Teaching Without a Textbook!
How To Make Courses More Exciting and Fun

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Over time, I’ve come to understand that the most important proferring I do as a teacher involves my thoughtful choice of reading materials, assignments, activities, and, most of all, learning objectives. After all, our actions really do speak louder than our words” (p. 339)

“...the most important things I can do to influence student learning involve carefully planning what my students – not the teacher – will do before, during, and after each class. In sum, I have learned that the most effective teachers focus their attention on course design” (p. 341)
My goal:

• That students recall and use what they learn after they graduate – by doing!

My observations:

✔ Thought I was a good teacher but wasn’t sure students were learning
✔ Students didn’t seem prepared for or enthusiastic about assigned readings
✔ A common complaint: “this is just common sense!”
✔ Textbook activities/cases were dull, simplistic and unengaging
✔ Textbook content didn’t match my own managerial experience
✔ High textbook prices/frequent revisions
What Students Report

- 24.8% completed assigned readings before class*
- 40.8% indicated they did their reading only when preparing for an exam*
- 62% of students spend an hour or less reading assigned materials, only 6.1% spend > two hours*
- Students believe that, without doing any of the assigned reading in a course**
  - 89% could receive a C or better
  - 36.2% could obtain an A
  - 32.2% could receive a B

* Snyder (2014)  ** Baier et al. (2011)
Harvard Assessment Project (Light, 2001)

Predictors of learning

– Highly structured courses with many quizzes and short assignments
– Professors provide quick feedback
– Opportunity to revise and make changes
– How students study and do their homework assignments outside of class (> than teaching style)
– Homework that requires students to study in small groups of four to six (even once a week)
– Amount of writing in a course is strongest predictor of level of engagement
Text or No Text? That is a BIG Question!

✓ Lots of information in one place
✓ The “voice of the discipline”
✓ Students like having a one-stop reference
✓ Easier to read than primary sources
✓ Creates frameworks (outlines, chapter themes, etc.) to facilitate understanding
✓ All students read the same material
✓ One-stop source for instructors (ready-made information, publisher materials)
✓ A basis for course design (especially for new instructors)
Text or No Text? That is a **BIG** Question!

- More active learning and engaged students, fewer complaints
- Easier to rearrange or change course materials
- Allows for emergent topics in the world
- Primary (sources (articles, cases, interviews, speeches) more authentic
- Helps students develop deeper understanding of the major concepts and current best practices for what comes next (future learning)
Text or No Text? That is a BIG Question!

- Better, more fun and engaging class discussions
- Increasingly able to incorporate copyrighted works via electronic links and/or purchase original materials economically and conveniently
- Faculty and librarians could work more closely together
- Students don’t care about what a text offers an instructor
- Cost – $1200 average cost of books/supplies (4-year)
- Neuroscience research: standard textbooks may actually inhibit rather than facilitate learning
Reflections on Teaching Without a Textbook

Going without a text requires significant upfront investment.

Student feedback is more specific and useful re materials.

Supports a “do then learn” model v. a “learn then do” model.

More consistent with adult learning theory and neuroscience research on “brain friendly”.

Compatible with “fair use”.

More fun, more realistic, more engaging, more talking!

Compatible with more frequent writing.

Students own their learning, refer back to earlier articles/cases voluntarily, uncover learning v. me covering a topic.

Allows for much more variety in materials (and easier to revise).

More economical for students.

More fun, more realistic, more engaging, more talking!
Courses Without a Text

- MGT 200 Management & Organizational Behavior
- MGT 300 Organizational Leadership
- ECON 330 Business Strategy
MGT 200 Course Schedule/Topics

- What is management?
- Effective organizations and teams
- Launching a successful team
- More on teams...
- Creativity
- Communicating effectively
- Decision making, conflict, power and influence
- More on power, influence and conflict

It is one thing to talk of Bullfighting. It is another thing to enter into the ring and fight the Bull. (Spanish proverb, loosely translated)

- Motivation and performance
- Culture and organizational change
- Leadership and managing in difficult circumstances
- Managing in difficult times
- Values and ethical decision making
- Lessons learned
Your 3 Imperatives as a Manager
Making Sense of Your Journey
Mastering the Challenges of Being a Great Boss

"MY BEST REFLECTED SELF"

Individual Field Exercise #1 – BE 230 – FALL 2012

This exercise complements the required article, Managing Oneself available through the HBS website and is based on a 2005 HBR article How to Play to your Strengths by Roberts et al (this article is posted on BB should you want to review it yourself). Your memo is due no later than Wednesday September 19. Here are the steps (in short) of the exercise:

- Identify individuals who know you well – include people who know you personally (family and friends) and those who know you in different settings (employer, coach, instructors, etc.). From this list, select at least 5 individuals who are likely to offer you feedback within the next week. It's better to request feedback from 10 people since not everyone will be willing or able to meet your deadline.
The Tough Work of Turning Around a Team
by Bill Parcells

Even the most talented teams can fall into a habit of poor performance. If you want to break that habit, says one of the NFL’s winningest coaches, you’d better be prepared to get in people’s faces.

Let’s Hear It for B Players
by Thomas J. DeLong and Vineeta Vijayaraghavan

We all downplay average performers because they lack the luster and ambition of stars. But look again. These best supporting actors may just take the lead in saving your organization.

The Army Crew Team

It was nearing the end of the crew season in May 2002, and Colonel Stas Preczewski, the coach of the Army Crew team for the United States Military Academy at West Point, had just spent the last three weeks in utter frustration. He faced a situation he had never seen before in the nine years he had coached the sport: the Junior Varsity (JV) crew boat frequently beat the Varsity (V) boat during practice and in some races. This was not supposed to happen. Coach Preczewski (or Coach P.) had selected the members of the Varsity boat after a long series of objective tests measuring their speed, strength, and coordination—all of which demonstrated that they were the top eight rowers on his team. So how did the Junior Varsity boat—consisting of the bottom eight rowers on his team—frequently beat the Varsity boat?
Understanding the three levels of culture at Ursinus: Artifacts, espoused values and basic assumptions

Put yourself in the place of a senior administrator at Ursinus College. Reflect on the following values—these are espoused orally and in writing in multiple ways to multiple groups (students, employees, prospective students, etc.):

- Rigor and challenge are essential characteristics of a transformative college experience.
- Close relationships between faculty and students are highly beneficial.
- Independent learning is an essential element of a higher education.

*From the 2009 Middle States Report*
- We strive not only to equip students for a livelihood but for a way of life.
- Encourage all students to strive for excellence.
- Qualities of thoughtfulness, independence, and responsibility should guide all that we do.

*From the College’s Student Handbook:*
- Learning to live as responsible adults entails learning to live together. For Ursinus College to become a learning community, all of us must be involved in cooperating with and helping one another.

*From the College’s Employee Handbook:*
- We seek to make excellence a daily affair—in a repair well made, a message accurately conveyed, a student problem sensitively resolved, as well as a lesson well-taught in the classroom.
- Each of us takes pride in solving problems to the satisfaction of others, rather than an environment in which we see our job as passing on problems “up the ladder” or to others.

Now, as a team, select one or two of these espoused values to analyze using Schein’s three levels of culture (refer to the PPT tutorial on culture and/or the assigned readings for today for more detail on these three levels: artifacts, espoused values, and basic assumptions).
"If you come back in 30 years, universities will be competing for the best and brightest students," he says. "I hope that universities will also be competing on things such as whose students are the most ethical," he adds. "If that happens, it will change the continent." Patrick Awuah, Ashesi University founder, Ghana

GRADING

- Weekly essays (due Sundays by 11:59 PM): 10 @ 25 points (250 points)
- Individual course reflection paper (50)
- Class participation: 25 classes @ 4 points (100)
- Team leadership of a class (100)
- Profiles in Leadership term paper (100)
- Profiles in Leadership oral presentation (50)

COURSE TOPICS

- Contemporary perspectives
- How great leaders inspire action
- Theories of leadership
- Leadership and visioning
- Moral courage and ethical culture
- Leaders as change agents
- Leaders as coaches
- Leading in a crisis
- Other perspectives on leadership
- The dark side of leadership
- What is your philosophy of leadership?
Organizational Leadership (1st Week of Class)

✓ So let’s start with the “why” we read *The Secret Sharer* to learn about leadership
✓ Do you agree that leaders think and act differently than anyone else?

“What” – we all know what we do
“How” – some of us know how we do what we do
“Why” – few know/purpose why we do what we do

✓ Can we use what Simon Sinek has to say to guide our own discussion of the *The Secret Sharer*?
Organizational Leadership:
Sample Week’s Readings and Assignments

February 10

Leadership in action: Apollo 13 (view film in entirety prior to Monday’s class)

Theories of leadership: Managers, followers and leaders

Read on BB: “Leading clever people” (Goffee & Jones, 2007), “What every leader needs to know about followers” (Kellerman, 2007), “How managers become leaders” (Watkins, 2012). Note: you have already read these three articles so you do not need to summarize them in your weekly essay due February 9. We will integrate them into our discussion of Apollo 13 this week.

The following articles should be summarized and discussed in the weekly reflection essay due on February 9:
Read on BB: “The focused leader” (Goleman, 2013), “Eugene Kranz returns Apollo 13 to earth” (Useem, 1998) and “Lead with your values” (Cohen & Greenfield, 1998)
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<th>Topics</th>
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<td>• Thinking like a strategist</td>
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<td>• Understanding a winning strategy</td>
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<td>• The business model canvas</td>
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<td>• Mission, vision, values and firm strategies</td>
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<td>• More on the business model canvas: Using the language and basic</td>
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<td>analytic tools of a strategic thinker</td>
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<td>• Strategy and performance</td>
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<td>• External environment and the strategist:</td>
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<td>Macro/driving forces</td>
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<td>• External environment and the strategist:</td>
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<td>Competitive forces</td>
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<td>• Key success factors and the resource-based view of the firm</td>
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<td>• Aligning strategy, environment and implementation</td>
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Introduction to the “Business Model Canvas” as a framework for strategic thought and action

Homework #1: Finding evidence of strategy in the WSJ (BB)

In-class finance quiz (you may bring one 8 ½ x 11” reference sheet and a calculator) - a practice problem set and answer key (2 separate documents) are posted in this folder should you want additional review materials.

Read before Session 2:

Required case: Cavalier Hospital (HBSP) and “An introductory note on the case method” (HBSP)

Required articles: “Why business models matter” – Magretta (HBSP)

“An overview of financial statement analysis” – Darden (HBSP)

“How to read a financial report” – Merrill Lynch (BB Toolkit)

Review/view: Business model canvas (BB) and the HBR video “Sketch out your hypothesis: An introduction to the business model canvas” (link posted in this folder)

Homework Assignment #1

Locate an article in the Wall Street Journal that is current (published since July 1). Answer the following questions in a narrative form (i.e., do not answer each question separately – offer a coherent story to your reader that includes your answers to these questions). Keep your response to 500 words.

1. Put yourself in the shoes of a manager working for the organization described in the article
   a. How do they create a unique and valuable position?
   b. What do they do that is different?
   c. How do you think the organization has sustained competitive advantage?
   d. Can the source of this advantage be imitated?

2. What most surprises you about this firm’s strategy? Why?
3. What have you learned from doing this task?
Sketch Out Your Hypothesis (Video/Audio Example of a Business Model Canvas)

The business model canvas lets you look at all nine building blocks of your business on one page. Each component of the business model contains a series of hypotheses that you need to test.

- **KEY PARTNERS**: Machine manufacturers
- **VALUE PROPOSITIONS**: Nespresso machines, Nespresso pods
- **CUSTOMER RELATIONSHIPS**: Households
- **CHANNELS**: Retail, Mail order & call center, Nespresso.com
- **REVENUE STREAMS**: 1 x machine sales
- **COST STRUCTURE**
Top Workplaces 2014 is an effort to discover the best employers in the Philadelphia region - as decided by each company's employees. More than 34,000 were surveyed by WorkplaceDynamics of Exton. Here are their findings for best large, midsize and small companies, including firms based elsewhere that have a major area presence.

Session 3 Mission, vision, values and firm strategies July 14

Mission, Vision, Values and Firm (corporate and business) Strategies

Homework #2: select a firm from the list of “Top Workplaces in Philly” (link posted in this folder). Visit the website to see how (or if) that firm presents its mission, vision and values – remember that not every firm communicates to its audiences in exactly the same way! Report what you find and offer a brief reflective commentary about your experience – maximum 500 words.

Homework #3: identify a firm (any firm but likely one that you already know something about because you've been reading the WSJ!) that is pursuing a business level strategy of differentiation in a way that wows you and then briefly: a) describe how the firm differentiates itself from competition and b) be prepared to pitch your example to the class in 60 seconds!

Required reading before Session 3:

Required case: Dansko (HBSP)

Required article: “Types of strategy: Which fits your business?” (HBSP)

Review on BB: “Business definition: Mission, vision and purpose,” “Overview of corporate strategy,” and “Generic business strategies” (all Word documents)
Session 5 Strategy and Performance July 21


Homework #6: Find a short WSJ article that discusses both financial and strategic (non-financial) performance.

Answer the following questions (for submission via the electronic assignment portal on BB no later than 5:30 PM on 7.21.2014):

a. List the performance metrics referred to in your articles, e.g., net profit, gross margin, brand equity, etc.

b. For each metric, what underlying performance construct is being measured (e.g., if a figure for year-over-year revenue growth is reported, what do you think is the underlying performance area; if number of new patents is reported, what is the underlying performance area?)?

Homework #7: “Deep Dive” into Macy’s performance (document with specific instructions posted in this folder; this homework assignment will not be submitted but you need to have completed all of the steps in order to participate in a productive class conversation!). There may be a short in-class writing assignment based on your prowork.

Case: Macy’s Repositioning

Read on BB “Connecting strategic and financial analysis” (BB) and PPT tutorial on “Strategy and Performance.”

Suggested reading on BB: “Corporate reporting of nonfinancial leading indicators”

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<tr>
<th>Business Strategy</th>
<th>Strategy &amp; Performance Metrics</th>
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<td>1. In small groups, discuss your WSJ articles and generate a list of all of the performance metrics that are explicitly mentioned. Compile a common list using the table below.</td>
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<th>Metric</th>
<th>Financial (F) or Strategic (S)?</th>
<th>Underlying performance construct?</th>
<th>Where on the balanced scorecard does this metric belong? Internal process (IP) Customer (C) Financial (F) Innovation/Learning (IL)</th>
<th>Other metrics that could indicate performance in this performance area?</th>
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Deep Dive: Using a 10K/Annual Report to Uncover Strategy and Performance in a Public Firm

Purpose: This exercise will develop skills in locating, organizing and integrating information and learning to “work in the gray” areas where managers must solve unstructured problems in unfamiliar settings and exercise judgment based on comprehension of an unfocused set of facts. In addition, the exercise requires you to communicate the results of your analysis in a short (maximum 500 words) statement that is due before you leave class tonight – you will gain skill in “boiling down” a lot of data into a coherent, clear and concise written statement prepared under a short deadline.

1. Think about the differences among a service company, a merchandiser, or a manufacturer – where might these differences appear in financial statements? In which category is your firm?

2. Read the CEO’s Letter to Shareholders:
   a. What does s/he say about the firm’s performance? (Hint: don’t restate every specific item; rather think in terms of categories of performance such as profitability, financial strength, growth, innovation, market share, quality, customer satisfaction, employee satisfaction, etc.)
   b. Does the letter reference the firm’s mission, values and/or vision?
   c. What strategic/financial goals does the letter include?
   d. Does the letter explicitly discuss the firm’s corporate and/or business-level strategies?
Selected Sources for Course Materials

- Harvard for Educators (coursepacks/purchase)
- Aspen Institute (free and purchase)
- Stanford University “Leadership in Focus” (video cases) (free)
- Harvard Business Review Videos (free)
- Podcasts from radio and television programming
- Pedagogy in Action Carleton College SERC
- Open Textbook Library
- Open Course Library Washington State University
- World Economic Forum Meetings
- TED
- University of Washington Electronic Hallway ($50 membership fee for faculty to download and use materials)
Thank You!

Want more information or have questions?

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