



SIG 06 - INNO - Innovation

With our theme **Exploring the Future of Management: Facts, Fashion and Fado**, we invite you to participate in the debate about how to explore the future of management. We look forward to receiving your submissions.

ST06_11 - Teaching and Learning with a difference

Proponents:

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Short description:

Since knowledge widely accessible, teaching no longer means “spoon-feeding” transmission. The Academic Territory of our Classrooms is increasingly being policed and controlled by methods of student and faculty evaluation. Resources such as space, attention, reflection, and money become scarce and shape diverse obstructions for good education. Reviewing and renewing the principles that guide education has to account for the learning needs of diverse audiences (undergraduate and post-graduate students, MBAs, DBAs etc.). Reviewing the principles that guide education will also need to address the burning question of what does teaching management mean today?

Long description:

Since knowledge is de-concentrated and widely accessible, teaching may no longer mean “spoon-feeding” transmission (Dehler & Welsh, 2014). An increasingly popular slogans launched from the Aspen consortium on Business and Society are that Business Schools must provide “Knowledge you cannot Google” and must stop viewing classrooms as places form “knowledge-transfer”. However, we put our students at job-market risks, being no longer robot-proff, by having the Academic Territory of our Classrooms increasingly policed and controlled by bad and obsolete methods of student and faculty evaluation. One problem is that of course resources as space and money become scarce and shape diverse obstructions for good education. Administrators fill up our teaching loads and outsell to too many students. Reviewing and renewing the principles that guide education will not only fundamental need to account for the learning needs of diverse audiences (undergraduate and post-graduate students, MBAs, DBAs etc.). Reviewing the principles that guide education will also need to address the burning question of what does teaching management mean today? Recent developments in innovative pedagogical methods that have been emerging including, but are not limited to: Art-Based methods, Design methods, role playing, reflective writings, portfolio, simulations, serious games, experience based learning. Higher Education as a sector globally, is fast becoming an exemplar of the neo-liberal policy



doctrine of 'New Public Management' instigating a 'business-like' commercialism, focused on quantitative performance targets expressed in rankings and 'Excellence' Frameworks (TEF - Teaching Excellence Framework and REF - Research Excellence Framework in the UK) (Sewell et al, 2012). This has colored scholarship and all its aspect of teaching and learning, research and service away from development and growth. The current state of play could better be described as a game of 'terror' and 'triumph of emptiness' (Alvesson, 2014; Kallio et al., 2016). Innovative methods change necessarily the institutional framework such as curricula, programs and courses changes (Rousseau, 2012) but how can one circumnavigate institutional blockages? How can we escape or redesign the traditional spaces for education? How can external funds for better teaching conditions be secured? How can the audit culture that underpins the 'assessment mania' (Touring et al., 2017) and undermines the purpose of Universities be stopped? How can public intellectualism and paideia be restored and an 'Uprising' of the virtues of scholarship we stand for be instigated (Antonacopoulou, 2016; 2018)?

Keywords:

Maangement Education
Innovative practices
Art-Based Interventions
Reflexivity
Teaching
Learning

Publication Outlet:

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Journal of Management Education
Society and Business Review Journal

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AUTHORS GUIDELINES

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