Preface

Higher Education is undergoing a sea change as universities and institutes across the world are encouraging their faculty members to develop innovative teaching practises that can sufficiently impact the student learning. This change is more acutely being experienced in the sphere of management education as students are expected to develop analytical, conceptual and employability skills. There is a recurring need expressed by corporates too, that management students should be better prepared to manage the hypercompetitive business environment and simultaneously address the challenge of technology impacting growth and survival strategies. Thus, management institutes are constantly transforming existing teaching and learning practises, besides developing more innovative ones. The teaching practises range from traditional case studies, group projects, role plays, etc. to more evolved ones like gaming technologies, case based simulations, international virtual assignments and so on. It is believed that innovative teaching pedagogies combined with higher teaching skills results in effective learning among the students. Though improved techniques have resulted in improved learning for students; yet, have imposed challenges in terms of assessing the actual impact, understanding the variables affecting delivery; and measuring the value added to the companies these students’ work for.

On the other hand, Effective Learning among the students is no longer seen as an outcome of effective teaching. Rather, it is dependent on a number of variables such as the role and participation of students, learning abilities and learning styles, the type of learning environment and cohort, and so on. Thus, in order to have a good classroom learning experience, teachers need to create and deliver innovative, interesting and relevant learning experiences. Moreover, with the emergent realization that teaching, learning and pedagogies form an integrated perspective: views on the nature of knowledge, its creation and dissemination, learners’ perspective of knowledge, assessment tasks and discourse patterns, and the roles and relationships of teachers and learners; have to be understood in totality to study the overall impact on management education.

Thus this book aims to bring forth various perspectives on innovations happening in teaching and learning practises across the world. The idea for this book stemmed from the belief that teachers in management education are continuously innovating to create a valuable teaching-learning atmosphere; and thus a compilation of such insights and best practices can be of use to others in the fraternity. An effort was put in drafting a proposal for this book and the response received by fellow academicians was very encouraging. Given below is a brief peek into the chapters that have earned their place in this book.

Chapter 1 is based on Gardner’s (2006) framework of disciplined, synthesising, creating, respectful and ethical mindsets, which would develop capacities and skills required for the future. The author has used qualitative research, using in-depth interviews was conducted in a New Zealand university to understand how students from two disciplines react to the five mindsets. Her findings suggest that though there were some similarities and differences in perceptions by the students, the ethical mind-set was strongly demonstrated by all respondents.
In chapter 2, the authors have piloted a ‘Storyboard’ methodology at the South Australian Institute of Business and Technology (SAIBT). Within an Associate Degree in Management program, a digital story-telling assessment task was introduced into a ‘Communication in Organisations’ course to augment culturally diverse students’ engagement with the discipline, as well as advance their English-language proficiency and academic achievement. Photos were gathered and shared over the trimester to capture students’ reflections on what they were learning and how that felt at the time. Students then digitally collated the photos into a final original and introspective photo-story ‘film’ that encapsulated the challenges, realizations and successes of the teaching and learning journey.

The author in chapter 3 touches on the background of virtual learning and the philosophical values embedded in online learning. While the use of technology has become ubiquitous, the value of human activity cannot be underestimated thus the author explores the role of the instructor as an enabling factor in virtual learning environments. The focus of discussion is on key pedagogical areas seen as hinging upon the skill and professionalism of the instructor. Enhancing action learning in virtual classrooms has been identified as a key tool in advancing critical thinking; nourishing students’ learning experiences; ensuring higher achievement, and minimizing isolation and students’ disaffection in online settings.

Chapter 4 builds on the assumptions that crowd learning is distributed across societies and education institutions and that it creates an innovative perspective for education for next-generation over the time. The author examines the link between formal education and innovative crowd-created knowledge. This paper explores how the crowd learns and remembers over time in the context, and how more realistic assumptions of student experience may be used in building crowd knowledge processes. The aim of the paper is to determine the assessment of crowd learning, its history, concepts and its influence on future learning process, including the changing instructor’s role.

The authors in chapter 5 attempt to understand the impact of globalisation, technology, migration, competition, changing markets and transnational environmental and political challenges on the development of skills and knowledge needed in the 21st century managers. The narrative of the chapter aims to understand the growth and evolution of teaching, to develop an understanding of the differences between the teaching of the East and that of the West, to explore teaching as an art and a skill and finally to prepare ourselves for the burgeoning demands of digital-age teaching.

Chapter 6 discusses the theoretical framework of management and leadership of change, focusing on the construct of power in educational institutions. Managers and leaders in educational institutions can adopt different models to apply change in the existing organisational procedures. According to the model they follow, they use their power differently. The authors argue that the manner managers and leaders utilise their power strongly influences effective organisational change and their role in the organisation. Relevant managerial and leadership models of change are analysed in relation to different forms of power, with regard to the theoretical and research literature. The argument is further illuminated with a change event in a school in Greece in order to create a link between theory and everyday practice.

The author in chapter 7 discusses the possible detrimental effects of low attendance on the achievement of important learning outcomes, in terms of “soft” employability-enhancing skills among undergraduate students in business schools, and explores how the use of learning technologies may contribute to high or low class attendance levels. The chapter describes the exploratory results of a survey carried out among final year bachelor students attending a strategic management course, the findings of which suggest that a significant number of students view virtual learning environments as a substitute for lectures.
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Chapter 8 is based on the premise that pedagogy in higher education is evolving by adopting and testing multidisciplinary and trans-disciplinary approaches to make their students more knowledgeable and also more employable in industry. The trans-disciplinary pedagogy has been adopted by a private university, which is dedicated to providing an advanced quality of education to its students. Trans-disciplinary approach is done in the form of a project wherein students are asked to take a project each semester from a pool of courses that have been designed and defined for every semester. The authors believe that such an approach has is successful is generating the desired results.

In chapter 9, the author presents the system of Consciousness-Based Education (CBE), which incorporates the Transcendental Meditation program. CBE as practiced at Maharishi University of Management is an innovative approach of management education which integrates experiential, intellectual, pedagogical, and environmental features all aimed at developing students toward enlightened consciousness. Empirical evidence on the effects of this educational approach includes cognitive, moral, and emotional development and brain integration. This growth of consciousness gives rise to responsible business leadership to create shared value that integrates the interests of shareholders and stakeholders.

Chapter 10 aims to establish a clear distinction between learning and knowing. The chapter states that, higher education learning, facilitates transfer of knowledge and builds the proposition that in higher education, learning essentially takes place when students construct meaning from various instructional messages. The authors build the discussion using literature and illustrate the argument using two cases to substantiate how learning and knowing are two different aspects. They argue that learning and knowing cannot be used interchangeably. The aim of higher education is to prepare students for the real world and the classroom is the simulated environment where students collaborate and learning facilitates transfer of knowledge.

The author through chapter 11, suggests that as the last century took us from covered wagons on the pampas to rockets on the moon; similarly, education has observed a meritorious shift in the new millennium from the conventional methods to the emergence of contemporary approaches. The conventional education systems were based on certain philosophies, theoretical frameworks, and practices which maintained a sluggish environment wherein educating meant to transmit knowledge from expert to amateurs. However, these values and systems do not harmonize with the needs of the current dynamic environments where there is an unbelievable pool of advanced information. In light of this rapidly changing knowledge-based society, the role of teaching and learning is changing dramatically. Now is the era, where countries are looking for the emergence of ‘edupreneurs’.

The study in chapter 12 uses extensive interviews, observations, a self-assessment of youth leadership skills, and collection of student academic, fitness, attendance and discipline data to analyse the impact of the California Cadet Corps on the youth in grades 4-12 that the program serves. Interviews with adult alumni of the program were also conducted. The data showed a remarkable long-term impact on promoting leadership development as well as skills and attitudes of citizenship, patriotism, basic military knowledge, personal wellness, and academic resiliency.

In chapter 13, the author makes an attempt was made to find out the teaching methods currently in use in Indian B-schools and to assess the response to the concept of using literature as a Management teaching tool. A survey was conducted among Indian B-school faculty. The aim of the survey was to find out the teaching methods used by B-school faculty members, the types of constructive, co-operative and Art & Literature methods used and the response to using literature as a Management teaching tool and to find out the issues envisaged in using literature as a Management teaching tool. Based on the inputs
from interactions with B-school faculty from Mumbai (India) and review of related literature such as research articles and case studies, a suitable research tool (questionnaire) was constructed in Google docs. Qualitative analysis was done on the data collected on the basis, teaching experience, subject taught.

The author in chapter 14, attempts to explain the management andragogies in use and demonstrate the paradigm shift to heutagogy by putting forth some of the innovative methods in b-schools today. Previously college students learned from reading an assigned textbook, attending class, listening to the professor’s lecture, and occasionally through research for term papers. Different methods are adopted to teach Management today ranging from tradition to co-operative and constructive methods. Use of art and literature is also a new trend. The focus, today now it has shifted from what the teacher can teach to what the learner can learn. Management concepts are continuously evolving. Consequently there is a need to develop in students the ability to sort through issues that resist discrete, pre-formulated solutions.

The last chapter attempts to understand the position that for a business, profitability and positioning are two most important measurable end results. Technology advancement and digitization highly influences the change management process. Innovation is key to survival and information technology is expected to act as a cause as well as tool for change. The changing business environment demands well-thought of approach towards change management. The focus area being: reasoning the need for change, different ways for approaching the change, continuously fine tuning processes and analysing what works and what not. The chapter aims at identifying drivers and inhibitors of change, preparation and establishing parameters needed for measuring change, importance of role played by change agents and change leaders, approaches for strategic execution and evaluation of change process. Besides, the chapter focuses on comparing acquiring IT infrastructure with options for outsourcing.

The editors have made a sincere attempt to cover a wide variety of topics so as to allow the readers to gain a wide stack perspective on management education - design, delivery and impact. We hope that you would these chapters insightful and contribute to the world of management education by documenting your own experiences and research. We wish to continue this fruitful journey by engaging in similar endeavours in future.

Shalini Rahul Tiwari
Institute of Management Technology, India