



**12th. Annual Conference of the
Irish Academy of Management,
2nd.-4th. September 2009.
Galway-Mayo Institute of Technology**

**Innovation, Relevance and Rigour –
achieving the balance in Business and Management education**

Teaching is grounded in a deep knowledge and understanding of a field, where effective teaching includes the ability to convey that knowledge in a relevant and applied manner to the learner. Excellence in teaching is characterised by several dimensions, gaining the learners attention and convincing them of the importance of what is being taught and learned, communicating not only information and transferring knowledge but equally engaging with learners to develop life long skills and competencies in critical thinking, analysis, teamwork, independent learning where students are capable of approaching work in a flexible, creative and innovative manner. Given the increasing heterogeneity of the profile of the student population, faculty are challenged to constantly innovate both in the delivery of knowledge and in how they engage with students to ensure rich and meaningful learning occurs in the student.

Students learn, in different situations, from structured situations such as lectures, or in informal settings of peer and group work, students learn through note-taking in lectures reading, memorising, thinking, writing, observing, listening to and talking with others and by experiential or action learning.

Each view has different implications for course design, the tasks of the lecturer, and methods of delivery, the construction of learning opportunities and methods of assessment. Hence the value of this symposium.

The primary objective of this symposium is to provide an opportunity for educators in the broad business and management disciplines to discuss teaching and learning from three constituent perspectives- namely from the trilogy of teaching, learning and assessment

Within the general theme of teaching and learning in the Business School context papers are invited on, but not limited to the following topics:

- Case Teaching and Development – what are our experiences in the adoption and implementation of the case teaching and learning method; examples of good practices in the use of case studies as core elements of delivery and assessment. The track also encourages submission of cases and case related articles on the development of Irish-based case studies. (See note below)
- The research/teaching dilemma – how should those of us charged with academic responsibilities divide our time between teaching and research and what is an appropriate balance for Business School academics

- The impact of technology in the classroom - how will technology impact on teaching, learning and assessment in the next few years. What opportunities will it bring and what are the challenges encountered e.g. how will technology increase the distance between the lecturer and student, will it reduce personal peer learning, will the personal development of the student be impacted upon
- Practitioner-academic partnerships – in what way can practitioners stimulate and inform the academic environment. We are particularly interested in examples of engagement in which student development is promoted or in partnerships that support innovation in the classroom.
- Managing diversity in the classroom – balancing the teaching and learning experience to align with mixed programme disciplines and a more diverse multicultural cultural classroom.
- Business Simulation Methodologies – how do we encourage and assist in the promotion and development of new methodologies for teaching and learning using simulation methods.
- Practice Based Learning - the need for the lecturer to extend from the 'stage on the stage' to the 'guide on the side' – the importance and benefits of experiential or action learning in the delivery process. What are the benefits, issues and challenges associated with the implementation of such methods.
- Does size matter- what are the issues associated with teaching to large groups How then can a lecturer create the best learning environment in the class size that they teach

If you have any suggestions on other topics or would like to discuss this track further, please feel free to contact either;

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- *New National Case Competition* – The new track will facilitate the launch of a new National Case Competition which has now been fully approved by ECCH. This competition will be co-ordinated by Dr Denis Harrington, Waterford Institute of Technology, Dr Robert Galavan, NUI Maynooth and Dr James Cunningham, NUI Galway. The purpose of the competition is to stimulate the compilation of an accessible collection of Irish business case studies, a portfolio that captures some of our more interesting practical business stories and underscores the key lessons to be learnt from recent developments within Irish management practice. The competition will draw from a number of fields within management practice, including Innovation, Entrepreneurship, World Class Performance, Competition and Leadership.