



**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**

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.

Title: Are We On The Same Page?: Using a Day 1 Questionnaire as a Guide To Develop Positive Student Relationships and an Active Engagement Course Culture

Abstract: What makes a student feel included in a course? What makes a student desire to actively engage in a course? As professors, sometimes our approaches to accomplishing these goals do not coincide with the approaches our students would be receptive to. Oftentimes, we do not find this out until after reading and reflecting on end of course evaluations. In this session, participants will learn how to craft a Day 1 questionnaire for their classroom that can be used as a guide to creating a positive learning environment for each individual student and for the class as a whole.

Keywords: Student Engagement, Leader-member exchange, Pedagogy Strategies

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.

Contribution:

When students are asked about expectations they have for their course professors, some of the common responses are a) they want to have a positive connection with their professor and b) they want to be actively engaged in the course. In order to accomplish this, teachers will employ approaches to make this happen. And while course evaluations provide instructors with valuable feedback to improve their teaching, unfortunately the feedback is typically received at the end of the semester. When changes or approaches are made, it is actually the students in subsequent terms that actually benefit from the course improvements rather than the current students. In addition, there is no guarantee that these new approaches will work or be effective in upcoming courses, since the feedback is based on data from past students. This session promotes an idea that reduces this lag and promotes the idea of management educators being proactive in designing an instructional approach that will meet the needs of students currently enrolled in courses. This approach has several contributions to management pedagogy. One, having key information on the

expectations and needs of students at the beginning of the semester provides management educators with a better gauge to how they should approach a course. Two, it will provide instructors with a roadmap for how to develop positive relationships with the current students in the class and to encourage active student engagement. Third, using this approach has the potential to result in better scores on end of semester course evaluations.

Learning Objectives:

1. Attendees will learn best practices for implementing a Day 1 Questionnaire in their classrooms.
2. Attendees will brainstorm ways to modify a Day 1 Questionnaire tool for their respective management courses.

Theoretical/Disciplinary, or Theoretical Foundations:

The basic underlying theoretical foundation for this session is Leader-member exchange (LMX). The focus of LMX is on the quality of the relationship between the leader and the follower (Graen & Uhl-Bien, 1995; Liden & Maslyn, 1998). According to LMX theory, high quality relationship between a leader and a follower usually result in positive outcomes to an organization. One of these outcomes is performance. The LMX framework has been shown to be applicable in teacher-student relationships (Ugrin, Odom, & Pearson, 2008). Also, in organizations, leaders have high quality relationships with some individuals and low quality relationships with other individuals. As a result, this leads to the formation of in-groups and out-groups (Bess & Goldman, 2001).

The truth is that LMX plays a role in the classroom whether we want to believe it or not. The connection that we have with our students can possibly affect their willingness to be engaged in the course. In addition, there are students in our classes that we have stronger relationships with (in-group) more so than others (out-group). Based on this premise, using a Day 1 Questionnaire provides vital information to the instructor that can be used as a guide to develop high quality relationships with all students and to determine an overall approach and strategy to encourage active student engagement based on the individual needs of the students.

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.

1. 5 Minutes: **Introduction**

2. 10 Minutes: **Prompting Questions**: Attendees will be asked to individually complete the following prompting questions on piece of paper:
 - a. *Students actively engage in a class or course when they....*
 - b. *Students actively engage in a class or course when the professor...*
 - c. *Students feel included in a class or course when the professor...*

3. 10-15 Minutes: **Small Group Discussion**: Attendees will be put in groups to share their thoughts with their peers and to compile their results. The end result will be for each small group to determine their top themes in preparation for the large group discussion.

4. 10-15 Minutes: **Large Group Discussion and Reflection**: Each small group will share their thoughts with all session attendees.
 - a. *Discussion question: Are there any common themes from all the groups?*

5. 1-2 Minute: **Paradigm Shift Moment**. At this point in the session, I will pose the following questions/statements:
 - a. The compiled results are based on our experiences with students in previous semesters.
 - b. To be proactive, why not get information so that we can benefit our students in the current semester?

6. 15 Minutes: **Day 1 Questionnaire Example**: Each participant will receive a copy of the Day 1 Questionnaire I created for my courses (see Attachment). I will share my thoughts on a) why I started implementing this in my courses on the first day in order to reduce the lag caused from end of semester course evaluations, b) what I learned from my students after they completed the Day 1 Questionnaire (I will share actual feedback I received), c) how I used the information to shape my management courses for the semester (Principles of Management, Organizational Behavior, Entrepreneurial Management), and d) tips and best practices for implementing this tool.

7. 10 Minutes: **Closing Discussion and Q/A**

*** Note: Discussion questions below will be used as a way to start the closing discussion and to encourage reflective dialogue between all attendees.

- a. *Ideas on additional questions to ask as it pertains to student-teacher relations?*
- b. *Ideas on additional questions as it pertains to active student engagement?*
- c. *Any additional applications for this tool?*

4) Application to Conference theme:

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

The OBTC 2017 theme is titled “Navigating the Changing Currents.” This session fits within the overall theme in several ways. First, it connects with the words *changing currents*. The needs and expectations of our student population are changing. What we as management educators consider as best practices for teaching may not work with this generation of students. Thus, we may be holding outdated mental models of what students want and expect in our classes. Being aware of this possibility and willing to acknowledge this is the first step. The second connection is in regard to the word *navigating*. If we accept the premise that student needs and expectations are changing, we as management educators need to have a method, guide, or tool to determine how we will proactively respond to these changes. This session will provide a tool that management educators (at all experience levels) can use. In addition, it promotes the idea of continuous improvement, which is what we as management educators should be striving to do in order to create positive learning environments for our students. Finally, this session can encourage each of us to embrace the idea of evolving as a teacher over time so that we can continue to meeting the needs of our students each semester.

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 would be the first time that this work would be presented, and it is not under review anywhere else.

REFERENCES

- Bess, J. L., & Goldman, P. 2001. Leadership ambiguity in universities and K-12 schools and the limits of contemporary leadership theory. *The Leadership Quarterly*, 12(4): 419-450.
- Graen, G. B., & Uhl-Bien, M. 1995. Relationship-based approach to leadership: Development of leader-member exchange (LMX) theory of leadership over 25 years: Applying a multi-level multi-domain perspective. *The Leadership Quarterly*, 6(2): 219-247.
- Liden, R. C., Wayne, S. J., & Stilwell, D. 1993. A longitudinal study on the early development of leader-member exchanges. *Journal of Applied Psychology*, 78(4): 662-674.

Ugrin, J. C., Odom, M. D., & Pearson, J. M. 2008. Exploring the importance of mentoring for new scholars: A social exchange perspective. ***Journal of Information Systems Education***, 19(3): 343-350.

ATTACHMENT
FIRST CLASS DAY – STUDENT QUESTIONNAIRE

Name:

Major:

Year/Classification:

The things I hope to **learn** in this course are...

I actively engage in a class or course when I...

I actively engage in a class or course when the **professor**...

I feel included in a class or course when the **professor**...

I would describe my **learning style** as...