Triple-Based Teaching Approach: ‘Student as Manager’ Model in 21st Century Business Studies (Evaluation and Result)

Presentation by:

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INTRODUCTION (1 of 2)

- The triple-based teaching approach is a student-centred learning process which is introduced for undergraduate business studies.
- It is mixed with the game, problem, and challenge-based learning strategy that aims to prepare business students to manage unexpected and complex global or industrial issues.
- It encourages an active and reliable learning environment that requires students' creative input, collaboration, and industrial involvement.
INTRODUCTION (2 of 2)

- Action research method planned to apply for this Triple-based teaching approach while introducing the ‘Student as Manager’ model with a relevant task for undergraduate business students at Universiti Pendidikan Sultan Idris (UPSI).

- Therefore, business subject (Strategic Management-PPB3073) will implement this method.

- This teaching approach beneficial for undergraduate students to get to know about industrial phenomena with 21st-century learning skills (collaborative, creative, critical thinking, and communication).
The challenges with current methods are behind the growing relevance of teaching methods to make students understand the complexity of business from a practical point of view, where non-lecture methods are useful (Albaqami, 2016).

Students prefer students’ centred learning when compared to lecturer centred learning (Taub et al., 2020).

Subjects need students to sit for long hours to listen and focus in the lecture hall.

Current lecturing methods must restructure which focus on students’ centred learning that involves autonomous learning and responsible for their learning, which requires specific performance (Taub et al., 2020; Yusof & Ghouri, 2013).
Business Studies

- The modern business environment is a way of life, the industry needs business graduates with good personalities with professional ethics, good teamwork and leadership skills, good communication skills with excellent public relations problem solving, problem-solving and analysis skills which are considered as a quality of graduates (Hossain et al., 2020).

- In the current economic survival condition, the industry needs more experts to analyze the current industry situation, which opens more job opportunities to undergraduates (Kirkpatrick, 2020).
One of the most overlooked aspects of business faculty lecturers, during the lecturing process is a blend of teaching methods in their targeted business programs (Mohammad, 2015).

Some 21st-century business teaching methods are, GBL, PBL, CBL, case study, role play, simulation and business games, peer tutoring, workshop and conferences, industry visit and others which focus more on student-centred learning (Consalvo & David, 2016).
The complicated scenario is in identifying more suitable teaching approaches for business studies for undergraduate students because lecturers found difficulties to construct teaching approaches for business subjects which inline with industry needs and learning objectives.
Game-based learning

- GBL has become more common in the education system which implements game elements as a motivational booster for students (Emblen-Perry, 2018).
- Those traditional games are supported by electronic devices such as smartphones and personal computers to be online games (Troussas et al., 2020).
- Some game-based activities are Kahoot, Classcraft, Plickers and other games that support information technologies. Some scholars declare that using GBL in their teaching activities, have significant cognitive, affective, and motivational benefits (Lin et al., 2018).
Using the GBL, it can promote students' learning, further can improve their motivation, promotes engagement with learning and provides effective feedback to them (Basuki & Hidayati, 2019).

Based on previous studies, exposing game-based learning motivates students to be engaged in the classroom especially when supported with technologies.

It also encourages students to stay focused in subject matters because if students focus less in the subject they will not complete in their GBL (Tobias et al., 2014; Ismail & Mohammad, 2017).
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Problem-based learning

- PBL approach is 21st-century teaching and learning environment which is a student-centred pedagogy (Silva et al., 2018).

- These problems are used to engage students' curiosity and start learning the subject (Okolie et al., 2020). PBL prepares students to think critically and analytically and to find and use learning resources to decision making.

- This learning approach involves three stages: 1st stage- identify the problems. 2nd stage- finding information related to issues, and final stage- discussion and recent knowledge gained.
Challenge-based learning

- CBL is a teaching approach for learning with a challenge in situation tasks, and it is also as student-centred learning (Tang & Chow, 2020).
- CBL builds on the foundation of experiential learning, leans heavily on the wisdom of an extensive history of progressive education, and shares many of the goals of service-learning, and critical pedagogy.
- CBL mixes with the three phases which identify as engagement, investigation, and act (Yoosomboon & Wannapiroon, 2015).
• Engaging phase, students need to get prepared to the next phase. In the investigation phase, which is the second phase, it requires students to work in groups to identify the topics relevant to industrial issues which relate to the community.

• CBL builds on the foundation of experiential learning, leans heavily on the wisdom of an extensive history of progressive education, and shares many of the goals of service-learning, and critical pedagogy.

• In the current economic situation, the cost is one factor that needs to be considered when students engage in CBL with an industry expert.
Students as Manager model

This triple-based challenge approach applied action research method in education

- Game base
- Challenge base
- Problem base

Kahoot

Discipline
Investment
Proactiveness

Internal-External Issues

Student as Manager Model
This triple-based challenge approach applied action research method in education.

There exists a multitude of teaching methods for students’ centered learning. In line with these teaching approaches, ‘Students as Manager’ model developed based on triple based teaching approaches for students in business studies.

This model blended with games, problems, and challenges which need to apply in the 14 weeks of the student's study period as in the university academic calendar.

Initially, in business studies, the focus is on the books’ content. It becomes a challenge among business studies students’ survival after graduation because they possess less skill and knowledge which are relevant in industrial practices.
• This triple-based challenge approach applied action research method in education.

• There exists a multitude of teaching methods for students’ centered learning. In line with these teaching approaches, ‘Students as Manager’ model developed based on triple based teaching approaches for students in business studies.

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METHODOLOGY

- The triple-based teaching approach, use an action research method that blended with a game, challenge, and problem-based learning method for business studies.
- The game-based learning approach, the lecturer uses the Kahoot application.
- Problem-based learning approach, with the application of examples of industrial issues (high rejection, material shortage, customer complaint, oil price drop, and others).
- The challenge-based approach, the lecturer applies tasks (investment, discipline, and pro-activeness) among their groups.
METHODOLOGY

- The lecturer implements triple-based challenge learning methods in the Strategic Management (PPB3073) subject offered in the 2019/2020 session (Semester A191). A total of 169 students from 3 classes (Group A, B, and C) will be involved in this subject.

- In each class, students need to form a group of 9 to 10 members. The lecturer needs to shortlist a few types of business and each group will be assigned one business type task.

- All students begin to engage in their firm and take on the roles as managers such as human resource managers, operational managers, financial managers and other relevant to managerial positions.
METHODOLOGY

- The term ‘Student as Manager’ is used to expose students to the working scenarios with roles and responsibilities as a manager, which is in line with course objectives.
- The firms formed among the students need to identify their competitor and analysis by referring to Strategic Management Concepts: A Competitive Advantage Approach model.

METHODOLOGY

Kahoot Process

- Create a Kahoot game, the lecturer needs to login to the Kahoot website (https://getkahoot.com).
- Students enter the code that appears on the screen and register their code names according to their firms (each firm has individual code).
- For each session, 20 questions will be asked. The winners of each Kahoot announced at the end of the session and the winners' names automatically displayed at the end of the game.
- These average points compiled and declared as their profit gaining money.
METHODOLOGY

Problem-based Process

- Firm has given two tasks that involved external and internal issues that are relevant to current industrial phenomena.
- Each department manager needs to give a solution with relevant justification to overcome the issues.
- The relevant justifications needed to provide during the final presentation.
- The presentation session is twenty minutes whereby the firm managers need to come out with a good image (corporate video) of their proposal to attract the investor.
METHODOLOGY

Challenge-based Process

- This process involves acting, engaging, and investigating. However, for the triple base teaching approach, some minor changes carried out such as challenges by firm discipline, pro-activeness, and investment.

- The challenges among the firms are divided into a few portions such as students’ discipline, pro-activeness, and investment.
Discipline challenge
Discipline challenge involves similar rules applied in the industrial environment (late coming, absent medical leave, and others). Any managers who do not follow the rules are punished in ways that money is deducted from their firm’s profit. Rules applied in this subject shown in below.

<table>
<thead>
<tr>
<th>Discipline act</th>
<th>Deduction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Late coming</td>
<td>RM500 / head</td>
</tr>
<tr>
<td>Absent for class</td>
<td>RM500 / head</td>
</tr>
<tr>
<td>Wearing a T-shirt</td>
<td>RM500 / head</td>
</tr>
<tr>
<td>Wearing sandal</td>
<td>RM500 / head</td>
</tr>
<tr>
<td>Didn’t bring investment (Egg)</td>
<td>RM2000 / head</td>
</tr>
</tbody>
</table>
The pro-activeness challenge involves activities in which the firm can gain more profit as listed in the table below.

<table>
<thead>
<tr>
<th>Proactive act</th>
<th>Top up</th>
</tr>
</thead>
<tbody>
<tr>
<td>Display company poster/profile</td>
<td>RM1000 / firm</td>
</tr>
<tr>
<td>Participating in class</td>
<td>RM1000 / firm</td>
</tr>
<tr>
<td>Wearing a corporate image</td>
<td>RM1000 / firm</td>
</tr>
<tr>
<td>Active in class</td>
<td>RM1000 / firm</td>
</tr>
<tr>
<td>Full attendance infirm</td>
<td>RM1000 / firm</td>
</tr>
</tbody>
</table>
METHODOLOGY

Investment challenge

The investment challenge activities are considered an interesting task among each firm under a challenge-based process because it involves a continuous process in the semester study period.

Investment challenge -Egg task
Triple-Based Teaching Approach

Overall process

Game-Based Learning (GBL) Kahoot
- Week 1
- Week 2
- Week 4
- Week 5
- Week 6
- Week 7
- Week 8
- Week 9
- Week 10
- Week 11

Average points from Kahoot convert to profit gain for each week (RM)

Problem-Based Learning (PBL)
- Internal problem
  - Material shortage
  - Employee performance low
  - Lack of safety
  - High rejection
  - Productivity low
  - Others

- External problem
  - World oil price drop
  - Natural disasters
  - Money exchange rates
  - Loss of a key supplier
  - Technology shifts
  - Others

Challenge-Based Learning (CBL)
- Discipline challenge
  - Late coming
  - Absent for class
  - Wearing T-shirt
  - Wearing sandal
  - Didn’t bring investment (Egg)

- Pro-activeness challenge
  - Display company poster/profile
  - Participating in class
  - Wearing corporate image
  - Active in class
  - Full attendance in firm

- Investment challenge
  - Investment (Egg)
  - Special task
  - Energizer task

Approaching investor (Final presentation)

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RESULT

- This section outlines the results of the triple-based teaching approach. This result consists of assignments, midterm exams, and final assessments.

- End of the semester, the 2019/2020 (A191) session shows that the overall Course Learning Outcome (CLO) of Strategic Management subject students was 75.1 percent which is good performance (>70 percent), and overall subject performance (student evaluation on the subject and lecturer) was 96.45 percent.

- The final results, it is clear that 30.77 percent of students get A, 1 student get C in their result, and no students fail in this subject.
Final result (Strategic Management)
Learning evaluating result Part A: Teaching Quality (Students evaluation result-A191)

<table>
<thead>
<tr>
<th>Item</th>
<th>Planning</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Pro Forma of this course was explained at the beginning of teaching and learning sessions.</td>
<td>2.86</td>
</tr>
<tr>
<td>2</td>
<td>The learning materials listed in Pro Forma are relevant to the content of the course.</td>
<td>2.88</td>
</tr>
<tr>
<td>3</td>
<td>Soft Skill are listed in Pro Forma.</td>
<td>2.86</td>
</tr>
<tr>
<td>4</td>
<td>Learning materials are uploaded to MyGuru.</td>
<td>2.89</td>
</tr>
<tr>
<td>5</td>
<td>Learning sessions include the whole course content.</td>
<td>2.88</td>
</tr>
<tr>
<td></td>
<td><strong>Scale:</strong></td>
<td><strong>4.80</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Item</th>
<th>Learning</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A variety of learning methods are applied in teaching and learning sessions.</td>
<td>2.88</td>
</tr>
<tr>
<td>2</td>
<td>Teaching and learning sessions stimulate me to think critically and creatively.</td>
<td>2.89</td>
</tr>
<tr>
<td>3</td>
<td>Teaching and learning sessions help me understand my course content.</td>
<td>2.86</td>
</tr>
<tr>
<td>4</td>
<td>Teaching and learning sessions emphasize the relevance of the theory and its application in everyday life.</td>
<td>2.89</td>
</tr>
<tr>
<td>5</td>
<td>Teaching and learning sessions motivated me to study this course.</td>
<td>2.86</td>
</tr>
<tr>
<td></td>
<td><strong>Scale:</strong></td>
<td><strong>4.80</strong></td>
</tr>
<tr>
<td>Item</td>
<td>Student participation</td>
<td>Score</td>
</tr>
<tr>
<td>------</td>
<td>--------------------------------------------------------------------------------------</td>
<td>-------</td>
</tr>
<tr>
<td>1</td>
<td>I was given a chance to ask during the teaching and learning session.</td>
<td>2.89</td>
</tr>
<tr>
<td>2</td>
<td>Lecturer asks specific questions to encourage my involvement.</td>
<td>2.91</td>
</tr>
<tr>
<td>3</td>
<td>I was given a chance to discuss it with my friends.</td>
<td>2.92</td>
</tr>
<tr>
<td>4</td>
<td>The activities planned in teaching and learning sessions encourage my participation.</td>
<td>2.89</td>
</tr>
<tr>
<td>5</td>
<td>I was allowed to give opinions during the teaching and learning sessions.</td>
<td>2.86</td>
</tr>
</tbody>
</table>

Scale: 4.83

<table>
<thead>
<tr>
<th>Item</th>
<th>Coursework</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Assignments given are related to course content.</td>
<td>2.90</td>
</tr>
<tr>
<td>2</td>
<td>Assignments given are suitable for my learning time.</td>
<td>2.88</td>
</tr>
<tr>
<td>3</td>
<td>The assignment given helps me to relate the course content with the real world.</td>
<td>2.89</td>
</tr>
<tr>
<td>4</td>
<td>Assignments are monitored and responded by lecturers throughout the teaching and learning process.</td>
<td>2.87</td>
</tr>
<tr>
<td>5</td>
<td>Assignments are evaluated based on processes and results.</td>
<td>2.89</td>
</tr>
</tbody>
</table>

Scale: 4.88

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### Part A: Soft Skills

<table>
<thead>
<tr>
<th>Item</th>
<th><strong>Soft skills</strong></th>
<th><strong>Score</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The lecturer provides opportunities to play different roles in the teaching and learning process.</td>
<td>2.89</td>
</tr>
<tr>
<td>2</td>
<td>My lecturer reminds us of punctuality in class.</td>
<td>2.92</td>
</tr>
<tr>
<td>3</td>
<td>My lecturer allows communicating effectively.</td>
<td>2.90</td>
</tr>
<tr>
<td>4</td>
<td>My lecturer reminds us of healthy and responsible ways to socialize.</td>
<td>2.92</td>
</tr>
<tr>
<td>5</td>
<td>My lecturer encourages problem-solving approach throughout teaching and learning process.</td>
<td>2.90</td>
</tr>
</tbody>
</table>

**Scale:** 4.85

### Part B: Course Description

<table>
<thead>
<tr>
<th>Item</th>
<th><strong>Course description</strong></th>
<th><strong>Score</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Course content corresponds to the credit hour.</td>
<td>2.84</td>
</tr>
<tr>
<td>2</td>
<td>The duration of the course corresponds to its credit hours.</td>
<td>2.87</td>
</tr>
<tr>
<td>3</td>
<td>The contents of this course are relevant to my program.</td>
<td>2.89</td>
</tr>
<tr>
<td>4</td>
<td>This course is very important for my program.</td>
<td>2.84</td>
</tr>
<tr>
<td>5</td>
<td>Overall, I am satisfied with this course.</td>
<td>2.91</td>
</tr>
</tbody>
</table>

**Scale:** 4.82

**Overall performance 96.49%**
Part C: Comment and suggestion

- The overall mean score was close to 3 which means a high score (teaching quality and course description).
- It shows that all students are satisfied with the triple-based teaching approach by implementing the ‘Students as Manager’ model in the teaching approach.
- Students fully satisfied with the triple-based teaching approach by the implementation of the ‘Student as Manager’ model.

Suhazlan Suhaimi, UPSI
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• It shows that all students are satisfied with the triple-based teaching approach by implementing the ‘Students as Manager’ model in the teaching approach.
• Students fully satisfied with the triple-based teaching approach by the implementation of the ‘Student as Manager’ model.
DISCUSSION

- Implementation of a triple base teaching approach motivates, encourages, and focuses among students.

- The first game-based learning reflected in terms of the students being challenged to engage in the online Kahoot.

- Problem-based learning approach takes place when students engage with internal and external issues relevant to current industrial phenomena (high rejection, material shortage, customer complaint, oil price drop, and others).

- Challenge-based teaching approach in triple-based teaching, students’ experiences rate in industrial phenomena increases because they are engaged with a similar industrial environment where they need to follow.
CONCLUSION

- Failing in teaching with the suitable method will contribute to unachievable learning objectives by students and lecturers.
- This developed model able to prepare students to face the challenges in the industry.
- This teaching approach blended with GBL, PBL, and CBL while implementing a ‘Student as Manager’ model, especially for business studies.
- Can apply to other business subjects as well by creating some innovation such as applying different online games and problem according to the subject tasks in triple base teaching approaches according to the subject needs.
- This teaching approach and model can crossly implement in other courses such as engineering or medical.
THANK YOU

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