Engage the Guest Editors: JME Special Issue on Technology in Management Education

Abstract

The *Journal of Management Education (JME)* recently announced a solicitation for manuscripts to be considered for the Special Issue (SI) on technology in management education. In particular, the SI aims to explore and wrestle with the challenges, opportunities, and complexities associated with technology disruption and advancement in teaching, learning, curriculum, and faculty development, among others. This session will serve as a workshop for prospective authors to share initial manuscript ideas, engage with other educators on this topic, and provide guidance on the SI process and expectations. Participants are welcome to bring draft manuscripts for individual consultation.

Keywords: Technology, EdTech, Disruption

Introduction

We welcome participants to learn more about the recently announced *Journal of Management Education* Special Issue (SI) entitled, "From Taylor to Tableau: Technology as a tool, topic, and differentiator in management education" (2021). One or more of the guest editors will be present to facilitate a workshop for prospective authors to share initial manuscript ideas, engage with other educators on this topic, and learn more about the SI process and expectations involved. We invite prospective authors from various perspectives, including teacher-scholars, practitioners, academic leaders, members of the accreditation community, and those from EdTech to attend this PDW.

The PDW will provide a platform for participants to explore and share ideas about the fourth industrial revolution that has infused technological disruption and innovation in all aspects of management teaching and learning. Whereas the steam engine or electricity, personal computer, or the internet were singular innovations, we exist at a time when several technologies enabling disruption are converging to create entirely new opportunities and business models, especially in higher education.

In our context, Education Technology (EdTech) is a big business. According to Grandview Research, "The global education technology market size was valued at USD 89.49 billion in 2020 and is expected to witness a compound annual growth rate (CAGR) of 19.9% from 2021 to 2028" (Grandview Research, 2021). It is positioned to shift instructional strategies, curricula, and perhaps even the business model of management education. How technologies enabling disruption (TED) will shift the classroom experience is a story unfolding before our eyes. The use of artificial intelligence (e.g., presentation skills), sensor technology (e.g., interpersonal communication), augmented/virtual reality (e.g., operations management), chatbots (e.g., negotiation training) are just a few examples of how educators are using TEDs to teach traditional topics. Additionally, technologies such as blockchain, additive manufacturing, drones, automation, and the internet of things are additional opportunities to be entrepreneurial in delivering management education.

Regarding curriculum, we have witnessed several developments in recent years. For instance, AACSB International has evolved its standards to incorporate technology agility and competency for learners and educators (AACSB, 2021); a similar development has been clarified in the standards put forth by leading European business school accreditor EQUIS (EQUIS, 2021). Likewise, some educators have included modules on the topic of technologies enabling disruption, and in other instances, entire courses and programs have been introduced at the undergraduate and graduate levels. In some other cases, responding to market demands, educators have built courses to develop skills in programs such as Python or Tableau (e.g., an elective in "Python for Finance" at London Business School).

More broadly, the business model of management education is shifting. Well-publicized relationships between corporations and universities (e.g., ASU and Starbucks), mobile-first options (e.g., African startup, Airifu), and partnerships between private companies and educational institutions are emerging as new options for business management education. For example, in the United States, Georgia introduced an accelerated degree called *NEXUS* that

brings together academic institutions with industry to prepare students for high-demand, technology- related careers leveraging coursework and apprenticeship-like experiential learning. These innovations have opened new markets, dematerializing, demonetizing, and democratizing management education (Diamandis & Kotler, 2016).

This PDW will afford participants the chance to explore together and reflect on ways they may contribute to the SI. In alignment with the mission and scope of JME, we seek submissions ranging from empirical research and theoretical/conceptual articles to essays, rejoinders, instructional innovations, and instructional change in context. As we will discuss in this PDW, we intend the SI to be an interactive and cutting-edge experience for readers so we also welcome multimedia components such as video, podcasts, and interactive demos by leading teacher-scholars.

Learning Objectives, Engagement, & Takeaway

Never have we experienced a period of such shifting expectations for management educators; from students, parents, employers, and accreditors, there exists considerable pressure for faculty to re-tool and to be on the cutting edge of technological developments to prepare students for the impending shifts in industry. While the estimates vary, there will be significant changes to the labor force in the coming decades—automation and artificial intelligence will be central to the changing landscape. In this PDW, we intend to facilitate a discussion of the emergent technologies and the shifting nature of classroom learning experiences, delivery modalities, curriculum content, faculty skill gaps, and the higher education business model. Therefore, we expect that PDW attendees will (1) explore and debate the multitude of ways technology is (or will be) disrupting management education, (2) further understand the aim and scope of the SI, and (3) learn about the various manuscript types that JME publishes so they are prepared for potential submission to this SI.

The PDW will engage participants in both large and small group discussions regarding the SI and related topics. These include, but are not limited to:

- Instructional strategies that integrate the topic of technologies enabling disruption and management education;
- curricula that focus on the intersection of technologies enabling disruption and management education;
- faculty development in this area;
- the EdTech landscape and influence on the work of management educators.

In addition to exploring topics for possible submission to the SI and engaging with interested teacher-scholars to develop possible co-authorships, we will invite participants to share their manuscripts/ideas with us during and after the PDW. This workshop will provide a space for participants to reflect, debate, and collaborate as we navigate the complexities of technology in management education.

PDW Overview

We intend to organize this 60-minute PDW using large and small group discussions. This will include:

1. *Introduction to PDW Facilitators and Participants* (5 minutes)
2. *Overview of Special Issue Aim and Scope* (20 minutes) – we will take this time to set the stage offering the state of technology disruption, the players, and the stakes involved. This will include a summary of the overall scope of the SI, topical areas for prospective authors' consideration, and the six types of work that JME typically publishes.
3. *Small-Group Discussions* (20 minutes) – depending on participant interests, we will break into small groups to explore technology disruption and innovation on teaching, student learning, curriculum, and faculty development. The roles, interests, and influence of EdTech industry, accreditors, external stakeholders, and academic leaders will be incorporated into the debrief discussions.
4. *Debrief and SI Submission Instructions* (15 minutes) – we will use this time to extract their own experiences, emerging issues, and debates about the pushes and pulls of technology on management education. We will also provide participants with considerations and instructions when preparing potential manuscripts for submission to this Special Issue of JME.

References

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