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TEACHING & LEARNING

Introduction

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As faculty members prepare for the start of each academic year, there is reflection on what we teach and how we teach in order to effectively meet the educational needs of our students. While it is a time for veteran instructors to re-examine assumptions about learning and teaching, new faculty may be designing courses for the first time. In this issue of *OMJ*, the Teaching & Learning section offers two articles that will be of interest to both veteran and new faculty members as they consider current course design and new course development. While the authors of the first article explore the implications of individual contributions and team composition and function on performance in a business simulation, the second article's authors propose a model for course design.

Business simulations have been adopted as an experiential approach to classroom teaching and learning in a variety of business disciplines, including management, strategy, and finance. What influences team performance as students engage in these simulations? In "The Effects of Group-Level and Individual Contributions on Business Simulation Team Performance," Kristin Backhaus and Karl Heiner explore this issue. The authors not only examine the effect of team composition variables and team function variables on team performance, but they also study the effect of a star player on team scores. The findings of the research afford an opportunity for those who use simulations to examine their own assumptions about team

functioning in classroom business simulations as they reassess their course design.

Course design can be a daunting task for new faculty who seldom receive formal training in teaching and pedagogy during their doctoral programs. In their article "An Integrated Course Design Model for Beginning Faculty," Thomas F. Hawk and Amit J. Shah offer a process model for teaching and learning and course design that can be useful to both new and seasoned faculty. As an integrated model, the authors propose a process approach that includes the identification of learning objectives, goals, and outcomes; the translation of these objectives, goals, and outcomes into feedback and articulated rubrics to be included in the course syllabus; the development of classroom learning activities; and the design of appropriate assessments of learning. The model and iterative approach proposed by the authors encourage the continual reexamination of teaching and learning pedagogy and philosophy, with attention to situational context. This practical approach affords an opportunity to reassess what we teach and how we teach from a holistic perspective.

Whether we are new or seasoned faculty members, the search for and development of effective approaches to teaching and learning are ongoing and iterative. Both articles provide insight into the design of business courses that foster learning. The authors encourage faculty to challenge assumptions about what we teach, how we teach, and how we assess and measure student learning.

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