



**OBTC 2017 at Providence College
June 14th – 17th, 2017**

Submission Template

SUBMISSION GUIDANCE

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Submission Template for the 2017 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: Gather around the “Video-Clip Campfire” and share your best teaching video clips

OBTC has long been a place to discover compelling video clips. We propose another version of our “virtual video campfire” session with a plan to showcase a new set of our favorite clips and invite participants to do the same. Short (less than 5 mins) clips are preferred and we now have the capability to load and play all clips from DROPBOX so there will be *immediate access* to all clips. So bring your best “go-to” clips and we will orchestrate a spirited session -- and maybe even provide a roasted marshmallow.

Keywords:

- Video clips
- Student engagement
- Uniting OBTC communities
- Contemporary pedagogy

2) 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.

No one who has ever been to a great movie questions the power of film to move us emotionally, make us laugh or to stick with us. Video is uniquely suited to show the subtleties, the emotions, and the context of behavior -- and OB / Management provides subject matter particularly amenable to its use. Put simply, video can show organizational

behavior *as it really is*. Contemporary students are particularly engaged with electronic media illustrations and modern technology and access (e.g. YouTube) make the acquisition and use of video more convenient, legal and accessible than ever before.

From an instructional perspective, however, the larger question is how the potential of video can be harnessed to achieve learning outcomes. In 1988, the first two authors of this proposal presented an OBTC session whereby they showcased their discovery of several compelling film clips and how they were using those clips in their classes. That session helped spawn a small band of OBTC “filmies” who would regularly discover and share great clips and relish an annual OBTC reunion with their like-minded colleagues. Now, nearly 30 years later, the revival continues and this annual session is designed to showcase new clips and sources of great clips and mostly to re-energize a community of OBTC’ers passionate about the use of video clips in the classroom.

3) 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.

Our session is overtly modeled after Rae Andre and colleagues (George Hrivnak has carried the torch of late) pioneering experiential-exercise-sharing session. We will begin with a brief introduction of why and when video clips are formidable learning stimuli and what that evidence suggests regarding the most effective use of video in classroom contexts (5 minutes).

We will then quickly transition to showing our own recent favorite clips and inviting discussion of how we use those clips in our classes today (25 minutes).

Third, as noted above, we plan to energize a community of OBTC participants around the topic of video use in the contemporary OB classroom. Toward that end, we will invite participants to briefly share their own favorite clips and how they use those clips to achieve outcomes. Our hope is that the group can sustain beyond the conference, share clips and experiences throughout the year, and re-unite each year at OBTC (30 or 60 minutes pending whether assigned a 60 or 90 minute block).

4) Application to Conference theme:

How does your session fit with the overall OBTC theme of *Navigating the Changing Currents*?

This session has now become something of a tradition for OBTC. This year it fits especially well with the theme of the conference. Using videos in classes can make a profound difference in how we transmit information to our students and provides an effective classroom experience. In navigating the changes in academia, like the increase in online classes, videos can provide professors with additional resources to illustrate concepts when other techniques, like role playing, are not available.

An important element of the session is the discussion that takes place around the videos. This discussion allows us to see the videos from others' perspectives, generating dialogues around how the videos might be perceived by our diverse students, a key demand in our changing colleges and universities.

5) 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?

As noted, we did propose and present the same basic concept the last three years (and in an earlier iteration 29 years ago) – and have thus even labeled this session as a *sequel*. But, of course, the content of the session will be materially different because it is based on a new set of our own clips and dependent on the nature of the participants and the clips they choose to share this year.

References and/or Additional Materials:

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