



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

Submission Template

SUBMISSION GUIDANCE

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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.

The Effect of Interruptions on Learning in e-Learning and Technology Based Learning Environments

Interruptions have been reported among the most common reasons why learners have trouble attending to and completing online training (Baldwin-Evans, 2004). Yet, research is lacking in identifying underlying characteristics of interruptions that detract learners during online training and how they impair learning and performance. This session will offer a theoretical framework based on data I collected that provides a typological characterization of interruptions that occur during online training and explains their effects on learning. In addition to presenting on the effects of interruptions during online training, useful self-regulatory learning strategies for managing interruptions will be discussed.

Keywords: self-regulation; e-learning; knowledge acquisition; time management

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.

My contribution to management pedagogy/andragogy is to provide insight about self-regulatory learning strategies for managing interrupted training, which is particularly prevalent in e-learning and technology delivered training environments. This discussion applies to individuals of all stages of trainee development.

The learning objectives include:

- Understanding the primary characteristics and dimensions that distinguish among different types of interruptions that can arise during online training.
- Understanding aspects of learning outcomes that are impacted by interruptions.
- Understanding the cognitive, motivational, and affective components of self-regulation that help buffer the negative impact of interruptions on learning.
- Build strategies into online coursework that employs self-regulatory management

I utilize various theoretical frameworks to help explain how interruptions impact learning through a cognitive, motivational, and emotional lens. Examples of theories I use include, Yerkes Dodson

principle, cognitive load theory, self-regulation theory, goal setting theory, and activity regulation theory. These theories can be applied to research conducted on managing competing goals, goal setting, training and development and knowledge and skill acquisition.

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.*

I estimate that thirty minutes will be sufficient for the session. In the first half of the session, I will provide an overview of my research findings and theoretical framework. The second part of the session is designed for participants to offer feedback about the framework and share their personal thoughts for helping students manage online training and avoid negative consequences of interruptions that are often outside their awareness.

4) Application to Conference theme:

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

Online learning is a growing trend that has substantially changed the delivery of education and workplace training because it promotes the convenience of anytime, anyplace learning. However, it relies tremendously on learners' abilities to self-regulate their training. Trainees and students often encounter the problem of how to manage one's attention, time, and focus to effectively learn. Interruptions that occur during online training often undermine the learning and knowledge acquisition process and are a common reason why students abort online training. Interruptions not only shift focus and attention away from the training, but depending on the type of interruption employees sometimes have no choice but to exit their training altogether. This research offers valuable practical tools for educators and students to use to better strategize the learning process in the face of interrupted training. It provides clarification over how and why learning is compromised during interrupted training and how to mitigate the problem.

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 work has not been presented elsewhere and is not under review.