



Teaching Conference for
Management Educators

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

Submission Template

SUBMISSION GUIDANCE

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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.

Master the Craft: Touching Students' Lives Through Our Teaching

Many faculty were inspired to become educators by teachers who touched their lives and want to recreate that experience for others. We will explore the phenomenon of touching student lives through teaching. We define "touching student lives" as facilitating a breakthrough in an important area of the student's life. It's a "share and learn" session in which everyone can get involved and share ideas. The session will advance the teaching "game" of the presenters and participants by raising awareness of the possibility of touching student lives and finding new ways to do so under a variety of classroom conditions.

Key words: pedagogy, teacher development,

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?

No other equipment required.

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 session is built around a rich topic and content. The goal is to share and create ways to facilitate changes in the trajectory of student lives. It's a "share and learn" session in which everyone can get involved and share ideas. The session will advance the teaching "game" of the presenters and participants by raising awareness of the possibility of touching student lives and exploring ways to do so. The session promises to advance the field by identifying better ways to assess the touching of student lives.

The presenters are highly experienced educators with over 60 years of collective teaching experience. They have touched hundreds of student lives. They will effectively frame the questions and manage the session.

1. Touching the Intellectual Capacity

The first part of the session will focus on better teaching through using "the traditional classroom." Although many have attacked the findings of Arum & Roksa's 2011 book, *Academically Adrift*, the fact remains that very disturbing trends are noted. Just one, of interest here, is the decline in student time spent in academic pursuits. Arum and Roksa report that, "Today, full-time college students on average report spending only twenty-seven hours per week on academic activities – that is, less time than a typical high school student spends at school."

As a result, professors are now facing a new opportunity in the classroom. Instead of assuming that students know what they need and will learn as they need to, professors now have the chance to engage students by influencing their expectations and, dare we say, “sell their subject” in order to engage students. The act of “selling” involves connecting to needs. To get to this level of connection, we have to actually “touch” their lives. We have to show them what we have to offer can make a difference in how they work, how they connect with others, and how they live. It is also critical to show these connections not only as future, “trust us, you will understand later” advantages, but as possible value-adding knowledge and skills in their current lives. This approach involves an early and often intervention in our presentation style, with the topic coverage first beginning with a “relevance” segment, making ties during the presentation to a variety of possible activities (both present and future), and ending with further discussion of application and usefulness. Increasing engagement is a plus, in and of itself, as this leads to better learning outcomes in general (Carini, Kuh, & Klein, 2006).

2. Creating Activities, Assignments, and Exercises that Touch Student Lives

Much of the content that we teach (e.g. organizational structure, job design) does not easily lend itself to touching student lives. The second part of the session will show that one can easily go beyond traditional content through trade books and assignments that require little class time but can have great impact. The attributes of assignments that can touch lives include: 1) important issue, central to their lives, 2) a cognitive model for thinking about the issue, 3) empowerment to address the issue, and 4) incentives for addressing the issue within the assignment. To develop these assignments, listen for themes in what students tell you about issues they are facing and think about life’s big tasks (e.g., finding a meaningful career, establishing relationships, building wealth). Any assignment that effectively gets at one of these will touch some lives.

Arum, R., & Roksa, J. (2011). *Academically Adrift: Limited Learning on College Campuses*. The University of Chicago Press: Chicago, IL

Carini, R.M., Kuh, G.D., & Klein, S.P. (2006). “Student engagement and student learning: Testing the linkages.” *Research in Higher Education*, Vol. 47, No.1, pp 1-32.

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.

Introduction (5 minutes) Definition of touching student lives and examples of student lives being touched.

Touching the Intellectual Capacity (15 minutes)

The first presenter will discuss ways to touch student lives while covering traditional topics (motivation, perception, etc.)

Creating Activities, Assignments, and Exercises that Touch Student Lives (15 minutes)

The second presenter will cover ways to touch student lives on the periphery of the class including such items as extra books, and written assignments.

Round table discussion of ways to touch student lives. (20 minutes)

Wrap up of workshop. (5 minutes)

7) Application to Conference theme:

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

By touching student lives, we are encouraging students to think beyond the textbook and, thus, to achieve breakthroughs and change the trajectory of their lives.

We will support ourselves and our colleagues as we talk about the three stages of a professor's teaching career which we have identified:

Stage 1) Getting the material down. "I hope that they don't ask me anything that I should know and don't." This is the stage of the beginning instructor. The focus is on mastering the content that is being presented.

Stage 2) Presenting the concepts in an interesting and informative way. "Nobody fell asleep today. Minimal texting and Facebooking occurred during class." The typical faculty member performs at this level. Material is competently presented but magic is infrequent.

Stage 3) Touching student lives. On a semi regular basis, students report breakthroughs in their world. Some problem that they were wrestling with is now solved. Or they have gained new insights into their lives. This is the stage that most faculty who love teaching experience on a regular basis. We can't do this at will. We can't predict whom it will happen for. The goal is to create conditions that facilitate lives being touched.

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?*

We presented this as part of a Professional Development Workshop at the 2014 Academy of Management. Because we will have a new audience, new methods for touching student lives will be uncovered.