

# Effectiveness of OL Leadership Education



## PG Village 2019 Presentation

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# I Wonder.....

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- ...how effective are our leadership courses (MSML GM502/503) in improving student leadership practice?
- Olson, J. D., Boyer, N. & Locker, C. (2015) Leadership education for online learners: A case study, *Review of Business Research*, 15(3), 61 – 75, <http://www.iabe-doi.org/IABE-DOI/article.aspx?DOI=RBR-15-3.7>

# Agenda

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**1. Attendees will see the different impacts of a course on a diverse population of students.**

Review of study and implications for course curriculum

**2. Attendees will get more ideas on how to assess learning and its practice.**

How to use Classroom Assessment Techniques for your courses.

**3. Attendees will be encouraged to conduct research and scholarly activity related to teaching effectiveness.**

What is in it for you, for students AND Action Research

# 1.0 - The different impacts of a course on a diverse population of students.

## Overview of Study

How do adult learners completing OL graduate leadership courses change their definition of leadership?

Bounded by 2 six week sequential leadership courses – GM502 and 503, over 1 year

125 Subjects

Purposeful Sample of 36 Subjects

Pre and post definitions of leadership

Qualitative Content Analysis (Dedoose)

419 Excerpts

Inter-rater Reliability (Agreestat)



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# 1.1 The different impacts of a course on a diverse population of students.

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## Study Results – Impact Varies By Gender, Ethnicity and Generation

- Subjects did change their definitions of leadership.
- The leadership course had a greater impact on men than women.
- The leadership course had a greater impact on Caucasians than African Americans
- The leadership course had a greater impact on Generation Y than Generation X
- African American Women were least effected – 15% of MSML students are African American Women.

# 1.2 The different impacts of a course on a diverse population of students.

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## Variations – Why Impact Varies By Gender and Variation

Presented the paper at a conference where a discussant asked how much of the course material was written by African American Women.

Leadership has been studied primarily from the perspective of white men (Parker, 2005).

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# 1.3 The different impacts of a course on a diverse population of students.

## Solutions

Supplement reading with articles describing the AAW leadership practices

Take the U2, 3, 5 or 6 Paper where a leader is identified for a targeted study and adding appropriate supplemental articles and encouragement to select leaders that are most relevant.



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# 1.3 The different impacts of a course on a diverse population of students.

## Solutions

Provide relevant supplemental articles and materials for DBQ to direct study.

Use break outs in seminars.

Use Study Halls.



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# 1.4 The different impacts of a course on a diverse population of students.

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## Results – Action Research

Wondering about course effectiveness...

Led to study....

Led to discovery.....

Led to solutions....



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## 2.0 - Ideas on How To Assess Learning and its Practice

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- What do you wonder about related to the effectiveness of your courses?



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# 2.1 - Ideas on How To Assess Learning and its Practice

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- How would you assess the effectiveness of your courses?
- EOT Student Evaluations
- CLAs, but don't track individual students and their changes.
- Grades



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## 2.2 - Ideas on How To Assess Learning and its Practice

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- Our courses had a course design that lent itself to our research question.
- What if yours does not?
- Other forms of assessment.



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## 2.3 - Ideas on How To Assess Learning and its Practice

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- Types of Assessment
  - Diagnostic/Before
  - **Formative/During**
  - Summative/After



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# 2.4 - Ideas on How To Assess Learning and its Practice

## Classroom Assessment Techniques

- Minute Paper
- Muddiest Point
- Problem Recognition Tasks
- Documented Problem Solutions
- Directed Paraphrase
- Application Cards

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## 2.5 - Ideas on How To Assess Learning and its Practice

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- **How to do Classroom Assignment Techniques?**

- Identify assessable question
- Complete the assessment task for timing
- Plan for how to utilize responses
- Tell students the results



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## 2.6 - Ideas on How To Assess Learning and its Practice

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- How and Where Would you use Classroom Assessment Techniques?



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## 2.6 - Ideas on How To Assess Learning – Action Research

Action Research: Simultaneous. process of taking action, Assessing and reflection.

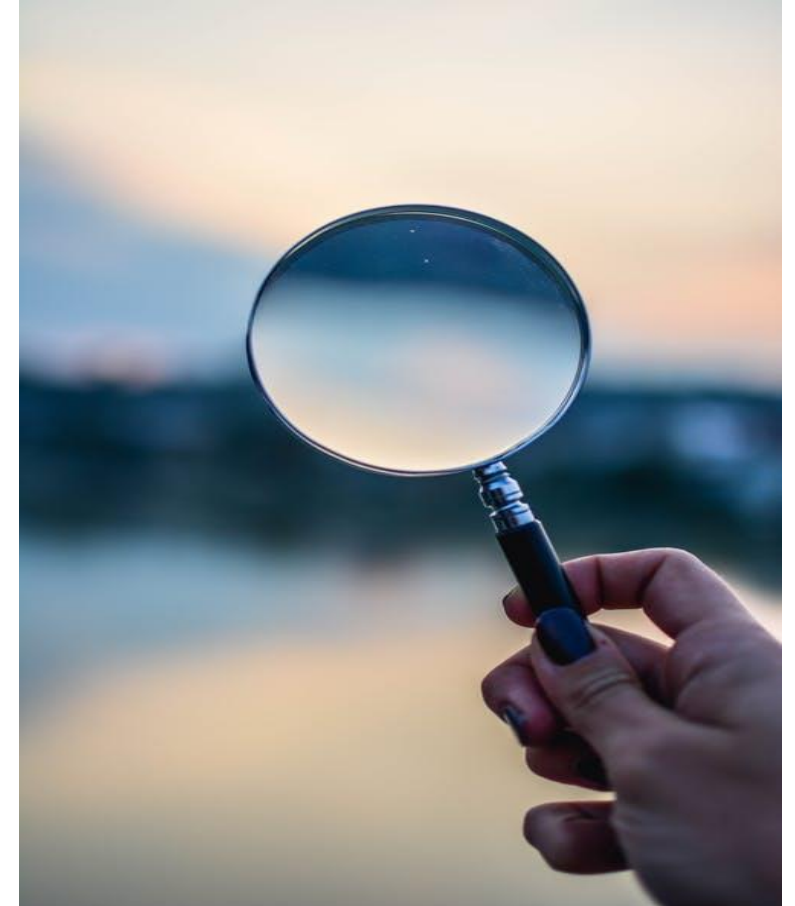
Steps: Select a Focus

Identify Research Questions

Collect Data

Analyze Data

Take Informed Action



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## 2.6 - Ideas on How To Assess Learning – Action Research

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### Select a Focus

ID Research Question

Act by Collecting Data

Analyze Data - Reflect

Take Informed Action

### Training ROI

Student ROI Practice

Seminar Minute Paper

Analyze Data - Reflect

Take Informed Action

## 2.6 - Ideas on How To Assess Learning and its Practice

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- Martella, R. C., Nelson, R. & Marchand-Martella, N. E. (1999). Research Methods. Allyn and Bacon: Needham Heights, MA.



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# 3.0 - Conduct Research and Scholarly Activity in Your Courses

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## Motivation What Do Students Get

Catalyst for transformational change in students.  
Influence learner's desire to do well in the classroom.  
Teaching techniques that work for your students



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# 3.1 - Conduct Research and Scholarly Activity in Your Courses

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## Motivation - What Do Students Get?

Creating an optimal learning environment for students.

Tools students can use now and in the future.

An environment where students gain practical work experience.



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# 3.2 Conduct Research and Scholarly Activity in Your Courses

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## Motivation - What Do Faculty Get?

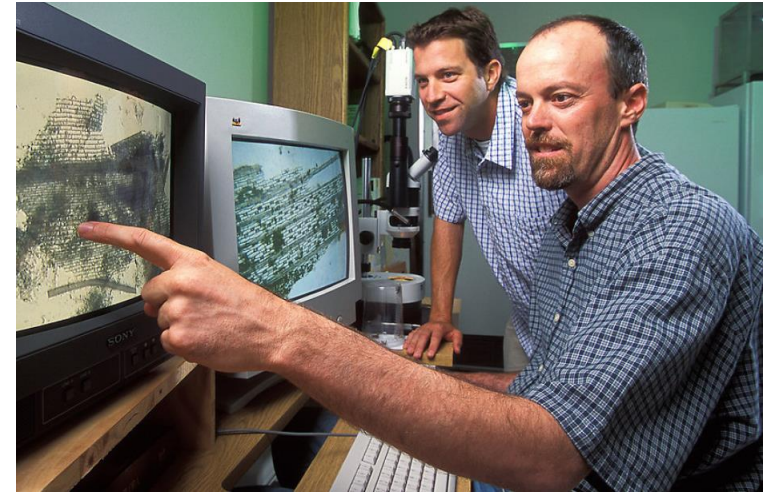
Expand our understanding of online education.

Promotes professional development

Increases your presence in the scholarly academic community.

Maintain academic status.

Influence policy



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# Conduct Research and Scholarly Activity in Your Courses

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## Action Research in the Classroom

Used in discussion question responses.

Assignment references and in-text citations.

Virtual Office.

Used in Business simulation.

Use one-minute paper example in a seminar.

### Select a Focus

ID Research Question

Act by Collecting Data

Analyze Data - Reflect

Take Informed Action

# Summary

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**1. Attendees will see the different impacts of a course on a diverse population of students.**

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What is in it for you, for students AND Action Research

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# QUESTIONS?

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# Author Profiles

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# Action Research Process

