

EDUCATIONAL INNOVATION IN ECONOMICS AND BUSINESS ADMINISTRATION

The Case of Problem-Based Learning

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Educational Innovation In Economics And Business Administration The Case Of Problem Based Learning

Yu, Ligu



Educational Innovation In Economics And Business Administration The Case Of Problem Based Learning:

Educational Innovation in Economics and Business Administration: W. Gijsselaers, 1995-01-31 During the last few years economics and business education have emerged as one of the largest fields of study in higher education At the same time the pressing concern for improving the quality of higher education has led to a definite need for more knowledge about effective instruction and innovation in economics and business education The book brings together many examples of reform in economics and business education Special attention is paid to the problem based learning approach which over the past ten years has developed as a very important innovation in higher education The book contains contributions from a variety of institutions on the necessity of curriculum reform the choice of instructional methods assessment and testing and management of change It is of interest for teachers in higher education educational psychologists and any person interested in educational innovation in economics and business administration

Educational Innovation in Economics and Business Administration: Wim H. Gijsselaers, Dirk T. Tempelaar, Piet K. Keizer, Jos M. Blommaert, Eugene M. Bernard, Hans Kasper, 2013-03-09 During the last few years economics and business education have emerged as one of the largest fields of study in higher education At the same time the pressing concern for improving the quality of higher education has led to a definite need for more knowledge about effective instruction and innovation in economics and business education The book brings together many examples of reform in economics and business education Special attention is paid to the problem based learning approach which over the past ten years has developed as a very important innovation in higher education The book contains contributions from a variety of institutions on the necessity of curriculum reform the choice of instructional methods assessment and testing and management of change It is of interest for teachers in higher education educational psychologists and any person interested in educational innovation in economics and business administration

Educational Innovation in Economics and Business V Lex Borghans, Wim H. Gijsselaers, Richard G. Milder, John E. Stinson, 2005-12-17 The workplace is changing drastically these days As a consequence of the Information and Communication Technology ICT revolution new economic activities emerge the production process changes people use different communication tools and organizational structures are adjusted All these changes relate to the heart of business and economics and there is no doubt that they will also influence education in these areas Of course ICT provides new technologies to facilitate learning but a changing workplace also requires a renewed focus within the curriculum of economics and business education If ICT is leading to profound change in the workplace is innovation then only a matter of introducing more technology in education Unfortunately this is not necessarily true The translation of changes in the workplace into an improved curriculum requires serious analysis of the essence of the changes at the work place and the way technology may enable student learning For example relevant knowledge is changing faster and faster Does this mean that we have to adopt the curriculum faster and faster Perhaps not as students will have a labor market career of 30 or 40 years Focusing on today's knowledge even if it is

very up to date loses more and more value if the life cycle of knowledge becomes shorter Increased speed of change also implies a decrease in the value of knowing all these things

Educational Innovation in Economics and Business V L. Borghans,2000 The Information and Communication Technology revolution results in profound changes to the heart of business and economics Changes in the workplace new communication technology new organizational structures and new production technologies force business educators to renew their focus on the curricula of business schools There is no doubt these changes influence business education and instructional technology But change will go far beyond the mere introduction of technology in the classroom Alliances between the corporate world and business education are no longer fictitious but are necessary to establish stronger bonds between educational systems and the workplace The fifth volume in the series Educational Innovation in Economics and Business contains a unique selection of articles addressing various issues on how business education should adapt to changing needs of the corporate world It is meant for educators in corporate training centers and for teachers in further and higher education

Educational Innovation in Economics and Business IV Jeanette Hommes,Piet K. Keizer,Malcolm Pettigrew,John Troy,2013-03-14 The theme of Learning in a Changing Environment reflects the way in which educational thinking in Higher Education has undergone a rapid change throughout the world The EDINEB network consists of people who see the role of educationalists as providing a framework for learning rather than taking a traditional approach of chalk and talk The key to the success of this fourth conference and these articles selected from it lies in the supportive role delegates give to each other in sharing experiences and problems in a changing environment The network has grown because of the commitment of members to form what is in effect a multinational self help group which is dedicated to continual improvement in the educational environment This fourth EDINEB conference brought together 95 registrations from over 21 countries The 16 papers selected represent a cross section of the articles submitted to the authors and the book is divided into four sections 1 LEARNING OBJECTIVES AND PROGRAMME STRUCTURES The first section examines how different programmes in different of countries and cultures have been structured to meet the particular needs both the participants students and the economic environment within which they operate

Educational Innovation in Economics and Business II Dirk T. Tempelaar,Finn Wiedersheim-Paul,Elving Gunnarsson,2012-12-06 This volume consists of the revised versions I of a selection of papers of the second EDINEB conference held in Uppsala from 17 19 August 1995 As with the first edition the conference and these proceedings are rooted in the participant s involvement with EDucational INnovation in Economics and Business The thematic focus is quality audit quality assessment and quality improvement all of them collected in the theme In Search of Quality For the first EDINEB conference which took place in Maastricht December 1993 Problem Based Learning was chosen as leading theme The introduction of problem based learning in the curriculum of any faculty is to be regarded as a major innovation in the educational system In contrast the dedication to the search of quality in education resulted in a large variety of case studies

and theoretical contributions on educational innovations aiming at increasing the quality of teaching and learning This contrast between the one major step and the many small steps has been the decisive factor for the editors to compose these proceedings as a kind of allegory of Robert M Pirsig s famous novel Zen and the art of Motorcycle Maintenance an Inquiry into Values ZAMM Of course on top of the very obvious reason that the conference had been saddled with a theme that is identical to the title that many critics probably those who aren t so fond of motorcycling used to rename ZAMM

Educational Innovation in Economics and Business III Richard G. Milter, John E. Stinson, Wim H. Gijssels, 2013-03-09 Almost thirty years ago a friend involved in the education profession told me that in his estimation much more was caught by students outside of classrooms than was taught within those hallowed walls This statement has stuck with me through years of personal schooling working as a high school teacher working in management serving as a management consultant and trainer and facilitating learning on university campuses across the US eastern Europe and Asia Learning by doing is certainly something most people have experienced But the fact that there is more opportunity to learn more things today as never before with knowledge doubling every 20 months makes learning by doing more complicated As organizations move to respond to the rapid changes in their environments people within those organizations must face the uncertainty and ambiguity that comes with such conditions The one thing most futurists agree on is that the future will be very different than the present Exponential change has become commonplace Companies used to worry about redefining their goals and specific describing their place in an industry Today in order to survive they must be constantly addressing the issues inherent in redefining their industries *Handbook of Research on Educational Communications and Technology* David Jonassen, Michael J. Spector, Marcy Driscoll, M. David Merrill, Jeroen van Merriënboer, Marcy P. Driscoll, 2008-09-25 First Published in 2008 Routledge is an imprint of Taylor Francis an informa company *Transforming Computing Education with Problem-Based Learning* Simone C. dos Santos, 2023-10-11 Future professional competencies in the field of computing recommended by international forums and reference curricula comprise a combination of knowledge skills and attitudes These competencies can be developed through educational objectives which integrate theory and experience through teamwork intense collaboration and problem solving For this it is necessary to have an authentic learning environment and well defined pedagogical processes In this context this book argues that the educational strategy of Problem Based Learning PBL can translate educational objectives into professional competencies This book proposes a methodology to implement PBL in a manageable way It also reports teaching and learning experiences concerning several computing professional profiles providing a realistic picture of this methodology [Essential Readings in Problem-based Learning](#) Andrew Elbert Walker, Heather Leary, Cindy E. Hmelo-Silver, Peggy A. Ertmer, 2015 This book surveys the state of problem based learning and assesses the impact of this innovative educational methodology on teaching and research effectiveness across a range of disciplines and in a variety of organizational contexts **Overcoming Challenges in Software Engineering Education:**

Delivering Non-Technical Knowledge and Skills Yu, Ligu, 2014-03-31 Computer science graduates often find software engineering knowledge and skills are more in demand after they join the industry However given the lecture based curriculum present in academia it is not an easy undertaking to deliver industry standard knowledge and skills in a software engineering classroom as such lectures hardly engage or convince students Overcoming Challenges in Software Engineering Education Delivering Non Technical Knowledge and Skills combines recent advances and best practices to improve the curriculum of software engineering education This book is an essential reference source for researchers and educators seeking to bridge the gap between industry expectations and what academia can provide in software engineering education

A Problem-based Approach for Management Education Philip Hallinger, Edwin M. Bridges, 2007-05-22 A Problem based Approach for Management Education describes the use of problem based learning PBL in management education PBL is an active learning approach first pioneered in medical education but whose use has grown steadily in a variety of professional fields over the past two decades The authors draw upon their experience in using PBL in a broad array of management education programs at the Bachelor Master Doctoral and Executive levels in North America and in Asia This book is designed to provide both novice and experienced users of PBL with resources for designing and implementing problem based management education The book provides the novice with useful theoretical and practical background on how design a PBL curriculum use PBL in a classroom and develop PBL materials At the same time the book will challenge experienced users of PBL and case teaching to extend their applications through the use of learning technologies and more systematic approaches to assessment and curriculum design

Authentic Problem Solving and Learning in the 21st Century Young Hoan Cho, Imelda S. Caeon, Manu Kapur, 2015-08-12 With the rapid changes in the social political economic and technological landscape around the world today s learners face a more globally competitive job market after leaving school The 21st century which is characterized by the emergence of knowledge based societies expects learners to be comfortable in dealing with ambiguities and complexities in the real world and to be able to use knowledge as a tool at their workplace This book will help readers develop an in depth understanding of authentic problem solving and learning and how it can be used to make a difference in their school or learning communities for the development of 21st century competencies Comprising 20 chapters written by Singapore based and international authors the book is organized into three themes authentic problems authentic practices and authentic participation It details innovative school practices e g productive failure concerning the design of problems learning activities learning environments and ICT tools for authentic problem solving and learning Along with theoretical explanations of authentic learning processes and outcomes the book also elucidates how students learn by generating and exploring solutions to complex problems and which cognitive functions are needed at different stages of problem based learning Presenting coherent descriptions of instructional design principles successful cases and challenges encountered in K 12 schools and learning communities the book provides useful information new insights and practical

guidance for school directors parents teachers and researchers seeking to develop authentic learning environments for 21st century learners

Exploring Learning & Teaching in Higher Education Mang Li,Yong Zhao,2014-09-24 The focus of this book is on exploring effective strategies in higher education that promote meaningful learning and go beyond discipline boundaries with a special emphasis on Subjectivity Learning Refreshing Lecturing Learning through Construction Learning through Transaction Transformative Learning Using Technology and Assessment for Learning and Teaching in particular The research collected in this book is all based on empirical studies and includes research methods and findings that will be of great interest to teachers and researchers in the area of higher education The main benefit readers will derive from this book is a meaningful insight into what other teachers around the world are doing in higher education and what lessons they have learned which will support them in their own teaching

The Challenges of Educating People to Lead in a Challenging World Michael K. McCuddy,Herman van den Bosch,Wm. Benjamin Jr. Martz,Alexei V. Matveev,Kenneth O. Morse,2007-06-10 This volume explores the challenges of educating professionals to succeed in a complex uncertain and global business world The book contains intellectual concepts and practical advice from leaders in innovative education around the globe It will help educators and the educational enterprise become more innovative efficient and effective in addressing the teaching learning challenges associated with helping students prepare to face their own challenges

The Role of Criticism in Understanding Problem Solving Samuel Fee,Brian Belland,2012-05-26 In 1991 Denis Hlynka and John Belland released *Paradigms Regained* a well received reader for graduate students in the field of educational technology The *Role of Criticism in Understanding Problem Solving* updates some of those ideas initially proposed in *Paradigms Regained* and extends the conversation into the contemporary discourse regarding problem based learning PBL *Paradigms* proposed the idea of criticism as a third method for the conduction of educational research the first two being qualitative and qualitative The concept of criticism as a tool for research is not well established in educational technology although it is well established in other educational research traditions such as Curriculum Studies Unfortunately it is not always clear how criticism can be applied This book views criticism as a way to step back and look at an educational intervention within educational technology through a particular critical lens Criticism is viewed as a valuable approach to guiding meta analyses and theoretical studies serving to prevent the proverbial spinning of the wheels that often happens in educational research By indicating new potential research questions and directions criticism approaches can invigorate educational research This book revisits the ideals of criticism in order to establish their usefulness for studying educational technology interventions to support problem based learning First a few foundational chapters set the stage for the conversations on criticism Then the role criticism can play in enhancing analysis and interpretation of the PBL literature is explored Finally case studies addressing the central concepts of the text are presented and dissected This book represents a complete overhaul and rethinking of the use of criticism as a method for understanding and furthering the research area of PBL within the field of

Educational technology *Global Perspectives on Fostering Problem-Based Learning in Chinese Universities* Zhu, Zhiliang, Zhou, Chunfang, 2019-05-03 Future generations are being faced with the potential challenge of having to solve professional problems in a hybrid world in which there is no clear boundary between autonomous non human nature and human generated processes This requires young students to effectively prepare themselves for managing issues of complexity uncertainty and ambiguity in their professional practice *Global Perspectives on Fostering Problem Based Learning in Chinese Universities* is a comprehensive reference source that provides insight into the growing need for problem based learning within higher education environments Featuring a wide range of topics such as curriculum design STEM education and cross cultural communication this reference source is ideal for educators instructional designers academicians administrators and researchers Technology and Problem-based Learning Lorna Uden, 2006-01-01 This book is aimed at educators who may be considering introducing problem based learning and need to know what it involves its benefits and the practical details of how to implement it Provided by publisher *Cscl* Timothy Koschmann, 2012-10-12 This book about a newly emerging area of research in instructional technology has as its title the acronym CSCL Initially CSCL was chosen as an acronym for Computer Supported Collaborative Learning However some would argue that collaborative is often not a descriptive term for what learners do in instructional settings further as the field develops the technology used to support collaboration may not always involve computers at least not in the direct ways they have been used to support instruction in the past To avoid getting bogged down in this terminological debate this book uses CSCL as a designation in its own right leaving open to interpretation precisely what words it stands for The authors talk a great deal about the theory underlying their work In part this is because that is what they were asked to do but it is also an indication of the state of the field In an established paradigm in which the theories and methods are well agreed upon such discussion is less central CSCL however has not yet reached the stage of normal science There is much to be worked out yet This book is offered with the hope that it will help to define a direction for future work in this field The chapters appear in alphabetical order except for the introductory chapter and the afterword not for lack of a better way to organize the chapters but rather because the organizational possibilities are too numerous and this order does not privilege one over another By not imposing a topical organizing structure on this collection it is hoped that readers will feel freer to explore the chapters in a way that best suits their needs COPY FOR BIND CARD CD ROM info There is an accompanying CD Rom for this proceedings that will become available September 1998 Purchasers of the proceedings may obtain a copy of this CD ROM at no cost by contacting Lawrence Erlbaum Associates Inc phone 201 236 9500 toll free 1 800 9 BOOKS 9 1 800 926 6579 9am 5pm EST fax 201 236 0072 e mail orders erlbaum com Web site www erlbaum com address 10 Industrial Avenue Mahwah NJ 07430 2262 The CD ROM was funded through a grant from the National Science Foundation **The Roskilde Model: Problem-Oriented Learning and Project Work** Anders Siig Andersen, Simon B. Heilesen, 2014-10-25 This book describes the pedagogical

foundations of the Roskilde Model of education and educational design. It presents knowledge about how principles of problem oriented interdisciplinary and participant directed project work may serve as a basis for planning and applying educational activities at institutions of higher learning. It discusses the dilemmas, problems and diverging views that have challenged the model, provoking experiments and reforms that have helped develop practice without compromising the key principles. The Roskilde Model combines various student centered learning concepts into a nexus providing the foundation for a consistent pedagogical practice that is strongly supported by the educational structure and the academic profile of the university. A complex concept, the Roskilde Model refers to three different aspects. The first one is problem oriented interdisciplinary and participant directed project work (PPL). At Roskilde University, half of all study activities are organized in line with this particular pedagogical approach. The second aspect the model refers to is the organizing of university education on the basis of four interdisciplinary bachelor programmes. These programmes are part of the humanities, social sciences, natural sciences and humanistic technological sciences and give admission to two year master programmes in a broad range of disciplines. The third aspect the model refers to is the interdisciplinary academic and educational profile of the university.

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