

**A MANAGEMENT PEDAGOGICAL RESOURCES INDEX:  
A NEW RESOURCE FOR MANAGEMENT EDUCATION**

**Abstract**

Entering into the second year of the global crisis allows for the opportunity to begin considering the post-pandemic future of management pedagogy, especially the role of hybrid and online learning environments. This roundtable discussion provides participants with a safe space to reflect on their abrupt transition to the hybrid and/or online learning environment. Specifically, management pedagogical resources will be analyzed, and ultimately the idea for a management pedagogical resources index will be debated. Even after a return to “normal” teaching, hybrid and online learning environments will remain a part of higher education, thus any educator is welcome to this session.

**Keywords**

hybrid learning, online learning, pedagogical resources

## Introduction

It is generally acknowledged—evidenced by the fact that nearly every article written on the subject states it in the opening paragraph—that hybrid and online learning environments have increased in the 21<sup>st</sup> century. Management education paralleled the broader trend in higher education of increasing the utilization of these teaching mediums. But what was a reasonable pace for such a widescale transformation of an industry suddenly became accelerated when the global pandemic forced the majority of educators at a majority of colleges and universities into a distance learning approach.

Was our field prepared? In some ways, the answer is yes. Our field reacted efficiently and effectively. Educators from around the world rallied together to quickly share ideas and offer encouragement (e.g., MOBTS Discussion List). Colleges and universities increased training sessions to better equip faculty with new skillsets. Conferences were redesigned to shift from face-to-face to online formats so that attendees could still benefit from session participation. Teaching societies unlocked resources specifically targeted at moving coursework to the online environment (e.g., Management and Organizational Behavior Teaching Society, 2020). And when educators began to face burnout from the continued unpredictability of the global crisis (Flaherty, 2020; McMurtrie, 2020; Turk & Ramos, 2020) and the uncertain future of higher education (Govindarajan & Srivastava, 2020), journals focused their attention on the health and well-being of both faculty and students (Edwards, Martin, & Ashkanasy, 2021).

Despite the perseverance of the field and these unifying actions that served as a reminder that “we are all in this together,” the global pandemic unveiled some gaps in management pedagogical resources. For example, were educators able to find pedagogy ideas they needed to

rapidly convert their classes to hybrid and/or online formats? What additional resources would have been helpful, and how should these resources be organized?

This roundtable discussion session is designed to explore the potential future paths of management pedagogical resources. Ultimately, a management pedagogical resources index is presented, and session participants are called to participate in the building of such a directory that would serve as a central location for an educator needing relevant ideas in a short amount of time that will have the greatest positive impact on student outcomes.

### **Theoretical Foundation**

When the global crisis hit, educators flocked to pedagogy journals, among other resources, to gain insight into the transition from face-to-face to hybrid and/or online learning environments. To replicate this activity, in February 2021, I conducted four such searches, restricted to the last decade (e.g., the years 2010 to 2020): Journal of Management Education (JME) with a (1) title search and then a (2) keyword search for the term “online;” and Management Teaching Review (MTR) with a (3) title search and then a (4) keyword search for the term “online.” The results yielded a total of twenty articles (i.e., fourteen from JME; six from MTR). The articles can be categorized by the following themes: benefits and types of management pedagogy publications; challenges of persuading faculty to transition to hybrid and/or online teaching; general hybrid and/or online course structures and approaches; hybrid and/or online learning tools; and specific exercises for the hybrid and/or online learning environment. Each of these five is expanded upon in the following paragraphs.

Three articles focus broadly on the benefits of, as well as the types of, management pedagogy publications that exist for hybrid and/or online teaching. Arbaugh (2014) compares blended learning and online learning to draw the conclusion that much can be learned from the

advantages of increased learner control and group collaboration seen with blended learning approaches. Arbaugh and Hwang (2012) conduct a thorough review of the “quality and appropriateness of research methods techniques that were used in online and blended management education research” in hopes of lending credibility and “empirical analytical rigor” to the body of work and encouraging others to do the same (p231). In a similar vein aimed at comprehensive review, Hwang (2018), noting that attention to the hybrid/online environment has grown over the 21<sup>st</sup> century, categorizes published articles on the subject into four categories, three of which are teaching-focused (i.e., online teamwork experience; the interactions between educators and students; the impact on students of constant technology immersion), and a fourth that centers on measurement preferences in hybrid/online teaching research.

Two articles relate to the challenge of persuading faculty to transition to hybrid and/or online learning environments. Mitchell, Parlamis, and Claiborne (2014) apply the Transtheoretical Model of Change to address sources of faculty member reluctance through temporal, cognitive-behavioral, and individual differences dimensions. Stickney, Bento, Aggarwal, and Adlakha (2019) find that educators who teach in an online environment tend to be satisfied with their experience as long as they receive adequate training, perceive flexibility in their schedule, and feel supported through organizational policies.

Three articles describe general course structure and approaches that capitalize on critical needs of the hybrid and/or online learning environment. Daspit, Mims, and Zavattaro (2015) argue that the Community of Inquiry (CoI) framework should be expanded to recognize PsyCap (i.e., elements such as self-efficacy that center on individual success), which is necessary in distance learning. Ramanau (2016) identifies perceptual differences on curriculum when students studied from the country in which the course was taught compared to the country in

which they lived. And Lean, Brooke, and Emery (2020), suggest best practices for incorporating an institutional mission focus into a course context.

Ten articles present learning tools that can be meaningful for students in the hybrid and/or online learning environment. These learning tools are versatile and not specific to any one management topic. Rollag (2010) as well as Watson and Sutton (2012) tackle best practices for teaching business cases, sharing ideas using asynchronous online discussion boards and other technology that aim to increase student engagement and interaction. Expanding beyond case discussions to include other activities, Comer and Lenaghan (2012) argue that, if designed meaningfully, asynchronous online discussions can be inclusive and effective at promoting student learning. Keeping with the idea online discussion, Fukami and Mayer (2019) explain the creation of an online space that allows students to post relevant articles and experiences. Authors presenting additional learning tools include Francescucci, Kellershohn, and Pyle (2020) who examine the use of online adaptive reading technology, finding that it can engage students if they are willing to actually complete entire assignments with the level of effort expected by the professor; Warner (2016) who communicates a method for transferring a semester-long matrixed teams assignment from a face-to-face to an online learning environment; and Spataro and Bloch (2017) who convey a method for increasing active listening in any learning environment, be it online, hybrid, or face-to-face. And finally, a handful of articles introduces specific online learning platforms and programs that can assist in facilitating a hybrid/online course (Kriz, 2020; Mischel, 2018; Wang & Chia, 2020).

Two articles share specific exercises that have proven to be effective in the hybrid and/or online learning environment. Gibson, Ward, Comer, and Rossi (2017) explain an asynchronous discussion role-play that covers a variety of management topics including, but not limited to,

leadership, group dynamics, and communication. And Kölbel and Jentges (2017) demonstrate an activity that requires students to argue a position using a specific six sentence structure.

### **Teaching Implication**

Each of these twenty articles is meaningful to the field's understanding of the hybrid and/or online learning environment. Each has a place in guiding educators on how to purposefully facilitate a course that engages and transforms students. Each of these five categories of articles should continue to be an area of attention in the field.

Yet, each of the five categories offered a different degree of utility in the forced moment of rapidly having to redesign a face-to-face course to meet hybrid and/or online demands. Because educators had little to no choice in the transition, most did not have time to peruse the management pedagogy literature to gain a holistic appreciation for the benefits and types of publications, and most were not “persuaded” but rather “forced” into teaching hybrid or online given the distancing protocols compelled by the crisis. Especially in the cases of mid-semester transitions, educators did not have the resources to consider broad course structures or pedagogical approaches (although this had more possibility in Fall 2020 when educators had the opportunity to design an entire course to be hybrid and/or online).

Given resource constraints, what has arguably been most helpful to educators in professionally surviving the global crisis has been the learning tools and specific exercises. This raises two points of interest. First, are there enough such articles to meet the demand when educators are transitioning an entire course—or multiple courses—to the hybrid and/or online learning environment? The brief review above found twelve such articles, and each learning tool or specific exercise can be used in some, but not every, hybrid and/or online course. It is true that more articles probably exist that present a learning tool or specific exercise than what was

found in this search. Of consideration is the fact that there are other business and management pedagogy resources than those reviewed here. Plus, expanding the search to title/keywords beyond the word “online” could yield more relatable articles. But also of note is the reality that this is what populates when the most obvious title/keyword search is conducted on two of the top pedagogy journals in the field. This leads to the second point of interest: Is there an additional method for organizing resources that would help an educator more efficiently find what they need? Perhaps there are many more articles that relate to the hybrid and/or online learning environment that are not populating when conducting a search using only the most obvious title/keyword searches. And possibly there are articles aimed at face-to-face teaching that could be adapted to the hybrid and/or online learning environment that are not being captured in this search.

These management pedagogy resources offer a wealth of insightful information. Especially with constrained resources, educators must be able to easily find the most relevant ideas for their needs. One response to this call is to create a space in which resources are organized around a management *topic*. For example, an educator teaching the topic of ethics should be able to find pedagogy inspiration for this topic in one location. At present, topics are only accessible through title/keyword searches, which may miss articles relevant through adaptation. Such an index will also draw attention to deficiencies in research areas that can then be strengthened.

### **Session Description**

Many debatable points have been presented here. This roundtable discussion offers a safe space to investigate these complex issues. The plan for the sixty-minute session is as follows:

- A **5 minute introduction** will allow for participants to be reminded of the pedagogy challenges instigated by the global crisis, specifically those related to quickly having to transition to hybrid and/or online learning environments.
- A **25 minute debate** will engage participants in an exploration of these, and other, complicated questions: To what extent should management pedagogy resources integrate face-to-face, hybrid, and online learning concepts? Will post-pandemic higher education call for more pedagogy resources focused on hybrid and/or online learning? How can educators be most efficiently connected with resources that meet their needs?
- A **25 minute conversation** will consider the idea of a central location for resources on pedagogical approaches, learning tools, and specific exercises based on *topic*. If such a management pedagogical resources index is appealing to participants, then what would it take to build such a directory?
- A **5 minute conclusion** will summarize important points and potentially plan next steps for those interested in working on deliverables from conversation during the session.

### Concluding Remarks

Every educator has felt the impact of the global crisis, and now is the time to begin analyzing what changes will be needed for the improvement of the field. This roundtable discussion provides the opportunity for educators to reflect on the strengths and weaknesses of their sudden transition to hybrid/online teaching and what resources would have made the conversion go more smoothly. Ultimately, we can start building from this crisis.



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