



Teaching Conference for  
Management Educators

**IOBTC 2016 at  
University of Winchester  
July 8<sup>th</sup> – 9<sup>th</sup>, 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\*

## **Submission Template for the 2016 IOBTC International Teaching Conference for Management Educators**

### **1) Title of Proposal:**

*Developing Global Curiosity in the Study of Management*

### **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.*

How does one inspire student's global curiosity after a management course? In the ever expanding world of international business management, courses must prepare their graduates with the knowledge necessary to operate in a global context. That said, simply teaching students the global skills of today doesn't necessarily prepare them for the changing world of tomorrow. How do we inspire students to continue to learn? Through the review of several studies on management education, Scholarship of Teaching & Learning (SoTL), and curiosity - this session explores how instructors can effectively increase student curiosity on global issues. Preliminary results from a SoTL research study will be shared.

### **3) Keywords:**

*Use three or four keywords to describe your session.*

Curiosity, Scholarship of Teaching & Learning (SoTL), Global, Management Education

### **4) Format**

- Activity or exercise
- General discussion session

### **5) Time Requested:**

- 20 Minutes
- 30 Minutes
- 60 Minutes

### **6) Planning Details:**

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

A computer and projector for a brief Power Point deck and other visual resources. If available, I'd also prefer a room that allows people to move around and work in small groups. Movable chairs are preferred.

## **7) Learning Objectives or Goals for the Session:**

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

**LO 1:** Leave the session with specific classroom practices on how to stimulate ongoing global curiosity

**LO 2:** Increase familiarity with scholarly theories and concepts focused on student curiosity and management education

**LO 3:** Hear diverse perspectives on creating learning environments that encourage ongoing curiosity through discussion with colleagues

## **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.*

- **Developing Curiosity** – creating a learning environment that supports inquisitiveness—the role it plays in meaningful learning and developing it in and outside of classrooms (Pink, 2005; Barrel, 2003)
- **Global Citizenship** – a belief that acknowledges our world is a complex system of connections and interdependencies. Where our decisions and actions may impact people and communities locally, nationally or internationally (Daniels, J. D., Radebaugh, L. H., & Sullivan, D. P. (2013))
- **Participatory learning** – the importance of discussion to affirm validity of students' opinions, to encourage students to take responsibility of their own perspectives and to even up student-teacher power differences (Brookfield, 2006).
- **Building and active learning community** – creating a learning environment (applicable to face-to-face and online) that supports as much participatory discussion as possible while having access to differing viewpoints that help students connect different aspects of the content (Brookfield, 2006).

## **8) 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.*

This sixty minute session is broken down into the following four components.

1. Introduction: outline agenda & learning objectives (1-2 minutes),
2. Review and discuss scholarly work (highlights) focused on intellectual curiosity (10 minutes)
3. Facilitated discussion of how attendees encourage intellectual curiosity in their own classrooms. Participants will be provided a short list of questions to generate ideas and take notes (15 minutes)
4. Small group assignment – participants will be provided a short class scenario that includes a student learning objective focused on international business education. Teams will be asked to identify specific ideas of how they would structure the class session in a way that stimulates a student's ongoing curiosity. Once done, teams will be asked to share their scenario and report out their ideas (20 minutes).
5. Share SoTL research project & results (5 minutes)
6. Closing thoughts and implications for practice. Take-a-ways that outline a several ideas found in the literature will be provided (5 minutes).

## **9) For Activities and Exercises:**

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

## **10) Implications for Teaching or for Teachers:**

*What is the contribution of your session?*

- Teachers will be provided techniques on how to create a learning environment for students in a way that encourages continued curiosity focused on global issues
- Session participants will better understand, through introduction or review, the basic theoretical and historical aspects of developing curiosity in the classroom
- Heightened awareness around the importance of preparing our students for a changing global society that better prepares them for future careers
- Participants will hear divergent views on how best to apply these practices through participant discussion
- Relationship between theories of curiosity and the practice of teaching management are tied together in a practical and adaptable way that supports student learning

## **11) Application to Conference Theme:**

How does your session fit with the overall IOBTC theme of *Elevating Aspirations*?

This session directly relates to the conference theme in two ways: 1) help management educators create a learning community where students strive to learn more about global concepts and continue to develop curiosity, and 2) inspire students to continue to broaden their understanding of what it means to be a global citizen.

## **12) 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 presentation provides a snapshot of practical ways to develop ongoing curiosity around global issues. This will be of particular interest to those who teach management courses. I have not proposed/presented this discussion session previously and it is unique to IOBTC. Further, is not under review elsewhere.

## **13) References and/or Additional Materials:**

### **Reference List**

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- Chapple, M., & Murphy, R. (1996). The nominal group technique: Extending the evaluation of students' teaching and learning. *Assessment & Evaluation In Higher Education*, 21(2), 147.
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- Jones, G., & George, J. M. (2011). *Contemporary Management* (8th ed.). NY, NY: McGraw-Hill Irwin.
- Lenssen, G., Bevan, D. and Fontrodona, J. (2010), “Corporate responsibility and governance: the responsible corporation in a global economy”, Corporate Governance, Vol. 10 No. 4, pp. 340-6.
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- Starik, M., Rands, G., Marcus, A. and Clark, T. (2010), “From the Guest Editors: in search of sustainability in management education”, *Academy of Management Learning and Education*, Vol. 9 No. 3, pp. 377-83.

Wagner, T. (2008). *The global achievement gap*. New York, New York: Basic Books.