How to select examples when discussing management theories and concepts?

Abstract

A good example not only elicits student interest but also enhances knowledge retention. Providing examples students find relatable and intriguing is a crucial part of engaging and effective lectures in management education. What type of examples should instructors select? In this roundtable discussion, participants will 1) share ideas of what makes a good example in a management classroom, 2) share effective examples they have used in the classroom, 3) learn how others select examples, or even better, 4) learn about replicable protocols others employ to collect and select examples.

Keywords: Student engagement, examples, knowledge retention

Introduction

A good example not only elicits student interest but also enhances knowledge retention. For students to fully comprehend and retain management concepts and theories, they will need to visualize the situation and phenomena described in real-life settings. Therefore, providing examples students find relatable and intriguing is a crucial part of engaging and effective lectures. So what type of examples should instructors select? In this roundtable discussion, the intended outcomes are for current and future management instructors to 1) share ideas of what makes a good example in a management classroom, 2) share effective examples they have used in the classroom, 3) learn how others select examples, or even better, 4) learn about replicable protocols others employ to collect and select examples.

Theoretical Foundation/Teaching Implications

This roundtable discussion is based on the literature on student motivation and engagement (e.g., McGuire & McGuire, 2015; Shernoff, 2013; Tanner, 2013;). This line of research examines the factors that increase student engagement and motivation in the classroom and uncovers various pedagogical tactics to reach this goal. For example, research has examined the role of multimedia and technology, teacher-student interactions, and active learning exercises in engaging students in the classroom (Taylor & Parsons, 2011). In this session, we will explore and discuss how examples boost student engagement and motivation and what constitutes a good example in this context.

Further, the discussion will also touch upon research on knowledge retention. Research shows that, on average, students retain less than 50% of the information presented in the classroom (Meyers & Jones, 1993). Evidence shows that this low level of knowledge retention is partially attributed to the perceived irrelevance of content (e.g., Eng, 2017). Providing examples

that are relevant and easy to visualize will facilitate the long-term retention of management concepts and theories. In this session, participants will discuss how to increase the relevance and accessibility of the examples with the goal of enhancing students' knowledge retention.

This session contributes to effective teaching and learning in the field of management by inspiring instructors to incorporate more captivating examples in management classrooms to achieve a higher level of engagement and knowledge retention.

Session Description

1. 5-10 minutes. Introduction of the session, the organizer, and the participants.

    - The organizer will ask the participants to type their name, school, position, and a fun fact about themselves in the chat. The goal is to for the participants to get to know each other so they feel comfortable speaking up and contributing to the discussion.

2. 10 minutes. Discuss Q1: What makes a good example for teaching management concepts?

    - In this section, participants will be encouraged to speak up about what they think are the criteria of a good example.

    - E.g., relevance, interestingness, closeness to students' lives, universal experience, college experience (for college students), experiences in the workplace (for MBA students)

3. 10 minutes. Discuss Q2: What are some examples you use in your classroom and find effective?

    - The goal of this section is to share and learn good examples for various management topics. Ideally, participants will be able to incorporate these examples into their teaching materials immediately.

- E.g., use the BuzzFeed "write a hit song in a week" video to demonstrate the concept of "Creative Process" when teaching creativity in organizations. https://www.youtube.com/watch?v=sB5sEsFEIb8&t=69s

4. 10 minutes. Discuss Q3: How did you come up with the examples you find effective?

  - In this section, participants are encouraged to reflect on a time they came up with an example of a management concept they are really proud of. They will describe the process of coming up with the example. The goal of this discussion is to inspire instructors to seek a variety of methods to collect examples.

5. 10 minutes. Discuss Q4: Are there any replicable protocols you developed to aid the process of coming up with good examples for management concepts and theories?

  - The goal of this discussion is to inspire instructors to develop a replicable protocol to continuously collect up-to-date examples.

  - E.g., "When I read Harvard Business Review, I actively look for business examples that are relevant to what I teach in my XX class."

  - E.g., "When I watch TV shows with an organizational context, I often identify plots that are accurate depictions of certain organizational concepts. I have a document that I use to record these examples. Every semester, I will go through this document before I start prepping for lectures to identify any new examples I can incorporate into the class materials."

6. 10 minutes. Reflection and closing.

  - Participants will talk about the most valuable thing they learned through the roundtable discussion and share any additional comments.

As the organizer, I will make sure participants are involved in the discussion and feel comfortable sharing their ideas. I will do that by pointing out the commonalities and distinctions between different comments and their unique value. If we end up with a large number of participants, I will also utilize the chat function to increase participant engagement. For example, rather than asking everyone to talk about an example they have used, I will ask those who didn't get to speak to type their answer in the chat, so the participants can share and learn a large number of example ideas.

References

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