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

Submission Template

SUBMISSION GUIDANCE

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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.

Harvesting our learning together as we navigate the changing currents of collaborative learning

Keywords: Adult learning, collaborative learning and leadership, experiential learning

This session will both introduce and offer participants an opportunity to participate in an activity using a tool called the Interview Matrix which the facilitator was introduced to while instructing in an experiential graduate program (Harris and Agger-Gupta, 2015). The Interview Matrix can be structured using Experiential Learning Theory (Kolb, 1984), while designed to explore a range of content meaningful to adult educators. In this particular session participants will explore the possibilities of co-creating collaborative learning environments in their classroom. This tool generates significant participation in the classroom and it can be adapted for multiple OB-related classroom topics, which will be shared.

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.

Learning Objectives:
To experience a tool that can be adapted to a variety of topics for use in management classroom environments
To identify the possibilities for co-creating collaborative learning environments;
To generate an appreciative dialogue among participants that contributes to the conference theme of changing currents

Collaborative leadership and learning is rooted in adult education theory and practice, through adult educators' historical focus on action-oriented learning and research in the workplace (Argyris & Schön, 1992; 1996; Brown & Tandon, 1983; Kemmis, & McTaggart, 2005; Lewin, 1997; Zuber-Skerritt, 2002). Given that 21st century employees spend a significant percentage of their waking hours engaged with their workplaces (whether in person or through a digital connection), the ways in which they

(and we!) engage and learn with our communities of learning matters now more than ever.

Drawing from scholarship related to both collaborative leadership (e.g., Chrislip & Larson, 1994; Crevani, Lindgren, & Packendorff, 2007; Etmanski, Fulton, Nasmyth, & Page, 2014; Fletcher, 2004; Harris & Agger-Gupta, 2015; Taylor, 2011) and adult education and learning (e.g., Brookfield, Kalliath & Laiken, 2006; Freire, 1983; Knowles, 1984), this session proposes to weave theory with practice by engaging participants in dialogue with each other using an experiential dialogue oriented activity. Participants will experience the activity while in dialogue with each other. Participants will leave with the resources needed to adapt the activity to important management topics they wish to explore with their students in their classroom environments.

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.

Introduction and Overview: Provide an introduction and overview of collaborative learning and leadership principles identified in a forthcoming NDACE article. (10 minutes)

Experiential Activity Overview: Sort participants into four equally distributed groups. Provide participants with instructions for the interview matrix which will create a highly interactive exploration of the session topic and conference theme in dialogue with each other. (5 minutes)

Facilitate the activity and report out (participants will be in dialogue with each other during this experiential activity) (50 minutes)

Debrief, Q&A and exploration of possible adaptations to the activity that participants can explore with each other and the facilitator (25 minutes)

4) Application to Conference theme:

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

The experiential activity being explored is facilitated using a journalist metaphor and involves the identification and development of four questions that will be of interest to

the topic of the session, the conference theme, and application to environments of adult learning.

Specifically, the questions will address the conference theme of Navigating the Changing currents by inviting participants into a dialogue about the changing currents that they are experiencing in their classroom environments with the impact of multiple generations, proliferation of technology and the increase of online learning.

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 facilitated this activity numerous times with graduate learners. I have not previously facilitated it with professional colleagues at a conference. While I have taken the opportunity to leverage the conference theme this tool can be used in any number of ways. My hope in sharing this experiential tool, that was previously shared with me as part of a workshop will result in a tool that organizational behavior instructor colleagues can take, adapt to their specific learning topic, and apply immediately in their classrooms.

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