

Advances in Business Education and Training 7

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Innovative Business Education Design for 21st Century Learning

 Springer

Advances in Business Education and Training

Volume 7

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Preface

Higher education is changing at an unprecedented rate, in part driven by macro-factors governing and influencing the institutional environment and micro-issues taking place within the institutions themselves. This volume of the *Advances in Business Education and Training* explores these two aspects of change within higher education.

Part I examines some of the micro-issues that influence how and what we teach our business and economics students. As educators, these issues give us reason to reflect on our teaching approaches. We reflect on our students – what they want to learn and how they want to learn. We consider our roles in the learning process and rethink how our own values shape our view of learning and teaching. And we wonder how advances in technology, as well as real-world experiences, can enhance the student learning experience.

Part II looks at the wider institutional environment of change – the shifts in values, new stakeholders and a change of focus towards developing skills students need to succeed in business. As members of higher education institutions, we examine how a growing interdisciplinarity influences the way we structure our curricula. We consider how we can better support international and global cohorts of students. We reflect on the role of higher education institutions in addressing the needs of the twenty-first-century global environment, and we wonder how changing stakeholders will influence the values of our institutions and profession.

Indeed, while we may structure this book in two sections, it is clear that the institutional environment influences learning experiences of twenty-first-century students and that these experiences can motivate and inspire our students to be able participants in the twenty-first-century global society.

The editors would also like to thank all of the contributors to this book as well as the reviewers who took the time to provide high-quality feedback to the authors. Reviewers included Chris Birch, Naomi Birdthistle, Stephen Dobson, Rickard Enström, David Laughton, Jessica Lichy, Jayne Reville, Martin Rich and Don Ropes.

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Part I
Reinvention and Innovation:
Designing Business and Economics
Education for Twenty-first
Century Learning

Introduction

Kristen Reid and Peter Daly

How do we design learning in business and economics education so that students are prepared for the twenty-first century environment? This is not an easy question to answer as simply saying ‘do something innovative’, for doing something innovative most often means stepping down from an increasingly deconstructed ivory tower (Hoffman 2009; O’Hara 2014) into what Iñiguez de Onzoño terms an ‘education and learning hub’ (2011). These hubs innovate all aspects of education: content and curriculum, modalities and formats, networks and learning experiences. It is a reinvention of the learning environment, the content and curriculum we teach, and the expectations and experiences of our students. In is a reinvention of ourselves as teaching professionals that involves reflection on our roles as experts on the world outside the ivory tower. The first part of this book offers four chapters that use a ‘principled reflective practice’ approach (Laurillard 2012, p. 6) to designing higher education for business and economics students.

In Part I

The first chapter, “[Mobile Phones – Not a Distraction in the Classroom But a Means of Engagement?](#)” written by Alison Lahlafi and Diane Rushton, examines the incorporation of mobile technology (‘m-technology’) as a learning tool in the

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