

INTEGRATED COLLABORATIVE E-LEARNING FOR THE GLOBAL MANAGEMENT EDUCATION IN THE 21ST CENTURY

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ABSTRACT

Rapidly growing information and communications technology and more interconnected global world offer benefits and challenges to global business organizations. While exploring benefits from global workforce and global production, they must successfully adapt to their local market conditions and manage their multicultural resources. How can we teach these rising complex global management challenges effectively in the 21st century global management classrooms? We need to pursue a new learning paradigm to foster active learners with innovative and critical global management thinking. Global management curricula should be designed to constantly draw forth active learning feedback to facilitate innovative learner-centered interactive classrooms. We closely examined the interactive learning models at the previous AACE Conferences (Son & Goldstone, 2012; Son & Simonian, 2014; Son, 2016). At the current Conference, we will discuss how integrated collaborative e-learning should be designed to improve these models using the example of a global online MBA course at Anaheim University. Using innovation and entrepreneurship as the subject matter, we closely examine the three pillars for global management education: leadership education, responsible education, and experiential education.

KEYWORDS

Global Management Education, Integrated Interactive E-Learning, Active Learning, Experiential Education, Leadership Education, Responsible Education

1. INTRODUCTION

As information and communications technology has made its progress, the global market is more interconnected and the digital world is experiencing spectacular growth. Emerging market and developing economies will continue to represent the major portion of global growth. These rising trends pose challenges to multinational and multicultural organizations. They have to explore flexible and adaptable strategies to deal with complexity costs and global risks (Dewhurst, Harris, & Heywood, 2012). How can we teach these rising complex global management challenges effectively in the global management classrooms? We need to pursue a new learning paradigm to foster active learners with innovative and critical global management thinking. Fast growing mobile world and advances in multimedia instructional technology are facilitating a significant paradigm shift from traditional learning to learner centered collaborative and engaged learning (Son & Simonian, 2016).

Global management curricula should be designed to constantly draw forth active learning feedback to facilitate innovative learner-centered interactive classrooms. As students demand more up-to-date learning materials in the fast moving business world, global management classrooms have to deliver learner-friendly complex content promptly and effectively. In addition, global education programs and instructors ought to tailor interactive materials for different learning styles. We closely examined these challenges at the previous AACE Conferences (Son & Goldstone, 2012; Son & Simonian, 2014; Son, 2016).

At the current Conference, we apply flipped learning to the three pillars for global management education: leadership education, responsible education, and experiential education. We illustrate how active learning, collaborative learning, and experiential learning are vital components in the 21st century global management learning paradigm.

2. NEW PARADIGM IN THE 21ST CENTURY GLOBAL MANAGEMENT EDUCATION

Learner-centered nurturing pedagogy in global management education must address the complex and dynamic challenges of global business environment. Active learners in global management education need to be adaptive and explore creative and flexible solutions. To facilitate these learning outcomes, innovative pedagogical techniques must be incorporated into global management curricula in the 21st century. As Figure 1 portrays, there are three pillars for global management education in the 21st century: leadership education, responsible education, and experiential education. In the globalized world, leaders and entrepreneurs in multinational and multi-cultural organizations ought to be equipped with global mindset and cultural intelligence and possess social responsibility (Anderson, Mason, Hibbert, & Rivers, 2017).

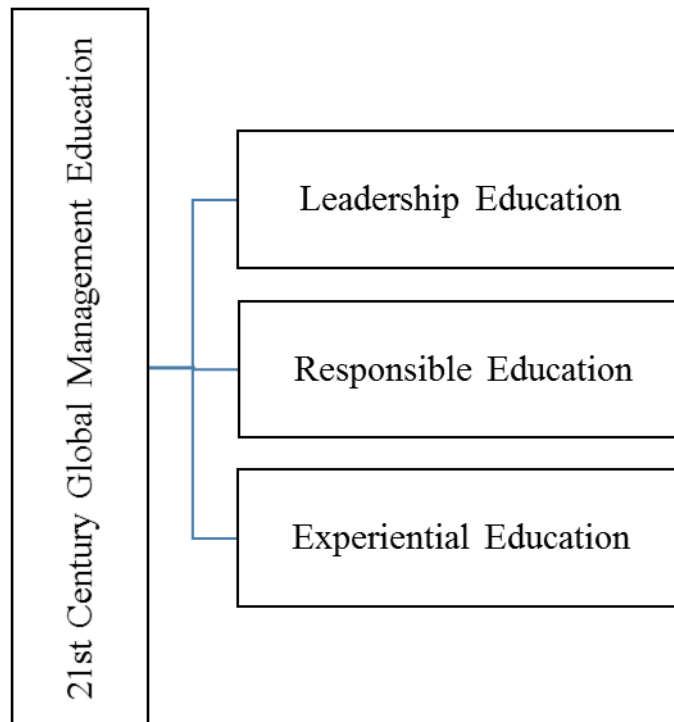


Figure 1. Three pillars in the 21st century global management education

2.1 Flipped Learning in Leadership Education

Multinational and multi-cultural organizations demand effective and flexible leadership approaches to meet complex challenges (Amagoh, 2009). It is hence critical for leaders and entrepreneurs to think globally and lead locally through cultural intelligence and a global mindset (Gutierrez, Spencer & Zhu, 2012; Lovvorn & Chen, 2011; Aggarwa, 2011). Furthermore, as organizational complexity grows, global management education has to prepare students to be effective leaders who drive organizational performance and competitiveness. Our students who are global business professionals have contributed to these learning objectives. In our innovation and entrepreneurship class, we apply flipped learning pedagogical techniques through learner-centered collaborative learning and multi-disciplinary case studies and projects. Flipped learning combines constructivist learning theory and behaviorist learning theory (Roach, 2014). We emphasize flipped learning practices through which our active learners gain perspectives toward complex business markets, have understanding for multi-dimensional management challenges, and develop leadership and entrepreneurship skills.

2.2 Flipped Learning in Responsible Education

Globally responsible leaders are called upon to create and foster their desired work culture based on ethics and accountability and to develop diverse and inclusive workplace. Accordingly, management curriculums must address practice-based learning and development, so that students learn and build these responsible leadership skills. As the United Nations' Principles for Responsible Management Education advocates, today's global management education is expected to promote corporate social responsibility and sustainability (Alcaraz & Thiruvattal, 2010). Consequently, global and interdisciplinary pedagogies are required to cultivate these responsible education values (Lund Dean & Forray, 2017) and to facilitate positive social changes (Anderson, et al., 2017). Our innovation and entrepreneurship class examines the implementation of these values in multinational organizations. We apply flipped learning pedagogical techniques through collaborative and active learning. We integrate corporate social responsibility and sustainability issues in the case studies, reflective exercises, and group practices, while focusing on the creative and innovative side of entrepreneurship. In addition, we explore the complex problems and challenges faced by leaders and entrepreneurs in this process.

2.3 Flipped Learning in Experiential Education

The 2015 Global Management Education Survey of 3,329 graduating business school students in 29 countries reported that they prefer case studies and experiential learning, but these learning methods represent just one third of the instruction time (Plompen, 2015). To adapt management education to the new global market realities, management education paradigm must shift to support experiential learning. To embed experiential learning in management classes, management educators must possess the following four areas of experience and expertise: "industry experience, consultancy experience, research experience and teaching experience (Balaji, 2013, p.1262). In our innovation and entrepreneurship class, we draw on our experiences in these areas to apply experiential learning methods such as management case studies, consulting exercises, and multinational group collaborations. These methods along with cross-cultural experiences are vital for students to learn and build their effective management competencies (Caligiuri & Tarique, 2012). We play as active learning facilitators to help students practice experiential applied learning (Ash & Clayton, 2009).

3. CONCLUSION

Active learners in global management education need to be adaptive and explore creative and flexible solutions to the rising complex global management challenges. To facilitate these learning outcomes, innovative pedagogical techniques must be incorporated into global management curricula in the 21st century. Global management curricula should be designed to constantly draw forth active learning feedback to facilitate innovative learner-centered interactive classrooms. Accordingly, we closely examined the three pillars for global management education: leadership education, responsible education, and experiential education. As we have earlier examined, active learning, collaborative learning, and experiential learning are vital components in the 21st century global management learning paradigm. Therefore, management learning system should be tailored to stir innovative and effective managerial thinking, knowledge and skills vital to success in the global business environment.

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