Session Title: Design Principles for Creating Your Own Classroom as Organization

Abstract: This workshop will explore the Classroom as Organization (CAO) teaching methodology. CAO is a highly experiential way of teaching, at both the undergraduate or graduate level, that enables students to become fully engaged in their learning while developing practical skills. The essence of CAO is the creation of a functioning, student-run organization. The complexity of CAO, and the shift in power dynamics, can make it a challenging method to adopt. The workshop will begin with a brief overview of the CAO methodology. Participants will engage in two rounds of a jigsaw activity to learn about and discuss the ten considerations related to adopting the CAO teaching method. The session will conclude with time for questions and a discussion of the benefits and challenges of CAO.

Why This Workshop is of Interest to vMOBTS Participants

This workshop will be relevant to vMOBTS members interested in leveraging the principles of experiential learning, flipping the classroom, and authentic learning. The Classroom as Organization (CAO) methodology, a highly experiential way of teaching at both the undergraduate or graduate level, enables students to become fully engaged in their learning while developing practical skills. The essence of CAO is the creation of a functioning, student-run organization. Instead of the educator taking center stage, students are placed in relevant roles of the organization allowing them to experience organizational dynamics while learning and implementing domain-specific knowledge. It can be used to design courses around any topic (i.e. strategic management, entrepreneurship, management, etc.) where the objective is to help students learn the conceptual material and also the practical skills that are associated with this knowledge. The classroom becomes a living laboratory where students are both participants in organizational activities and observers of their own and others' activities. The complexity of CAO, and the shift in power dynamics, can make it a challenging method to adopt without a template to follow. The workshop will begin with a brief overview of the CAO methodology, will engage participants in two rounds of a virtual jigsaw activity to learn about and discuss the design principles, and offer the opportunity for an in depth conversation around implementing, modifying and teaching CAO classes.

Theoretical Foundation: Classroom as Organization (CAO) is an approach at the extreme end of the experiential learning intensity continuum (Sleeth & Brown 1984). As described by Cohen (1976), the objective of CAO "…is not to simulate an organization, but rather to create genuine organizational issues for students, to put them in the position of an organizational member who must deal with [real orgaizational] problems" (p. 14). Educators drawing on the CAO approach

leverage the fact that a class is an organizational system. Pioneers of CAO models varied on a

number of points including: who delivered the content (i.e. teacher/facilitator versus learners),

who assessed the work produced by learners, the extent of task interdependence in the system,

and level of learner empowerment (i.e. decision making). Building on the work CAO pioneers,

numerous forms of CAO are found in the literature (for example: Randolph & Miles, 1979:

Miller, 1991; Sheehan, McDonald & Spence, 2009), all of which vary on the aforementioned

characteristics. The authors have studied the existing models of CAO published in the literature

and have distilled the common considerations that need to be taken into account when

implementing CAO. Given the complexity of CAO designs, whether you are designing your own

CAO, or implementing an existing design from the literature, there are important considerations

for educators: 1) The basic parameters of class size, student level, required or elective course,

and mode of delivery, 2) The educator's teaching philosophy and competencies, 3) The

combination of cognitive and affective learning objectives in the course , 4) Institutional context,

5) The meta organizational design, 6) Team descriptions, 7) Peer teaching, 8) Peer assessment, 9)

Structures for assessing students, and 10) Student end of semester evaluation.

Learning Objectives: Participants in this workshop will:
1. Understand an overarching view of our published CAO model.
2. Learn about the 10 key design features of a CAO.
3. Experience the jigsaw form of peer teaching which can be leveraged in any classroom
4. Learn about the resources available in the recently published *Teaching Methods in Business: Classroom as Organization.*
5. Engage with others interested in the CAO methodology

Workshop Format: This workshop is designed to be highly interactive and will engage

participants in peer teaching and learning as well as a lively discussion on the topics. We will use

zoom to organize participants in five groups to facilitate the two jigsaw activities.

Timing	Activity

0-15 minutes 0:00 - 0:15	Welcome and Framing of Workshop:
15 minutes 0:15 -0:30	Round #1: Group Work on the first five CAO Design Principles (participants are in 5 zoom breakout groups): ● The basic parameters of class size, student level, required or elective course, and mode of delivery ● The educator's teaching philosophy and competencies ● The combination of cognitive and affective learning objectives in the course ● Institutional context ● The meta organizational design
20 minutes 0:30 - 0:50	JigsawTeam Presentations (participants are in 5 zoom breakout groups):
10 minutes 0:50-1:00	Whole Group Debrief (whole group zoom)
15 minutes 1:00-1:15	Round #2: Group Work on the second set of five CAO Design Principles Design principles to be covered. Team presentation followed by presenter's comments and explanation of model (participants are in 5 zoom breakout groups): ● Team descriptions ● Peer teaching ● Peer assessment ● Structures for assessing students ● Student end of semester evaluation
20 minutes 1:15- 1:35	JigsawTeam Presentations
25 minutes 1:35 - 2:00	Debrief and Group Discussion (whole group zoom)

Workshop Overview

After the introductory comments, participants will be placed in five groups that will be utilized for the jigsaw activities. The following process is scalable depending on the number of participants in the workshop (although the submission process required a stated maximum, in reality, there is none). Ideally, there will be at least two participants assigned to each of the five groups. If the session attracts fewer than 10 participants, we would run the jigsaw activities with fewer groups.

Welcome and Framing of Workshop (15 min.) - We will introduce ourselves, give a brief overview of CAO, explain the research process that led to creating the 10 considerations for designing a CAO, and introduce the book which has more in depth information.

Round #1: Group Work on CAO Design Principles (15 min.) - Each group will be provided with a synopsis of one of the first five design principles. First participants read individually, or read out loud as a group. Second, the group discusses the salient points of the design principle and writes those points on their poster paper.

Jigsaw Team Presentations (20 min.) - Each group stands around the room at their poster. Each group counts off by five. Each poster around the room is numbered 1 - 5. Participants go to the poster with their number on it. When gathered at that poster there will be at least one "owner" of the poster who will explain the design principle using the points on the poster paper. Group members can ask questions and a short discussion will ensue. Every 4 minutes the teams will shift to a different poster with a different "owner" and the process continues for five cycles. By the end everyone has taught once, and everyone has been exposed to five of the design principles.

Whole Group Debrief (10 min.) - We will come together as a group to discuss what they learned from the five principles, and discuss any questions they have.

Round #2: Group Work on CAO Design Principles (15 min.) - The second round is the same as the first, but the second set of five design principles will be utilized.

Jigsaw Team Presentations (20 min.) - This activity functions in the same manner as the first jigsaw.

Whole Group Debrief (25 min.) - We will come together as a group to discuss what they learned from the five principles, and discuss any questions they have. This will quickly move into a larger discussion of CAO - its benefits and challenges, when it works and when it doesn't, which classes are suited for it, how to get started, etc. This discussion will be driven by participant interest and questions.

References:
Cohen, A. R. (1976). Beyond simulation: Treating the classroom as an organization. The Teaching of Organizational Behavior, 2(1), 13-19.
Miller, J. A. (1991). Experiencing management: A comprehensive," hands-on" model for the introductory undergraduate management course. Journal of Management Education, 15(2), 151-169.
Randolph, W. A., & Miles, R. H. (1979). The organization game: A behaviorally played simulation. Exchange: the Organizational Teaching Journal, 4(2), 31–35.
Sheehan, B. J., McDonald, M. A., & Spence, K. K. (2009). Developing students' emotional competency using the classroom-as-organization approach. Journal of Management Education, 33(1), 77-98.
Sleeth, R. G., & Brown, D. R. (1984). Plan the Intensity of Your Exercises. Organizational Behavior Teaching Review, 9(2), 60-71.