



## Teaching Conference for Management Educators

**OBTC 2017 at Providence College  
June 14<sup>th</sup> – 17<sup>th</sup>, 2017**

Submission Template

### SUBMISSION GUIDANCE

*\* Remove all identifying properties from this document \**

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*\*Please include ALL supplementary text at the end of this document\* \*Only one document  
should be submitted\**

### **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.*

Tweetbook, FaceGoogle, and InstaChat: Navigating your students' digital waters to increase classroom engagement and learning

This session will discuss the main digital communication tools students use outside of class and show how they are being used by instructors to increase communication, inspire research, and keep students updated on pertinent classroom and world information, any time of the day or night! It will also introduce instructors to free digital tools for easy and effective use in the classroom. Each participant should bring a smart phone or tablet as we will be setting up accounts and interactively using these tools to show how to promote electronic knowledge gathering and learning for both the student and instructor!

## **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.*

The number of virtual tools available for student use grows every day and run from blogs to cloud computing (storing information on a web-based site versus directly on personal hardware) to social networking sites (Demski, 2010). We are fortunate to be teaching during a time when information is a click away, and communication flows through many channels, yet these channels might not be ones we are familiar with, and others might be ones our students are not familiar with.

Social learning was made popular by Bandura (1977), but there is a good chance he did not see the additional value that digital communication would bring to community involvement and networking (Feldstein & Gower, 2015). Free digital tools to increase these critical classroom and business world skills are in ample supply, and this session will show how to use the communication tools most popular with students to enhance the classroom experience, and introduce the instructors to other tools their students will also enjoy using, all while promoting good learning and the instructor's message and reach.

Our learning objectives are:

- To familiarize the participants with easy and free digital tools that students currently use, and others that we have found, to assist them in the classroom
- To make sure that each participant is enrolled in each of the applications we will be showcasing so they are able to use the tool effectively during the session and back in the classroom
- To learn from each other about all of the great digital tools we can all be using to make us more effective educators.

The tools we will be describing and using have been used in management, leadership, and justice classes at the undergraduate and graduate levels to enhance student to student and student to teacher communication, allow for the sharing of student and teacher research, and to engage the students both inside and outside the classroom.

We will actually use the applications during the session, with all attendees participating, and then also have samples of the exemplary work our students have completed by implementing some of these tools.

### **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.*

We will encourage a digital and on-site “town hall” type environment where the attendees will be communicating via the application we are discussing at the time and face to face, and asking any questions as they arise.

This session will begin with a quick introduction by the presenters of the what, why, and how of our session, including set up information (15 minutes), and from then on we will be going through each tool with every participant working right along with us. We will all assist with account set up problems (if necessary) and go through each of the applications listed below so that each instructor will leave being able to use them to enhance the classroom learning and student communication experience.

- Instagram-visual representation of students out learning and interacting outside the classroom
- Facebook Private/Live/Chat-ways to set up a classroom center on Facebook, and allow teachers and students a way to conduct virtual classrooms and chat rooms
- Twitter-research opportunities for classroom topics and communication options
- Socrativ-in class surveys and quizzes with reports emailed to the instructor
- Pocket-application for students and instructors to save articles from the internet that pertain to class
- Weebly-a free blogging and website tool that is user friendly for both students and teachers

Due to the range of user comfort in the session, and our interest in making sure the participants are ready to implement their applications of interest once they are back in the classroom, we

anticipate spending 15 minutes on each of the six tools, along with the 15 minute introduction and 15 minute close for a total two hour session.

4) Application to Conference theme:

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

This session is a perfect match for the 2017 Theme! Digital tools are changing all the time and while we might be familiar with some, or even most of them, there are always changes in the currents and weather that cause us to change course. This session will showcase some of the newer features added to Facebook that allow for virtual classroom sessions, how to use Twitter for student research, how Instagram engages and encourages students to visually tell their stories (reflections), how Pocket helps instructors and students capture and organize their web research, the ability of Socrativ to give smartphone class quizzes or surveys easily and for free (including reporting), and how to get students to improve their digital communication skills through using blog sites, like Weebly, instead of papers for their projects. In short, we are all trying to navigate the digital world to benefit our students the most, and this is a great opportunity to plot our current courses and navigate them together!

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?*

This is the first time we have presented this session, although we have significant experience in working with course design that implements these applications and many more. One of the authors was voted one of the Top 10 Academics to follow on Twitter, and the other has facilitated sessions around the country on using easy and free digital tools in the classroom.

6) References:

Bandura, A. (1977). *Social Learning Theory*. Upper Saddle River, NJ: Prentice Hall.

Demski, J. (2010). 3 FOR 3. *T H E Journal*, 37(7), 32-37.

Feldstein, A. & Gower, K. (2015). Using social network analysis to explore digital student interactions and business competency learning in a web-based educational platform. *International Journal of Information Systems and Social Change*, 6(1), January - March 2015. ISSN: 1941-868X; EISSN: 1941-8698.