Title

Keeping it REAL: An Online Whiteboard Miro Card Sort Exercise Aimed at Increasing Student Reflection, Engagement, Access, and Learning

Abstract

In this session, we are excited to discuss a card sort exercise that can be used for any student population and delivery mode and has been modified to run through an online whiteboard platform called Miro. We will begin by providing an overview of the online platform features and the exercise itself leading us into an interactive discussion of the variety of applications for the exercise. We will also share some tips and preliminary data from both undergraduate and graduate business courses about students' reflections on using the online card sort exercise as it relates to their learning, as well as perspectives from faculty.

Keywords

online, exercise, interactive

Introduction.

During the past three years, many of us who work in higher education have had to adapt our learning and teaching practices to operate in multi-modal formats, using the technology available to us in creative and innovative ways. For some of us, we are now gradually shifting back to face-to-face learning with our students, yet there are teaching tools and exercises we can leverage from our recent online and hybrid experiences that will help us increase students' abilities to reflect, engage, access, and learn regardless of the teaching mode we are using. In this session, we describe a card sort exercise that can be used for any student population (undergraduate through postgraduate; traditional and non-traditional; online, hybrid, or face-to-face; with students from any culture) and has been modified to run through an online whiteboard platform called Miro. We will provide an overview of the online platform features and the exercise itself leading us into an interactive discussion of the variety of applications you can use the card sort exercise for. We will then share some tips for faculty members who would like to use this tool in their classes and preliminary data from both undergraduate and graduate business courses about students' reflections on using the online card sort exercise as it relates to their learning. Insights gleaned from faculty members who have adopted this activity will also be presented.

Theoretical Foundation/Teaching Implications.

The card sort exercise was developed as an extension of the *Journal of Management Education*'s 2020 Lasting Impact Award-winning articles by Joy Beatty, Jennifer Leigh, and Kathy Lund Dean on teaching philosophy statements (Beatty et al., 2020; Beatty et al., 2009a; Beatty et al., 2009b) and has been used as a values exercise in numerous Management subjects in the Bond

Business School over the past ten years. The exercise has been primarily used in Organisational Behaviour, Human Resource and Socially Responsible Business classes. Through our experiences over the past year, we have refined the values used on the cards drawing on Schwartz's (2021) repository of value scales with specific reference to Schwartz and Cieciuch's (2021) *Refined Theory of Values*, and have been collecting data on students' reactions to using the online whiteboard version of the exercise. We are hypothesizing that the card sort exercise aids student engagement and learning above and beyond a traditional "think about this topic area" generated list for a given category individual brainstorming exercise. We further believe that the online whiteboard version of this exercise creates a medium for heightened learning and engagement beyond the original hardcopy version.

Learning Objectives.

The card sort exercise can be used with any number of topic areas for management educators (e.g., sustainable development goals important to them, their own personal characteristics or important characteristics for effective team members, personal values, roles within teams) as well as topics in other disciplines for those who teach outside of management education. The learning objectives are to heighten students' depth of reflection on their own values/beliefs, engage them in evidence-based lively discussions with each other, provide a medium that is easy for them to access in terms of engaging with the exercise regardless of format (in-person, online, hybrid), and maximize their learning in any given topic area.

Exercise Overview.

For faculty interested in using this exercise, we will talk about the version we run through an online application called miro (see www.miro.com noting that there are numerous other online whiteboard providers we will also mention). This exercise asks students to deeply consider their values. Each student is provided a set of 47 values cards including terms like trust, autonomy, dependability, plus three blank cards for values the students think of themselves that are not represented in the values we have included. The students then sort the cards into three piles of relative importance to them (e.g., with a values-based exercise, they are cards representing the relative importance of their personal values). The three piles they sort their cards into are labelled: not important, somewhat important, very important. Once the students have these piles sorted, they are asked to create a pyramid with the "most important" pile cards – one card at the top (the most important of the most important), two beneath that ("very important"), three beneath that, etc. With their pyramids in place, the students are then asked to write a one or two sentence description of their personal values statement (see Appendices A, B).

One additional benefit of using the online educator platform for this exercise is that you will be able to see every student's progress as they move their cards, change their colours, create their pyramids, and create their value statements (see Appendix C). This allows you to support students who may be confused during the exercise and keep track of how the students are going. There is also a private chat section in Miro that will allow students to text you a question as they progress through the exercise if they are not in the classroom or do not want to raise their hand and call attention to themselves.

Once the students have created their pyramids and generated their values statements, we have them break up into small groups to share their statements and discuss why they selected the values they did. One of the biggest benefits of using the online platform for this exercise is that students can see each other's pyramids and value statements which creates not only easy access for them (most students are extremely comfortable navigating exercises online) but also an evidence-based (i.e., they are looking at each other's selections) engaging and lively discussion about differences across selection patterns and statements. We have found that this exercise, with a rich depth of information via the large number of values listed on cards and the resultant variability across student selections, consistently results in high levels of reflection for each student and engagement in conversations about their own selections as well as questions to others about their selections. We have faculty colleagues who are using this in other disciplines (e.g., finance, medicine, HR) to heighten student reflection, engagement, access (via the online platform), and learning in other topic areas.

Session Description.

60 Minute Session request

10 minutes to introduce ourselves and have participants in the room introduce themselves too:

- where they are from

- what classes they teach

- why they came to the session and

- what they hope to get out of the session

10 minutes to provide an overview of the Miro program and the card sort exercise. This includes a short demonstration video /interactive guide of how to complete the activity, as well as a three-minute video that shows examples from our students' card sorts.

20 minutes for participants to complete the Miro card sort exercise on their laptops.

10 minutes sharing tips we have learned using it as well as student and faculty comments/data about their preference for the exercise when compared to other traditional brainstorming exercises.

10 minutes discussion about how people think they could use it in their classes and Q&A.

References.

Beatty, J. E., Leigh, J. S. A., & Lund Dean, K. (2009). Finding Our Roots: An Exercise For Creating a Personal Teaching Philosophy Statement. Journal of Management Education, 33(1), 115–130. https://doi.org/10.1177/1052562907310642

Beatty, J. E., Leigh, J. S. A., & Dean, K. L. (2009). Philosophy Rediscovered: Exploring the Connections Between Teaching Philosophies, Educational Philosophies, and Philosophy. Journal of Management Education, 33(1), 99–114. https://doi.org/10.1177/1052562907310557
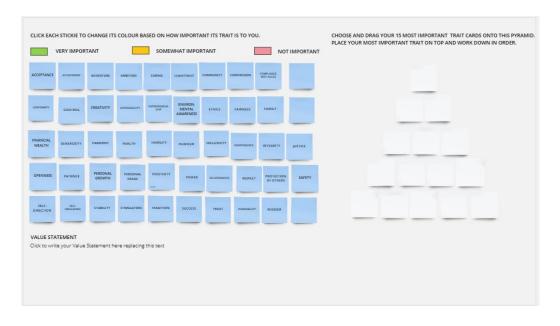
Beatty, J. E., Leigh, J., & Lund Dean, K. (2020). The More Things Change, the More They Stay

the Same: Teaching Philosophy Statements and the State of Student Learning. Journal of

Management Education, 44(5), 533–542. https://doi.org/10.1177/1052562920932612

Schwartz, S. H. (2021). A repository of Schwartz Value Scales with instructions and an

introduction. Online Readings in Psychology and Culture, 2(2). https://doi.org/10.9707/2307-
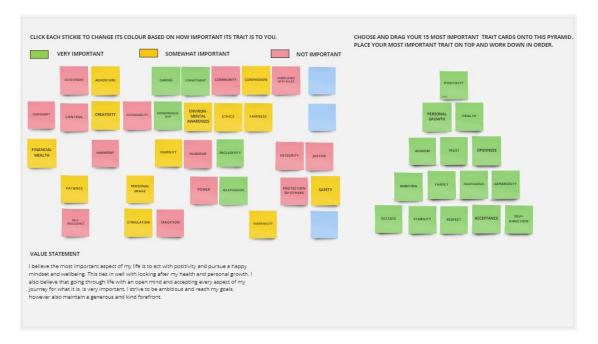
0919.1173

Schwartz, S. H., & Cieciuch, J. (2022). Measuring the refined theory of individual values in 49

cultural groups: psychometrics of the Revised Portrait Value Questionnaire. Assessment, 29(5),

1005-1019.

Appendices.

Appendix A: Miro frame template prior to student completing exercise

Appendix B: Student value pyramid and resultant values statement (HRM class)

Appendix C: Instructor's view of the students' card sort value pyramids progress