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

Submission Template

SUBMISSION GUIDANCE

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: "Please take out your phone!": Students capturing pictures to facilitate engagement

Abstract: Most students are very comfortable with their smart phones, including picture taking and uploading capabilities. This session embraces their comfort and demonstrates an activity where students capture pictures—using their phones—related to course concepts and theories that are used as part of introducing the concept or theory to the class. This student engagement focused activity requires students to explore the concept on their own and in advance, in order to capture a picture and then share with the class why the picture is relevant to the concept. Opportunities to leverage the activity within many management courses will be discussed.

Keywords: pictures, learning spaces, course concepts, student engagement, smart phone

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:
A. Increase student engagement through self-directed exploration of key course concepts, frameworks, and theory.
B. Enhance relevance and application of course material through students' connections of course concepts to current society.
C. Improve communication skills through students sharing how their pictures connect to the course concepts.

Relevant Management and/or Teaching Topics

The first author has used this practice (see section three for summary of main idea) many times in a Creativity & Innovation course. Specifically, students captured and shared pictures related to design, ideation, and course concepts (i.e. empathy, symphony, meaning, play, and story). In discussions with the other authors, the team

generated theories and concepts in other courses (including Intro to Management, Organizational Behavior, Business Ethics, Human Resource Management, Business Communication, Entrepreneurship, Marketing Management) where the activity could be used associated with the topics listed below:

A. Theory: Systems approach, Theory X vs. Theory Y, Hertzberg's Two-Factor Theory, Maslow's Hierarchy of Needs, Expectancy Theory, Three Dimensional Theory of Attribution, Equity Theory, Leadership Theories, Ethical Approaches

B. Course Topics: Workplace design, organizational culture/climate, diversity, inclusion, affect, emotional intelligence (intrinsic and extrinsic), boundaryless organization, flat vs. hierarchical organizational structure, organizational change, leadership styles, organization values, ethical advertising and product design, decision-making, learning organization, control, teams, learning and development, workplace technology, impression management, and professional and/or interpersonal communication.

Theoretical Foundations Regarding Experiential Learning and Learning Spaces

Experiential learning theory (ELT; Kolb, 1984) draws upon the seminal work of John Dewey and Kurt Lewin, defining learning as "the process whereby knowledge is created through the transformation of experience" (Kolb, 1984, p. 41). ELT states that learning is best interpreted as a process rather than as a system of inputs and outputs (Kolb & Kolb, 2005). Our proposal makes particular use of ELT's concept of learning space, which the theory incorporates as an extension of Kurt Lewin's life space concept (Kolb & Kolb, 2005); if life space is "the total psychological environment which the person experiences subjectively," (Marrow, 1969, p. 35), then learning space can be defined as the total psychological environment in which the person learns subjectively (e.g., the classroom and all applicable learning spaces). The learning space concept is reified by situated learning theory (SLT), which specifically cites the importance of learning space going beyond the two dimensions of the classroom (Kolb & Kolb, 2005) and into the third dimension of the outside world. Given ELT's framing of learning as a process, we posit that engagement is fundamentally connected to experiential learning; that students, after all, should be encouraged to engage themselves in transforming everyday experiences and enhance their own learning by so doing. They must ideally do so both in and out of the classroom, and the assignment of photo-capturing as discussed herein is one such experience.

Previous studies have illuminated the potential connection between student engagement and experience-based teaching strategies. Ballantyne & Packer proposed that experience-based learning strategies, such as teaching students about the environment in a way that requires they actually be out in nature during some part of the learning process (2009), should be considered one of five productive pedagogical dimensions that precede authentic student engagement. This framework for student engagement, which included intellectual quality, supportive classroom environment, recognition of difference, and connectedness to the world, was based upon Newmann &

Wehlage's Standards of Authentic Instruction (1994). It is the dimension of connectedness which most applies to the present discussion. According to Newmann & Wehlage, a student's learning has connectedness whenever activities and lessons clearly apply to and incorporate matters outside of the classroom alone, as well as help the student to assess and analyze real-world problems. This dimension is particularly activated when students "use personal experiences as a context for applying knowledge" (pg. 3, 1994). We can therefore assert that experiential learning strategies, such as the capturing of subject-relevant pictures by students, connect to student engagement in a way that goes beyond the implicit.

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.

The main idea of the session is assigning students course concepts and/or theories and asking them to capture a picture (or pictures), using the camera on their phone, that they feel represent these concepts. The goal is that the activity increases students' connection to the topic and likely results in an increased focus on understanding the topic so they can find a picture that they feel identifies with or connects to the topic. Students then share how their picture(s) connect(s) to the concept and any additional insights. This process can be completed individually or in small teams. The assignment can be completed outside of class, or the instructor can use class time where students are provided an opportunity to leave the class to capture a picture somewhere on campus. Last, the activity can be employed in a traditional face-to-face class, in a hybrid class, or in a fully online class.

The following table lays out the plan for the actual 60-minute session:

Phase	Explanation	Estimated Time
Opening	Introduction and overview of topic	5 to 8 mins
Application	Student engagement focused, review how or when it can be used: individual, teams, in-person course, online course.	5 to 8 mins
Introduce Activity	Set up teams of two, explain activity, provide an end time	5 mins
Activity	Participants engage in picture taking activity and email/submit pictures	15 mins
Explanation	Participants explain their connection(s) of the picture to the topic/theory	5 to 8 mins
Courses & Topics	Quick overview of courses and topics where this can be used. First author shares his use of activity and insights.	5 to 8 mins
Conclusion	Final comments, questions, and feedback.	5 to 8 mins
Total Time	Total Time (allowing for technological issues)	45 to 55 mins

In addition, the authors will compile and provide a "Tips & Technological" guidance handout with technology-based options that can be used as part of students' picture submission and display.

4) Application to Conference theme:

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

We feel the proposed session supports the theme of Navigating the Changing Currents in two ways:

A.) This activity provides students an opportunity to introduce their perspectives on course topics and link them to current situations or contexts through the use of picture. The textbook information could be viewed as stale, but this activity may help students to see how the theory and/or concepts are applicable in their current lives.

B.) This activity embraces that students' technology use (i.e. smartphones, apps, campus wifi) can be leveraged to aid in their learning. Students are highly comfortable with smartphone picture use and uploading of pictures. This design meets students in their comfort zone to gain insights on topics that may be unfamiliar to them.

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?

We have never presented this proposal nor the idea anywhere else before. The proposal is not under review anywhere else. The proposal is highly focused on the active experiential learning experience for the student, which may facilitate engagement and learning. Thank you for reviewing and considering this application.

References

Ballantyne, R., & Packer, J. (2009). Introducing a fifth pedagogy: Experienced-based strategies for facilitating learning in natural environments. *Environmental Education Research, 15*(2), 243-262.

Kolb, D. A. (1984). Experiential learning: Experience as the source of learning and development. New Jersey: Prentice-Hall.

Kolb, A.Y. & Kolb, D.A. (2005). Learning styles and learning spaces: Enhancing experiential learning in higher education. *Academy of Management Learning & Education, 4*(2): 193-212.

Newmann, F. M. & Wehlage, G. G. (1994). Five Standards of Authentic Instruction. *Educational Leadership, 50*(7), 8-12.