

TITLE: Classroom as Organisation - if it's not 'pedagogy' - what is it?

## Abstract

The term 'pedagogy' seems to have been appropriated as a 'blanket term' to refer to educational practice in tertiary education. A problem with such appropriation is that way it can conceal underlying perceptions of what actually happens in academic teaching settings. Classroom as Organisation (CAO) is definitely not 'pedagogy' - by any definition. But what is it? The terms Andragogy and Heutagogy are likely to be more applicable when exploring how it works as an educational process. But what do they actually mean, and how can interested educators use a better understanding of each of these three terms help them engage with the educational implications of CAO as a 21st century teaching/learning strategy? What are the implications for users of CAO? How can a better understanding of the three concepts help educational administrators and systems accept the practice as valid and viable when outcomes cannot [generally] be stated in advance?

This roundtable session employs action learning principles to move through these questions in the sequence of 'observing' 'understanding' 'doing' and 'responsibility' (AKA learn/reflect/plan/act).

## Introduction

Classroom as Organisation is a radical, challenging and engaging approach to teaching and learning management theory and organisational behaviour. This roundtable discussion will briefly visit its history in relation to published articles, course materials and engagement with previous MOBTS conferences. While its approach meets many of the espoused values for 21<sup>st</sup> education in academic contexts it is not as widely used as could be expected, were espoused values and values in action to be more closely aligned and supported.

Some possible outcomes of the discussion include a) understanding of the ways in which formalised administrative processes inhibit the use of non-standard educational processes such as CAO; b) identification of adaptations that could more easily be fitted into standard accepted practices; c) individual recognition of ways in which CAO does/does not fit with current practices and/or could be employed in future practice; d) development of arguments in favour of CAO for use in tackling the process of having it accepted in specific contexts/program.

## Theoretical Foundation/Teaching Implications

Theories of andragogy have been available to educators since at least the early 19<sup>th</sup> century but have had less impact on formal academic practices than is needed for better alignment of such things as education and employability. Similarly, Heutagogy (Hase and Kenyon 2000) claims to address 21<sup>st</sup> century demands on education but has not yet reached that critical mass of attention where it is a familiar part of educational research and conversations.

Classroom as Organisation has almost 50 years, beginning with Cohen et al in 1976, of engagement with MOBTS but is still 'on the margins' of discussion and research. This roundtable session will briefly visit the arguments made by Cohen et al for employing CAO practices and expand the exploration through the decades with the help of a range of articles published in JME and other relevant journals and books.

The available literature lauds CAO as a viable and vital educational strategy, so why does it have such a low profile? Participants will have the opportunity to express their own

perspectives as the session explores whether CAO is too challenging for current themes in education, and - if this is not the case – how more educators can adapt its educational principles more easily.

### Session Description.

As a virtual roundtable session, the process will be approximately as follows –

1. Opening and brief visual introduction to key principles for whole group
2. Participants learning goals (including curiosity factors) will be identified and shared via use of a relevant online platform
3. Extracts from various publications will be examined – either/both as a whole group or in small chatroom groups
4. The questions posed in the description and abstract will be shared and possible answers will be developed – again via use of an online platform
5. Concluding comments will draw together the key points from the conversation/s and suggestions for further exploration – as well as personal actions – will be shared.

### References

- Cohen, A. (1976). Beyond Simulation: treating the classroom as an organisation. *Journal of Management Education*, 1976(1).
- Hase, S., & Kenyon, C. (2000). From Andragogy to Heutagogy. Retrieved from <http://ultibase.rmit.edu.au/Articles/dec00/hase2.htm>