60 minute only)
__X__ General discussion session

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

___ A traditional classroom
___ An online class
__X__ Either

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

___ Undergraduate students
___ Graduate students
_X__ Either

3) Time Requested:

___ 30 Minutes
_X_ 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, but wifi is desirable

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 addresses several distinctive pedagogical issues and has a number of key learning objectives. By the end, participants will have:

- A basic understanding of the current technology options for student response systems and the relative strengths and weaknesses of each.
- A better sense of whether and when a polling solution would make sense in their classroom(s).
- More confidence in their ability to choose a polling system that meets their needs without fear of being blindsided by technology failure or other unpleasant unanticipated consequences.
- A better sense of the pedagogical support for alternative uses of in-class polling, from: formative assessments for online or active learning strategies (Flint, 2012) to summative assessments at the end of a class (Warnich & Gordon, 2015) to immediate feedback strategies for faculty or students (Hill & Smith, 2011).
- to summative questions to ask themselves to assess the value of these systems.

- A greater ability to think critically about the pedagogical support for using technology for the learning objectives for their particular courses.

Distinctive Challenges

Faculty comfort with technology varies significantly. Despite the proliferation of technology in the classroom, many faculty lack training and/or may have limited support from their institutions. Two distinctive challenges have to do with technology itself. First, technologies can fail unexpectedly for unknown reasons to the detriment of the class. Technology is rapidly evolving, so it can be difficult to stay current and make good informed choices. Another is the fear that allowing students to use cell phones for polling is akin to opening Pandora's box. Although pedagogy should be the driver of decisions to use technology, technology can sometimes become an end in itself.

Logic Behind Our Approach

We have structured our session to include a range of relevant issues and questions. We have clustered these into three categories of questions that we have found to be of interest to faculty:

1. What are my options for using this technology, and is it worth the effort?
2. What are the potential liabilities and risks of technological breakdown and how can I avoid unpleasant surprises?
3. What pedagogical issues should I be thinking through, and what are best practices for using these systems?

These represent some of the major concerns we are hearing from faculty. Our session was inspired by a range of experiences we have had, and each of our presenters brings a different perspective and knowledge base. Three of us consider our technological capability very limited, and two are active users and experimenters with a variety of educational technologies. The active users have been playing with various versions of these technologies for years, have seen their evolution, and have had multiple experiences (both good and bad) from which others may learn.

What inspired the less technologically savvy presenters was seeing the more experienced presenters in action and observing how much the technology has evolved and what opportunities are available today that have led these faculty to feel comfortable with making the leap to using these technologies. In particular, the current technology worked smoothly, easily, and did not require proprietary equipment (traditional clickers). Instead, students the new Bring Your Own Device ("BYOD) solutions allow students to use their phone, tablet, or computer. This was very heartening to see and opened up a new world for the less experienced users. In the past, many of us have seen technologies fail and consume classroom time unproductively. Alternatively, some have experienced the need to come to class an hour early with a box of cords, etc. to ensure

success. Given the developments in current technologies, we now have seen that these challenges are easily avoided.

In addition, our experienced users are both on a committee that is actively researching which student response software the entire university should commit to support. The committee will make a recommendation by the end of the semester after formal pilots of multiple systems. Thus, these presenters will have just-in-time knowledge of the assets and liabilities associated with several current options.

Given the range of experiences and capabilities our presenters bring to this issue, we hope to provide a session that is supportive, stimulating, and that leads to actionable results for all participants whether they are more or less familiar with these issues.

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.

The outline for our session is below. We will address the three key questions mentioned above. We will begin by engaging the audience in briefly sharing their experiences and indicating what their particular objectives are for the session. Throughout the session, participants will be actively involved in discussion, asking questions, and sharing their own experiences. The bullet points below represent issues that we anticipate may be of interest to faculty, and that we are prepared to discuss. As clarification, we do not plan to address each bullet point in lock step; we will pick and choose according to the interests of the participants.

- Introduction (5)
    - Briefly clarify what we mean by Student Response Systems
    - Note key questions
        - 1. What are my options for using this technology, and is it worth the effort?
        - 2. What are the potential liabilities and risks of technological breakdown and how can I avoid unpleasant surprises?
        - 3. What pedagogical issues should I be thinking through, and what are best practices for using these systems?
- Engage audience (10 min)

    - We will poll participants to assess the current level of expertise and technology fears of the audience
    - Each participant will briefly comment on his or her experience (or lack of experience) with this technology
    - Key question for participants – What would you like to get out of this session?
- 1. Options: “What are my options for using this technology, and is it worth the effort?” (15 min)
    - Early generation (that require distinctive equipment—traditional “clickers”)
    - Later generation (that use phones, computers, i-pads and other devices that students already own)
        - Exemplars (assets, liabilities, costs, etc.)
            - Poll Everywhere
            - Red Hat
            - Turning Point Responseware
    - State of the art: comparisons of the strengths and weaknesses of the core options
    - Potential issues
        - Can we expect every student to own a device?
        - Student misbehavior
        - Cost to students of sending text messages

- 2. What are the potential liabilities and risks of technological breakdown and how can I avoid unpleasant surprises? (10 min)
    - How the technology has evolved
    - Hardware
    - Software
    - Student issues
    - Security

- 3. What pedagogical issues should I be thinking through, and what are best practices for using these systems? (15 min)
    - Options for using this technology
    - Impact on
        - Participation
        - Engagement
        - Effectiveness of active learning strategies (such as problem-based learning)
        - Just-in-time teaching
        - Meaningful course feedback
        - Attendance
        - Per class and Exam results

    - Key considerations in using this technology
        - Research findings
    - Key questions to ask ourselves
    - Mistakes to avoid

- Final issues, questions, recommendations (5 minutes)

7) Application to Conference theme:

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

Our session fits the conference theme of being united in service in several ways. First, we aim to serve our colleagues by combining resources, research, insights, and experiences from faculty with a range of technological capability in the hope that we may accelerate the progress in making informed choices about the use of these technologies and implementing them effectively. For faculty who are not savvy with technology, there is more hope. For faculty who are not sure whether it is worthwhile, we will enable them to make informed decisions without having to reinvent the wheel. For any faculty considering the use of this technology, we address the pedagogical issues that should be the driver of choice, but that can sometimes take a back seat to "cool" technologies.

Beyond uniting in serving faculty, we anticipate that greater capability with this technology provides greater ability to be united in service in the classroom. These technologies enable both greater engagement and a sense of participating in something as a collective or community. Thus, students see and feel that their perspective counts and can be heard even in large classrooms. At some level we believe that using this technology gives a greater sense of what types of collaborations that are potentially available in organizations and societies as for people who wish to be united in service but have not seen the options for doing so.

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 session has been designed explicitly for OBTC. Based on our experience with attending OBTC for over a decade, we are aware of colleagues who would be interested and would benefit from the experience they will have in this session.

References

Flint, M. S. (2012). Formative Assessment to Support Agile Teaching and Active Learning. *Journal for Excellence in Business Education*, *1*(1). Retrieved from http://www.jebejournal.org/index.php/jebe/article/viewFile/15/3

Hill, B., & Smith, R. A. (2011). Engaging students through e-polling. In R.L. Miller, et al. (Eds), *Promoting student engagement* (pp. 145-149). Retrieved from http://cpltl.iupui.edu/media/ecc3d303-651a-495b-a086-69db2de1a647/-364510552/cPLTLContent/2013/PLTL%20Literature%20PDFs/Miller%20et%20al_2011.pdf#page=149

Warnich, P., & Gordon, C. (2015). The integration of cell phone technology and poll everywhere as teaching and learning tools into the school History classroom. *Yesterday and Today*, (13), 40-66.