OBTC
Teaching Conference for Management Educators

IOBTC 2016 at
University of Winchester
July 8th – 9th, 2016

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 of Proposal:

Using Storyboard in Teaching Business Leadership

2) Abstract:

Please include a brief session description (not to exceed 100 words).If your proposal is accepted, this description will be printed in the conference program.

Stories are effective tools in management education. This proposal explains the benefits of incorporating stories in business courses, and gives an example on how to design an in-class exercise with the help of storyboard when teaching business leadership, and why storyboard works better to elevate aspirations than a common PPT presentation. The exercise combines interactive problem solving and critical thinking, aiming at motivating to actively participate and interact during the teaching session. The opportunities and the changes of the teaching method will be further discussed.

3) Keywords:

Use three or four keywords to describe your session.

Story, Storyboard, Leadership, class activity

4) Format

  X Activity or exercise
  ___ General discussion session

5) Time Requested:

  ___ 20 Minutes
  X 30 Minutes
  ___ 60 Minutes

6) Planning Details:

Does your session have any special requirements for space or materials?

No

7) Learning Objectives or Goals for the Session:

What are 2-4 specific learning outcomes that participants will get from your session?

1. Understand the benefits and rationale of using stories in elevating aspirations in classroom.
2. The advantages of using storyboard in classroom teaching.
3. Design classroom activities using storyboard in teaching management topics.

8) Management or Teaching Topics:

Describe what management and/or teaching topics are relevant to your session, and why. Please include theoretical, disciplinary, or theoretical foundations that will help reviewers understand how your ideas fit within the broader field of management.

This session will explain and demonstrate how to use storyboard in teaching business leadership, basing on the results of a group simulation activity. Teaching topics related to leadership styles, team management, organizational behavior and group dynamics are relevant to this session.

In addition, as the session explains why use of stories and storyboard benefit student learning experience and elevate aspirations, learning theories and communication strategies will also be mentioned in the session.

9) Session Description and Plan:

What will you actually do in this session? What activities will you facilitate, how long will they take, and how will participants be involved? 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. Include a timeline for your session.

The session involves an introduction of the class exercise followed by a discussion with the participants.

1. We will first explain the benefit of using stories in teaching, why it is essential for students' skill development. Explain what storyboard is, what the elements are, and why storyboard prevails over a common PPT in motivating students to achieve learning goals.(5 minutes)
2. Give an example on how to use storyboard in teaching leadership based on the online simulation (Climbing Mt. Everest), explaining the background information of the simulation (5 minutes), and how to design the group report using storyboard (10 minutes).
3. Discussion with participants on the improvement and the generalization of the exercise (5-10 minutes)

10) For Activities and Exercises:

Attach any materials needed to run the activity and debriefing questions. Evidence for effectiveness may also be included.

The students are required to login an online simulation account to accomplish this task. The simulation uses the dramatic context of a Mount Everest expedition to reinforce student learning in group dynamics and leadership. Students play one of 5 roles on a team of hikers attempting to summit the mountain. During each round of play they must collectively discuss whether to attempt the next camp en route to the summit. Ultimately, teams must climb through 5 camps in 6 simulated days totaling approximately 1.5 actual hours of seat time. Team members analyze information on weather, health conditions, supplies, goals, or hiking speed, and determine how much of that information to communicate to their teammates. Along the journey, the team must also decide how to effectively distribute supplies and oxygen bottles needed for the ascent--decisions which affect hiking speed, health, and ultimately the team's success in summiting the mountain. Failure to accurately communicate and analyze information as a team has negative consequences on team performance.

After the simulation tasks, students will be asked to evaluate the effectiveness of the team leader.

Specific questions include: What did the leader do? Did he/she facilitate or hinder the process?

What elements are included in the Leadership process/equation? Just the Leader? Or some other elements which are also included in the process?

The instructor will then comment and lead the discussion on the leadership styles and their relationship with team performance.

11) Implications for Teaching or for Teachers:

What is the contribution of your session?

Benjamin Franklin said: Tell me and I forget, teach me and I may remember, involve me and I learn."
This session introduces the use of storyboard, a tool that guides students in critical thinking and involvement in classroom teaching. Examples and guidelines are given on how to incorporate storyboard in the process of course design.

12) Application to Conference Theme:

How does your session fit with the overall IOBTC theme of *Elevating Aspirations*? Current business education in universities mainly focuses on content delivery. This traditional teaching mode is even more severely challenged in management discipline in that the subject is largely skill based instead of concept based. The concepts and theories are sometimes too abstract to most undergraduate students without actual working experience. Under this situation, lecturing only is not an ideal way of passing on knowledge. In addition, pervasive use of electronic portable devices among students makes it even harder for instructors to attract attention from the audience, and less imparting knowledge and motivate students to learn. Therefore, involving students in the teaching process is of vital importance to educators. This session offers a solution and example on involving students in classroom teaching.

An online simulation game requires students' participation in solving problems, and the presentation using storyboard avoids linear thinking (Branham, Wahid, & McCrickard, 2007). The basic requirement for storyboard is that it to divide the story into logical, nonlinear parts. Instead of thinking "first part," "second part", or "the next part". It helps to avoid linear thinking. The home page comprises a headline, nut graph, an establishing visual (can be a background or central photograph, a slide show or a video), and links to the other parts, which are usually subtopics of the overall story.

A high quality storyboard also needs a proper arrangement of media (video, still photos, audio, graphics and text) that is complementary, not redundant (Jonassen, Howland, & Marra, 2008). A proper use of the storyboard allows students to have a better understanding of the important elements in their user to experiment with changes in the storyline to come up with the logical sequence or the optimal scenario that evokes stronger reaction or interest from the audience. In sum, storyboard is a template for students to come up with a meaningful story for communication.

13) Unique Contribution to IOBTC:

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 IOBTC conference?

This proposal has not been presented before nor under review of any kind.

14) References and/or Additional Materials:

Branham, S.M., Wahid, S., and McCrickard, D.S. (2007). Channeling Creativity: Using Storyboards and Claims to Encourage Collaborative Design. Retrieved June 4,2009, from http://www. people.cs.vt.edu/~mccricks/papers/bwm-cc07.pdf.

Jonassen, D.H., Howland, J., Marra, R.M., & Crismond, D. (2008). *Meaningful learning with technology* (3rd ed.). Columbus, OH: Pearson Education, Inc.

Print screen of the online simulation