



Strategic Interest 06 – Innovation (INNO)

<http://www.euram-online.org/annual-conference-2018.html>.

Dear EURAM members and friends,

With our theme **Research in Action**, we invite you to participate in debate about how we can use and develop our knowledge better so that solving problems and dealing with issues can become more effective. We look forward to receiving your submissions.

ST06_07 Teaching and Learning with a Difference

Corresponding Proponent:

Eila Szendy-El Kurdi, Université Paris8, aszendy-elkurdi02@univ-paris8.fr

Proponents:

Elena Antonacopoulou, Uni. of Liverpool Mgt. School, E.Antonacopoulou@liverpool.ac.uk

Pierre Guillet De Monthoux, Copenhagen Business School, pgm.mpp@cbs.dk

Virpi Malin - Jyväskylä University, virpi.malin@jyu.fi

Stefan Meisiek, The University of Sydney, stefan.meisiek@sydney.edu.au

Steven Taylor, Foisie Business School, sst@wpi.edu

Isabelle Vandageon-Derumez, IAE Gustave Eiffel/UPEC, isabelle.derumez@u-pec.fr

Short Description

Since knowledge is de-concentrated and widely accessible, teaching may no longer mean “spoon-feeding” transmission. The Academic Territory of our Classrooms is increasingly being policed and controlled by methods of student and faculty evaluation. Resources as space and money become scarce and shape diverse obstructions for good education.

Reviewing and renewing the principles that guide education will not only be a fundamental need to account for the learning needs of diverse audiences (undergraduate and post-graduate students, MBAs, DBAs, etc.). Reviewing the principles that guide education will also need to address the burning question of what does teaching management mean today?

Long Description

Since knowledge is de-concentrated and widely accessible, teaching may no longer mean “spoon-feeding” transmission (Dehler, Welsh, 2014). The Academic Territory of our Classrooms is increasingly being policed and controlled by methods of student and faculty evaluation. Resources as space and money become scarce and shape diverse obstructions for good education. How can we cleverly fight back or escape the administrative limitations? Reviewing and renewing the principles that guide education will not only fundamental need to account for the learning needs of diverse audiences (undergraduate and post-graduate students, MBAs, DBAs, etc.). Reviewing the principles that guide education will also need to address the burning question of what does teaching management mean today? Recent developments in innovative pedagogical methods that have been emerging including, but are not limited to: Art-Based methods, Design methods, role playing, reflective writings, portfolio, simulations, serious games, and experience based learning. How to face students with digital skills far superior to faculty? Innovative methods change necessarily the institutional framework such as curricula, programs and courses changes (Rousseau, 2012) but how can one circumnavigate institutional blockages? How to raise external funds for better teaching conditions? How to escape or redesign traditional spaces for education?

In this spirit, this topic calls for a cross-disciplinary dialogue to explore new ways of teaching and learning with a difference. We invite an engagement with questions such as:

- What kinds of institutional frameworks and curricula promote and support innovative teaching and learning methods?
- What new innovative modes of teaching and learning do we notice in these new institutional arrangements?
- What are the implications of recent research in other fields, (such as deliberate practice, embodied cognition, and artificial intelligence) imply for teaching and learning?
- What difference do these innovative teaching and learning methods make to whom and how?
- How can these different teaching and learning methods capture the impact of education on the experiences of personal growth students have?
- How can we make the most of the innovative teaching methods so that we really encourage our students to think and act differently?
- What are the means of enhancing our students’ skills in becoming critically aware in order to be more innovative, but at the same time avoid pure criticism?
- How can we assure our superiors that in spite of all the fun and joy we (the teachers) and the students do pedagogically rigorous and serious work?

Keywords: Management Education, Innovative pedagogical practices, Art-Based Interventions, Reflexivity, Learning, Teaching

Publishing Outlets:

European Management Review
Management Learning
Journal of Management Education
Society and Business Review Journal

For more information:

Contact the proponents above mentioned.

Submission Deadline: 10 January 2018 (2 pm Belgian time)

Authors Guidelines and Submission Deadline:

As an author, it is crucial to follow the guidelines and formatting instructions to prepare and submit your paper in order to have it published in proceedings.

ONE PRESENTING AUTHOR PER PAPER SUBMISSION

Each individual is limited to one personal appearance on the programme as a presenting author. This policy precludes acceptance of papers for more than one presentation. In other words, **an author can submit and present only one paper**. However, a presenter can always be a non-presenting co-author on additional papers.

Please read the instructions carefully prior to submitting:

1. Each paper can only be submitted to ONE track.
2. Submitted papers must NOT have been previously published and if under review, must NOT appear in print before EURAM 2018 Conference.
3. To facilitate the blind review process, remove ALL authors identifying information, including acknowledgements from the text, and document/file properties. (Any submissions with author information will be automatically DELETED; author information and acknowledgements are to be included in a SEPARATE document).
4. The entire paper (title page, abstract, main text, figures, tables, references, etc.) must be in ONE document created in PDF format.
5. The maximum length of the paper is 40 pages (including ALL tables, appendices and references). The paper format should follow the [European Management Review Style Guide](#).
6. Use Times New Roman 12-pitch font, double spaced, and 1-inch (2.5 cm) margin all around.
7. Number all of the pages of the paper.
8. No changes in the paper title, abstract, authorship, track and actual paper can occur AFTER the submission deadline.
9. Check that the PDF File of your paper prints correctly and ensure that the file is virus-free. Submissions will be done on-line on the EURAM 2018 website (open as of 1 December 2017: see <http://www.euram-online.org/annual-conference-2018.html>.)
10. Only submissions in English shall be accepted for review.
11. In case of acceptance, the author or one of the co-authors should be available to present the paper at the conference. A presenting author can only present one paper at the conference.