



Kasun Chandreskara

**Developing a Practice-Based Approach to MELT
for higher Education in Business Management**

Developing a Practice-Based Approach to MELT for Higher Education in Business Management

Kasun Chandrasekara (PhD, MSc, MBA, BSc, GCert[HE])

Kasun.chandrasekara@aib.edu.au

Australian Institute of Business, Adelaide



A Short Paper presented for the **International conference on Models of Engaged Learning and Teaching (I-MELT)** in Adelaide, 11-13 December

Contents



- Research Motivation
- Theoretical Background
- Macro Level Conceptual Framework
- Micro Level Conceptual Framework
- Implications and Future Research

Research Motivation

- Irrelevance of management theories and research for industry practices
- Irrelevance of pedagogical methods for management education
- New socio-technical trends (flexibility, personalisation, emerging digital/mobile technologies)



Critique on Current Curriculum

- Less attention given to practice-based theories in management science when designing curriculum
- Disconnected themes of graduate skills and top down approach to curriculum design
- Little guidance on mapping/enhancing different pedagogical methods to closely replicate managerial practices



Theoretical Background

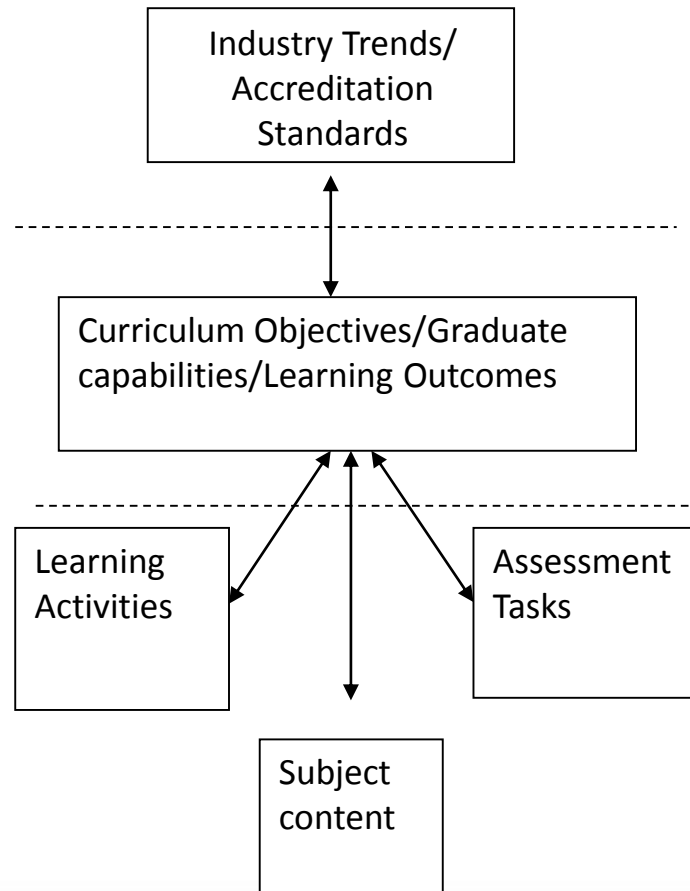
- Practice-Based Theories in Management and Education
- Dynamic Capabilities Theory (Sensing, Seizing, Transforming)
- MELT Teaching and Learning Framework



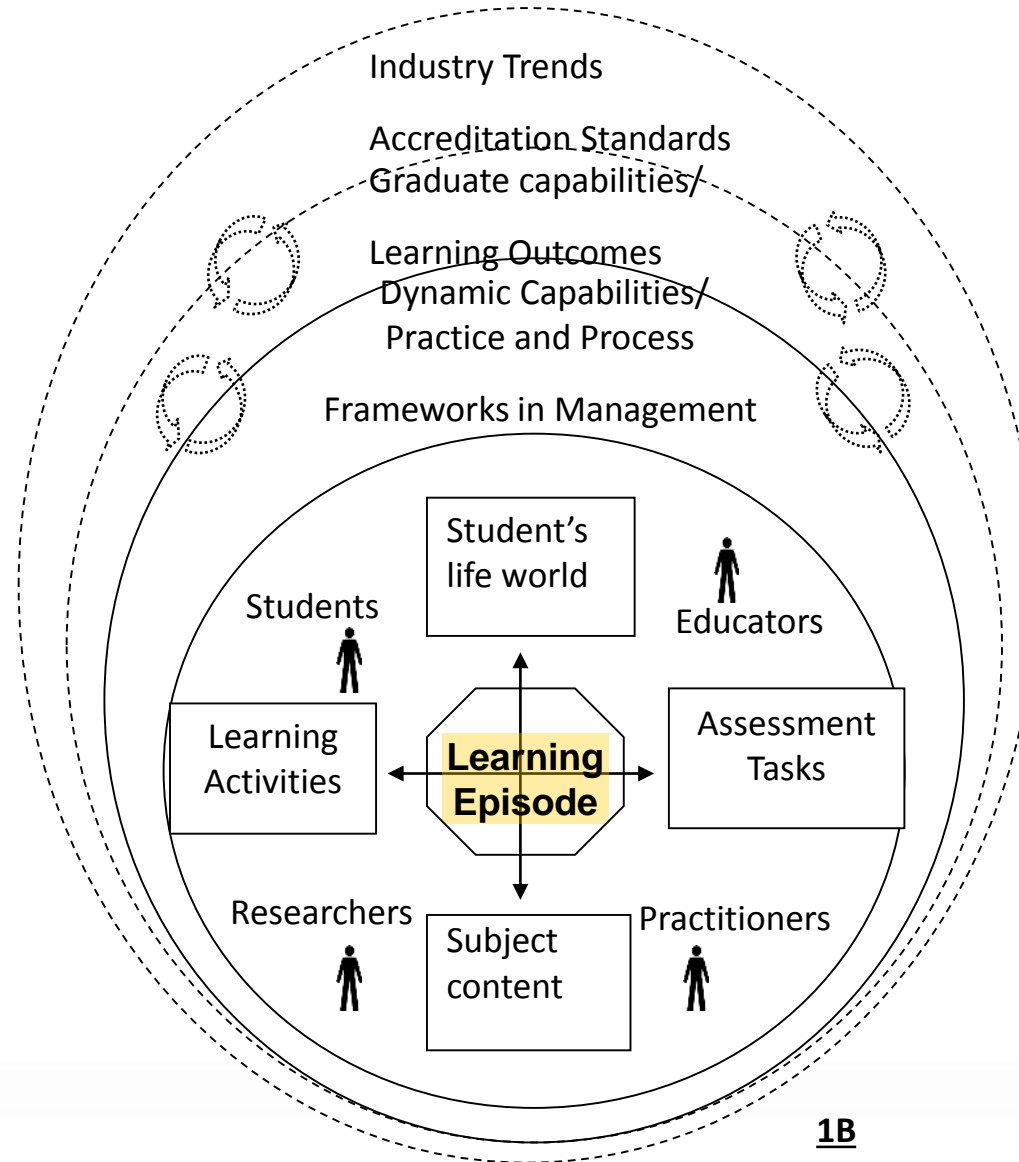
Schon's Epistemology of Practice

*'When someone reflects-in-action, he/she becomes a researcher in the practice context. **He/she is not dependent on the categories of established theory and technique**, but constructs a new theory of the unique case. **His/Her inquiry is not limited to a deliberation about means which depends on a prior agreement about ends.** He does not keep means and ends separate, **but defines them interactively as he frames a problematic situation. He/she does not separate thinking from doing**, ratiocinating his way to a decision which he must later convert to action. **Because his/her experimenting is a kind of action, implementation is built into his inquiry. Thus reflection-in-action can proceed, even in situations of uncertainty or uniqueness**, because it is not bound by the dichotomies of Technical Rationality' (Schon, 1983, p. 68).*

Conceptual Framework (Macro)

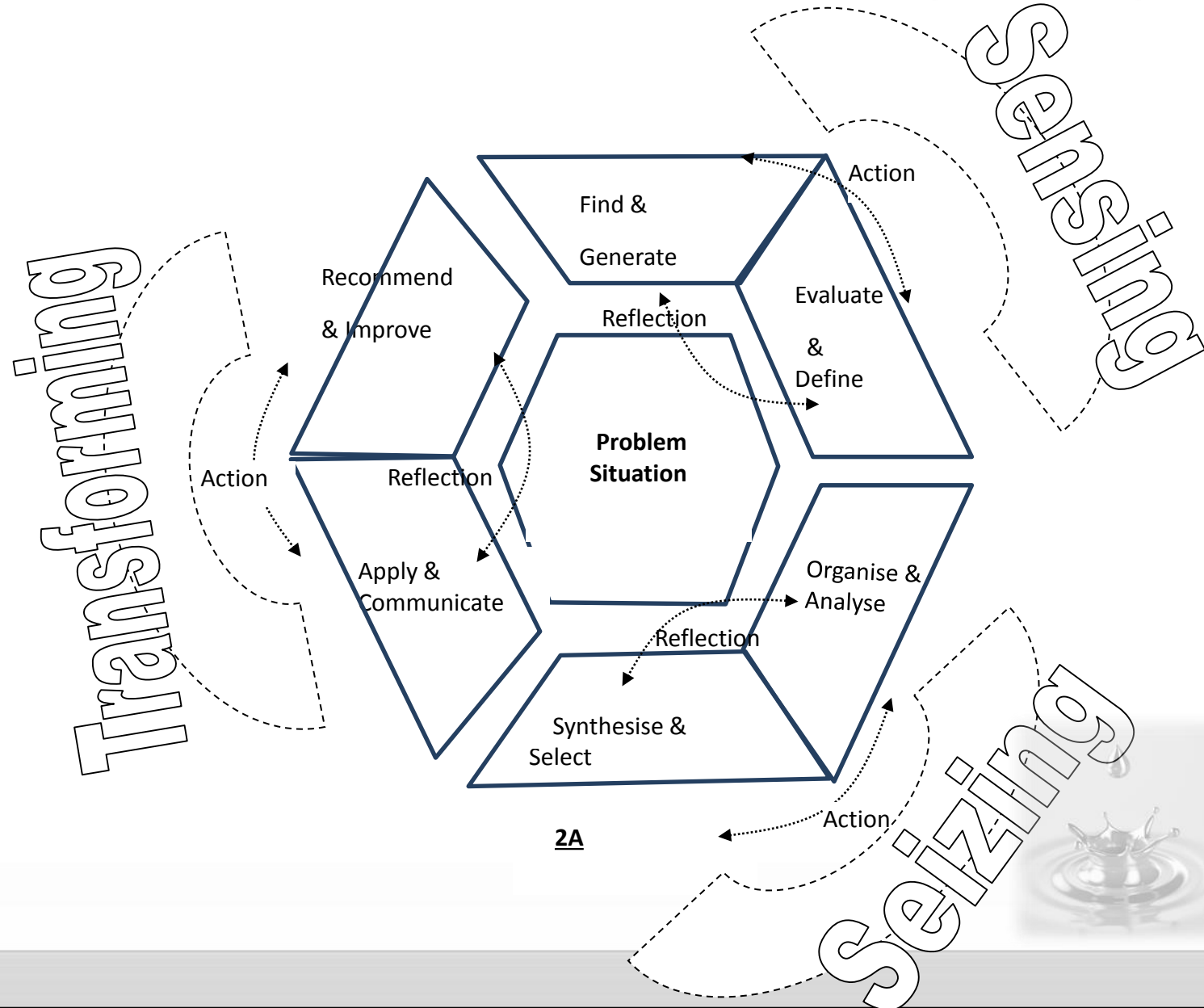


1A

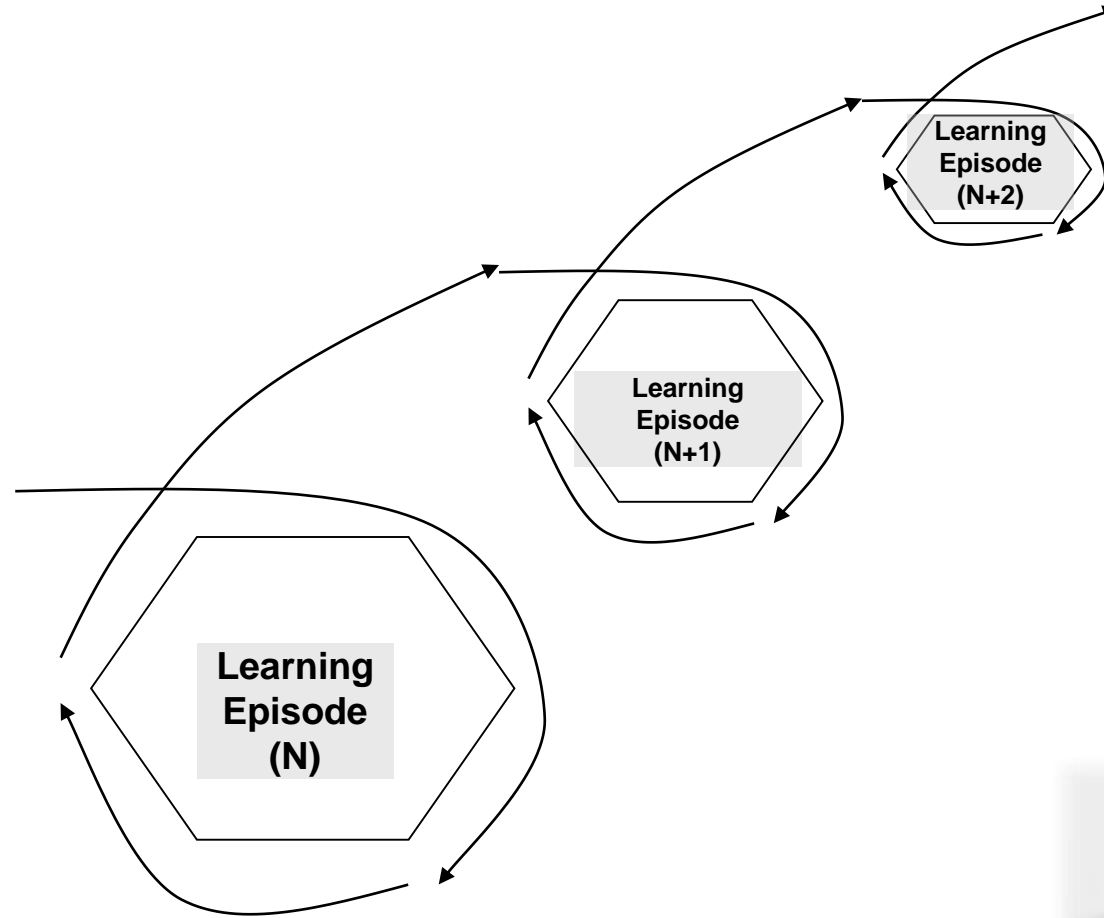


1B

Conceptual Framework (Micro)



On Going Action Learning Cycles



Implications and Future Research

- Practice-based framework for using MELT for business education
- Bottom up approach to curriculum design and implementation
- Platform for further pedagogical research, evaluation and innovation



References

Candrasekara, K. and Harrison, R (2016) Towards A Critical Practice of Business Models Strategy & Innovation. Full paper accepted for 11th Australian Centre for Entrepreneurship Research Exchange (ACERE), 2-5 Feb 2016, Gold Coast, Queensland, Australia.

Chandrasekara, K. and Harrison, R (2015) A Dynamic Process Approach to Business Model Construction in Turbulent Environments. Full paper accepted for 29th Australian and New Zealand Academy of Management Conference (ANZAM), 2-4 Dec 2015, Queenstown, New Zealand.

Blomquist, T., Hällgren, M., Nilsson, A., & Söderholm, A. (2010). Project-as-practice: in search of project management research that matters. *Project Management Journal*, 41(1), 5–16.

Schatzki, T.R., Knorr Cetina, K., & von Savigny, E. (2001). *The Practice Turn in Contemporary Theory*. Routledge, London

Schon, D. (1983). *The Reflective Practitioner: How Professionals Think in Action*. New York: Basic Books.

Teece, D. J. (2014) 'The Foundations Of Enterprise Performance: Dynamic And Ordinary Capabilities'. In *An (Economic) Theory Of Firms*. *Academy Of Management Perspectives*, 28(4), 328-352.

Whittington, R. (2006). 'Completing the practice turn in strategy research'. *Organization*

Welcome Your Feedback/Questions !

Kasun Chandrasekara (PhD, MSc, MBA, BSc, GCert[HE])

Kasun.chandrasekara@aib.edu.au

Australian Institute of Business, Adelaide



Thank you !