# OBTC Teaching Conference for Management Educators

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

## 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\**

## 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.*

*Building a College-Wide Experiential Learning Strategy*

This presentation will describe a college-wide initiative directed at experiential learning. It will highlight strategic processes for enhancing experiential learning, including the appointment of a Director of Experiential Learning, the hiring of students to market experiential learning to students and community partners, experiential workshops for students for enhanced professional development, a centralized process for managing curricular and co-curricular initiatives, and guiding ethical processes. This presentation and discussion will assist those seeking to define, build, and support experiential learning for their college along with finding innovative ways to inspire it.

Keywords: College Initiative, Experiential Learning, Community Engagement

## 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.*

Experiential learning includes community-engagement, service learning, simulations, model building, study abroad, and student research (GMCTE, 2015). Experiential learning is meant to improve student learning by providing students with opportunities to practice the theory they learn (AACSB, 2015; Kolb, 1984). According to Pfeffer and Fong (2002) students need opportunities for applying knowledge and skills beyond what theory offers to be adequately prepared for their careers. Experiential learning seeks to ensure that students go beyond recall of knowledge by learning how to apply knowledge and develop skills (Datar, Garvin, & Cullen, 2011).

A major component of experiential learning is that it allows for the development of tacit knowledge through exposure to applied exercises or engagements. Literature has shown that community based experiential learning is beneficial for students and the community (Bartel et al., 2001). This benefit involves skill development (Madsen & Turnbull, 2006) inspired by hands-on experience (McLaughlin, 2010).

Since experiential learning can involve both internal and external stakeholders (e.g. students, community partners, etc.), there is added complexity versus more traditional approaches. Another factor is that there are many different types of experiential learning (e.g., service learning, simulations, exercises, etc.). For these reasons, it is important for

colleges to consider a strategy for experiential learning that is inclusive of the different types of experiential learning and various stakeholders. A college strategy that allows for multiple experiential learning opportunities can enhance student experience and skill building, which is important given the increasing demand on business schools to be more responsive and accountable for ensuring students are job-ready (David, David, & David, 2011). Enhancing the student experience may also differentiate the academic unit when recruiting students, and the enhanced skills in graduates may be attractive to employers.

This presentation will describe a college-wide initiative to strategically build and position experiential learning offerings. The impetus for the initiative was to ensure a) a higher level student experience, b) enhanced skill development, c) better support and service of community partners, d) improved coordination of internal processes and e) differentiation of our college in the market.

## 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 be comprised of a presentation and discussion with attendees. Although I will share the strategy and logic of the initiative and our experience, I place a high value on engaging participants in discussion to tap in to their expertise and perspectives. I will pose several discussion questions throughout the presentation and invite participants to contribute ideas, and engage in open dialogue. The result will be an insightful learning opportunity for everyone present.

In terms of timing, the session will be 1 hour long. This will include 20 minutes to tell the history and explain the experiential learning initiative, 10 minutes of questions from the audience to ensure clarity and 30 minutes of facilitated discussion around targeted questions.

## 4) Application to Conference theme:

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

A discussion on a college strategy for experiential learning is well aligned with the OBTC theme of *Navigating the Changing Currents*. It specifically aligns with the area listed on the OBTC website that include a focus on "developing effective classroom experiences for our students in the changing academic environment". The strategy for experiential learning that will be discussed will outline specific methods of adapting experiential learning to utilize new technologies and meet changing community needs. Secondly, a discussion on what works and does not work in terms of experiential initiatives also aligns with OBTC area of "creating a forum for demonstrating effective tools to be utilized in navigating higher education." Overall this workshop is aligned in a timely fashion with the focus of this conference.

## 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?*

*I have not presented this before and it is not under review anywhere else.*

**References**

AACSB. (2015). *Experiential learning.* Available at: http://www.aacsb.edu/en/events/Seminars/ curriculum-development-series/experiential-learning.aspx

Bartel, C. A., Saavedra, R., & Van Dyne, L. (2001). Design conditions for learning in community service contexts. *Journal of Organizational Behavior, 22,* 367-385.

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Madsen, S. R., & Turnbull, O. (2006). Academic service learning experiences of compensation and benefits course students. *Journal of Management Education, 30,* 724-742.

McLaughlin, E. (2010). The "real-world" experience: Students' perspectives on service-learning projects. *American Journal of Business Education, 3,* 109-117.

Pfeffer, J., & Fong, C. T. (2002). The end of business schools? Less success than meets the eye. *Academy of Management Learning & Education, 1,* 78-95.