

## 6. Innovation and good practice in business education

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### 6.1 Introduction

Amongst the objectives for this Study were some specific objectives relating to innovation in business education and good practice in teaching and learning. The Study sought to evaluate the responsiveness of business education to changes in society, industry, business, and the student body, and to identify success stories and share experience in curriculum innovations and teaching and learning good practice. A key goal of this cluster of objectives was to propose strategies for enhancing innovation and good practice.

This chapter provides an overview of the way that innovation and good practice have been interpreted for the Study, some perceptions by academics of the concept of innovation, several examples of innovative practices, and some strategies for encouraging and disseminating good practice. As the Study evolved, it became clear that there were many sources of innovation and good practice which were either based in business education, or highly relevant and adaptable to business education. For this reason, only a limited number of examples was selected for inclusion in this Report because of their relevance to the most critical issues and themes emerging from this Study. Additionally, some sources presenting fuller accounts of innovation and good practice are provided. Complementing this, the Study Web site serves as a repository for the many examples of innovation and good practice which were reported to the Study.

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### 6.2 What is innovation?

The concepts of innovation and good practice are somewhat slippery terms, and not amenable to easy definition. What is perceived to be an innovation in one context may be passé in another. Sometimes innovations which have been tried and tested may have slipped into the realm of normal practice, and are no longer seen as being innovations. Alternatively, innovations may have been rejected as a result of evaluation processes demonstrating their failures or inadequacies.

Whether an approach or initiative is deemed innovative or not is often a personal judgement of the players involved in the initiative, and reflects their perceptions of the context in which they are working. Whether an approach

deemed to be innovative actually constitutes a real revolution is another matter, as is the matter of continuing sustainability of innovative effort within an organisation. Indeed, innovations in teaching can sometimes have an impact like ripples over the water whilst deep below the water is stagnant.

However, there is one characteristic of teaching innovation, which could be seen as generalisable, and that is that innovations are not necessarily easily transferable from their original context into new contexts. In fact, what might be a successful innovation in one context could be an unmitigated disaster in another, simply because the contextual differences have not been accounted for. For this reason, whilst it is important to be aware of the kinds of innovations being developed in other contexts, it is critical to the success of innovators that adoption of innovations occurs within a carefully understood and managed awareness of local contexts and circumstances.

Another salient characteristic of innovations in teaching is that their underlying purposes or goals are very significant determinants of their success. Innovative practices, which are adopted in order to achieve fairly singular goals, which do not spring primarily from an educational rationale, are almost bound to be unsuccessful or unsustainable. For example, many so-called innovations in teaching which are primarily motivated as a response to reduced budgets are frequently neither educationally defensible nor able to be sustained in the longer term. Equally, many innovative practices adopted by energetic and enthusiastic individual academics are often similarly unsustainable into the longer term unless they can become embedded into the larger strategic directions and continuing practices of the larger academic group.

It is therefore important in reviewing innovative teaching practices to foreground the issues of their contextual setting, including their purposes and goals, and the extent of their support within that setting. These characteristics are both fundamental to good practice approaches to innovation in teaching, and helpful in explaining why it is so difficult to compare the effectiveness of innovations. Recognising the inherent difficulties of making judgements about good practice and innovation, the Study nonetheless adopted a particular stance towards the relationship between responsiveness and innovation. Innovations which were adopted, not just for the sake of innovation itself, but in order to be responsive to change, became the focus of selection of examples of innovative best practice. Responsiveness to change and innovation have therefore been seen as two sides of the same coin.

Within this chapter, the notion of responsiveness to change has been depicted from the perspective of the learner, and presented under the rubric of 'flexible learning', where flexibility encompasses many different aspects of the educational enterprise. For the purposes of this Study, educational innovation is understood to be the means of achieving flexibility and responsiveness to changes in the environment.

Figure 5 below outlines some crucial aspects of flexibility from the perspective of the learner, and indicates the kinds of goals that might drive the adoption of innovations to increase flexibility of learning. An attempt to improve flexibility of learning for students, as a response to changing environments, is seen as

necessarily inviting and depending on the adoption of innovative teaching processes and methods.

**Figure 5: Aspects of flexibility for learners, and related goals driving the adoption of innovations**

Aspects of flexibility for learners	Related goals driving the adoption of innovations
flexibility of access to university study	<ul style="list-style-type: none"> <li>○ to increase equity and openness in accessing university</li> </ul>
flexibility of program structure and study patterns	<ul style="list-style-type: none"> <li>○ to increase program relevance and fit to different groups' needs</li> <li>○ to increase ease of moving in and out of programs</li> </ul>
flexibility in the time and place of study	<ul style="list-style-type: none"> <li>○ to increase learner's control over when and where to learn</li> </ul>
flexibility in the medium for students to receive program content	<ul style="list-style-type: none"> <li>○ to increase learner's access to program content through diverse modalities</li> </ul>
flexibility in the medium for students to interact with staff and other students	<ul style="list-style-type: none"> <li>○ to optimise opportunities for learners to engage in meaningful interaction</li> </ul>
flexibility in curricula to accommodate diverse learners' goals, needs, and interests	<ul style="list-style-type: none"> <li>○ to increase learner 'customisability' and inclusiveness in curricula, teaching/learning and assessment processes</li> </ul>
flexibility in the processes to evaluate program effectiveness and quality	<ul style="list-style-type: none"> <li>○ to increase the range of processes to gather feedback on the quality of programs</li> </ul>
flexibility in the provision of support services to enhance the learning context	<ul style="list-style-type: none"> <li>○ to optimise support to enhance the environment for learning and teaching</li> </ul>
flexibility of access to university study	<ul style="list-style-type: none"> <li>○ to increase equity and openness in accessing university</li> </ul>
flexibility of program structure and study patterns	<ul style="list-style-type: none"> <li>○ to increase relevance and fit to different groups' needs</li> <li>○ to increase ease of moving in and out of</li> </ul>
flexibility in the time and place of study	<ul style="list-style-type: none"> <li>○ to increase learner's control over when and where to learn</li> </ul>
flexibility in the medium for students to receive program content	<ul style="list-style-type: none"> <li>○ to increase learner's access to program content through diverse modalities</li> </ul>
flexibility in the medium for students to interact with staff and other students	<ul style="list-style-type: none"> <li>○ to optimise opportunities for learners to engage in meaningful interaction</li> </ul>

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flexibility in the provision of support services to enhance the learning context	<ul style="list-style-type: none"><li>○ to optimise support to enhance the environment for learning and teaching</li></ul>

This broad spectrum of educational aspects of flexibility and innovation has been invoked variously throughout the Study, both in terms of the prompts used to collect stakeholders' views, and in terms of the information provided by the respondents. The perceptions and issues raised by the stakeholder groups as summarised in Chapter Five range across this spectrum, as do the examples and strategies they recommend for enhancing business education.

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## 6.3 Innovations in context

Numerous examples of innovations and good practice in teaching and learning have been provided to the Study as a result of requests for such input. However, the process for gathering such examples was not designed through a systematic method of collection intended to represent fully the vast array of innovations adopted by business educators. Nor was the collection process organised in such a manner as to enable systematic review of contributed examples, and their presentation as models or exemplars. Nonetheless, it is intended that examples which were contributed to the Study, will be made available through the Study Web site along with references to useful sources of relevant other materials.

In an early phase of the Study, the survey conducted of business deans yielded their accounts of what types of innovation were occurring within their schools. Their responses demonstrated a diversity of views about what constituted innovation, ranging from the identification of areas of new course content such as e-commerce, to noting collaborative curriculum development and delivery initiatives, through to examples of pedagogical innovation. Their responses also demonstrate the way that innovation, and what is identified to be innovative, is entirely dependent upon the context in which it occurs as a response, and takes different forms according to the purposes it serves at that time.

At a later stage of the Study, and in an attempt to broaden the net beyond those targeted as representatives of the stakeholder groups, an invitation was

sent by e-mail to academic staff in business schools of Australian universities, using e-mail address lists found from university Web site directories of staff. The e-mail invited responses from individuals to contribute examples to the Study of their own teaching innovations in terms of what they believed the distinctive characteristics were of the initiative.

The contributions provide an indication of the scope of aspects of teaching nominated by these staff as innovative. More than 60 responses were received, with contributions ranging from very brief summary descriptions, to more detailed descriptions and sometimes copies of documentary material relating to the initiative. What is interesting is both the diversity of aspects of innovation, and the degree of similarity in the ‘key-words’ used to capture similar types of innovations.

Indeed the ‘key-words’ used by academics in describing their own and others’ innovative initiatives provides a window to the ways that academics conceive of teaching innovation, although it was not the purpose of the Study to examine this. These ‘key-words’ capture some of the most consistently used terms that contributors used in describing innovations. In presenting these, it must be noted that this list is not intended to provide a defensible classification system for capturing innovations. Instead, it is presented as an indication of the ways in which business educators themselves tend to talk about innovations in teaching and learning.

One other characteristic is worthy of note for this Study from the accounts provided by individual academics. A good proportion of contributors presented their innovations from the perspective of learners and what they are expected to do differently as a result of the innovation, although many did not make this very explicit. Conversely, there were also many descriptions, which were presented only in terms of the staff member’s own activities as a teacher. Of these, a significant number of staff described ways in which they had presented subject content differently, for example, by way of Web sites and other repositories of learning resources for students, often without explaining why it was considered important to present the material in new forms, nor how students were expected to engage in the learning process with this material. However, the request for contributions was not formally structured in a way to test whether academics’ underlying conceptions of teaching and learning could be revealed through their responses, and so no assertions are being made here about these conceptions or their possible impact on teaching approaches.

Figure 6 presents those ‘key-words’ most frequently used by contributors to this Study as the words and phrases capturing their innovations. This is not intended as an exhaustive list of possible innovations.

**Figure 6 Key-words for innovations identified by contributors**

Whole approaches to learning and organisation of curriculum at both course and unit level	Experiential learning Problem-based learning Resource-based learning Contract-based learning Challenging prior conceptions
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Content themes	<p>Internationalisation of the curriculum</p> <p>Inter-disciplinary/multi-disciplinary programs</p> <p>Work-integrated programs and collaborative developments with industry</p> <p>Courses on 'new' fields like e-commerce</p>
Varying class contact time	<p>Teaching large classes</p> <p>Workshops rather than lectures</p>
Particular discipline-based approaches to learning situations	<p>Classroom as organisation (particularly used in management and organisational behaviour units)</p> <p>Students as clients</p> <p>Students as customers</p> <p>Students as research subjects (particularly used in marketing units)</p>
Alternative settings for learning	<p>Workplace / work-based learning</p> <p>Internships</p> <p>Tours and visits</p> <p>'Fieldwork' assignments</p> <p>Study abroad</p>
Generic skills and outcomes-focussed learning	<p>Self-directed learning</p> <p>Life-long learning skills</p> <p>Communication skills</p> <p>Research skills</p> <p>Critical thinking and analytical skills</p> <p>Presentation skills</p> <p>Collaborative learning</p> <p>Group work/team work</p> <p>Ethics</p> <p>Capability skills and employability</p> <p>International perspectives</p>

Use of interactive learning activities	<p>Online learning resources and discussion</p> <p>Computer-based interactive learning resources</p> <p>Simulations</p> <p>Case Studies</p> <p>Role Plays</p> <p>Simulations / models</p> <p>Hypotheticals</p> <p>Debates</p> <p>Drama</p> <p>Critical Incident</p>
Use of technologies to facilitate communication	<p>Online discussion</p> <p>Online assessment and feedback</p> <p>Video-conferenced lectures and tutorials</p>
Assessment processes	<p>Self assessment</p> <p>Peer assessment</p> <p>Group Assessment</p> <p>Portfolio-based assessment</p> <p>Oral or Viva assessment</p> <p>Journals</p> <p>Students setting test items</p>
Supported learning processes	<p>Peer mentoring</p> <p>Peer tutoring</p> <p>Peer pairing</p> <p>Transition to academic study</p>

Amongst all the examples of innovations contributed to the Study, the most frequently used ‘key-words’ related to the use of computing and information technologies in teaching, whether used in developing Web content and resources to support learning, or whether used as pedagogical processes to facilitate interaction by learners with content, with one another, or with the teacher.

This is not surprising given the burgeoning new developments in online learning in the area of business education, reported to be significantly greater than any other fields in Australian higher education. A DEST survey conducted in 2001 of online education and services in Australian universities revealed that over a quarter of fully online courses are in the fields of management and commerce alone. (Bell, M. et al., 2002, p. ix) Likewise, these areas have the highest percentage of fully online units. (p. x)

### 6.3.1 Examples of innovations and good practice

From all the submitted examples of innovation and good practice, just a few have been selected here to illustrate diverse initiatives. These examples have been selected because they are clearly supported within their context as part of a shared strategic vision, they are demonstrably driven by educational purposes, their approaches are based on learner-centric pedagogic principles, they are subjected to carefully planned evaluation processes, and their outcomes are being disseminated through scholarship to contribute to knowledge about teaching and learning in business education. It must be remembered that there are countless innovative teaching and learning initiatives which are underway in Australian university business schools and that many of these have been disseminated through various published forums. The subsequent section of this chapter provides some references to sources of such published material.

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#### Royal Melbourne Institute of Technology

One of the teaching and learning strategy directions adopted at RMIT has been the renewal of all programs to incorporate 'capability-driven' approaches to 'curriculum renewal'. Numerous innovations in the business education fields have been adopted at several levels of curriculum and teaching. As an example of these, reflecting the emphasis on innovations through improved flexibility as a response to changing environments, a unit on Cost Management and Applications was changed in its delivery mode from being a lecture and tutorial approach to a 'class' approach. The change of mode was based upon extensive review of the students' learning experience in the traditionally delivered course. This confirmed the relative ineffectiveness of large (150+ students) lectures resulting in less active engagement by students. The aspirations for the new mode were to improve student and staff enjoyment, to integrate IT, and to encourage student participation, especially those traditionally disadvantaged. The revised course was run in a three-hour class format with three groups of 50 students. Resources, course guide, class notes, schedule and suggested readings were provided electronically. This provision allowed staff to use the three-hour class time for interactive and discursive activities adapted to the needs and aspirations of specific groups but initiated through a series of case studies. Students worked through electronically available tutorial questions in preparation for in-class case study. The class program also provided the opportunity for feedback in class time and directly responded to student feedback from the CEQ and other instruments. Each session commenced with a reflection with the students on their learning so far, to encourage them to take responsibility for negotiating the more flexible program.

In another example at RMIT, two introductory accounting courses were combined into one in order to address specific issues with the increasing number and diversity of business students, a need to update content (because of changes in the profession and the impacts of globalisation) and a need to seek efficiencies in the delivery of teaching. It also recognised that the majority of students in these courses would not continue with further accounting study. The courses were large, with an annual enrolment of 1650 students from

diverse backgrounds (some having studied accounting at school while others had no accounting background). The reviewed course provides a curriculum that includes the role of accounting in decision-making, major accounting reports, analytical use of accounting reports and the accounting recording process. This represents a considerable change from the earlier courses in its emphasis on developing an understanding of accounting for non-accounting professionals. Teaching modes were also reviewed and extensive use of IT was made to allow students flexible access to introductory material if and when they needed it, and at their own pace, such that capable students with a previous background in accounting could self-test and 'skip' introductory material. A flexible range of learning experiences includes: course induction sessions, concept lectures, solutions seminars, case study workshops, problem demonstrations, individual help desks, self paced IT learning and semester review sessions. Through course induction, students are encouraged to design their own learning experiences from the range available.

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### Central Queensland University

Central Queensland University has a long history of providing programs for off-campus students, and the Faculty of Business and Law has been an active participant in the University's multi-campus and multi-modal operations and degree offerings. The Faculty offers courses on the main campus, all regional Queensland campuses, International Campuses (in collaboration with a private partner) in Sydney, Melbourne, Brisbane, the Gold Coast and Fiji, and offshore operations in Hong Kong, Singapore and Malaysia. Additionally all courses are available in distance education mode on a global basis. The Faculty has moved from hard copy study guide materials for distance education students to the offering of most courses electronically (for the most part using *WebCT* as a platform). Teaching to regional Queensland campuses has utilised video-conferencing and teleconferencing technology, and some courses are also supported by video-aided learning tapes provided to campus tutors. On the International Campuses the private partner company employs tutors, but these people operate the same curriculum under the control of a Rockhampton-based course coordinator. That person operates under the Faculty's Roles and Responsibilities guidelines that exist to ensure that comparable academic standards are maintained across all locations where courses are offered. The course coordinator is responsible for setting assignment tasks, moderating samples of assessed assignments from each location, and setting and assessing examination papers. This is a complex system of course and program operations. However, it has been designed to ensure that, regardless of location or mode of delivery, all students work within a commonly established curriculum, and to standards that are comparable regardless of mode or location.

## Queensland University of Technology

At Queensland University of Technology, a large project has been undertaken within the Faculty of Business to provide their graduates with the 'competitive advantage' in the employment market through the development of their capacities 'to learn, adapt and be productive in a rapidly changing environment - the behavioural outcomes of highly developed generic skills'. The secure Web site for this project outlines the way that this underlying goal has been tackled through a carefully designed model, which integrates and embeds business skills and competencies within the curriculum across eight core units. Their selection of these skills and competencies was based on research conducted through the QUT Careers and Employment Service in 1999, providing the foundation for their 'Curricular Integration Matrix on Generic Skills', which was developed to align curriculum methods with each area of skills development and assessment. Business students would have their acquisition of these generic skills validated and assessed at the completion of all eight core units.

The QUT Business Graduate Generic Skills themselves are clustered into categories as outlined below:

### Leadership/Management:

- Visioning and innovation
- Leadership and influence
- Creativity and change
- Coordinating
- Managing conflict
- Being positive and resilient
- Time management

### Interpersonal/communicating:

- Interpersonal skills
- Teamwork
- Listening and responding
- Oral communication
- Written communication
- Working independently
- Understanding organisations

### Individual and corporate social responsibility:

- Commitment to social justice
- Multicultural appreciation
- Community involvement

- Career and life management
- Ability to identify personal competencies (self-assessment)

Adventurous decision-making:

- Risk-taking
- Decision-making
- Planning and organisation
- Standards and ethics

Technical/professional/cognitive:

- Technical and professional
- Cognitive and research
- Life-long learning
- Computing
- Problem solving
- Ability to conceptualise

The model aligning these skills with teaching and assessment is organised around a case study which embodies activity in all the disciplines represented by the eight core units deemed to be foundational in any of the major streams of business study. The case study approach was adopted in order to transform the classroom 'into a microcosm of the real world business environment by using realistic and actual data, events and problems relevant to the current business climate'. The case study was developed through a participative collaboration with the Port of Brisbane Corporation to provide the 'real-world' scenarios employed in the project. The material is presented in dynamic flexible modes, including through the use of online audio clips so that students are given a sense of the authenticity of the scenarios.

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### University of Adelaide

For some years, a range of innovations has been underway in the business education programs at the University of Adelaide. These innovations have highlighted the development of students' generic skills, the appreciation of cross-cultural issues in teaching and learning, and the use of flexible delivery mechanisms. Additionally, the staff leading these initiatives have adopted a strong 'scholarship in teaching' orientation to the dissemination of their work.

A significant learning and teaching initiative introduced for the first time in 1999 was the involvement of students in a cross-cultural Internet project forum. Students in the subject International Management III took part in the internet-based forum with students from a number of foreign countries. The students were the first from Australia to take part in this forum which involved students from Bogazici and Koc universities in Turkey, McGill and Concordia

universities in Canada, Thammasat University in Thailand, Tilburg University in The Netherlands, Budapest University of Economic Science in Hungary and Vanderbilt University in the United States.

The purpose of this cross-cultural forum, based at the Kenan-Flagler Business School at the University of North Carolina at Chapel Hill, was to discuss how the management of people in organisations is undergoing change during a period of global transformation. In addition to a set schedule of questions, all students had an assignment in common: namely, the Euro-Disney case study. Students communicated by means of Internet-based discussion groups on the project Web site. Each discussion group was made up of students from every campus. Direct email between students was encouraged. In addition to taking part in the discussion groups, five Adelaide students took on the role of 'project administrator', thus increasing the experience and skills gained from the project. Involvement in this venture required the establishment of a project Web site, the posting of photographs of the discussion groups on Web pages and the preparation of a five-minute videotape introducing the University of Adelaide, the School of Commerce and the students themselves. This initiative was supported by the School as an exciting pilot study in the internationalisation of subject content and the innovative use of IT in the curriculum. It may well lead to similar initiatives within other Commerce subjects in future years.

In another initiative, in the School of Economics, field trips have been incorporated into the Microeconomics second year theory course for economics, finance and commerce students, in an effort to enhance the students' understanding of the economic principles taught. Students are required to attend two field trips (which take three to four hours each) and write an essay (guidelines for the essay are given requiring the students to analyse economic issues involving the tour) as part of their overall course mark. A careful approach was adopted for the initiative, involving a first trial with optional attendance by students. This trial field trip to a Holden assembly plant was attended by almost thirty students and its success justified incorporation of the innovation into the course structure. Sixteen tours were conducted and 315 students participated. The tour locations were the Holden Assembly plant, the Adelaide Mail Centre, the Happy Valley Water Treatment Plant, the Bolivar Waste Water Treatment Plant, the Torrens Island power station, the Mobil oil refinery and the Australian Submarine Corporation. Evaluations of the tours revealed a substantial improvement in students' understanding of economic concepts, as demonstrated in their submitted essays. Student feedback on the experience was very favourable, and indicated their own enhanced motivation and depth of involvement in the experience as well as subsequent continuing engagement in thinking about the issues well after the field trip.

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## 6.4 Encouraging good practice and innovation

The perceptions of various stakeholders presented in Chapter 5 provide remarkable consistency of views about the value placed on excellence in

teaching and commitment to educational innovation. Generally, there is a consensus that excessive workloads for academics represent a major barrier to innovation and that there is insufficient value accorded to excellence in teaching. Excessively large classes was also identified as another barrier to innovation, although in a number of cases, this was seen as a significant driver underlying new approaches to teaching and learning. Additionally, academic promotion processes were generally agreed to be insufficiently sensitive to acknowledge and reward those who were committed to teaching, and there continues to be a view that research achievements are usually more rewarded than teaching achievements. Nonetheless, there were also many accounts of this traditional bias beginning to shift, and a recognition in many universities that the processes, if not yet the outcomes, of academic promotions had elevated the stakes for teaching.

Other barriers to educational innovations were identified to the Study. These included the perceived slow pace of change generally in universities, mostly as a result of heavily bureaucratised internal structures and processes, and the barriers to cross-disciplinary integration of courses and the 'silo-mentalities' maintaining separation between disciplines. A frequently identified issue for academics was the increasing corporatisation of universities, and with it, the loss of scope for them to plan and implement their individual innovations at a local level. For example, a number of academics mentioned the limits to their freedom to publish material on their university intranet, citing what they saw as bureaucratic interventions restricting what could be published, and in what presentation style. This view, however, was usually balanced against an acknowledgement that university support structures often contributed positively to creating an environment that fosters and facilitates innovation. Numerous participants identified the legal risks associated with educational programs involving work-integrated learning, and the inability of universities to assess and mitigate risks adequately, as one of the most significant barriers to work-integrated learning initiatives. However, the lack of strong collaborative ties with industry was also acknowledged as an impediment for many academics.

Yet despite this, and despite the increased workloads of academics, the Study found amongst all the university participant groups a high level of interest, enthusiasm, and commitment to teaching improvement and innovation. The innumerable examples submitted to the Study from business academics provide palpable evidence of a high level of innovation and continual improvement in teaching, and a disposition amongst significant numbers of academics to invigorate their teaching and educational programs in a wide variety of ways.

Several stakeholder groups contributed their views on how to encourage good teaching practice and innovation: academics, educational developers, and business deans. Whilst there was a good deal of commonality on the identification of possible strategies, there was some divergence on the relative merits of these strategies. For example, where many academics believed that grants programs to facilitate curriculum innovations and teaching improvement processes were highly desirable, several noted the inherent problems with these schemes - that grant recipients were often not able to reduce their workloads

by the use of the grants and so were restricted in the time they could devote to the grant initiative.

A consistent message amongst almost all contributors was the significance of a strong commitment by senior staff to innovation and good practice in teaching and learning. At those institutions which reported a positive environment for innovation, acknowledgement was made of the commitment by senior staff in the university and in the business education unit to teaching. Conversely, at those institutions where teaching improvement and innovation were perceived to be less encouraged and rewarded, criticisms were levelled at the senior management. Regardless, there was a consistent view that senior leadership commitment to good teaching needed to be demonstrated in financial terms for it to have any real impact.

Just as there were divergent views on mechanisms to encourage good teaching, there were similarly divergent views on which mechanisms were considered effective to reward excellence and innovation in teaching. For example, where educational developers identified formal teaching awards as a desirable strategy to reward achievement and excellence in teaching and innovation, academic staff tended to be less enthusiastic. A number of academics were quite negative about teaching award schemes, either because of the amount of time required to prepare an application, or because of cynicism about the capacity of such schemes to distinguish and evaluate excellence and innovation or to reward those teachers who do not nominate themselves or seek to be nominated. By contrast, both deans and educational developers were generally quite positive about such schemes.

Generally speaking, the array of mechanisms identified by Ramsden et al. (1995) to encourage and reward good practice and innovation in teaching and learning were identified through the Study as being important in the area of business education. However, contributors to the Study are clearly sanguine about the effectiveness of many of these measures in an environment where academics are carrying such heavy workloads, and where the pressures of large class sizes, increasing diversity of students, increasing casualisation of the workforce, and increasing competition are taking their toll on academics' endurance.

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## 6.5 Disseminating business education innovations

Innovations and good practices in teaching and learning are notoriously difficult to disperse beyond the local context of their origin. This can only partly be explained by the tendency to assume that initiatives developed in one context will not transfer well to another context. There are other influences which militate against the dispersal of innovation. Innovators themselves, for example, may not disseminate the achievements and outcomes of their innovations so that they can be known and understood by others. Equally, those intending to innovate may not actively seek the experience of others to

help them undertake their own innovations, perhaps because of not being aware of sources of information and ideas, perhaps because of an insular view of their own context, or perhaps because they are keen to learn through their own experience of developing and trialling innovations.

Whatever the reasons, the Study has found that nonetheless there appears to be a growing trend towards good practice and innovations in business education being disseminated beyond their local context. Examples of innovations are typically disseminated in a wide array of forums. These include regular conferences and other meetings, as well as published journals, newsletters, and conference proceedings, which are focussed specifically on educational issues, either generally about higher education teaching and learning, or more specifically about teaching and learning in particular business education disciplines. Additionally, many of the discipline-based conferences have special sections devoted to teaching and learning, and specialist journals are increasingly publishing educationally-focussed special issues.

The following presents some popular sources and sites where business education innovations are showcased:

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Computers in Higher Education Economics Review (CHEER)

<http://econltsn.ilrt.bris.ac.uk/cheer.htm>

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International Review of Economics Education

<http://econltsn.ilrt.bris.ac.uk/iree.htm>

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Issues in Accounting Education

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Journal of Accounting Education

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Journal of Economic Education

<http://www.indiana.edu/~econed/>

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Journal of Education for Business

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Journal of Financial Practice and Education

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Journal of Marketing Education

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Journal of Teaching in Travel and Tourism

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Management Education and Development

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Research Papers in Economic Education

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Business Education Support Team Learning and Teaching Support Network (BEST LTSN).

<http://www.business.ltsn.ac.uk/>

Economics Centre, Learning and Teaching Support Network (Economics LTSN).

<http://econltsn.ilrt.bris.ac.uk/>

These two LTSN sites are two of 24 subject centres, based in higher education institutions throughout the UK, offering subject-specific expertise and information on learning and teaching. Each site provides a wealth of resources for business education specialists involved in learning and teaching in higher education.

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Deliberations “Business Management & Accountancy” website.

[http://www.lgu.ac.uk/deliberations/Subjects/bus\\_man/index.html](http://www.lgu.ac.uk/deliberations/Subjects/bus_man/index.html)

Deliberations on Learning and Teaching in Higher Education is a site supporting teaching and learning development maintained by the Educational Development Unit, London Guildhall University.

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“Internet Learning Materials for MBA Students” website.

<http://www.bized.ac.uk/fme/>

Edited by Catherine Sladen, Institute for Learning and Research Technology (ILRT), University of Bristol, these materials were originally funded by the Foundation for Management Education.

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Harvard Business School Cases and Teaching Materials

<http://www.hbsp.harvard.edu/products/cases/index.html>

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AUTC Large Classes Project website.

<http://www.tedi.uq.edu.au/largeclasses/>

The Teaching Large Classes Project, funded by AUTC, has a resource-rich

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Web site aimed at disseminating and encouraging adoption of effective strategies to support learning in large classes. This site will provide case studies and other resources illustrating strategies likely to be highly relevant and adaptable to the sites of business education teaching where large classes are so commonplace.

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The following hyperlinks provide access to some US schools of business Web sites, where descriptions/outlines can be found of integrated undergraduate business curricula that have been offered, are about to be offered, or are being designed:

[www.bus.utk.edu/ugprognew/default.html](http://www.bus.utk.edu/ugprognew/default.html)

[www.uidaho.edu/cbe/college/IBC.html](http://www.uidaho.edu/cbe/college/IBC.html)

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