**Title:**
Reflective Reinvention: Let’s Turn Back the Clock to our First Few Years in the Classroom

This roundtable discussion will begin with the facilitator sharing experiences with meaningful mentors, significant student experiences, and other early teaching moments in order to bring forward and reignite the initial passion behind some of the OBTC’ers and their profession. The facilitator will begin by sharing her experiences as a doctoral student teaching a course outside her area of interest, and how this opportunity led to an area of self-discovery as well as ways in which class cohesiveness developed and flourished. Participants will be asked to share similar experiences, with one goal of the session being to specifically identify “lost moments” or “forgotten techniques” that if reintroduced, may enhance the classroom experience for the students (and the instructor as well!). Additional outcomes may include the sharing of knowledge between participants, so as we can learn from each other in regards to what meaningful exercises/techniques/projects were done in their early days of teaching, which may have been long forgotten and could be beneficial to today’s students.

**Keywords:** reflection, teaching techniques, meaningful experiences

* **Introduction**. Provide a brief introduction that establishes the purpose and focus of the discussion. Describe what the intended outcome of the session will be and who the target audience is.

 It seems fitting that in my 19th year of teaching, I am reflecting upon many of those experiences and master teachers and mentors who had such an influence on me in my first fumbling attempts to teach (as a new doctoral student). Reflective reinvention, then, if selfishly applied, can be thought of as how we might look back at those things that we were passionate about at the beginning of our career, and how these things may have been left behind in the race to keep up with the technological advances that we have been expected to incorporate into the classroom as well as all of those other demands upon our time. So let’s think back to our beginnings…….
 As a doctoral student, my first teaching assignment was outside of my “area”; I was to teach the Strategy Capstone Course (me being a micro-gal who was very excited about her OB seminar but not so excited about OT). However, as we all remember, when one is a doctoral student, one goes where their faculty advisor leads…
 The resulting semester produced one of the most cohesive and collaborative group of students that I’ve ever had, and one of the underlying reasons for this was that I learned alongside the students, and they were in full knowledge of this. This happened in several other classes in the past few years; the bonding mechanism seems to be the idea that I was not the sage on a stage, imparting knowledge, but rather was a living, breathing, and significantly older “student” in one sense. In other words, I too, was embarking on a learning journey.
 This session is designed to engage participants by encouraging the sharing of best practices, especially those which have resulted in classroom experiences which have stayed in the memory of participants as meaningful and relevant occurrences which led to evocative outcomes. Audience members will have the opportunity to dissect their experiences, and to share how others could implement similar methods in either their undergraduate or graduate classes.

* **Theoretical Foundation/Teaching Implications**

 As management educators we often focus on our unique area of expertise and possess great knowledge within our own respective disciplines, and while this approach often allows us to transfer knowledge to our students, it sometimes can leave them without the practical experience necessary to transfer that knowledge to real world experience. Additionally, educators may often move on to newer and more technologically advanced methods of teaching, leaving behind methodology and activities that worked exceptionally well in the past, but are perhaps not cutting edge anymore and are relegated to the “teaching graveyard”. The combination of these two phenomena may result in classrooms that are less engaged with students who seem uninterested in learning anything other than “is that going to be on the exam?”

 To this end, then, educators may lose sight of the fundamental techniques/exercises/activities that, in the past, seemed to increase student’s motivation to learn. There is ample evidence that high student interest is related to positive student learning outcomes (e.g.., Bergin, 1999; Hidi, 1990; Weber & Patterson, 2000) and that there is a causal chain from interest to intrinsic motivation to learning outcomes (Schiefele, 1991). While this session does not specifically suggest that educators today do not attempt to motivate students, it could be that integrating more “proven” activities and projects to generate interest will lead to a more intrinsic motivational orientation for learning, which in turn may lead to specific learning strategies including critical thinking, which can lead to learning depth and increased comprehension.

 For some educators, the increased amount of time spent on keeping up with the technological advances demanded by current course structure (posting lectures, learning software, the use of apps, etc.) may take priority over the implementation of time-consuming semester-long projects and activities. Again, this session does not offer an opinion on the topic of technological advances but rather suggests that the effectiveness of pedagogical approaches which have worked in the past may in fact be found to be effective in increasing student interest, which may lead to increases in student motivation and thus, increased learning.

**Session Description.**

 The best roundtable discussions often come with little structure, other than setting the stage, at least in my experience at OBTC over the past 16 years. I plan to briefly (8-10 minutes) describe some experiences that have been meaningful to my teaching, focusing on those that occurred in the first 5 years of my career. Specifically, those experiences as a doctoral student and as an early career educator at my first University position. For example, one class helped develop the framework for a community event that the instructor was in charge of, and through the process of using student ideas and feedback, student participation in the event (a Walk/Run that raised money for the Cancer Center in town) was nearly 100% (through participation and volunteering). Session participants will be asked to share their “best practice” with ensuing discussion revolving around how others could possibly implement something similar in their class. A priority will be to generate a list of methods, activities, projects, and so on which participants can either adopt or adapt for their own use.

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