

one. I was able to teach small group dynamics, informative speaking skills, the use of technology, and service-learning approaches to education. By including the service-learning component, I also was able to deepen the learning that occurred. As one definition of service-learning states: "Service-Learning is a connection of theory and practice that puts concepts into concrete form and provides a context for understanding abstract matter. This provides an opportunity to test and refine theories as well as to introduce new theories" (Brevard Community College, *The Power*).

The presentation of the organizational reports took the students outside the hypothetical world of the classroom and put them in the real world of organizations and workplaces. Once the idea of using public speaking in a more concrete way was introduced, students were able to appreciate how the skills they had been learning in the classroom were applicable in the real world. This also led to a number of other benefits. They were able to see the relevancy of their education to the real world. They became empowered as learners, teachers, achievers and leaders. They were also encouraged to become a part of their community.¹

I found this exercise to be successful in my public speaking class and can envision similar exercises that could be of use in a variety of course offerings where connections with the community would be of mutual benefit. My only regret with the assignment is that we could not schedule the presentations of the reports for the groups for which they were intended. Instead, they were done in class and then later given to the groups for their own use.

In the final analysis, I found the assignment exciting and invigorating. Although there were many variables to handle, it was worth the effort. Students also reported that the assignment was their favorite of the semester. They also seemed to take the assignment more seriously than previous ones. Their presentations took on a more professional air and their delivery skills were more polished and better organized than previously.

I would highly recommend trying an assignment like this one in a variety of courses. The benefits are surely worth the time and effort.

¹ *These benefits are also listed on the csf.colorado site on the Internet under the title, "Benefits of Service Learning."*

Enhancing Teaching Effectiveness Through Role Reversal and Team Teaching

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The education industry is currently experiencing greater cultural and educational diversity, which requires significant changes in the way business schools conduct business. The traditional method of instruction focuses on lectures and teacher evaluation of class performance. It does not take under consideration the inclusion of faculty-student teams. Students as well as faculty could participate in all levels of teaching a course.

Coker and Griffith (1994) criticized the traditional method of instruction in the United States. According to them, the traditional classroom system is too outdated in a changing environment. They observe that "significant changes are needed to meet the needs of greater cultural and educational diversity." In this new environment there ought to be an implementation of collaborative endeavor on the part of instructors. Attempts have to be made to explicitly show the interrelationship between business courses and how role reversal and team teaching can enhance teaching effectiveness.

At Pomona College (1999) faculty and students enjoy collaborative teaching and learning opportunities

in many classroom, laboratory and field settings. The collaboration among students and faculty is informal and spontaneous. Professors at Pomona College invite students to participate with the professor at all levels of teaching a course, including planning, leading class discussion, presenting new material in the class, providing written evaluation of student work, and evaluating with the instructor all aspects of the course as it proceeds. Students who have participated report that the experience is "enormously rewarding and illuminating."

The objective of my teaching method is to show how the use of faculty and student teams in teaching preparation and delivery can promote increased learning for students and professors. In the search for a medium of instruction, I have adopted Chickering and Gamson's (1987) objectives of good practice in undergraduate education. The objectives are encouraging contacts between students and faculty, developing reciprocity and cooperation among students using active learning techniques, giving prompt feedback, communicating high

expectations, emphasizing time on task, and respecting diverse talents and ways of learning. These objectives have been accomplished in several of my upper level classes in which this method has been used.

Collaborative teaching with students causes the teacher to view students more as colleagues than mentees because of the communications involved in making the course a success. The roles played by the professor are "professor," "mentor," and "student." Students are invited to participate with the professor at all levels of teaching a course, including planning, leading class discussion, presenting new material in the class, providing written evaluation of student work, and evaluating with the instructor all aspects of the course as it proceeds. The impact of this method has utilized the techniques of team teaching and has increased teaching effectiveness. It's a luxury to get to know students in this way.

Below is an example of role reversal and team teaching between faculty and students in Business Research. The **Appendix** shows samples of students' accomplishments using this method.

Teaching Methodology

Target Audience: Junior and Senior level major classes

Class Size: Ranges from 10-35. This methodology worked with all class sizes.

Type of courses that utilized method: Retail Management, Business Research, International Marketing and Export Management, Consumer Behavior, Professional Selling, and Sales Management.

How long has this method been used? Seven years

Present class schedule: One hour and fifteen minutes per session

First Day of Class: Students are given a course outline along with the university's calendar of events for the semester. They are given a brief summary of the purpose of the course and the expected learning outcomes of the course. Students are also told that at the end the semester a real-life project will be implemented in order to enhance what was learned in the class. The students then select the manager and co-manager. The responsibilities of these two individuals are to coordinate planning process and to develop implementation and control mechanisms for the course content. After the managers are selected, the professor sits among the students while the managers sit in the front of the class. The managers set the stage for what will be discussed for the next class period. They are given two class periods to plan their strategies.

Second Day of Class: Students are allowed to modify the course outline, with the approval of the professor. Modifications range from the distribution of

the grades to learning outcomes. Changes are then discussed among the students and the professor. The professor may or may not change, but should give an explanation to the students on why she feels, for example, that the grade distribution should remain the same. Students also discuss the type of test they prefer. Students and the professor must present rationale for changes. This is a collaborative discussion among the professor and students, not a dictatorship. Managers decided to use only one class period to make changes to the course outline.

Third Day of Class: The third class meeting is dedicated to planning. Plans are made for the following: chapter presentations, tests, project completion, and grading criteria for presentations. Also, rules are made concerning class attendance, nonparticipation in group projects, and timelines. Rules of the class and evaluations are typed and are distributed to each member in the class, including the professor. The professor discusses with the students his or her percentage that will count towards evaluation of presentations. For example, the professor's grade may be worth 50% of the class while the other 50% will come from students. In my class, my grades have the same value as the students. Also, a draft of the course outline is distributed and critiqued. The following decisions were made after the third meeting in Business Research.

Statistical Review: The professor gives a list of concepts that need to be known before the final project is completed. Managers assign the concepts to the students and the students determine when they will discuss each concept. Also, students designate a member in the class to give a demonstration on how to use a statistical package for data analysis. Preferences have been given to MINITAB and EXCEL. Therefore, students recommend that both packages be taught. Topics that students are unable to accomplish are presented to the professor. The professor is given a schedule detailing when the topics will be discussed.

Tests: Students generally desire and decide upon take-home exams. The professor approves of this selection. Students understand that this type of examination is more intense.

Proposal and Methodology: A background of the proposal and methodology is given by the client (people from the community). The page limit is indicated on the course outline. Students determine when this will be completed. They also ask for a date to discuss a draft of the proposal and methodology with their client and professor.

Oral Presentation: Dress code and PowerPoint presentations are discussed. Dress code is discussed among the students and the professor as to what would be accepted as business attire for both men and women.

Students stress that women are not allowed to wear pants and men must wear a full suit. Colors suggested are gray, navy blue, or black. Students are required to show the suit to the class if they are in doubt of the attire. PowerPoint presentations are required during the planning process. Students who are strong in the area of PowerPoint presentation agree to train other class members on giving an effective presentation. In their oral presentation students are to provide linkages to web sights to help the client better understand their research results as they relate to their competitors. Also, discussion is centered around how each group will be evaluated and what should be provided to the client during the presentation.

Written Report: Managers appoint a group of students to find examples of quality research reports. The reports are then discussed in the class. Students know in advance, during the planning process, when reports are due.

Fourth Day of Class: During the fourth meeting of the class, clients express their need for research for their company and what type of information they are seeking. Students are able to tell the clients when the project will be completed and assign a contact person that the client is to communicate with. The fourth meeting is arranged in advance by the professor.

Fifth Day of Class: All decisions and changes are completed. Implementation of the planning process begins.

Controlling Mechanisms: Every three weeks there is a discussion about class progress and what each team is doing toward the completion of the final project. Managers and professor keep a record of students' attendance. Also, students express their opinions toward the class and the strength and weaknesses of the course. Each learning outcome that is accomplished is checked off with the students' consent. The students and the professor also evaluate the final project. Please note: during the presentations the professor sits with the students. The professor is allowed to ask questions. It is to the professor's advantage to take notes in order to create exams. Each member of the class gives suggested questions that should be on the test. The professor lets the students know that the questions will not be just like the questions given in the class but similar to them. Students are allowed to give the questions along with the answers.

Impact on Classes

- Increases class attendance (students look forward to coming to class because they play a major role in the learning process)
- Increases outside research (students require outside research in the evaluation of presentations)
- Produces highly informed and open-minded student discussion (students are more comfortable when they ask questions of each other)
- Increases the use of technology in the classroom (in order to make their presentation interesting, they utilize several technological techniques)
- Brings excitement and enthusiasm to the class (students look at their watches a lot less and look forward to the next presentation; it becomes competitive)
- Encourages interactive learning (class participation is a part of the evaluation process)
- Expands knowledge (students automatically use the internet and outside sources to make their presentation interesting)
- Promotes sharing of ideas (students who have strengths in certain techniques share with other students)
- Teaches the importance of learning to plan (students have to implement the plan they created for the class)
- Encourages active participation in the learning process (students actually are concerned about their expected learning outcomes)
- Encourages team work (the success of the class is based on how strong by team work is implemented)
- Promotes learning by doing (students are able to take the skills that they learn and see immediate results)