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.

Educator as Adventurer: Using Inquiry in place of the Swiss Army Knife

Using questions to promote knowledge creation and critical thinking is an ancient and well-documented mode of learning and developing critical thinking. What has shifted, in addition the presence of technology in our lives and classrooms, is a soci-cultural context of "knowing,", which prioritizes and rewards quick fixes, answers, getting to the point, and quantity over quality. To counteract this shift, educators must return to classic approaches. This session will present leading inquiry theory, involve inquiry exercises for management courses, process experiences in group discussions, and offers practical take-aways.

KEYWORDS:
Inquiry
Engagement
Face-to-face education
On line learning

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 for the session:
 Participants will learn how to use inquiry to:
- enliven classroom discussion;
- promote creativity, and
- support cultural diversity.

Management and / or teaching topics addressed:
- Inquiry
- Discussion
- Collaboration

Theoretical Foundations

To understand the contribution of our session, we will begin our discussion by exploring the role of inquiry. First, by briefly discussing the pedagogical tool known as "inquiry teaching," second, by focusing on the power of questions, and finally, on the implications for the mindset and internal state of the inquirer.

American secondary schools adopted an inquiry-based pedagogy in science classrooms in the 1960s as part of an effort to counter Soviet advances (Science Education Commission of the States, 1996, 1995), This approach invited students to put aside rote memorization in favor of creative problem solving. Through an inquiry-based pedagogy, students become active participants in their education by posing, investigating, and answering questions. Today, this approach is still used in primary and secondary science curricula throughout the United States (National Research Council, 2000).

A second type of inquiry developed out of the business consulting domain, pioneered by scholar practitioners. Ed Schien, David Cooperrider, and Otto Schamer were among the important management thinkers who developed a technology/methodology/approach using inquiry that plays an important role in today's college management classroom. A chief difference between the inquiry found in a secondary school and college class is that the secondary school inquiry is used to develop questions that can be answered by experimentation and research, and along the way developing critical thinking skills. In management classrooms, inquiry recognizes the critical role not just of crafting questions, but of how to listen to the response.

Additionally, incorporating inquiry into management courses, supports learning objectives related to organizational knowledge and skill, leadership development, and personal development. In each of these realms, students build competence in dealing with ambiguity, diversity, and culture.

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.

Welcome & Introductions **(5:00)**

Experiential Exercise 1 **(15:00)**

Inquiry Inventory Pair and Share:
- Thinking over the period from when session participants first arrived at OBTC 2017, what kinds of questions are you habitually asking?
- How are you questions different when you're meeting new people than the questions you ask when you run into an old friend?
- What questions have been asked of you?

Debrief in Plenary **(10:00)**

Background & Theory **(20:00)**

Experiential Exercise 2 **(25:00)**
                                                                                           5:00
In plenary, get examples of topics of interest for discussion from the audience (get several), have people vote with hash marks to identify top 4 topics of interest and have one discussion groups form in each corner of the room, *using principles of inquiry*
                                                                                           20:00
In topic groups, using inquiry / higher order questions (as introduced in theory discussion & examples provided on handouts) to explore the topic.

Plenary Debrief **(10:00)**
Debrief how did you experience yourself differently? What got evoked for you (related to the experience of inquiry or what got brought up in conversation)? How was this experience similar or different to how you generally engage in the classroom, including the online environment?

Bringing it Home **(15:00)**
Plenary idea sharing for inquiry-promoting exercises, projects, experiential learning. Exercises from presenters' courses.

4) Application to Conference theme:
How does your session fit with the overall OBTC theme of *Navigating the Changing Currents*?

Our session, "Educator as Adventurer: Using Inquiry in place of the Swiss Army Knife", promotes the use of inquiry as a tool that has many uses for navigating the changing educational environment.

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?

   N/A