

BRINGING THE WORLD IN: GUEST SPEAKER

General Guide..... 1
 Guest Speaker Example: Business Savvy 5
 Guest Lecture Example Assignment: Business Savvy 8

GENERAL GUIDE



In this experience, professionals, practitioners, or stakeholders come into class as experts in their domain to lead a course session, replacing a regular lecture and supplementing instructors’ perspectives and expertise. Guest lectures give students a chance to gain unique information and perspectives, practice professional interaction, and self-direct learning through discussion with someone from the "real world".

"Without giving students direct access to practitioners and stakeholders and without fully engaging students personally in the issues that they are studying, there will always be...limitations to the educational experience." -Domask, 2007

Course	Level: 100; can accommodate group size: 10-100+
Enjoyment	Provides variation in lecture schedule, brings a new face and perspective, as well as unique insight or expertise into the class.
Learning	Students get to learn about how course concepts are applied in the real world from an interesting expert.
Adjustments	Requires work with speaker to align lecture topic with course learning objectives and develop supporting materials
Benefits	Can replace a lecture. Instructor doesn't have to teach outside of their comfort zone. Opportunity to interact with a colleague.

LEARNING OBJECTIVES

- Interact professionally with an expert in the classroom setting. [INTERPERSONAL COMPETENCIES]

- Identify the questions to ask of the guest speaker in order to garner information or illicit perspectives that you need to clarify the main systemic relations of the issue at hand. [SYSTEMS THINKING]
- Explain how the speaker's perspective on sustainability is similar to and different from other experts and stakeholders encountered in class. [VALUES THINKING]
- Describe barriers that the speaker faced in developing and implementing sustainability solutions. Analyze what made the speaker's project viable, feasible, efficient, and effective. [STRATEGIC THINKING]
- Consider how you can incorporate lessons learned about public speaking and science communication (from observing guest speaker) into your own class presentations. [INTERPERSONAL COMPETENCIES]

ACTIVITIES

The purpose of this experience is to expand on course material and instruction with an expert's insight about their research, work, business, volunteerism, or activism and help students begin developing self-directed learning and stakeholder engagement skills (Domask, 2007 and Hoek, Godsell, and Harrison, 2011). Guest speakers can also offer insight into career options and how sustainability skills relate to specific jobs. In this experience, students listen to a lecture given by a guest, which is coupled with preparatory activities and interactive discussion and reflection. Depending on the size of the class, these activities may involve coordinating aspects of the lecture or introducing the speaker. In this experience, the students' role is interactive listener, the instructor takes on the role of facilitator, while the guest speaker takes on the role of instructor (Domask, 2007).

Before

- Pick sustainability topic / problem for the lecture and contact the potential guest speaker before the semester begins. Together, determine date, time, and objectives.
- Meet with or email the speaker 2-3 weeks before scheduled date to coordinate the lecture and assignments. Discuss topic, learning objectives, and time-frame.
- Create discussion questions will help keep students focused on the speaker's presentation.
- Build interest in the speaker by announcing them in class ahead of time and posting their bio or website on Blackboard (Glencoe/McGraw-Hill, 2002; DeFinis, 2010).
- Coach students on active listening and engaged discussion.

During

- Model professional stakeholder engagement by being on time, preparing an introduction (of instructor and of the class), and ensuring technical issues run smoothly.
- Introduce speaker and communicate how the guest lecture builds on course content and the concepts, methods and skills relevant to the learning objectives.
- Encourage student to direct their own learning by engaging in interactive discussions and/or Q&A sessions, and taking responsibility for seeking

information needed to complete assignments or link lecture to course content if guest lecture doesn't do so explicitly.

After

- After the lecture, hold discussion and / or assign students reflection that provide opportunities to synthesize and build upon new knowledge.
- Structure discussion time by setting a time limit, providing discussion questions, and asking for an output helps students keep the discussion focused (Ledlow, n.d.).
- Thank guest speaker - or have students thank her / him in writing or by email.

ASSIGNMENTS AND ASSESSMENT

The assignments below that can maximize learning outcomes of the Guest Speaker experience and produce outputs that can be assessed to determine student learning outcomes.

- **Read** material chosen jointly by instructor and guest or bio / website of guest speaker before lecture. Output: written review or questions for Q&A session.
- **Introduce** guest speaker. Output: introduction linking speaker's expertise to course.
- **Prepare / ask questions** for guest speaker to answer randomly or selectively during discussion time. Output: written questions (large class) or verbal questions (small class).
- **Discussion** in groups of 3-5 after lecture. If class is small, and speaker has the time, this would be a great opportunity for speaker and instructor to spend a few minutes with each group, giving students the opportunity to ask questions. Output: worksheet, 1 page front and back.
- **Write** a short summary of the lecture and a reflection focusing on the connection between the guest lecturer's insight and course material covered. Output: reflection (1 page).

Use a Likert-scale to determine if students achieved all, most, some, little, or none of the learning objective. Develop a rubric with examples of answers that demonstrate students have achieved all (5), most (4), some (3), little (2), or none (1) of the objective.

TAKE THIS EXPERIENCE TO THE NEXT LEVEL!

- *Visit the world* - Take a field trip or do a walking audit to see an organization, site, or project described by the guest speaker.
- *Simulate the world* - If course uses multiple guest speakers, have students take on roles of the different speakers to discuss solutions for a local sustainability problem such as water management, urban heat island, urban sprawl, or obesity. Consider synergies, barriers, potential unintended consequences from guest speaker's perspective.
- *Engaging the world* - Assign groups of students to develop a project based on the guest speaker's topic or expertise and ask the speaker or multiple speakers to mentor projects or attend presentations. Or, assign students a group project in

which they are in charge of selecting guest speaker and organizing experience as part of their honor's contract (Glencoe/McGraw-Hill, 2002).

BIBLIOGRAPHY & RESOURCES

Domask, J. (2007) Achieving Goals in Higher Education: An experiential approach to sustainability studies. *International Journal of Sustainability in Higher Education* 8(1). p. 53-68

Glencoe/McGraw-Hill (2002). This weeks tips: Guest Speakers. *Teaching Today Post Secondary*. Accessed: June 29, 2012.
<http://www.glencoe.com/ps/teachingtoday/weeklytips.phtml/42>.

Hoek, R., Godsell, J., and Harrison, A. (2011). Embedding "insights from industry" in supply chain programmes: the role of guest lecturers. *Supply Chain Management: An International Journal* 16(2): 142-147.

GUEST SPEAKER EXAMPLE: BUSINESS SAVVY

SUMMARY

Instructors of a 400-level sustainability research workshop class invited a business expert to speak about business plans so that student teams could better understand and engage with their projects' community partners from small, start-up companies to identify their objectives for collaboration.

"Without giving students direct access to practitioners and stakeholders and without fully engaging students personally in the issues that they are studying, there will always be...limitations to the educational experience." -Domask, 2007

Course	Level: 400; Ideal Group Size: 15
Enjoyment	Students get to learn about how course concepts are applied in the real world from interesting experts.
Learning	Brings a new face and perspective, as well as new expertise into the class.
Adjustments	Requires work with speaker to align lecture topic with course learning objectives and develop supporting materials
Benefits	Can replace a lecture. Instructor doesn't have to teach outside of their comfort zone.

LEARNING OBJECTIVES

- Recall basic components of a business plan, as one type of a strategic approach, and explain how they relate to each other. **[STRATEGIC THINKING]**
- Take on the role of community partners while filling out a business plan template. Identify and explain drivers of partners' values and project objectives. **[VALUES THINKING]**
- Evaluate the ability of the business plan to promote integrity of social-ecological systems (i.e. sustainability). Propose modifications to template as necessary. **[SYSTEMS THINKING]**
- Interact professionally with an expert in the classroom setting. **[INTERPERSONAL COMPETENCIES]**
- Identify the questions to ask of the guest speaker in order to garner information or illicit perspectives that you need to clarify the main systemic relations of the issue at hand. **[SYSTEMS THINKING]**

ACTIVITIES

The experience consisted of a lecture given by Dan O'Neill, General Manager of the Sustainability Solutions Extension Service at the Global Institute of Sustainability and PhD student at the School of Sustainability, Arizona State University. The purpose was to supplement course material and instruction on sustainability research with an expert's insight about commonly used language, drivers, constraints, and other concerns of

business owners. This helped students engage with community partners and identify the objectives and product outputs that community partners envision students producing (Domask, 2007 and Hoek, Godsell, and Harrison, 2011). During the experience, students' role was interactive listener and the instructor took on the role of facilitator while the guest speaker took on the role of instructor (Domask, 2007).

Ahead of time, students read *Business Model Generation* by Osterwalder, A. & Pigneur, Y. (2009) and watched material several supplemental online presentations (see resources in section 5). In class, the guest, Dan, gave a 5-10 minutes lecture on the purpose and structure of business models and then led an activity in which students constructed a business plan around an idea for a business venture using the template on page 44 of Osterwalder and Pigneur (2009). Afterwards, students discussed with instructors how the information they learned helped them think about understanding and engaging with their projects' community partners.

Timeline

- Students identified "business savvy" as something that they needed to acquire when given the opportunity to identify concepts / content they needed to master in order to complete their group projects.
- Instructor contacted Dan O'Neill as a potential guest speaker with business experience.
- Instructor e-mailed Dan 2 weeks in advance of lecture in order to coordinate the material that the speaker will present. Discuss topic, learning objectives, and time-frame.
- Instructor let students know about upcoming guest lecture, assigned reading and bio/website review from before the lecture, and coached students on active listening and discussion.
- Instructors and guest lecturer assigned follow up activity with community partners.
- Students discussed usefulness of lecture and reflected on lessons learned.
- Instructor thanked guest speaker by email.

ASSIGNMENTS AND ASSESSMENT

The assignments below maximized learning outcomes of the Guest Speaker experience and produced outputs that could be assessed to determine student learning outcomes.

- **Read / Watch** material chosen by guest speaker before lecture and posted on class website. Output: 10 ideas for a business ventures related to your teams' community partner company.
- **Demonstrate** comprehension of basic components of a business plan and how they fit together. Output: answers during in-class comprehension check.
- **Share** your business venture idea with guest speaker during lecture, interact professionally while collaboratively critiquing it and using it to draft a business plan. Output: Plan, 1 page.

- **Discuss** with community partner their business plan and objectives in collaborating using terms and concepts used through the activity. Output: Written objectives and product outputs envisioned by community partner and explanation of how they are driven by and / or support their business plan.

Use a Likert-scale to determine if students achieved all, most, some, little, or none of the learning objective. Develop a rubric with examples of answers that demonstrate students have achieved all (5), most (4), some (3), little (2), or none (1) of the objective.

TAKE THIS EXPERIENCE TO THE NEXT LEVEL!

- *Visit the world* - Take a field trip or do a walking audit to see an organization, site, or project described by the guest speaker.
- *Engage the world* - Ask guest speaker to review each student team's engagement plan or coach students in "client management".

BIBLIOGRAPHY & RESOURCES

- Article for students to read:
 - Osterwalder, A. & Pigneur, Y. (2009). Business Model Generation.
- Presentations for students to watch
 - Intro to Business Models:
<http://mslgoe.asu.edu/Mediasite/Play/3878a22134f044e7ade417fa84fb708a1d?catalog=14c64003-2614-417f-af43-ebaaa89250ba>
 - Intro to Storytelling:
<http://mslgoe.asu.edu/Mediasite/Play/d698f1c816a34e27a704e733220ddf861d?catalog=14c64003-2614-417f-af43-ebaaa89250ba>

Domask, J. (2007) Achieving Goals in Higher Education: An experiential approach to sustainability studies. *International Journal of Sustainability in Higher Education* 8(1). p. 53-68

Glencoe/McGraw-Hill (2002). This weeks tips: Guest Speakers. *Teaching Today Post Secondary*. Accessed: June 29, 2012.
<http://www.glencoe.com/ps/teachingtoday/weeklytips.phtml/42>.

Hoek, R., Godsell, J., and Harrison, A. (2011). Embedding "insights from industry" in supply chain programmes: the role of guest lecturers. *Supply Chain Management: An International Journal* 16(2): 142-147.

GUEST LECTURE EXAMPLE ASSIGNMENT: BUSINESS SAVVY

SUMMARY:

The purpose of this experience is to help you visualize the relationship between humans and dirt in order to understand the concepts of coupled social-ecological systems and ecosystem services, appreciate different peoples' valuations of dirt, and envision sustainability solution options that incorporate interactions with dirt as a transformative experience. The experience consists of reading an article, watching the documentary and participating in discussion in class, and completing reflective assignments afterwards.

INSTRUCTIONS:

Write down 10 opportunities you think might work for your community partner as a business venture. Think problems that need to be solved. Select one you would like to volunteer for the class exercise.

Read: Osterwalder, A. & Pigneur, Y. (2009). Business Model Generation.

Watch:

1. Intro to Business Models:
<http://mslugoee.asu.edu/Mediasite/Play/3878a22134f044e7ade417fa84fb708a1d?catalog=14c64003-2614-417f-af43-ebaaa89250ba>
2. Intro to Storytelling:
<http://mslugoee.asu.edu/Mediasite/Play/d698f1c816a34e27a704e733220ddf861d?catalog=14c64003-2614-417f-af43-ebaaa89250ba>

Be prepared to construct a business plan around your idea for a business venture during the guest lecture using the template on page 44 of Osterwalder and Pigneur (2009).

After the lecture, use the language and concepts you learned to meet with your community partner and identify the objectives and product outputs they envision you producing. Make sure to explore how they are driven by and / or support their business plan. Write these down and bring them to class for discussion next week.

LEARNING OBJECTIVES:

- Recall basic components of a business plan and explain how they relate to each other.
- Take on the role and perspective of community partners while filling out and discussing a business plan template.
- Evaluate the ability of the business plan template to help owners address integrity of social-ecological systems. Propose structural modifications to template as necessary.
- Interact professionally with an expert in the classroom setting.

- Ask questions of the guest speaker to garner information or illicit perspectives that you need to achieve this activity's learning objectives that is unclear or has not been shared.

ASSESSMENT:

- Participation / comprehension check during guest lecture demonstrates your ability to recall basic components of a business plan, how they fit together.
- Critical discussion demonstrates your ability to evaluate business plans in terms of sustainability and propose structural adjustments.
- 1 page business plan demonstrates comprehension of basic components of a business plan and how they relate to each other and assumed perspective of community partners.
- Written project objectives and products envisioned by community partner and explanation demonstrates your awareness of them and how they are driven by and / or support their business plan.

REMEMBER:

Be on time to the guest lecture, listen respectfully, and interact professionally in activity - the instructor's ability to secure guest lecturers depends on guests feeling welcome and of value to the class.