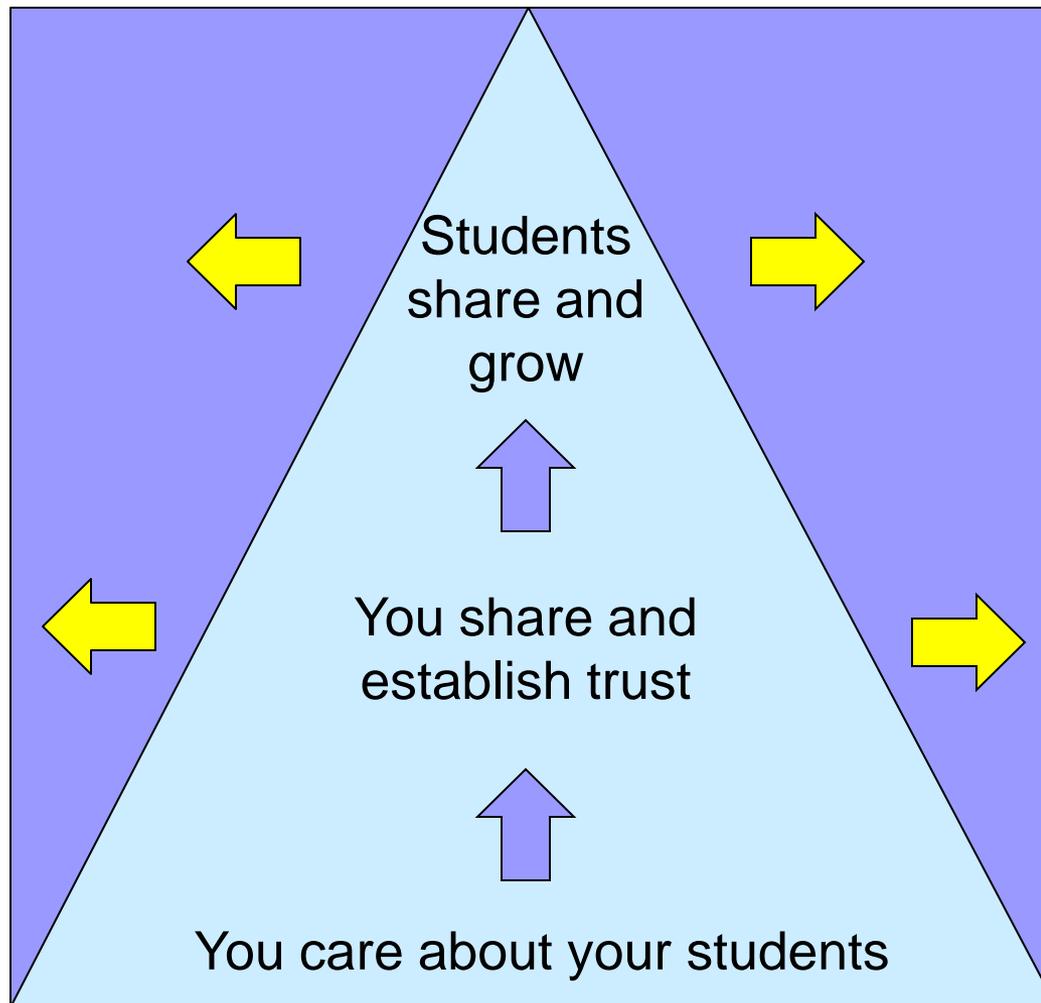


Teach what you learn: Sharing your scholarly research in business classes

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Conceptual Framework

Proposition: Building upon a foundation of caring for your students, the more you share and establish an environment of trust, the more students will share and grow.



You care about your students

“[Students] don’t care how much you know until they know how much you care” (Maxwell, 1998, p. 102).

→ Connect with students by seeking common ground, relate to their needs and to what’s important to them (Maxwell, 2010)

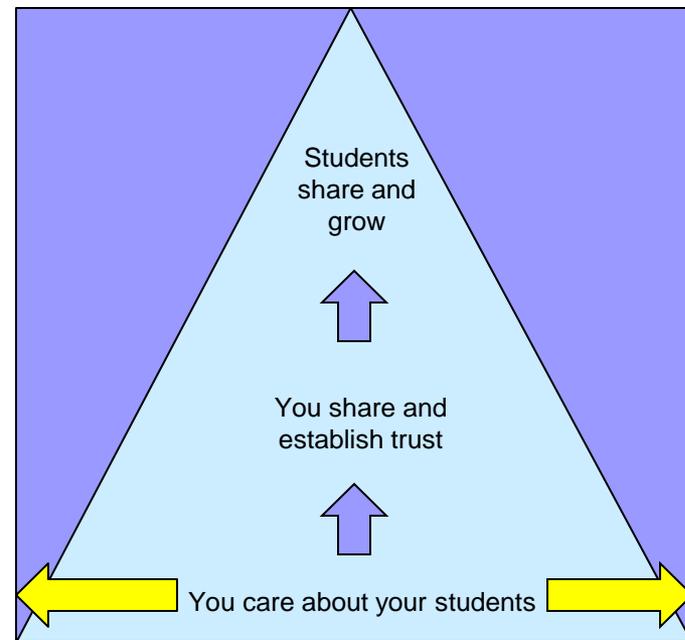
→ Outline your objectives, desired outcomes, and benefits of the course for the students

“So in everything, do to others what you would have them do to you, for this sums up the Law and the Prophets” (Matthew 7:12, NIV, 2010).

→ Follow the Golden Rule

- ✓ Treat students with respect
- ✓ Communicate your expectations clearly and then evaluate accordingly

→ Prepare students to be world changers (Indiana Wesleyan University, 2010)



You share and establish trust

“Teaching is an activity that emerges in collaboration *with* students as partners in learning” (Trigwell & Shale, 2004, p. 534).

→ Share your journey to establish confidence and trust in you as a Christian and as a teacher

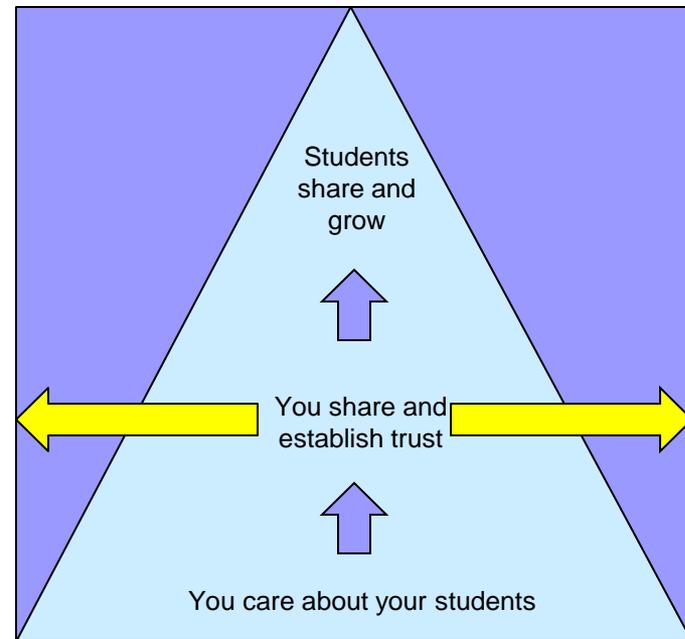
(Faith, education, and business experience)



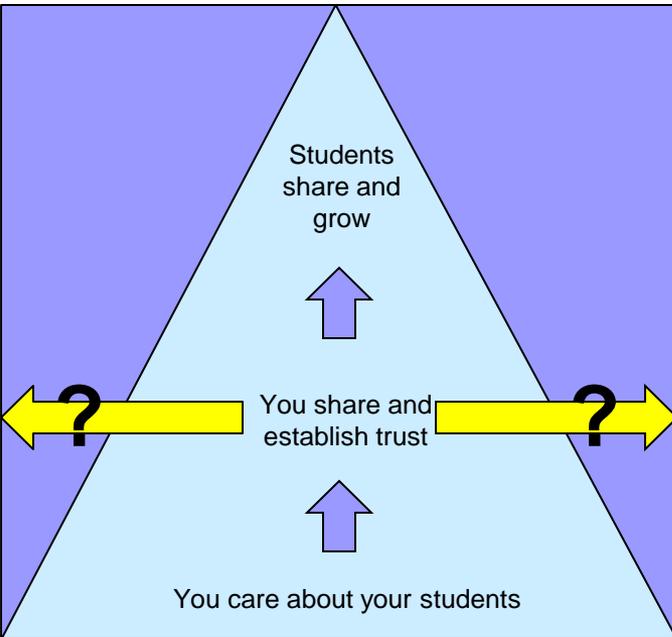
- ✓ Learning, growth, and skill development
- ✓ Sacrifices, struggles, and character building
- ✓ Mistakes, setbacks, and losses

In sharing your journey, when do your students really listen and engage?

→ Develop students in character
(Indiana Wesleyan University, 2010)



You share and establish trust



Do you keep your research separate from teaching?

-OR-

Do you share your scholarly research in business with your students?

You share and establish trust by sharing your research findings

→ Share your research to:

Explain business theories and concepts

- ✓ First hand knowledge and learning

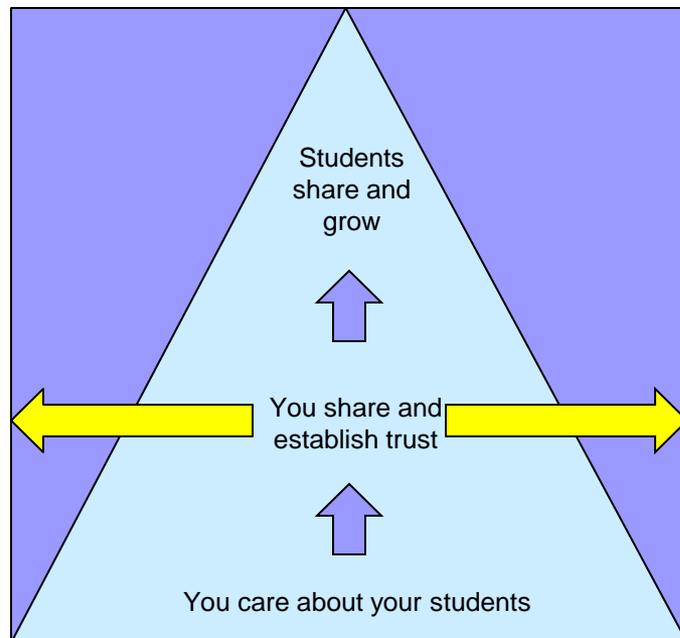
Bring concepts to life

- ✓ Original work
- ✓ Engage the student

Inspire others to action (Maxwell, 2010)

- ✓ Your passion comes through
- ✓ Reinforces your credibility and expertise
- ✓ Practice what you preach

→ Develop students in scholarship
(Indiana Wesleyan University, 2010)



Note: Sharing your research should be considered a supplement to your current lecture practices, project team activities, and individual applications.

You share and establish trust by sharing your research findings

For example, I use my research in the death care industry across multiple areas of marketing.

Market research

- ✓ Growth of cremation (Crane, 2007b), geographical migration and state cremation rates (Crane, 2007a)
- ✓ Casket imports (Crane, 2008a)

Marketing analysis

- ✓ Batesville Casket Co. (Crane, 2006)

Product and promotion

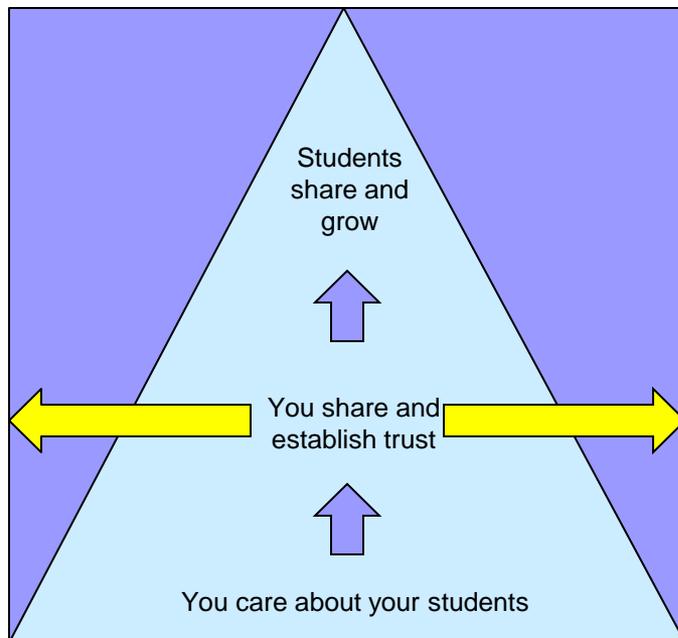
- ✓ Preneed funeral planning (Crane, 2008b)
- ✓ Mass customization (Crane, 2007c)

Marketing channels (distribution) and pricing

- ✓ Dissertation on consumer behavior in the purchase of burial caskets (Crane, 2010)

Strategy

- ✓ Strategies to compete with low-cost importers (Crane, 2008a)



Students share and grow

Past and current experience

“In an adult class[,] the student’s experience counts for as much as the teacher’s knowledge” (Knowles, Holton & Swanson, 1998, p. 109).

→ Encourage students to share their life and work experiences with the class

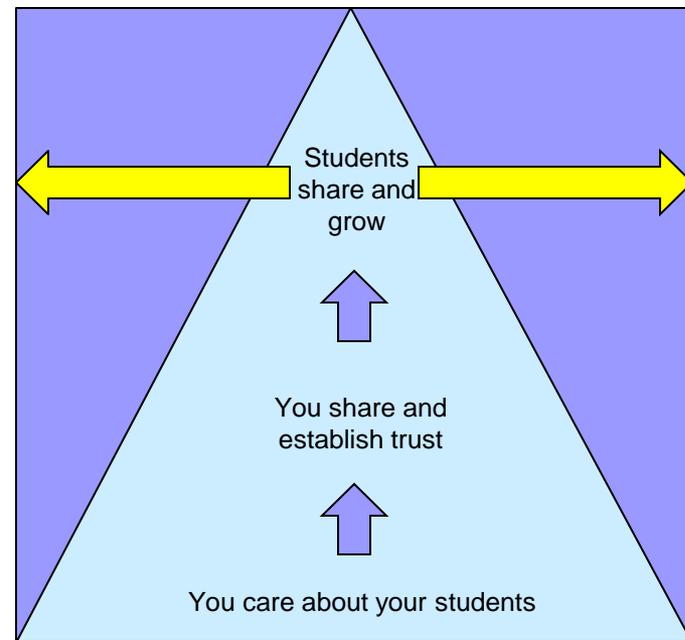
Current and future growth

“Challenge, motivate, and encourage [students] to be all that they can be” (Maxwell, 2010, p. 208).

Scholars expect others will read and review their research. Students should expect this as well (Brinkley et al., 1999).

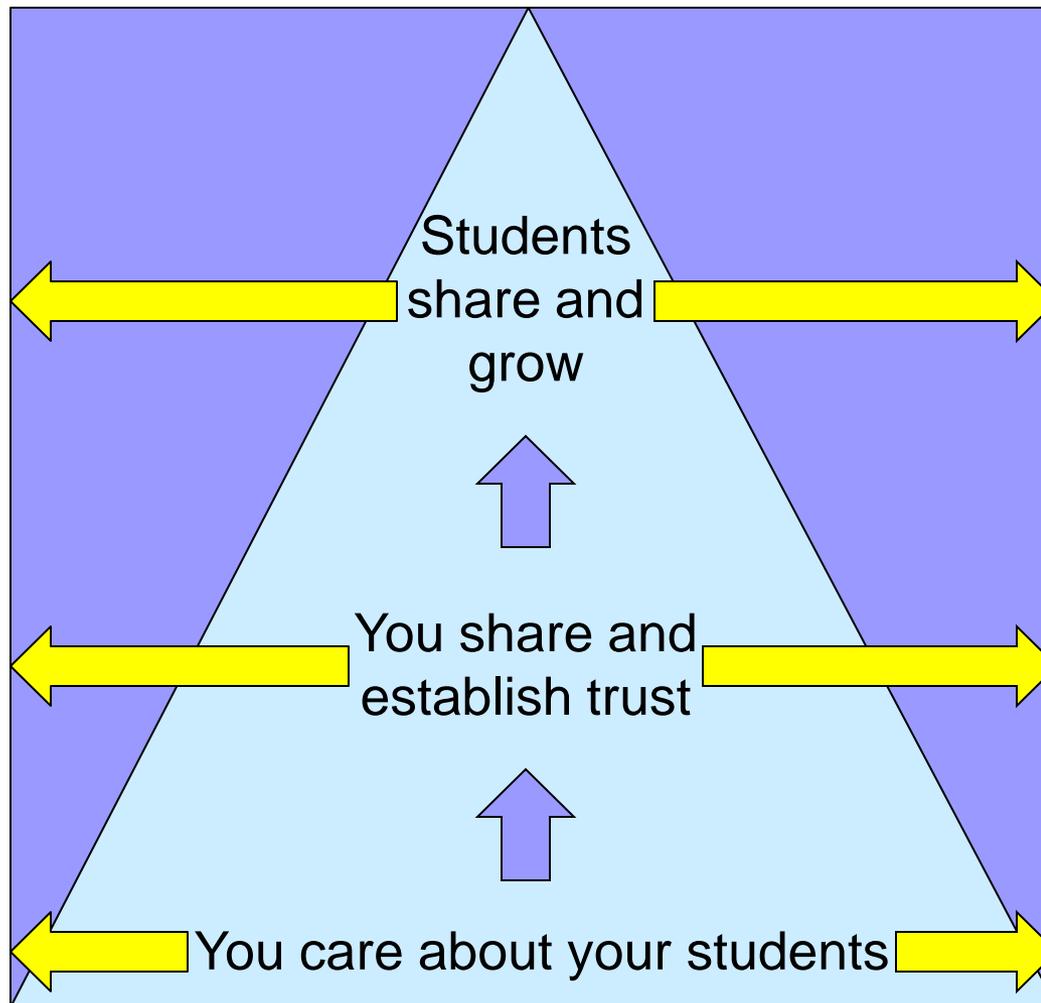
→ Have students share their research papers with the class (Brinkley et al., 1999)

→ Develop students in leadership (Indiana Wesleyan University, 2010)



Conclusion

By sharing what you learn, students share what they learn and grow toward becoming world changers!



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