

## METHODOLOGY

A survey of Graziadio School Faculty indicates that there are at least 17 teaching/learning methods employed at our business school.

<b>5 Most Frequently-Used Teaching/Learning Methods (alphabetical order)</b>
Case Studies*
Discussion with entire class
Discussion in small groups
Lecturing
Team Projects

\*Case studies might include discussions, lecturing, PowerPoint, role plays, video clips, a guest presenter, debate, professor at whiteboard, students at whiteboard, etc.

<b>12 Additional Teaching/Learning Methods (alphabetical order)</b>
Community projects
Debates
Guest resources/speakers
Hands-on work with computers in class
Individual student reports/presentations
Media
On-line or distance learning
PowerPoint presentations
Professor at whiteboard
Role plays or experiential work
Simulations in class
Students at whiteboard

### Teaching/Learning Methods with Advantages and Disadvantages

<b>Method</b>	<b>Potential Advantages</b>	<b>Possible Disadvantages</b>
<p><b>Case Studies</b></p> <p>These usually come from four sources:</p> <ol style="list-style-type: none"> <li>1. Textbooks</li> <li>2. Printed cases (e.g. Harvard, Ivey, etc.)</li> <li>3. Original cases written by students</li> <li>4. Original cases written by professor</li> </ol>	<ul style="list-style-type: none"> <li>• Deal with real-time issues</li> <li>• Develop skills in critical thinking</li> <li>• Involve students in providing plausible solutions to typical management problems</li> <li>• May stimulate creative thinking as innovative solutions are sought.</li> </ul>	<p>Though some older cases are still very valuable, avoid obsolete cases.</p>

<b>Method</b>	<b>Potential Advantages</b>	<b>Possible Disadvantages</b>
<u>Discussion with Entire Class</u> Intelligent conversation has always been at the heart of education.	<ul style="list-style-type: none"> <li>• Learner involvement</li> <li>• Students tend to appreciate and recall what they have participated in.</li> <li>• Opportunity for a variety of points of view to be articulated and considered.</li> </ul>	<ul style="list-style-type: none"> <li>• If not well orchestrated, a hazard of sharing ignorance.</li> <li>• Dull or ill-prepared students may bore well-prepared or bright students.</li> <li>• A challenge to maintain relevance.</li> </ul>
<u>Discussion with Small Groups</u>		
<u>Lecturing</u> <ul style="list-style-type: none"> <li>• Explanations and interpretations of course content.</li> <li>• Formal presentations.</li> </ul>	<ul style="list-style-type: none"> <li>• The professor regulates the pace, structure and contents of the flow of information.</li> <li>• Professor's distinctive orientation, enthusiasm and storehouse of knowledge can be featured.</li> </ul>	<ul style="list-style-type: none"> <li>• If done extensively, may promote passive learning.</li> <li>• In prolonged lecturing, presenter has no idea how well the audience grasps what's being taught.</li> </ul>
<u>Team Projects</u> <ul style="list-style-type: none"> <li>• Usually in small groups of four or five, students write and present a research project.</li> </ul>	<ul style="list-style-type: none"> <li>• Students learn about group problem solving, group dynamics, etc. in harmony with trend toward multidisciplinary project teams in industry.</li> <li>• Usually, a more complex task is attempted than in a solo performance</li> </ul>	<ul style="list-style-type: none"> <li>• May be unequal levels of performance (peer evaluation recommended).</li> <li>• Students are intensely challenged with regard to time management, delegation, peer reviews, etc.</li> <li>• Logistical difficulties in getting together for meetings.</li> </ul>
<u>Community projects</u> <ul style="list-style-type: none"> <li>• Small groups of students may visit an ethnic neighborhood, to shop, dine, interview, volunteer, etc. and to note customs and norms,</li> <li>• Some classes visit an actual corporate site and get an orientation to that atmosphere.</li> </ul>	<ul style="list-style-type: none"> <li>• Real-time experience</li> <li>• Student camaraderie</li> </ul>	<ul style="list-style-type: none"> <li>• Scheduling and travel challenges</li> <li>• Liability issues (waivers needed)</li> </ul>
<u>Debates</u>	<ul style="list-style-type: none"> <li>• Opportunity for a variety of points of view to be articulated and considered.</li> <li>• Develop skills in critical thinking</li> </ul>	<ul style="list-style-type: none"> <li>• If not well orchestrated, a hazard of sharing ignorance</li> <li>• Resolution should be tied to specific learning objectives</li> </ul>
<u>Guest resources/speakers</u> Faculty and students probably have access to experts, leaders, professionals, executives, entrepreneurs, etc. who can contribute ideas and practices that will be helpful to the class.	<ul style="list-style-type: none"> <li>• Additional expertise, potentially beyond that of the professor and the students.</li> <li>• Variety of presenters</li> <li>• Real-world applications</li> </ul>	Guest may be out of touch with class dynamics (give guests an orientation about your mid-level career students, class processes, etc.)
<u>Hands-on work with computers in class</u>	Develop and apply computer skills. See immediate results	Students who have forgotten their laptops can get a loaner from the Campus Computer Lab.

<p><u>Individual student report/presentations</u> Student reports on actual uses of course concepts in a business environment. Since almost all students are fully-employed, this is a very useful activity.</p>	<ul style="list-style-type: none"> <li>• Students usually have a high interest in implementing ideas in the workplace and then reporting on the effectiveness, problems, etc.</li> <li>• This method encourages students to experiment with course content in real time situations.</li> <li>• Can help develop in-depth analysis of ideas and experiences.</li> </ul>	<ul style="list-style-type: none"> <li>• May be shallow unless you specify a requirement that substantive course material and thorough analysis be related to applications.</li> <li>• More time-consuming and ambiguous in grading compared with short-answer quizzes.</li> </ul>
<p><u>On-line or distance learning</u></p> <ul style="list-style-type: none"> <li>• Accessing electronic data bases.</li> <li>• Applications of course-related software.</li> </ul>	<ul style="list-style-type: none"> <li>• Enhance computer skills.</li> <li>• Expose rich resources available in databases.</li> <li>• Develop ability to apply specific software for business related problem-solving.</li> </ul>	<ul style="list-style-type: none"> <li>• May be challenging for students who lack computer skills.</li> </ul>
<p><u>Role play or experiential work</u></p> <ul style="list-style-type: none"> <li>• Some texts have activities appended to various topics.</li> <li>• They may be adapted from training literature, involve participants in actually utilizing or experimenting with ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Learning that goes beyond reading or hearing usually becomes more deep-seated.</li> <li>• What we actually experience often has a self-validating quality.</li> </ul>	<ul style="list-style-type: none"> <li>• May surface unresolved issues (thorough debriefing is important).</li> <li>• Participants need mature attitude and commitment to participate authentically, actively and intellectually.</li> </ul>
<p><u>Simulations in class</u></p> <ul style="list-style-type: none"> <li>• Seeking to solve a problem or learn from a situation, students assume roles in a re-creation of a management situation.</li> </ul>	<ul style="list-style-type: none"> <li>• Offer opportunity to practice useful behaviors for transfer into the “real world”</li> <li>• May reveal to students behaviors that need improvement.</li> <li>• Opportunity to improve interpersonal skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Need to keep on track.</li> <li>• Avoid frivolity.</li> <li>• May be threatening to introverted students.</li> <li>• Coach ahead of time on communication skills.</li> </ul>
<p><u>Students at whiteboard</u> A statistics professor may ask a student to go to the board and explain or apply a statistical model.</p>	<ul style="list-style-type: none"> <li>• Compels students to be prepared.</li> <li>• When students demonstrate and explain a problem, it enhances their understanding and may assist in other students understanding.</li> <li>• Helps professor to gauge class progress and the effectiveness of teaching.</li> </ul>	<ul style="list-style-type: none"> <li>• May be anxiety-producing for introverted students.</li> <li>• Inept students may slow the pace of covering the curriculum.</li> <li>• May be perceived as “punishment” instead of opportunity to learn.</li> </ul>
<p><u>Other Methodologies</u></p> <ul style="list-style-type: none"> <li>○ <u>Power Point Presentations</u></li> <li>○ <u>Professor at Whiteboard</u></li> <li>○ <u>Media</u></li> </ul>		

## EIGHT WAYS TO ENHANCE YOUR CLASSROOM LECTURES

Lecturing has its obvious merits – organizing and presenting information through the knowledge, experience, intelligence and point of view of the presenter. But long, uninterrupted lectures tend to leave the listener uninvolved. From the invention of printing, to the Internet (and to electronic databases we access with computers), we have moved a long way from the exclusive dependency of others and their spoken word for gathering and interpreting information.

The following are eight ways to enhance your lecture styles and their impact:

1. **Integrate** lectures with some of the Teaching/Learning Methods discussed earlier.
2. **Pause** periodically and allow students to assimilate data and discuss their notes (in pairs or trios). One study indicates that this improves recall.
3. **View** a videotape of another faculty lecturing; look for clear communication, ways to hold interest, use of visual aids, structure of ideas, etc.
4. **Revise** the paradigm of communicating with the class: from “lecture only” to lecture demonstration, lecture-discussion, lecture-application, etc.
5. When lecturing, **employ a rich variety** in vocal rate, volume, intonation, gesture, movement, etc. Even though delivery is not significant in the way that content is, it does influence the quality of communicating ideas as well as affect receptivity to ideas.
6. Seasoned, effective teachers tend to say, “As the years go by, I lecture less and **involve students more** in purposeful dialogue and meaningful learning activities – in the actual application of the key ideas of the course.”
7. **Update** lectures with current examples and research.
8. **Alternate** between brief lectures and other activities. One study analyzed lecture notes that students recorded during a 50 minute lecture. Students noted 41% of content presented during the first 15 minutes; 25% of a 30 minute period and only 20% of a 45 minute period.

## QUESTIONS AS TEACHING/LEARNING TOOLS

### 9 Reasons for Using Questions in Assignments or in Class

1. Access data
2. Evaluate students abilities
3. Evaluate students knowledge
4. Capitalize on the combined knowledge of the group
5. Energize the class
6. Explore new territory
7. Encourage logical thinking
8. Clarify. Check for meaning.
9. Focus attention on a give topic.

### Three Ways in Which Questions Can Be Directed

1. To an individual:	“Ann, you work in Aerospace, how do you view this Boeing strategy?”
2. To the entire class:	“Anyone, how would you evaluate the manager’s actions in this case?”
3. To a small group or team:	“Team A, answer question 1, Team B, do question 2 and Team C try question 3. Report back in ten minutes. Choose a reporter for your group, but any member may add to the report.”

### Questions can be focused according to cognitive goals.

Based on Bloom’s Taxonomy, professors can design questions appropriately for several different objectives related to levels of thinking.

- **Elicit Knowledge:** Simply recall previously learned materials: “Who will recite the major elements in Expectancy Theory as related to employee motivation?”
- **Develop Comprehension:** Go beyond memorization to a deeper understanding of the significance of already learned material: “Which Economic indicators are most useful in understanding this crisis?”
- **Apply Knowledge:** Use knowledge in such a way as to solve a problem or reach an objective: “Give an example of how you would use this sampling technique in doing a survey of customer satisfaction?”
- **Deepen Analysis:** Discern between the relevant and the irrelevant, searching for patterns, seeing the essence. “If you were the CEO of the target company, would you accept the merger offer? Why or why not? Include financial, competitive, technological and organizational culture implications in your answer.”
- **Explore Synthesis:** Integrate ideas. “Is there any way that the strategies we have recommended to enhance innovation in this case can be fused or combined?”

- **Evaluate:** Develop and apply criteria to judge usefulness, value, soundness, ethics, likelihood of success, etc.: “Which of these solutions to the Marketing case do you think is most valuable and why do you think so?”
- **Combinations:** Of course, you may integrate two or more of these categories: “Who will mention another hiring practice from today’s assignment – a practice that we haven’t mentioned yet – and evaluate it by the new criteria we just developed?”