



**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.

Establishing the Identity of the Class and Instructor

Establishing the class and instructor identities are crucial components of any successful class. At the genesis of the class, the roles of student and instructor are established, the work load set forth, and the class theme is shared. A muddled or bad start is very difficult to overcome. A clear start sets a smooth flight path.

This session has two goals: 1) providing instructors early in careers ideas about beginning their classes and 2) giving all participants opportunities to share ideas.

One presenter will have just completed his first university teaching assignment. The other has over 40 years of experience.

Keywords: class identity, instructor identity, first class

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.

As seen in the references below, the session builds on a rich tradition of examining and refining the art of starting of a class. This session seeks to add to that body of knowledge.

Manning, M. R., & Weber, P. S. (2001) Developing first encounters of the close kind: A beginning class exercise. *Journal of Management Education*, 25, 617-623.

Serey, T. S. (1988). Interviewing the professor: An alternative to the drudgery of the first class. *Organizational Behavior Teaching Review*, 12, 111-114.

Serey, T. S., & Verderber, K. S. (1989). Students & learners: A conceptual distinction to share during first class sessions. *Organizational Behavior Teaching Review*, 13, 133-137.

Warner, A. G. (2016). Developing a community of inquiry in a face-to-face class: How an online learning framework can enrich traditional classroom practice. *Journal of Management Education*, 40, 432-452.

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.

This session will focus on the period from the week before class starts through the second week of class.

The session will open with the novice instructor sharing issues encountered during his first outing as an instructor. This will whet the appetite and imagination of the audience as they recall their own first experiences. (10 minutes)

The middle of the session will be devoted to participants sharing their experiences, techniques, philosophies, and questions related to establishing course and instructor identities. (35 minutes)

The presenters will tie the threads of participant's offerings together and the experienced presenter will share techniques developed over 40 years of teaching. These included advance assignments for the first day of class, assignment of a book for the second week to set the tone, and development of an overarching theme for each course. (15 minutes)

4) Application to Conference theme:

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

A recurrent theme is that as technology continues to change, and we continue to adapt our methods, format and content to adjust. This trend will continue, but the institutional pressures are unstable. Universities want to be on the cutting edge, but they also want to apply best practices. Professors and instructors want to engage students where they are and prepare them for where they are going. Students want to learn, but they are challenged by seemingly outdated expectations for attendance, participation, etc. What challenges the young and the seasoned instructor alike are what to keep and what to toss. Some of the technology practices that continue to evolve (i.e., electronic vs. paper texts, Blackboard, publisher content) consume inordinate attention in class preparation. Our session will provide a chance to step back and examine how we engage students as the class being.

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?

The experienced presenter presented a version of this work before. Because we will have a new audience and a novice instructor who will be participating for first time, new methods for establishing the identity of class and instructor will be uncovered.