MICROACTIVITIES IN TEACHING INTERNATIONAL BUSINESS COURSES

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The Classroom
Our students!

Our undergraduate students are generally:

Gen-Z and Millennials (20’s – 30’s) Cohorts.
The first 15 minutes!
After 30 minutes of lecturing
Are you going to take attendance today?

After 40 minutes, finally a student raises his hand!!!
What can we do to change it?

You can use microactivities to engage students and improve learning.
Break up the class lecture to include ‘flipped’-like activities.
Microactivities

• Short, in-class exercises designed to stimulate student engagement.
• An attempt to ease students into ‘active learner’ mode and make the classroom more dynamic.
• Literature support on microactivities is related to topics such as Flip teaching and Metacognition.
It’s important to break up the class material because attention spans are short (around 15 minutes)*

Microactivites can:
• Balance class participation
• Encourage students do most of the talking
• It can be used in different group configurations (individuals, pairs, small group, large group)

*Attention Breaks in Lectures Johnstone, A. H.; Percival, F. Education in Chemistry, 13, 2, 49-50, Mar 1976
Planning your class to include microactivities

• Ask yourself what you want your students to get most out of the session – learning objectives.
• How will the activity contribute to the overall goal for the lesson?
• **Discuss current events:** Making connections with real-world events will engage students and make them feel like they’re learning truly relevant information.
Planning your class to include microactivities

Make use of technology (when possible): Interactive apps will have students thoroughly engaged in the classroom.

Make it simple: sometimes all you need is a blank paper and a pencil

Make it fun: when your students are having a great time and simultaneously learning, everyone wins.

What are you as the instructor passionate about?
Goals in using microactivities

1. To engage students in the classroom;
2. To reinforce class content and concepts;
3. To make the classroom environment more dynamic.
How it works

• Lecture for 15 to 20 minutes before engaging in a microactivity.
• Microactivities are a way to transition from traditional lectures into more interactive, subjective participation.
"Do you use any activity to break down the class?"

• The use of microactivities – short in-class activities - contribute to both engaging students and reinforcing IB concepts.

• Both technological and non-technological based notions can be used to develop microactivities.

• The challenge is to be creative and design microactivities which fit class topics. Experiment, and see what works best!
Mentimeter Activity

• This activity will engage students using electronics. Students will use smartphones, tablets or laptops to answer multiple choice questions, True/False, and write words or answer questions. It can work as a “virtual clicker.”

• **Objective:** students will be able to recall the key characteristics of an IB concept. This will help them to realize what words best define a concept.
Create interactive presentations & meetings, wherever you are

Get real-time input from remote teams and online students with live polls, quizzes, word clouds, Q&As and more
Go to www.menti.com and use the code 87 66 06

List three words that best describes globalization today
in the role of the ACTIVIST rank the relevance of the arguments against globalization

1st: Ignore human rights
2nd: Imposes Western cultural standards on the rest of the world
3rd: Results in domestic job losses
4th: Interferes with the sovereignty of national governments
5th: Hampers infant industries in developing economies
What’s in a word? Team T-shirt activity
(10-minute activity)

Students create a team and choose an IB topic. Then they write words or phrases on a T-shirt to describe and represent their team/topic. 3-5 students to a group. They will present it to the class.

Objective: Students will be able to recall the key characteristics of an IB concept. This will help them to realize what words best define a concept.
Regional Integration
How to Train a Foreigner?
(15-20 minute activity)

Students will draw pictures that represent a concept, e.g., culture. 3 to 5 students to a group. They will present the poster and concept to the class.

**Objective:** students will be able to understand a concept by illustrating a topic.
Key impressions of U.S. culture upon first meeting
Twitter-like statements
(5 to 10 Min activity)

Students will write short statements based on a twitter that presented to them. Individual activity.

**Objective:** Students will be able to make judgments based on criteria, context, and standards learned in the classroom.
When a country (USA) is losing many billions of dollars on trade with virtually every country it does business with, trade wars are good, and easy to win. Example, when we are down $100 billion with a certain country and they get cute, don’t trade anymore—we win big. It’s easy!
10:50 AM - Mar 2, 2018
Use Mentimeter to show the responses
Show short videos with fun content that can provoke discussion related to a specific IB topic.

**Objective:** students identify concepts from short video clips and relate them to IB course material.
"Blame It on Lisa". In the episode, the Simpson family goes to Rio de Janeiro, Brazil. Rio de Janeiro was portrayed as having rampant street crime, kidnappings, slums, and a rat infestation with the inclusion of clichés and stereotypes not related to Brazil.

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Food from around the world
(20 min)

Bring food samples from a specific country and ask them to try it.

**Objective:** this activity can be used to educate students on cross-cultural culinary differences and create perspective, understanding, and respect through dialogue.

It also can be used to illustrate comparative advantage (resources in abundance) can explain certain food preferences.
Traditional micro activities

• **Think-Pair-Share:** A quick activity that allows students to think carefully about a question before sharing their responses with others.

• **What? So What? Now What?** Begin by asking students to describe an experience. How is it significant within the context of this class?

• **Index card takeaways:** ask participants to reflect on what they learned that day and how they plan to act on that learning.

• **Muddiest Point:** this microactivity simply asks students to write down what they found most confusing in the reading, lecture, or activity.
Grading microactivities

How to assess/grade these activities?

1. I use them as part of class participation (10% of the final grade) – when part of every class in a semester (Individual activities).
2. I have used as bonus points (Group activities) – curve grades.
3. Some activities I do not grade, I use them to take attendance.
4. The main objective is to engage, and I have used microactivities semester grading, and it was successful.
Take-Aways

• Breaking up class is good for both students and instructors.
• Through the inclusion of microactivities, student interest increases dramatically.
• Students gain a deeper recollection of IB concepts presented in these activities.
• Why not try a microactivity or two in your class to avoid exceeding the 15-minute attention span limit.
• Use your creativity to develop new microactivities.
*Current Concepts in IB Newsletter* series, available at: https://ciber.robinson.gsu.edu/faculty-development/pedagogy-newsletter/

Pedagogy Newsletter

A Periodic Publication for Teaching Resources

The following Current Concepts in IB issues are intended to provide international business educators with cutting-edge, pedagogical tools for important contemporary and evolving IB topics. They are intended for classroom use as a supplemental resource for your teaching. Each issue contains a brief summary of the topic, PPTs, exercises, links to videos and topic discussion items.

- Issue 10: "Covid-19 & Global Supply Chains"
- Issue 9: "Culture, Technology & Migration"
- Issue 8: "Global Megatrends-2020s"
- Issue 7: "Teaching International Trade Theory"
- Issue 6: "Energy & International Business"
- Issue 4: "The Rise in the Global Trade of Service"
- Issue 3: "China – The World's Biggest Retail Market"
- Issue 2: "The Fourth Industrial Revolution and IB"
- Issue 1: "Rise of the Middle Class in Emerging Markets"
Other resources

- https://cetl.gsu.edu/services/instructional-support/constructing-a-syllabus/
- https://globaledge.msu.edu/
Thank you!
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