

Management 640
Instructional Development for Teaching Business
Spring 2008
Thursdays 1:10-3:40 PM
Business Complex, Room 109

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Management 640 is intended to provide participants with an in-depth inquiry into the complexities of teaching and developing managers. Since most seminar participants are or will become specialists in some aspect of a management curriculum and then will “teach” that expertise, it is critical that we question our methods of teaching (pedagogy) as well as our assumptions about learning in order to ensure successful educational experiences for our students and clients. This will be the primary objective of this seminar: to become clear, purposeful, and unconflicted about our pedagogical approaches to teaching.

To accomplish this we will delve deeply into the management education and development literature. You will be asked to become aware of your assumptions about the learning process and to defend how your methods of teaching are consistent or inconsistent with your assumptions. You will be asked to defend your positions and provide support for your approaches to educating managers with the array of literature that we will consume in this seminar. You will be challenged in your thinking and pushed to consider other methods of teaching. Also, from time to time we will labor with the age-old issues of the effectiveness of lectures and exercises, testing, grading, evaluation, feedback, value of theory, outcomes assessment, group learning, teaching vs. facilitation, etc. and some of the newer issues of distance education and web-based teaching approaches. We will also assume that the physical classroom is only one place among many where learning and development can take place. We assume that to be professionally prepared to conduct management education you will be expected throughout your career to create learning opportunities that go far beyond the traditional classroom. Management education is a huge industry and vital to the development of productive economies. Your success as a university professor will be determined to a large extent by your teaching abilities. And, your contribution as a professor to society will depend on your skill in developing and training managers.

We will also explore the often delicate issue of balancing research and teaching in our academic careers, and you will be challenged to consider how to weave your teaching and research interests into a coherent whole that is also consistent with your personal style, growth needs, and with your academic career.

Our seminar process will accomplish the following objectives for participants:

- To become knowledgeable about the historical development of business education and be cognizant of the key historical influences in this process.
- To become aware of our assumptions about how managers learn and how we can translate this into effective management development encounters.
- To develop our pedagogical approach to management education that is congruent with our assumptions, beliefs, and behaviors in order to increase our own effectiveness as a teacher by developing teaching approaches consistent with our philosophies.
- To know the current debates in the management education and development literature and have a solid knowledge of classic and current models of management education and development; the major theories of the field; the types of arguments and corroboration that are used to justify and articulate different modes of theorizing and research and writing practices.
- To learn how to debate pedagogical issues and to defend our individual positions.

To achieve these objectives I plan to facilitate discussion and debate, guiding the course and to change direction if necessary in order shape a learning context. I want to provide enough structure to give us a sense of mutual direction, but at the same time leave enough latitude for you to work on issues and ideas that capture your individual attention. Your participation in shaping this endeavor and actively engaging in the learning process is necessary for this course to be successful. Getting the “right” design is important and we may need to adjust this as we proceed.

However, past experience suggests that the course should be conducted as a seminar where we will meet weekly and discuss a topic or topics each week. These weekly seminars are organized around modules and a specific reading assignment will be given a week in advance. In preparing for class students are expected to read the assigned materials, identify what they take to be key issues in the readings, and critique the readings by identifying strong points and shortcomings. Students are expected to be active participants in the seminar; that is to say, I will not lecture but instead will provide overall direction and guidance and will attempt to clear up difficult points (when possible). There will be a lot of reading and some of this may be difficult the first time through, you should take their best shot at making sense of the readings. When you read, look for: the author’s or authors’ main point or central theme; pedagogical, ontological, and epistemological assumptions; and thematic connections among the readings. Specifically, what are the author’s or authors’ assumptions about teaching and the roles of the educator and student? How is human nature conceptualized? Is the world a closed and atomistic system or an open and multidimensional place? How do humans best understand the world? Are people creative and resourceful or passive, even resistant, when presented with new ways of thinking about the world?

Seminar Requirements

Of course seminar participants are asked to come to class having done all the reading and having prepared that week's assignment. Students will be evaluated according to: (1) their consistent and active contribution to the seminar, wherein "contribution" denotes a focused effort to identify and illuminate key issues in the readings and a willingness to actively engage in the learning process; (2) a position paper on your pedagogical approach to teaching in your content domain; and (3) a final paper on a topic (to be decided) that will be of conference submission quality. Each component will comprise approximately one-third of your final grade and we will say more about each of these components as the semester progresses. As part of your class participation and contribution, you may be asked to complete various smaller assignments throughout the term, one of which is participation in at least one NMSU Teaching Academy event. (As a class, we may attend a Teaching Academy distance learning conference as part of our regular schedule; the assignment referred to above would be in addition to this particular activity.)

Required textbooks:

André, R. and Frost, P. (1997) *Researchers Hooked on Teaching: Noted Scholars Discuss the Synergies of Teaching and Research*, Thousand Oaks, CA: Sage.

Argyris, C., and Schon, D. (1974) *Theory in Practice*, San Francisco: Jossey-Bass.

Boyer, E. (1990) *Scholarship Reconsidered*, Princeton, NJ: Carnegie Foundation.

Polanyi, M. (1983) *The Tacit Dimension*, New York: Peter Smith. (Original work published 1967)

Introduction and Seminar Orientation (1/17/08)

Readings:

Boyer, E. (1990) *Scholarship Reconsidered*, Princeton, NJ: Carnegie Foundation
(required text), Chapters 1-3

Porter, L., and Broesamle, W. (1996) 'Management education in North America', in M. Warner (ed.), *International Encyclopedia of Business and Management*: 2819-2830, London and New York: Routledge.

Module Schedule (readings to be assigned weekly; subject to revision as we progress):

Date	Module
1/17	Introduction & Seminar Orientation
1/24	Module 1: History of the Field of Management Education and Development
1/31	Module 2: Contemporary Perspectives on Management Education and Development
2/7	Module 3: Experiential Learning Approaches to Management Education and Development
2/14	Module 4: Individuals, Skills, Competence, and Change
2/21	Module 5: Socio-cultural Influences on Management Education and Development
2/28	Module 6: Tacit Knowledge, Interpretative Frameworks and Management Education and Development
3/6	Module 7: Gender Issues in Management Education and Development
3/13	Module 8: Race & Ethnicity in Management Education and Development
3/20	Module 9: The Academic Life: Balancing Research & Teaching
4/3	Module 10: Business Ethics
4/10	Module 11: Global Dimensions of Management Education and Development
4/17	Module 12: The Craft of Teaching
4/24	Module 13: Distance Learning and Management Education and Development <i>Teaching Academy</i> : Distance Learning Conference Alumni Panel (2:30-4pm) Milton50

5/1	Module 14: Classroom Applications of Management Education and Development
5/8	Make-Up Session