

THE EDUCATION UNIVERSITY OF HONG KONG

Course Outline

Part I

Programme Title : Master of Education
Programme QF Level : 6
Course Title : Pedagogical Issues in Business and Management Education
Course Code : IBS6162
Department : Social Sciences
Credit Points : 3
Contact Hours : 39
Pre-requisite(s) : Nil
Medium of Instruction: English
Course Level : 6

Part II

The University's Graduate Attributes and seven Generic Intended Learning Outcomes (GILOs) represent the attributes of ideal EdUHK graduates and their expected qualities respectively. Learning outcomes work coherently at the University (GILOs), programme (Programme Intended Learning Outcomes) and course (Course Intended Learning Outcomes) levels to achieve the goal of nurturing students with important graduate attributes.

In gist, the Graduate Attributes for Undergraduate, Taught Postgraduate and Research Postgraduate students consist of the following three domains (i.e. in short "PEER & I"):

- Professional Excellence;
- Ethical Responsibility; &
- Innovation.

The descriptors under these three domains are different for the three groups of students in order to reflect the respective level of Graduate Attributes.

The seven GILOs are:

1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills
- 4a. Oral Communication Skills
- 4b. Written Communication Skills
5. Social Interaction Skills
6. Ethical Decision Making
7. Global Perspectives

1. Course Synopsis

This course provides participants a comprehensive understanding of the latest pedagogical issues in business and management education through theoretical study and critical reflection on practical experience. The focus will be on relating theory into practice, employing professional judgment and managing on-going improvement in the effective use of teaching and learning approaches in the context of business and management education.

2. Course Intended Learning Outcomes (CILOs)

Upon completion of this course, students will be able to:

CILO1 develop an understanding of how to review the pedagogical issues in the business and management education literature;

CILO2 critically review the quality teaching and learning theories, models and approaches in business and management education;

CILO3 examine the concepts and constructs of quality teaching and learning in business and management;

CILO4 develop plans and employ strategies and methodologies in different business and management teaching contexts; and

CILO5 evaluate authentic business and management teaching and learning practices for on-going improvement.

3. Content, CILOs and Teaching & Learning Activities

| Course Content | CILOs | Suggested Teaching & Learning Activities |
|--|---------------------------|---|
| Overview of research literature in business and management pedagogical issues. | <i>CILO₁</i> | Lecture; debate; group discussion |
| Critical analysis of a variety of teaching and learning theories, models and approaches in business and management education, such as case study, problem-based learning, co-operative learning and contextualized learning, with particular reference to their implementation and evaluation in different business- and management-related disciplines. | <i>CILO₂</i> | Lecture; group discussion; internet searching; co-operative learning |
| A conceptual framework for developing and reviewing quality business and management teaching and learning: concepts, contexts, pedagogical issues, influential factors and | <i>CILO₂₋₃</i> | Lecture; case study and group discussion; Individual presentation; hand on practice |

| | | |
|--|---------------------------|--|
| conditions for quality assurance and improvement. | | |
| Instructional planning and strategies for applying various business teaching and learning models and approaches in the diversified business and management teaching environment: in-depth study of contexts, development of action plans and their executions. | <i>CILO₂₋₄</i> | Demonstration; debate; simulation; case study; field work; co-operative learning; problem-based learning; hand-on practice |
| Evaluation of business and management pedagogical practices and suggestion for on-going improvement. | <i>CILO₅</i> | Lecture; case study and group discussion; Individual presentation; hand on practice |

4. Assessment

| Assessment Tasks | Weighting (%) | CILO |
|--|---------------|---------------------------|
| A review report on current issues that are contributing to quality learning and teaching in business and/or management education. An in-depth review of current research literature is to be conducted. (2,000 words) | 50 | <i>CILO₁₋₅</i> |
| Design, implement and evaluate a business and/or management teaching plan with pedagogical innovations for a specific business and/or management teaching context. An effective understanding, analysis and application of the various concepts and theories covered in the course should be demonstrated in the plan. (3,000 words) | 50 | <i>CILO₁₋₅</i> |

5. Required Text

Nil

6. Recommended Reading

- Borrington, K. (2004). *Teaching and assessing skills in business studies*. Cambridge: Cambridge University Press.
- Buchen, I. H. (2005). *The future workforce: The 21st-century transformation of leaders, managers, and employees*. Lanham, Md.: Rowman & Littlefield Education.
- Bush, M. L., & Schultz, K. A. (Eds.). (2007). Assessment for an evolving business education curriculum. *National Business Education Association Yearbook, No. 45*. Reston, VA: National Business Education Association.

- Davis, P. (2006). *Business, economics and enterprise: Teaching school subjects 11-19*. London: Routledge.
- Drury, C. (2005). *Management accounting for business*. London : Thomson.
- Gunter, M.A., Estes, T.H. & Schwab, J. (2003). *Instruction: a models approach*. Boston: Allyn & Bacon.
- Finch, C. R. & Crunkilton, J. R. (1999). *Curriculum development in vocational and technical education: Planning, content, and implementation* (5th ed.). Boston: Allyn and Bacon.
- Idczak, R. & Shea, F. (1995). *Approaches to enterprise education*. Carlton, Vic.: Curriculum Corporation.
- Jophcote, M. & Abbott, I. (2005). *Teaching business education 14-19*. London: David Fulton.
- Johnson, D., & Johnson, R. (1999). *Learning together and alone* (5th ed.). London: Allyn & Bacon.
- Jones, K. (1995). *Simulations: A handbook for teachers and trainers* (3rd ed.). London: Kogan Page.
- Lewis, S. D., Balachandran, M., & Blair, R. B. (Eds.). (2006). Meeting the challenges of business education through innovative programs. *National Business Education Association Yearbook, No. 44*. Reston, VA: National Business Education Association.
- Lynn, L.E. (1999). *Teaching and learning with cases: A guidebook*. New York: Chatham House, Seven Bridges Press, LLC.
- Macfarlane, B. & Ottewill, R. (2001). *Effective learning and teaching in business and management*. London: Kogan Page.
- Pappo, H.A. (1998). *Simulations for skills training*. Englewood Cliffs, NJ: Educational Technology.
- Rader, M. H., Bailey, G. A., & Kurth, L. A. (Eds.). (2008). Effective methods of teaching business education. *National Business Education Association Yearbook, No. 46*. Reston, VA: National Business Education Association.
- Reiser, R. A. & Depsey, J. V. (2007). *Trends and issues in instructional design and technology*. (2nd ed.). Upper Saddle River, N.J. : Pearson/Merrill/Prentice Hall.
- Remp, A. M. (Ed.). (2002). Technology, methodology, and business education: 2002 yearbook. *National Business Education Association Yearbook, No. 40*. Reston, VA: National Business Education Association.
- Rucker, J. & Schoenrock, R. (2000). *Assessment in business education*. Reston, Va.: National Business Education Association.
- Villee, P.A.G. & Curran, M.G. (Eds.) (1999). The 21st century: Meeting the challenges to business education. *National Business Education Association Yearbook, No. 37*. Reston, VA: National Business Education Association.
- 王升主編 (2002) : 《研究性學習的理論與實踐》, 北京, 教育科學出版社。
- 黃政傑主編 (1996) : 《創思與合作的教學法》, 台北市, 師大書苑有限公司。

7. Related Web Resources

- Economics and Business Education Association (<http://www.ebea.org.uk/ebea/>)
- International Society of Business Education (<http://www.siec-isbe.org>)
- National Business Education Association (<http://www.nbea.org/>)
- Problem-based Learning (<http://www.mcli.dist.maricopa.edu/pbl/>)

8. Related Journals

Selected readings from:

Academy of Management Journal

Accounting Education: A Journal of Theory, Practice and Research

Business Education Forum

Education and Training

Education Innovation in Economics and Business

Harvard Business Review

International Journal of Vocational Education and Training

Journal of Accounting Education

Journal of Education for Business

Journal of Management Education

Journal of Management and Organisations

Journal of Vocational Education and Training

Management in Education

Teaching Business and Economics

9. Academic Honesty

The University adopts a zero tolerance policy to plagiarism. For the University's policy on plagiarism, please refer to the *Policy on Academic Honesty, Responsibility and Integrity with Specific Reference to the Avoidance of Plagiarism by Students* (<https://www.eduhk.hk/re/modules/downloads/visit.php?cid=9&lid=89>). Students should familiarize themselves with the Policy.

10. Others

Nil