

Introducing 'Student as Manager' Model in Business Studies – Triple-Based Teaching Approach in the 21st Century

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).

ISSUES IN BUSINESS STUDIES

- 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).

LITERATURE REVIEW (2 of 9)

- 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).

LITERATURE REVIEW (3 of 9)

- 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).

LITERATURE REVIEW (5 of 9)

- 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).

LITERATURE REVIEW (6 of 9)

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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

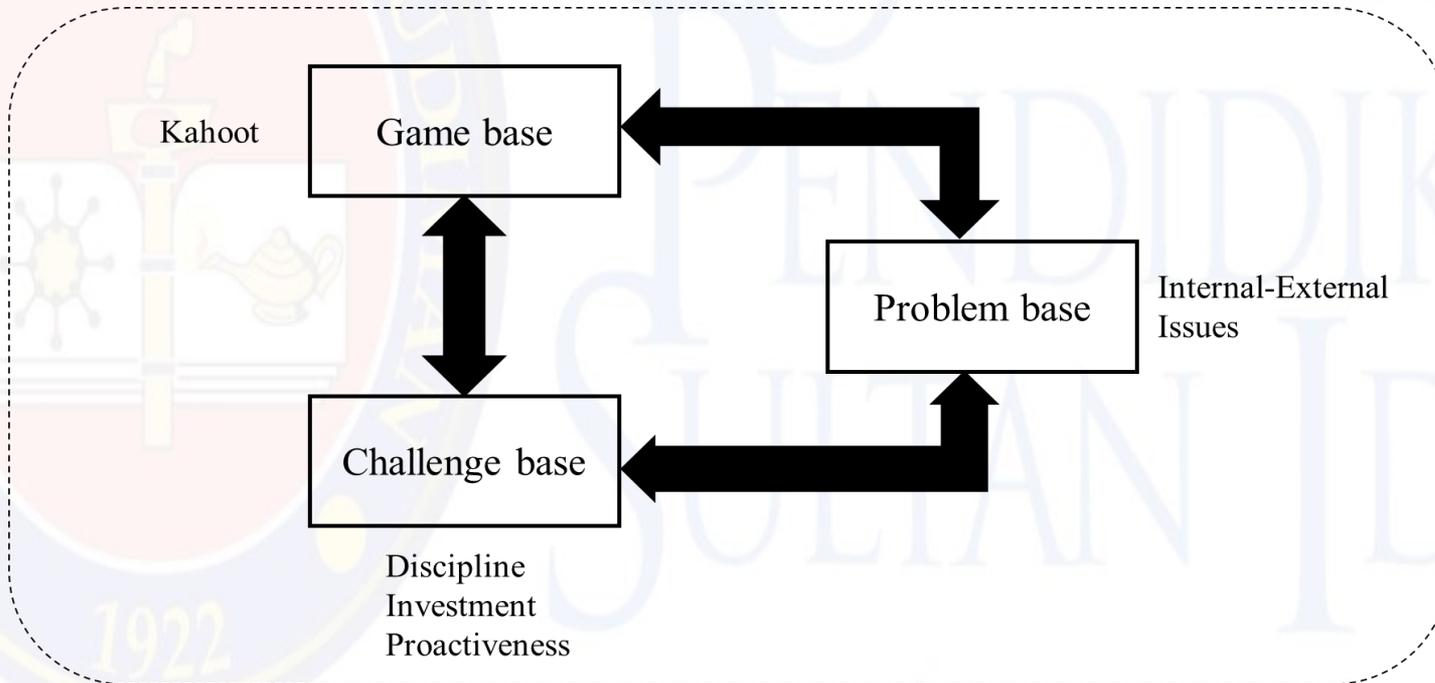
- CBL is a teaching approach for learning with a challenge in situation tasks, and it is also as student-centred learning (Tang & Chow, 2020).
- CBL builds on the foundation of experiential learning, leans heavily on the wisdom of an extensive history of progressive education, and shares many of the goals of service-learning, and critical pedagogy.
- CBL mixes with the three phases which identify as engagement, investigation, and act (Yoosomboon & Wannapiroon, 2015).

LITERATURE REVIEW (9 of 9)

- 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.

METHODOLOGY

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



Student as Manager Model

DISCUSSION

- This triple based teaching offers a successful approach to undergraduate business studies. Further, this active learning is considered as students' 21st-century learning method in which they act, engage and investigate (Tang & Chow, 2020).
- Some innovations imposed are discipline task, pro-activeness task and investment task whereby students still need to act, engage and investigate.
- Students continue to engage in the tasks under the triple-base teaching approach, they develop their skills which are highly needed at the industry.
- Therefore, with the blended task in triple base teaching approach, **'Student as Manager'** for business studies was introduced

CONCLUSION

- This teaching approach blended with GBL, PBL, and CBL, while introducing a ‘Student as Manager’ model especially for business studies.
- The introduced model needs to implement a full semester academic period because all continuing and ongoing in and off classes.
- This developed model able to prepare students to face the challenges in the industry.
- ‘**Student as Manager**’ model task, they can develop their 21st-century learning skills (collaborative, creative, critical thinking, and communication).

THANK YOU

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