

Academy-assigned submission number (12353)

STRATEGIES FOR TEACHING TO LARGE, INTERNALLY DIVERSE CLASSES

**A Proposal for the Teaching and Learning Conference at the Academy of Management,
Boston, August 2019**

We declare that all presenters on the proposal agree to register and attend the 2019 TLC@AOM Conference should the submission be accepted.

Themes:

1. Connecting teaching and learning practices to employer needs and global workplace trends;
2. Management of teaching and learning practices;
3. Teaching and learning assessment and associated challenges;
4. Introduction of new teaching formats or learning innovations.

Topic: The session will illustrate best practices for managing an internally diverse classroom. It will provide useful options for teachers to design a course, prepare for each session, and stimulate classroom interaction. The goal of the session is to convey the collected wisdom from our research into the best pedagogical practices at an international business school, with half of its campuses and 85% of its masters students from outside of the United States. Topics will include the use of digital devices, establishing a professional classroom culture, effective methods for classroom participation, implementing and leveraging a flipped classroom, and designing effective in-class team exercises.

While many of these topics have been addressed at the AOM TLC, our session emphasizes the challenges and solutions for managing classrooms with 60-70 students with wide disparities of professional experience, prior education, cultural backgrounds, proficiency in English, discipline, and motivation.

Interest: The session will focus on actual teacher behaviors inside a classroom that generate increased student satisfaction and its concomitant higher motivation and engagement.

Achieving students' satisfaction and learning objectives pose a challenge for every classroom because there is a gap between what is interesting and useful for students and for teachers. The session will cover four dimensions – (1) deep impact and life skill development; (2) managing cultural and performance diversity; (3) relevant and evidence-based teaching; and (4) teachers as facilitators – for each of the four stages of course delivery – course design, session preparation, session delivery, and session feedback. In effect, the presented best practices have been tested in (applied to) a volatile, dynamic and tough environment. These practices have broad applicability across multiple teaching environments.

Our research findings on teaching excellence points towards teachers being facilitators and enablers of information, knowledge and skills that can allow students to 'hit the ground running', act as tools for employment and can be applied to the real world outside the classroom. Findings by Barth et.al. (2007) emphasize the need to develop key competencies in students for sustainable development in higher education. It can be argued that learning is no longer a singular and isolated experience of deep knowledge, but a combination of international collaboration and interdisciplinary dialogues. The session will showcase best practices that encourage and focus on developing transferable and key skills in a truly global classroom. Kahn and Agnew (2017) emphasize the need of higher education internationalization to accommodate the global student. Grounded in research, these best practices emphasize the importance of encouraging the use of real-world examples set within the global context and often experienced

firsthand by the teachers. There is emphasis on evidence-based case studies that allow the student to apply the knowledge acquired through theory and robust research.

Method and Audience Involvement: The session will include lecture-style presentation of main research findings, complimented with interactive activities. The audience will be involved in two ways. First, they will be asked to comment on two brief videos illustrating particular best practices. This will be conducted by open-ended electronic polling, as well as old-fashioned speaking. Second, the audience will be invited to join roundtable discussions to share experiences and highlight additional approaches with regard to particular best practices.

Takeaways: Audience members will learn the challenges and solutions for managing an internationally diverse classroom. This will include advice on how to design a course and prepare a session in a way that increases student engagement and contributes to higher students' satisfaction levels, while reinforcing learning objectives.

Time Management: During this 60-minute session, the facilitators and audience members will go through the following framework:

1. Introduction to the topic (research findings) (10 minutes)
2. Discussion around two videos illustrating particular best practices (7-8 minutes each = 15 minutes)
3. Additional lessons and examples from the research (15 minutes)
4. Roundtable discussions of audience members to share experiences and highlight additional approaches with regard to particular best practices, plus polling app, visible to the entire group (15 minutes)
5. Conclusion (5 minutes)

References:

Barth, M., Godemann, J., Rieckmann, M., and Stoltenberg, U. (2007) 'Developing key competencies for sustainable development in higher education', *International Journal of Sustainability in Higher Education*, 8(4), pp.416-430.

Kahn, H.E., and Agnew, M. (2017) 'Global Learning Through Difference: Considerations for Teaching, Learning, and the Internationalization of Higher Education' *Journal of Studies in International Education*, 21(1), pp. 52-64.