



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

**Submission Template**

**SUBMISSION GUIDANCE**

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## **Submission Template for the 2017OBTC Teaching Conference for Management Educators**

### **1) Multilayered Skills Assessment: Using video to provide developmental feedback on behavioral, analytical, and self-evaluation skills in a *negotiation* course**

*Keywords: negotiation, skill development, video, assessment, online learning*

Too often, we don't assess exactly what we want our students to learn. In a Negotiation course, for instance, we presumably expect students to improve their negotiation skills. Yet standard assessment vehicles such as reflective papers, journals, exams, and presentations typically enable instructors to assess students' analytical and/or self-evaluation skills, but not their actual negotiation skills. This interactive session discusses a video-based assignment (used in a Negotiation course, but applicable to any skills-oriented course) that enables instructors to assess students' behavioral skills as well as their analytical and self-evaluation skills. This assignment works well in a traditional, blended, or online course format.

### **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 this session :

- Participants will come away having thought carefully about whether / how they are aligning their assessment techniques with their stated or implied learning goals
- Participants will come away with a clear idea of how to use or adapt a video-based assignment to assess behavioral, analytical, and self-evaluation skills in a skills-oriented Management course such as Negotiation, Leadership, Teamwork, etc.
- Participants will come away with a clear idea of how to offer high-touch, personalized feedback on behavioral skills in the context of a blended or online course.

Relevant management / teaching topics:

- Management topics: Negotiation and other skills-oriented disciplines

- Teaching topics: Formative assessment, Alignment of assessment methods with learning goals, use of technology in teaching, teaching in multiple mediums (classroom, blended, online)

Theoretical foundations:

- Teaching for Understanding (Project Zero / Harvard Graduate School of Education) – in particular, the emphasis on what students should be able to *do*, rather than on what an instructor should “*cover*”
- Sandholtz et al., *Teaching for Technology: Creating Student-Centered Classrooms* (Teachers College Press, 1997) – in particular, the emphasis on using technology to support and enhance student learning, rather than using it for its own sake
- The work at WIDE World / Harvard Graduate School of Education on assessment in online learning (e.g. Spicer, Stark & Wiske, “The Three-Step Assessment Tango: Nurturing and Measuring Learning in Online Professional Development”, in *Evaluation Exchange*, vol XI, no. 4, Winter 2005/2006, available at <http://www.hfrp.org/evaluation/the-evaluation-exchange/issue-archive/professional-development/the-three-step-assessment-tango-nurturing-and-measuring-learning-in-online-professional-development>).

### 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 session will include an explanation of the rationale and nature of the assignment, sample excerpts from student videos and annotations, a brief discussion of how participants might provide multi-level feedback on the excerpts, and a Q&A session. I propose a 30 minute session with the following agenda:

- (00:00 – 00:05) - Provide an **overview** of the purpose and nature of the Video Annotation Assignment. This is an assignment in which students in a Negotiation course use webcams on their laptops or mobile devices to videorecord themselves negotiating a simulation with a classmate. The students then select 5 significant excerpts from the video and, for each excerpt, (1) analyze what is happening (from a negotiation theory perspective) and (2) evaluate the effectiveness of their behavior. The instructor provides 3 levels of feedback on this assignment: (1) feedback on the student's negotiation behavior; (2)

feedback on the quality of the student's analysis; and (3) feedback on the quality of the student's self-evaluation.

- (00:05 – 00:20) - **Show 2 sample excerpts** from student videos, along with the students' analysis and evaluation of each excerpt. (Permission will be obtained from the students in advance). For each excerpt, **engage the participants in a discussion** of how they might offer feedback on the students' observed negotiation behavior, on their analysis of what happened, and on their self-evaluation. Following the discussion, show examples of the presenter's own feedback.
- (00:20 – 00:30) – **Q&A** on any aspect of the assignment (its purpose, logistics, experiences with it, applicability to other types of courses, opportunities for adapting it).

Sample instructions for this assignment will be made available for participants.

#### 4) Application to Conference theme:

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

The proposed session fits with the theme in two ways. First, it navigates the changing currents of technology by presenting an assessment method that can work in a traditional, blended, or fully online learning environment, and that leverages students' increasing access to and comfort with videorecording technology. A decade ago, any assignment asking students to videorecord themselves would have required far more technical support from the instructor and/or institution, in terms of providing web cams or other videorecording devices and in many cases videorecording instruction. Now, webcams are ubiquitous in student laptops, tablets, and other mobile devices – and students are increasingly familiar with their use.

Second, the session navigates the changing currents of higher education. At a time when many are questioning the value of a traditional college education compared with MOOCs and other computerized learning opportunities, the session identifies some specific learning opportunities that can come only from a high-touch, personalized interaction with a live instructor (whether in a face-to-face or online environment) and that would not be possible in an unfacilitated online course.

#### 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 co-facilitated a session at OBTC 2008 that presented a much earlier iteration of a video annotation assignment. That session (entitled “Seeing Yourself in Action: An Innovative Way to Link Experience, Theory, and Practice Through Technology”) focused primarily on the use of a specific technology (then-new video annotation software) to allow students to analyze videorecordings.

This session would be different in two ways: (1) the format and focus of the assignment has been substantially revised since 2008; and (2) the focus of the proposed session is on the alignment of assessment and learning goals, rather than on any particular video annotation technology.

The current proposal is not under review elsewhere.