

Traditional Length Colloquium Presentation Example

Duration: 60 minutes

Title: Beyond the Hive: Lessons in Collaboration, Sustainability, and Lifelong Learning Through Beekeeping

Submitted by: *(removed for blind review)*

Presentation Description (for program):

This presentation explores beekeeping as a hands-on practice and a model for understanding complex systems in educational and organizational contexts. Using the structure and behavior of honeybee colonies, participants will examine principles of systems thinking, interdependent roles, and adaptive collaboration.

The session connects these systems to both teaching and non-teaching faculty roles by demonstrating how hive dynamics reflect effective instructional strategies, student engagement practices, and institutional collaboration. Attendees will leave with a deeper appreciation of beekeeping as a hobby and a practical framework for applying its lessons to teamwork, communication, resilience, and lifelong learning in both academic and operational environments.

--

PROPOSAL QUESTIONS:

(1) What expertise or experience do you plan to highlight in your presentation?

This presentation draws on experience as a long-term hobbyist beekeeper, including hands-on work in hive setup and maintenance, seasonal colony management, observation of bee behavior, and honey harvesting. Through this ongoing practice, we have developed a practical understanding of colony structure, pollination, environmental influences on hive health, and the highly coordinated functioning of honeybee societies. This lived experience will be used to provide real-world examples, visuals, and applied insights that make the complexity of hive systems accessible to both teaching and non-teaching faculty.

(2) What specific theory, skill, or practice will you translate into pedagogical application?

The presentation will focus on systems thinking through interdependent role-based structure, as demonstrated within a honeybee colony. The hive operates as a fully integrated system in which the queen, worker bees, and drones each perform distinct but essential functions that sustain the survival and productivity of the whole.

This model will be translated into pedagogical and professional applications by examining:

- structured collaboration
- distributed responsibility
- adaptive problem-solving
- communication within complex systems

These principles are applicable not only in instructional design and classroom environments, but also in administrative, operational, and support roles across the institution.

(3) How can that specific theory, skill, or practice be used to improve or enhance teaching and learning?

Applying systems thinking through the beekeeping model enhances both teaching/learning and broader institutional effectiveness by providing a clear and relatable framework for understanding collaboration and shared responsibility.

For teaching faculty, the hive structure offers a powerful analogy for student group work, engagement strategies, and the importance of individual accountability within collaborative learning environments. It supports instructional approaches that emphasize active learning, peer interaction, and role clarity within assignments and projects.

For non-teaching faculty, the hive serves as a model for organizational efficiency, communication flow, and interdepartmental cooperation. It highlights how coordinated roles and timely information exchange contribute to overall institutional success.

Across both groups, beekeeping illustrates resilience and adaptability in response to environmental stressors—offering a metaphor for problem-solving, change management, and continuous improvement in professional practice. It also reinforces the value of lifelong learning through engagement in meaningful hobbies that support wellness, focus, and personal growth.