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

Industry Trends/Accreditation Standards

Curriculum Objectives/Graduate capabilities/Learning Outcomes

Learning Activities

Subject content

Assessment Tasks

1B

Industry Trends

Accreditation Standards

Graduate capabilities/

Dynamic Capabilities/

Practice and Process

Frameworks in Management

Student’s life world

Educators

Assessment Tasks

Researchers

Learning Activities

Subject content

Practitioners

Learning Episode

Students

Learning Activities

Subject content

Assessment Tasks

Researchers

Educators

Industry Trends

Accreditation Standards

Graduate capabilities/

Dynamic Capabilities/

Practice and Process

Frameworks in Management

Student’s life world

Educators

Assessment Tasks

Researchers

Learning Activities

Subject content

Practitioners
Conceptual Framework (Micro)
On Going Action Learning Cycles

Learning Episode (N)

Learning Episode (N+1)

Learning Episode (N+2)
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


Welcome Your Feedback/Questions!

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Thank you!