New Approaches for Using Learning Analytics and Business-related Projects as Learning Enhancers for Students

SPONSORS

Teaching and Learning Conference (TLC) (primary), Teaching Theme Committee, Management Education and Development Division (secondary)

All presenters of the proposal have agreed to register and attend the 2019 TLC@AOM Conference should the submission be accepted!

ABSTRACT

A main obstacle for the higher education sector is the provision of authentic learning experiences and the integration of modern and innovative technology into the existing curriculum. This need prompts universities to re-think current pedagogical concepts in the classroom. Moreover, it is necessary to advance and scale technology adoption to increase the students' graduate attributes and to re-design the traditional educator role towards that of a modern coach- or moderator-oriented role. The ongoing changes in the business world demand well-trained young professionals for new jobs. Thus, higher education institutions must prepare and train students to address and match contemporary requirements implied by this shift. Innovation, creativity and intercultural communication skills are associated with current pedagogical developments. Within this context, innovative learning and teaching approaches, a well-developed infrastructure and an appropriate use of digital components offer great opportunities for educating the current generation of students. Digital skills, a global team spirit, international experience and more flexibility are essential ingredients for efficient employees in the workforce of the 21st century. *The goal of this interactive PDW is to discuss strategies and present best practice examples to enable a more adaptive / personalized and global learning experience in the classroom. Within*

this workshop, two components, (1) using learning analytics for improving teaching and learning as well as (2) global blended learning with virtual student teams, will be presented and discussed in detail.

WORKSHOP RATIONALE

Due to digitization and societal shift, there is a significant need for changes in students' perspectives of the world of work and how they prepare for this, as well as in the higher education systems themselves. Specifically, the integration of adaptive learning environments and self-regulated approaches are now acknowledged as being preferred by the younger student generation (Adams Becker et al., 2018; Pimmer et al., 2016). New approaches providing students with the opportunity of a virtual experience exchange are especially noteworthy in this context. These learning environments can be enriching in respect of skills and experience for both students and educators (Bartel-Radic et al., 2015; Honal et al., 2018). Additionally, all participants will become accustomed to new media and virtual communication as a result of this learning experience (Bigatel et al., 2012; Dahlstrom et al., 2015). The annually published New Horizon Report (2018) sees a big challenge in the evaluation of learning and student behavior (Adams Becker et al., 2018). This is why analytics, as a measuring and visualization device, has gained high popularity in recent years. Analytics are already used successfully in several countries where they help prevent students from failing, by identifying themes they are struggling with (Gunn et al., 2016; Ifenthaler, 2015). Although these tools focus on the perspective of the learners, the lecturers also play an important role: As instructors for interventions and facilitators between students and the institution, they have to be trained, prepared and informed about ongoing developments (Gosler/Ifenthaler, 2014; Ostler et al., 2016). Modern and hybrid learning environments in which students can independently acquire new content knowledge, but also have

face-to-face exchange with their instructor (e.g. flipped classroom or blended learning approaches) have proven to be highly suitable and effective for the new generation of students (Dahlstrom et al., 2015; Thai et al., 2016). Furthermore, communication on a virtual, as well as an intercultural, level is indispensable for developing skills when we refer to the education of citizens in a modern, outward looking society. Communication is the core of any learning setting: Instructions have to be given, tasks have to be answered, and questions have to be asked. Different ways of communicating, verbally or non-verbally, will have to take place in an educational learning environment. Educators have to be experts on how to construct such tasks and questions. Any communication has to be clear and on point to activate and sustain the learner's attentiveness (Barbera et al., 2014; Bigatel et al., 2012). Based on the educator's communication, the learner can react and respond. Those responses and reactions can then be analyzed (Fukuzawa & Boyd, 2016). *Thus, we have developed an interactive PDW workshop format focusing on the use of (mobile) learning analytics in daily teaching and learning combined with innovative blended learning concepts in virtual project-settings for students. The PDW aims to give the participants deeper insights into these topics and demonstrate different tools to them that can be used in this context. It is envisaged that workshop participants will leave with 'great ideas' of how to enrich their teaching portfolio by using the support of an experienced and working international network of colleagues.*

WORKSHOP FORMAT

The workshop consists of three parts. After a quick welcome, we will introduce the goals, the educational backgrounds, different approaches to the topics and the workshop proceedings. Then, participants will select one of the roundtable discussions, each concentrating on a different topic and chaired by one or two presenters. The goal of this roundtable part is to relate the various

approaches and educational frameworks presented by the panel members to participants'
educational practice. Finally, a brief plenary discussion will summarize the outcomes to be
communicated through MED and the other divisions.

Activity	Time allocation*
Welcome & short introduction (goals, background and the procedure of the session)	15 minutes
Topic teaser presentations from each panel member	30 minutes (15 minutes each)
Series of parallel self-assigned roundtables to discuss various aspects of the topic – each led by a chair	60 minutes
Plenary discussion of key outcomes	15 minutes
Total time	**120 minutes**

*Note: If preferred, the total time may be scaled down to 90 minutes with 10-25-40-15 minute
slots.*

OVERVIEW OF THE WORKSHOP

The goals of the workshop are to accelerate ideas and to create a network of individuals who are
interested in these topics and, moreover, are willing to enhance the theoretical and practical
knowledge of the members of the AOM and the MED Division. In this PDW, speakers from
different international universities (Germany and UK) will present their approaches in the field of
digitization as well as globalization, including their methods and application of innovative tools
as accelerators for more personalized learning that facilitates global teaching. In the
presentations, the speakers describe their role and teaching responsibilities within their
institutions, the particular challenges they face in their daily work and the approaches to
overcome these challenges. Following each presentation, a moderated discussion will take place
at each table.

Presentation 1: (Mobile) Learning Analytics as Useful Tool for Better Teaching and Smarter Learning

In this session, the speakers (from Germany) will discuss the broad range of opportunities that (mobile) learning analytics offer in higher education for better teaching and easier learning (Honal et al., 2018; Ifenthaler, 2015). Other new challenges will be addressed and recommendations on how to deal with these factors will be given (Adams Becker et al., 2018; Dahlstrom et al., 2015). Moreover, the key findings of an innovative research project on the theme of mobile learning analytics at a German university will be presented. The following questions will be addressed and answered: "How can these project experiences be used as an accelerator for better teaching and smarter learning?" and "How can the findings help to improve the lives of all stakeholders involved (i.e. students and educator)?"

Presentation 2: Innovative Blended Learning Approaches for Students in Virtual Project-Settings

The presenters (from Germany and UK) will shed light on a new perspective concerning innovation and digitization beyond the classroom in a cross-cultural project context. They will explain to the audience how to develop intercultural and management skills via entrepreneurial projects and identify which learning methods are recommended for this and how they can be of value for lecturers (Adams Becker et al., 2018; Honal et al. 2017; Thai et al., 2016). Additionally, the speakers will discuss the main results of a current study analyzing the effects of modern blended learning methods in virtual project-settings for students. The speaker will introduce best-practice-examples of how students, as well as lecturers, benefit from virtual collaborations and intercultural exchanges (Honal et al., 2017; Bartel-Radic et al., 2015).

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