

**IOBTC 2016 at**

**University of Winchester**

**July 8th – 9th, 2016**

Submission Template

SUBMISSION GUIDANCE

*\* Remove all identifying properties from this document \**

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*\*Please include ALL supplementary text at the end of this document\* \*Only one document should be submitted\**

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

1. **Title of Proposal:**

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| Teaching and learning about diversity through video |

1. **Abstract:**

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| *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.*  Few topics in the management classroom can be as polarizing as diversity. Some faculty might prefer to avoid discussions or exercises that could create an emotionally-charged atmosphere and deliver a well-organized lecture instead. We believe that, due to students’ deeply held or unconscious beliefs, experiential learning is necessary to facilitate authentic understanding and appreciation for diverse others, and that film-based learning is effective. Film scenes offer a visual portrayal of diversity concepts which aid understanding, while also constraining extreme emotions by virtue of a greater external [characters] than internal [self] focus of attention. We offer several approaches and specific films. |

1. **Keywords:**

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| *Use three or four keywords to describe your session.*  Film, video, diversity, experiential learning |

1. **Format**

X Activity or exercise

**X** General discussion session

1. **Time Requested:**

20 Minutes

\_ 30 Minutes

X 60 Minutes

1. **Planning Details:**

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| *Does your session have any special requirements for space or materials?*  The room must be equipped with a computer, projector or large screen, internet with good bandwidth, and, most important, external speakers. Flipcharts for small groups will be helpful. |

1. **Learning Objectives or Goals for the Session:**

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| *What are 2-4 specific learning outcomes that participants will get from your session?*  Workshop participants will:   * Learn different approaches for using film for teaching diversity in the management classroom * Minimize their fears related to the challenges of teaching diversity * Create specific plans for using film to help students understand and appreciate diverse others |

1. **Management or Teaching Topics:**

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| *Describe what management and/or teaching topics are relevant to your session, and why. Are there theoretical, disciplinary, or theoretical foundations that will help reviewers understand how your ideas fit within the broader field of management?*  Few topics in the management classroom can be as polarizing as diversity, especially amid the current and growing tension and violence occurring around us. The 24/7 availability of news and social media serves as a near constant reminder of the physical and emotional toll of individuals’ and groups’ intolerance toward diverse others. While diversity may be a mandated part of the business school curriculum,[[1]](#endnote-1) the fear of creating an emotionally-charged atmosphere might cause some faculty might prefer delivering a well-organized lecture than facilitate an experiential activity or provocative discussion. We believe that, due to students’ deeply held and unconscious beliefs, experiential learning is necessary to facilitate an authentic understanding and appreciation for diverse others.  Among the continuum of available activities—from those which gently poke to those which can incite anger and violence—we see teaching and learning through video clip observation and discussion as somewhere in the middle. Film scenes offer a visual portrayal of diversity concepts which aid understanding, especially in inexperienced student, while also constraining extreme emotions by virtue of a greater external [the characters] than internal [self] focus of attention. Much has been written about the use of film in the classroom.[[2]](#endnote-2) Early film theorist, Siegfried Kracauer, captured this view of film when he said: [A unique property of film is its ability to] ". . . make one see and grasp things which only the cinema is privileged to communicate."[[3]](#endnote-3) Joseph Champoux, who has written extensively on the subject,[[4]](#endnote-4) explains how film facilitates learning through its use of metaphor, which can “clarify complex thoughts, bring vividness to abstractions, magnify a thought for dramatic effect, and gain insight.”[[5]](#endnote-5) And because it comprises a representation of abstract theories in a way that stimulates imagination and recall, using film to teach diversity can be powerful and yet not overwhelming.  Moreover, because many contemporary students are millennials—aged 18-26, who have been plugged into multi-tasking, multimedia environments since birth—maintaining their attention in the classroom is difficult, as faculty compete with “needs” for continuous texting, surfing, and social networking. Simply put, film “is unequaled in its ability to hold and direct the attention of the viewer.”[[6]](#endnote-6)  As long-time members of OBTC, we (and other faculty) have long known the virtues of experiential learning, and continue to utilize and experiment with myriad activities and approaches to facilitate student engagement and learning. The reason is backed by research, such as that contained in *How People Learn.[[7]](#endnote-7)* (National Academy of Sciences, 2000). Learning is enhanced when:   * Students’ prior knowledge is made visible, allowing them to correct misperceptions and build new concepts on prior knowledge * Concepts are personally meaningful, which comes from relevance outside the classroom and use (i.e., practice) of key ideas * Students think about their own thinking (metacognitive)   Using film in the classroom has a direct effect on the first two, and our experiences confirm this. Playing clips of familiar movies or actors can provide a “safe” launching point for a discussion on diversity that can be expanded. And, in addition to the multiple ways that faculty can use film (whole or parts, before or after discussing concepts, repeated—later in the semester, an outside class assignment for individuals or groups or in an online class), we will also share an approach for requiring students to develop and lead their own class session or presentation. (This approach increases their learning while also expanding faculty’s film repertoire!)  In this session, combining activity and discussion, we first frame the opportunity and share both teacher-led and student-led approaches for using film for teaching diversity. We then share a few specific clips and model follow-on experiential activities, discussions, and reflection activities. Participants will also receive a written guide containing full films and specific clips (available on YouTube) to help them elevate engagement and facilitate understanding and appreciate diversity using film in the classroom. Some specific examples (focusing on race and culture, in particular) we plan to share include:  The Help (2011), 12 Years a Slave (2013), Remember the Titans (2000), Pocahontas (), Joy Luck Club (1993), Bend it Like Beckham (2002), West Side Story (1961), 12 Angry Men (1957), Mississippi Burning (1988), Monsoon Wedding (2001), The Color Purple (1985), Sophie’s Choice (1982), To Kill a Mockingbird (1962), and more. |

1. **Session Description and Plan:**

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| *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.*   |  | | --- | |  |   60 minute discussion with active demonstrations  0-:10 Introduce session, frame the opportunity  :10-:40 Share multiple teacher-led and student-led approaches, with specific clips  :40-:50 Discuss potential issues or challenges  :50-:55 Planning next steps  :55-:60 Conclusion/wrap-up |

1. **For Activities and Exercises:**

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

1. **Implications for Teaching or for Teachers:**

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| *What is the contribution of your session?*  Please see above. |

1. **Application to Conference Theme:**

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

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| As educators responsible for the shaping the knowledge and skills of future leaders in a global world, we should aspire to continuously innovate and adapt our classroom approach to address our learners’ needs in a complex, continuously changing environment. Film is a powerful and effective means of taking teaching and learning to a higher level; thus we see this session fitting well with the conference theme.   1. **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?*  no   |  | | --- | | 1. **References and/or Additional Materials:** | |

1. Diversity and Inclusion. AACSB website. <http://www.aacsb.edu/diversity>, retrieved January 15, 2016. [↑](#endnote-ref-1)
2. For a recent review of the historical and theoretical underpinnings of film in the classroom, see Matthews, C.S., Forniciari, C.J., and Rubens, A.J. (2012). Understanding the use of feature films to maximize student learning. *American Journal of Business Education*, 5(5): 563-574. [↑](#endnote-ref-2)
3. Kracauer, S. (1973). *Theory of film: The redemption of physical reality* (p. x). New York: Oxford University Press. [↑](#endnote-ref-3)
4. (cf., Champoux. J. E. (2003). *Our Feature Presentation: Management* (1st ed.). Mason, OH: Thomson SouthWestern. 5. Champoux, J. E. (2004). Commentary on Filmmaking and Research and Images of Influence. *Journal of Management Inquiry*, 13(4), 336-340. 6. Champoux, J. E. (2005). *Our Feature Presentation: Organizational Behavior* (1st ed.). Mason, OH: Thomson South-Western. 7. Champoux. J. E. (2005). *Our Feature Presentation: Strategy* (1st ed.). Mason, OH: Thomson SouthWestern. 8. Champoux, J. E. (2007). *Our Feature Presentation: Human Resource Management* (1st ed.). Mason, OH: Thomson South-Western.) [↑](#endnote-ref-4)
5. Champoux, J.E. (1999). Film as a teaching resource. *Journal of Management Inquiry*, 8(2): 240-251 [↑](#endnote-ref-5)
6. Champoux, ibid. [↑](#endnote-ref-6)
7. Bransford, J., Brown, A., & Cocking, R. (2000). *How People Learn: Brain, Mind, Experience, and School*. Expanded version. Washington, D.C., National Academy Press, p. 33. [↑](#endnote-ref-7)