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Introduction to the Teaching & Learning section

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Introduction

Introduction to the Teaching & Learning section

Steven Meisel

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In this issue we are publishing three interesting articles designed to engage the many aspects of the Teaching & Learning domain. The first of the set is “Starting with Howard Gardner’s *Five Minds*, Adding Elliott Jaques’s *Responsibility Time Span*: Implications for Undergraduate Management Education” by Stork *et al.* It is a thoughtful and thought-provoking piece of integrative research and is a collaboration of experienced management educators. It is also an attempt to find a way to better understand the different thinking that characterizes our work. More specifically, it considers the implications of the “Five Minds” model on the roles of the various actors – deans, department chairs, and faculty members – in a school of management. Each of those roles demands a different responsibility time span and, in so doing, creates different ways of thinking. When we ask rhetorically of our colleagues, “what were they thinking?” this article might help to provide an answer.

The second article by Ben Arbaugh *et al.* takes us in a different direction. In “A Review of Research on Online and Blended Learning in the Management Disciplines: 1994–2009,” the authors review a large number of studies of the use of online courses in management-oriented disciplines and management-related topics. We may think that change proceeds in an orderly fashion across disciplines but the results of this research show that different fields have embraced new teaching methods at much different rates of acceptance. In considering the adaptive inclination of Organizational Behavior, Strategic Management, Operations, etc., we have no doubt formed some opinions about which area would be most eager or able to use connective technology. However, the results might surprise you. In addition, the authors have some interesting and useful ideas for understanding implementation of online and blended courses. It is also important to note that an earlier version of this manuscript received the MED Global Forum Best Paper Award at the 2009 meetings of the Academy of Management.

Finally, in further thinking about how we develop and improve our product and processes in the School of Business, the T&L Section offers “Think Global, Act Local: A Methodology for Investigating International Business Curriculum Priorities Using Stakeholder Feedback” by Jeanie Forray and Janelle Goodnight, both of Western New England College. In this article, the authors note that the efforts of putting together international business programs are often based on “how to” recommendations from



experts in the field or “best practices” from other institutions. In this sense, the operating assumption seems to be, “why reinvent the wheel?” However, it is reasonable (and maybe necessary) to ask if this is actually the best wheel available. To move this question into a quality approach for curriculum development, the article suggests a model for an evidence-based approach to curricular

design. With the practical inclination of *OMJ* readers in mind, the authors also describe the process of using this tool in an existing program of undergraduate business education.

In all three of our articles, we see forward-thinking efforts for process improvement in management education. A nice product indeed to lead us out of winter and into spring!