

An Effective Teaching Pedagogy in Changing Business Education

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Abstract

In today's fast pace life, globalization is continuously playing a very significant role on the economic and commercial life of different countries global wide. Changing technology, economic conditions and strong global competition has made management education's role increasingly central, in the success of individuals and industry. Actually management education has gained popularity in the last fifteen- twenty years only. In this present context management education needs a critical examination, as only developing talent can take the world forward. Global competition is changing so also the relationship of management education and business. The main effort for building best leadership and talent pipeline in organizations has intensified in the last five to six years. The tremendous changes in both technology and economic systems, along with the speed of change, demands executives to be engaged in a continuous learning process. In the present corporate world a lot of attention is given to the management education across the academic world. The purpose of this paper is engaged mainly on the revamping of Teaching Pedagogy in Management Education as a prelude to better participation and viability in the world economy.

Key words: Management Education, Pedagogy, Teaching, Learning, Higher Order Thinking, Collaborations.

Introduction

To ensure that management education is able to deal with global, technological and market changes, it is imperative for business schools to use well up-dated curricula, course materials, teaching models, various research methods that are not only up-to-date but also internationally competitive. Interactive and participative teaching methodologies are the need of the hour. Management education is a process of leading in thought and action. Today there is a lack of focus on holistic education for the students aspiring to pursue Management Education. Hence the student is not gainfully employed nor is he/she prepared to start his/her own venture/enterprise. The core competencies of a business schools offering management education lies in its unique and innovative teaching pedagogy, to enable meaningful learning and development of skill, sets that the employers think deem fit to employ. This paper analyze the present system of management education and its pitfalls and presents how teaching pedagogy has to be developed to make management education process more strategically valuable and productive from the perspective of the stakeholders at large. This paper provides different models to be addressed and a possible direction, so that management education can be rejuvenated. The pedagogy must reflect how our students learn. It must also reflect the world our students will move into. The present world is rapidly changing, connected, adapting and evolving. The style of pedagogy and its approach must emphasize the teaching and learning in the 21st century.

Review of Literature

According to Watkin and Mortimer (1999) pedagogy is any conscious activity by one person designed to enhance the learning of another. Another piece of definition by Alexander (2003) pedagogy is the art and act of teaching of its attendance discourse in order to make learners to get experience. Akhilesh Arvind Nimje and Kalyani Tripathi Dubey,(2013) examined the socratic lecture model on the teaching pedagogy in changing educational scenario and concluded that the socratic lecture model allow the teachers to teach in a very smooth way. Alvesson, M., & Willmott, H. C. (Eds.). (1992a) viewed the management education as a social phenomenon meriting serious critical examination (e.g. Bendix, 1956, Child,1969, Mac Intyre,1981, Storey, 1983, Knights and Willmott, 1986, Jackall,1988, Reed,1989, Engeldorp Gastelaars et.al,1990) argued that critical theory for the study of management is acknowledged and needs exposure. Anuradha Basu and Meghna Virick conducted study by taking sample size of 123 student to measure education of entrepreneurship, it will develop the entrepreneurial skills and their study found that through entrepreneurship education it is possible to develop entrepreneurial intentions among the students. Burman Musa Sithole et. al (2012) examined the pedagogical challenges faced by business studies teachers in Botswana's junior secondary schools, conducted study by using interview method to know the challenges of the business studies teachers and they classified these challenges into three areas such as (1) challenges relating to teaching the subject matter and constraints in using entrepreneurial pedagogies and inadequacy of financial resources); (2) challenges relating to the students themselves (students' lack of prior knowledge in the subject, scaffolding tasks in mixed ability classes, immaturity of students in relation to subject content and misconceptions by students that the subject is difficult)

and (3) challenges relating to policy such as the inability to implement pedagogies prescribed in the syllabus and their recommendations to overcome these challenges by doing instructional materials, experiential pedagogies and timetabling issues and differentiated instruction in classroom teaching.

Burman Musa Sitholei (2010) conducted study on teaching practices of business studies teachers in Botswana junior secondary school and recommended that curriculum planners, educational authorities and school administrators should align their pedagogical practices of the business teachers by inculcating stipulated time bound and well set of syllabi. As per Joshi, M. & Chugh, R. (2009), teaching and learning education can be enhanced by using educational blogs and it also develops the thinking skills and it can be utilized as an assessment tool in accounting education as well.

Another piece of work on pedagogical change done by Krishna Kumar stated that the Indian Business Schools have to change their pedagogical methods as per the demand of the industry. Meena, Wilberforce E.(2009) concluded that curriculum innovation can be used as a strategy, to improve the teacher education.

Narakessari Narayandas, V. Kasturi Rangan and Gerald Zaltman (1998) have discussed in their study on the pedagogical methods in business marketing education and concluded that the educational institutions have to deliver high quality of conceptual and contextual knowledge through well structured syllabi and teaching. NBEA (2004) suggested that business educators have to consider to integrate their curriculum with business content, real issues of the industry and on the other hand offer few courses based on global business.

Discussion

You can not change the future of the student career. But you can change the pedagogy; it will change the future of the students' career. By Researchers.

Management Education

The Five Pillars of Management Education learning heavily depend on the following Learning stages.

1. Learning for knowing new knowledge
2. Learning for doing /acting for survival
3. Learning for living together in any situation
4. Learning to continuously stand on champion position
5. Learning for innovations through Research

Business schools have to implement and practice their pedagogy by considering the pedagogical knowledge, content knowledge, curriculum knowledge and faculty knowledge, with integration of creativity, critical thinking, communication and collaboration. Management education have been facing challenges by the rapid change in competitive environment brought by liberalization, privatization, globalization, internationalization and information age. The corporate world has come to view that management education has become too theoretical and they are not practical oriented, this leads to lack of corporate leadership style. Hence, there is a need for modern business schools to transform themselves and operate as centers of excellence in learning and impart knowledge and skill for life success. Present management education should aim at developing a holistic personality capable of maintaining a balance among contradictory demands, taking charge of functional responsibilities, being accountable for one's action, and contributing to creating a desirable future for businesses in particular and the economy as a whole. The ultimate goal of management education is to prepare students to achieve professional success in business management. Keeping in view this extensive purpose of management education, business schools should thus, focus on creativity, critical thinking, communication and collaboration to prepare students for the future.

a) Creativity,

c) Communication

b) Critical thinking,

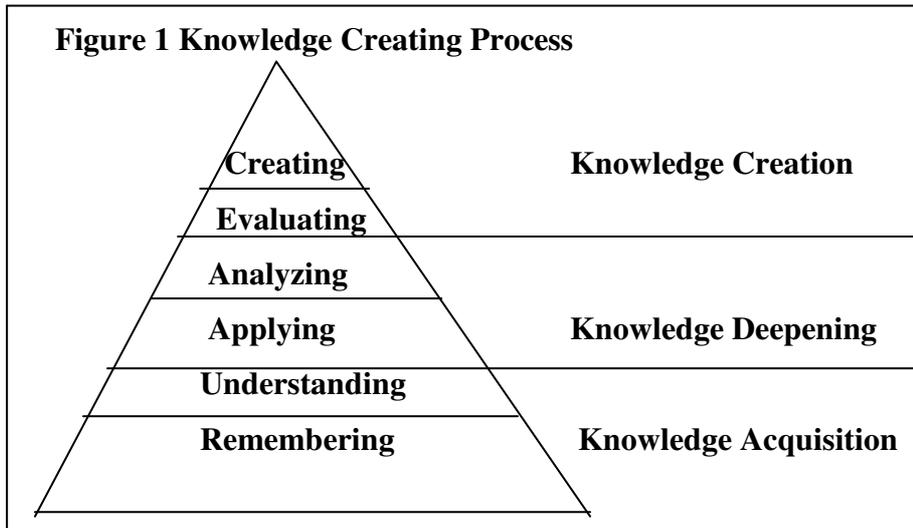
d) Collaboration.

a) Creativity

The management education need to teach knowledge or content in context with the tasks and activities the students have to remember and understand. The students respond well to real world problems using content knowledge and analyze on the basis of curriculum knowledge. The delivery of knowledge in the learning process must be aligned to the following six levels of cognition.

1. Remembering
2. Understanding
3. Applying
4. Analyzing
5. Evaluating
6. Creating

The diagram given below shows how the learning process transforms noun form to verb form (creating). It is cleared in Figure 1.

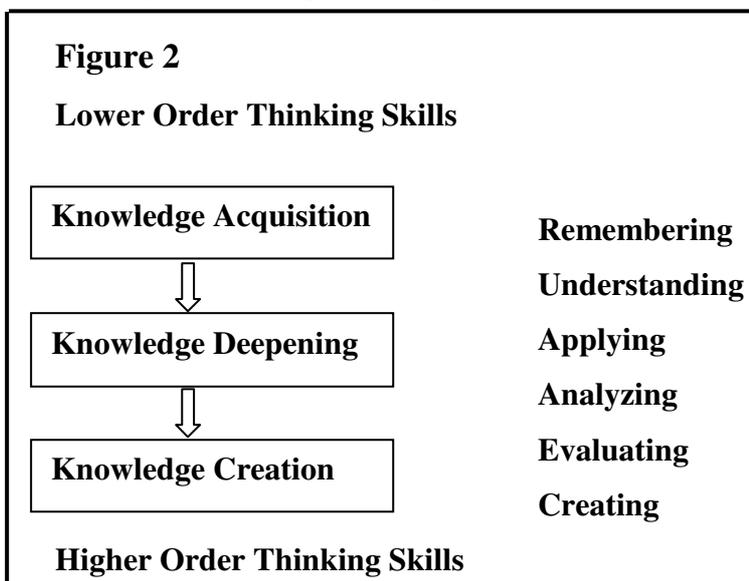


Source: Researchers have developed through secondary data

Considering the above said levels of expertise, an attempt is made to connect the knowledge acquisition, knowledge deepening and knowledge creation; it can be achieved by the management education in order to reinvigorate the faculty knowledge, pedagogical knowledge, content knowledge and curriculum knowledge.

b) Critical thinking

Thinking skills is one of the key areas. While much of the knowledge faculty members teach, it may be obsolete after few years. But thinking skills acquired will remain with the student community for their entire life. In the 21st century, pedagogy mainly focuses on moving students from Lower Order Thinking Skills to Higher Order Thinking Skills. It is depicted in Figure 2.



Source: Researchers have developed through secondary data

The six stages of cognitive levels are in order. Each level requires the knowledge of mastery before moving to the next level in the process of learning. The taxonomy is widely accepted by educationists across the academic circle. Most of the management concepts fall into the category of Bloom's Taxonomy. However, the 21 century learning process should be build on the basis of knowledge recall and comprehension, to use and apply skills, to analyze and evaluate process, outcomes and consequences and to create and innovate.

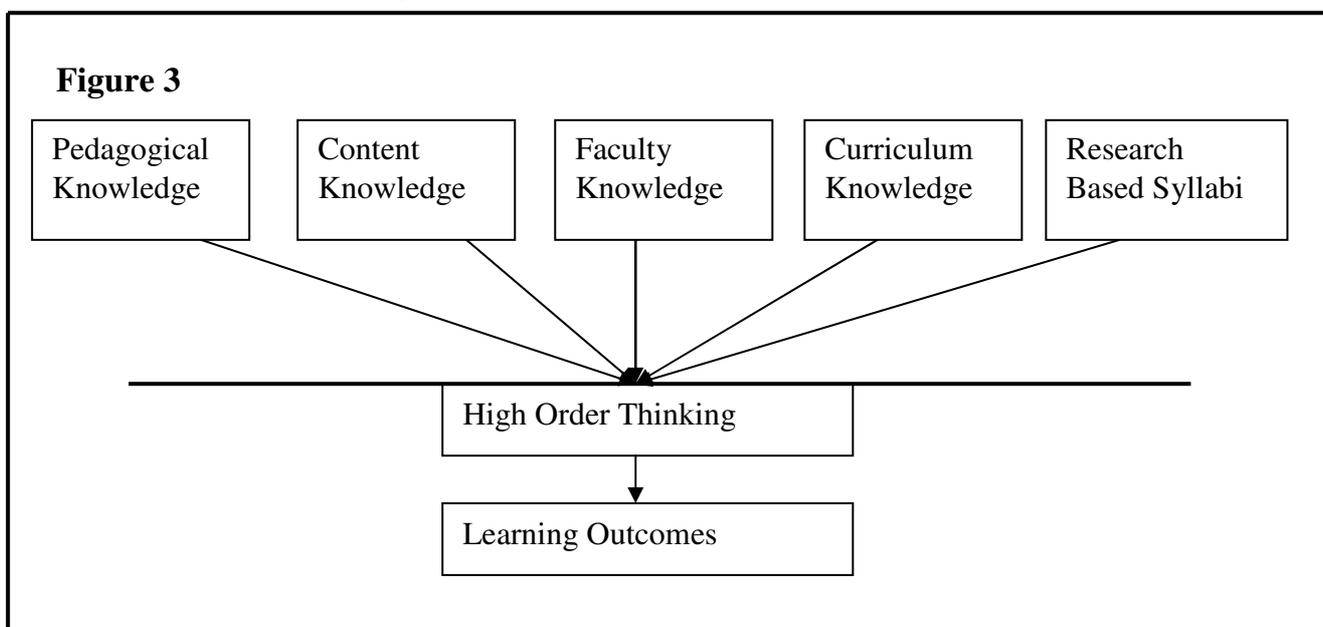
c) Communication

- ❖ Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts through faculty knowledge, pedagogical knowledge, content knowledge and curriculum knowledge.
- ❖ Listening effectively and translating of the knowledge, values, attitudes, intentions and ethics through various classroom teaching
- ❖ Use communication for a range of purposes (e.g. to inform, instruct, motivate, persuade and inspire) through research based examples
- ❖ Utilize modern technologies, and know how to judge their effectiveness as well as assess their impact for the present and future professional development.
- ❖ Communicate effectively in diverse environments (including multi-lingual) for executive development.
- ❖ Teaching languages (English) for the development of the English language skills, conduct periodic presentations, quizzes, individual/groups wise.

d) Collaboration

Collaboration is not a 21st century skill it is 21st century teaching. Collaboration is a key component of each of the Five Pillars of Management Education learning process. Collaboration is not limited to the confinement of the classroom. Management students and faculty members collaborate across the globe, and beyond the time constraints of the teaching day. Students can collaborate with other students nationally, regionally and globally. Learners seek and work with experts as required. It should be real world learning, inter disciplinary and live project based learning. Learners have to focus on the real world problem rather than the abstract based/ theoretical based and they have to learn other specialization and not just their own specific specialization. Even faculty members have to extend their areas of expertise, collaborate with their teaching peers in other subjects from learning in one discipline to learning in another. Projects should bring together and reinforce learning across discipline. The sum of the students learning approach will be greater than the individual aspects so, teacher have to collaborate with them in projects and research activities. To prepare the students the teachers should go for model collaborations, like wikis, classroom blogs, social networks, learning management systems and many more available at no cost. Therefore teachers and students can enable their collaborations by using these tools. This method of collaborations will build on values at every aspect of the 21st century student education.

Therefore large number of business schools should focus mainly on their faculty knowledge, pedagogical knowledge, content knowledge curriculum knowledge and Research Based Syllabi. It will reduce gap between the real world problems faced by business education through outcomes (students) and large number of students will be benefited. It shows in Figure 3.

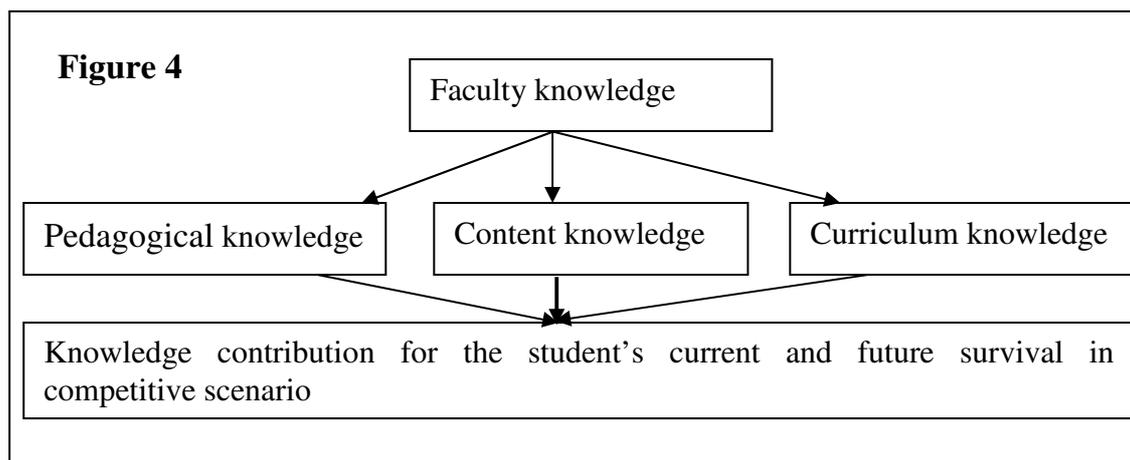


Source : Researchers have developed through secondary data

Pedagogical knowledge, according to Shulman (1987) has broad principles and strategies of classroom management and its subject matter. It is all about the processes and practices or methods of teaching and learning and how it influences others values and aims. Mc Namara (1991) suggested that knowledge of subject is

essential. So that in modern world business schools have to design strong content. Curriculum knowledge is knowledge of what should be taught to particular group of students. It requires learning potential, national, regional, international syllabi. In addition business schools have to concentrate on real oriented world knowledge in their curricula.

As per Shulman (1986) pedagogical content knowledge sparked a whole new wave of scholarly articles on teachers' knowledge of their subject matter and the importance of this knowledge for successful teaching. In Shulman's theoretical framework, teachers need to master two types of knowledge: (a) content, also known as "deep" knowledge of the subject itself, and (b) knowledge of the curricular development. It is exhibits in Figure 4.



Source : Researchers have developed through secondary data

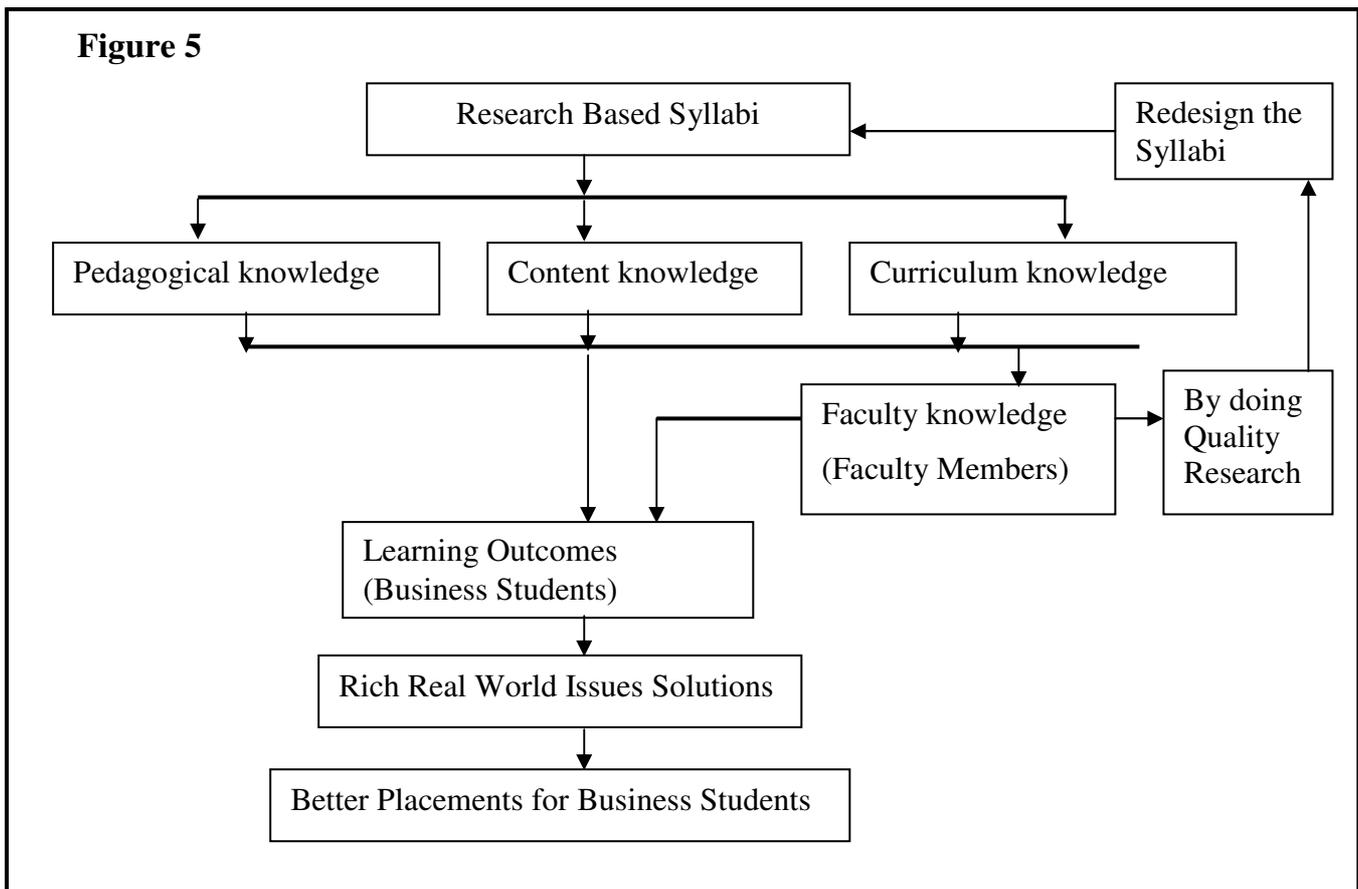
d i) Research Based Syllabi.

Recommendations for Business Schools

1. The first recommendation that teachers should do is research on same themes which they will teach to the students, it will enhance the thinking about why they teach specific ideas to the students.
2. The teachers should know much more about teaching subject matters and up-to-date concepts than not just translate or influence content knowledge.
3. Teachers can try new methods of exploring how the students are thinking about the concepts. Teachers should ask students about how and what they understand (not in the sense of assessment, but in the sense of interview) and they have to try to get inside their heads and see their ideas from their point of view.
4. Business schools have to support and encourage teachers to involve in collaborations with their teaching peers.
5. Teachers should involve in action research projects with their peers and students.
6. Teachers must cultivate the culture where they attend the conference, workshops, faculty development programme, management development programme and seminars in national, regional and international level.
7. Business schools have to allocate less number of subjects in each semester, try to push them to redesign the syllabi for every year by doing rich research. It gives quality of education.
8. Teachers have to associate with teaching associations in national, regional and international wide.
9. Time Management, techniques must be used as syllabus coverage is given utmost importance in most of the schools and universities. This needs time bound completion of several academic activities.

Figure 5 gives clear picture of how research based teaching play significant role in the placement of the students and how it makes lot of changes in all the areas of pedagogical knowledge, content knowledge, curriculum knowledge and faculty knowledge as well.

Figure 5



Source: Researchers developed through their critical thinking

Innovative Pedagogical Teaching Techniques

In the era of technology, education scenario has changed rapidly; teachers are facing difficulties to perform. There is high pressure from every point of corner to bring reforms. After technology evaluation, there has been lot of competition, access to internet, search engines, social networking websites, electronic gadget and changing lifestyle. The knowledge of information is available at a mouse click. This is the time to realize that the student community no longer have to depend upon teacher for acquiring knowledge, that is why academicians report poor attendance and placement for the business students. This is the time to develop new and innovative teaching pedagogies. Keeping this in view, several changes have to be taken into consideration like education of business in terms of increased coverage of syllabi, best infrastructure, open education resources (i.e database sites), rich themes in curricula, industry based, society based, research based syllabi, classroom instructions, Field experience, E-learning, individual projects, teaching language (English), guest lectures, case method, workshops, seminars, live projects, interactive lectures, projects presentations, tutorials, periodic class tests, management games, film reviews, field surveys, grooming sessions, business lab, book reviews, social projects, mentoring, observation, newspapers & magazines, TV channels, internet, role plays, group discussions, simulation, social drama and passive note taking mode to active participation and so on and implementation of measurement parameters for achievement of quality assessment etc.

Business education should inculcated these skills sets in their pedagogy. In addition even overall development of the student i.e conceptual knowledge and personality development. Therefore business schools need to see that their pedagogy teaching should ignite students to perform these skills after their graduation.

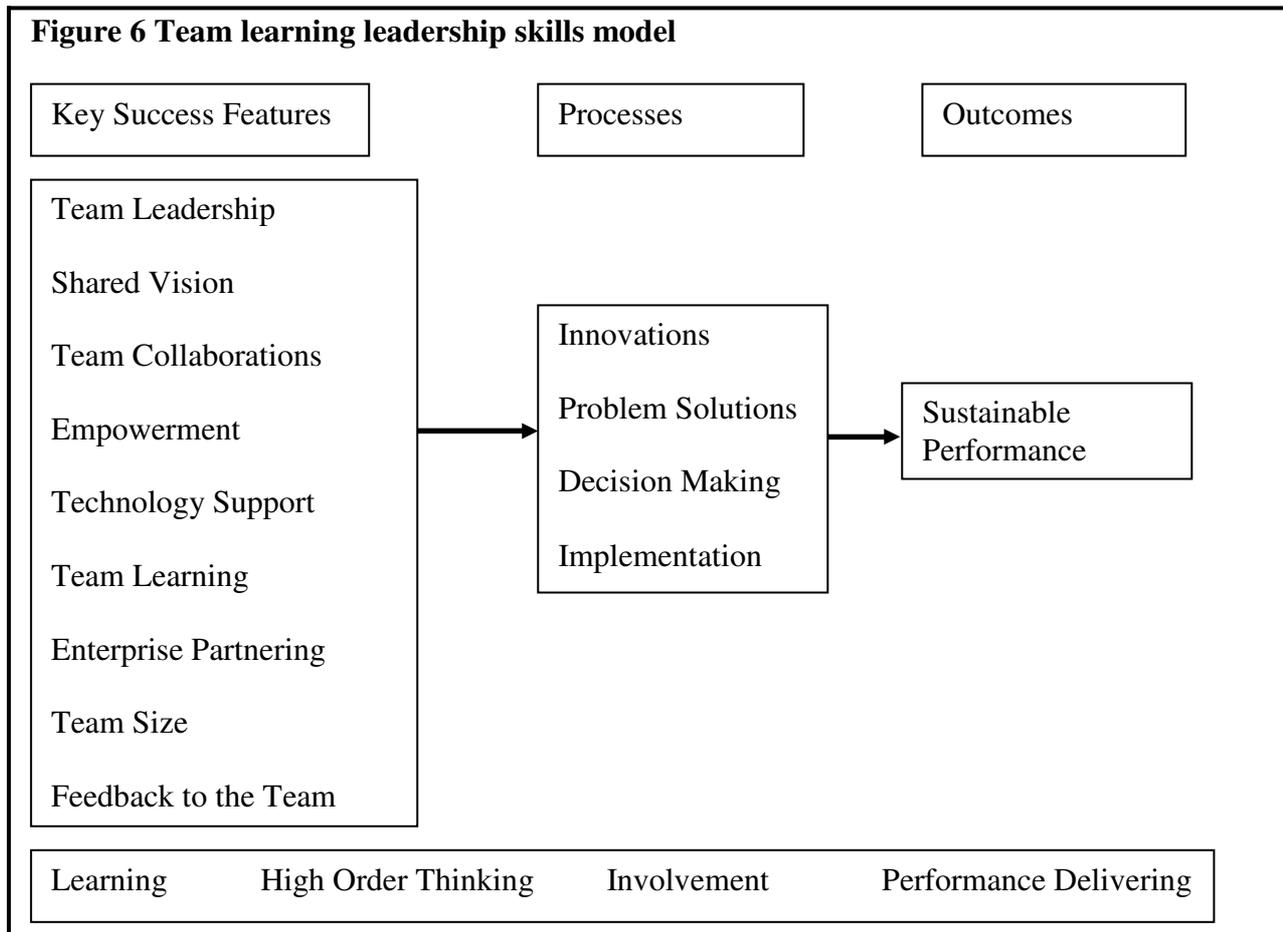
i) Leadership oriented skills

a) Vision of the leader, pedagogy should give inner inspiration to dream visionary ideas for their organizational growth.

b) Passion for vision accomplishments, in other words pedagogy should teach the students to keep their passion in such a way so that they can develop positive attitude and win to win approach in all levels of the their position in organizations.

c) Leader should be able to travel long path to reach for their organizations objectivities.

- d) Leader should know how to handle failure and success, in other words students discover new insights about themselves; how they analyze their organizations needs and how best they can contribute to the success of their organizations.
- e) Leader should learn to take courageous decisions, in this connections students should develop their interpersonal leadership style to take best decisions, this decision should contribute to the success of their team, department and organizations. In addition business schools pedagogy should mould their personality in such a way that, they should carry these leadership skills for lifelong.
- ii) Team learning leadership skills model



Source: Researchers have designed based on the secondary data

Team Leadership : The leader must have ability to lead a team for the development of the organization and to build team for sustainable success for the students.

Shared Vision: All members of the team have to accept and work for the organization’s vision and mission and they share their ideas to achieve goals.

Team Collaborations : The entire team members have to closely work together with no hidden agendas and with rich mutually supporting work environment to move towards the team goals.

Empowerment : Team members to facilitate their knowledge, skills and attributes among themselves.

Technology Support : In the technology revolution, every team member should have their own technology abilities so the members can share it among the members.

Team Learning : Team have to cultivate continuous learning, questions, hypothetical assumptions, and this will increase the abilities, skills to take effective decisions.

Enterprise Partnering : Team members have to maintain partnership relationship with stakeholders of the organization.

Team Size : It is better the entire team should be located in the same place and all the member work for full time and make team into small group. The size of the team should be based on the requirement of the organization.

The model describes that the team learning only can make high performance which will provide to reach the expected goals of the organization. Second, there is no doubt that team member’s high competency plays very important role in team performance. Through this model we can make one thing clear that the team members

have to have adequate experience in same domain, than only the team can reach the targets and it possess the innovations, problem solving, decision making solutions and finally it will reach to the implementation area. In Innovation process team members generate new ideas, methods, tools and techniques, etc. When it comes to the problem solving process team members solve the problem with their unique techniques. In the decision making process high competency team members will produce rich decisions from many alternatives. Finally in implementation phase team member prepare plans to execute the plan effectively for the plan of action to reach assign targets. Therefore business schools have to adopt team management as a course in their curriculum.

iii) Global mindset learning skills

Business schools should teach the following aspects i.e. a) keeping aim in Life, b) doing continuous learning, c) working with high pitch of hard working and d) showing perseverance all these skills should incorporate in their syllabi. As per Michael Hay, (2008), London Business School published a study that identified the knowledge, skills and attributes young leaders needs in order to succeed. The competition is nothing but a race for mastering knowledge and skills. Therefore business schools pedagogy has to compete globally and organizations need executives with world class rich talent.

iv) Inculcating moral education.

Business schools have to incorporate value based education to the budding leaders to produce right attitudes. It will produce right decision making and right work at the right time for the organizations.

v) Entrepreneurship skills

Business schools have to introduce entrepreneurship themes in their curriculum as a course or as a major specialization for the students. It gives knowledge about business ideas, innovative business models, cultivate risk taking decisions, for the better business growth. In another hand it creates entrepreneurial skills among the students.

vi) Planning for teaching

Business schools have to design their syllabi with clear objectives for the subject and show the students the essential need for the content, the faculty fraternity has to concentrate heavily on the content of the subject, while designing of the content make sure that it should be based on the research. Even they have to consider the content quantity the reason because students should participate and involve in the classroom. In addition the teacher should be notified frequently what purpose syllabi has been developed for and what is the value in the industry.

vii) Domain based forums

Schools have to open domain based forums to develop their domain based skills, for example, finance specialization students have to know every day stock market values and other news connected to their respective domain so that schools have open domain based forums i.e ERP forum, human resources forum, marketing forum, CRM forum and so on.

Assessment

The qualitative assessment of teaching methods can be assessed by presentations, discussion, tutorials, project supervision, demonstration, field work, field visits; work based learning, independent study, examinations, academic results, placements and feedback from the stakeholders.

Industry Demands + Rich Real issues of Society + Higher Order Thinking + Collaborations = 21st century Learning + Transparent schema + Self, Peer and Student + Timely appropriate Methods/Reflection = 21st century method of Assessment.

Fluency

Pedagogy empower the students with fluency of language rather than literacy of language the reason being, those who have fluency in a language do not need to think about the speech or reading, in other words it is an unconscious process of understanding. The literate person can produce language it must translate into speech or text and it is identified as a conscious process of understanding. Therefore Business schools have to translate the fluency rather than literacy and the syllabus should be student centric and it should be heavily drawn from the research.

Conclusion

In the era of fast changing technology and high demands from the industry there is no choice for Business schools to have traditional teaching techniques only, they have to change accordingly, otherwise they can not cope with the demands and not possible to produce rich high thinking order/talent skills students.

Pedagogical reforms is needed which is possible only by recruiting teachers who are active researchers and undertake thoughtful research on teaching. One of the most important aspects of pedagogy is broadening and redefining the curriculum so as to help the teachers learn to teach in an atmosphere which is unfamiliar and in demanding ways. The Management Education institutions can bring reforms by offering teachers with

substantial help in this type of learning and such endeavor must be supported. Innovative pedagogical practices and committed teachers will continue to hunt for better ways to assist students with learning.

The 21st century pedagogy must be student centric and curriculum, assessment, interdisciplinary, contextual and it should have real world examples inclusive of case methods. Especially syllabus should be based on the research having time bound and it should inculcate with multiple skills. Schools and educators must establish a safe environment, technology and adequate learning resources for students to collaborate and also to learn, discuss, reflect provide and receive feedback. Pedagogy and curriculum should prepare students for their future, life long learning, visionary and knowledge sustainability.

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