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NEED FOR A PARADIGM SHIFT IN MANAGEMENT TEACHING THROUGH PROFESSIONAL DEVELOPMENT OF FACULTY

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ABSTRACT

Teaching is imparting knowledge with constant having update of the same. With continuous change in the economical, social, political, legal, technological environment around the globe, the evolution of new paradigms in teaching is the need of the hour. Management teaching should not be restricted with teaching the syllabus, giving notes, and evaluating answer scripts. The traditional methods of teaching Management must be replaced by modern pedagogy since there is a dearth of innovations in teaching. I believe, "It is not what you want to teach, but it is what your students need to learn from you". There must not be a gap between the former and the later. Hence there is a need for building 'new image' of a Management faculty, evolving 'new model' for Management teaching, bringing a 'revolution' in education and a new 'paradigm shift' for Management Teaching. This can happen through Professional Development of teachers. The paper was conceived during a formal interaction with the management faculty of different institutions during January 2012. This paper is an effort for Professional Development in Faculty with the help of models developed by the author. It includes two conceptual models which can be implemented and practiced.

KEYWORDS

management education, management teaching, professional development, teaching pedagogy, teaching process.

INTRODUCTION

Faculty development is the theory/practice of facilitating improved faculty performance in a variety of domains including institutional, intellectual, personal, social, and pedagogical. Developmental needs of faculty in these areas should therefore be amongst an organization's major and long-term goals. These developmental goals can be achieved by: providing faculty with training opportunities to achieve maximum effectiveness; ensuring that the faculty develop their skills and capabilities to be able to work efficiently and respond rapidly to changes within their organizations; improving performance of their present duties, ensuring that the best use is made of the natural abilities and individual skills of all employees for the benefit of the organization and their career. Development and training is a continuous and systematic process. The process of training should necessarily be directed to give every faculty a sense of professionalism, excellence, motivation and customer satisfaction. A faculty should be aware that knowledge is not enough. Just being knowledgeable about something without applying this knowledge to the classroom is not sufficient to derive benefits.

For educational reforms, faculty are said to be both subjects and objects of change (Eleonora villegas 2003). In today's scenario, when we see revolutions in world economy due to new developments in science and technology, media revolution and internationalization, it is not enough to glance at the syllabus alone. Management subjects must be taught with a rigor and therefore, this situation has made great impact on teaching, as a faculty is known to be a critical catalyst. Therefore it has become imperative that the faculty updates their knowledge and skills and be conversant with the latest developments in the field of teaching. Faculty have multiple roles to perform like teaching, research, development of learning and coordinated programmes for professional development of faculty. The Professional Development of Faculty implies the growth in knowledge of their subject, in pedagogy and in training techniques, in their love for students and for their institution, in moral and ethical values and growth of their desire to give their best to the world of learning and society.

There is a common myth in the entire professional faculty that, some faculty are seniors and the rest fall in junior category. "I shall be hesitant to agree with that" (Dr. M. S. Subhas, Professor in Management at Karnatak University, Dharwad, during an FDP), mentioned that "faculty are seniors or juniors by way of their attitude towards their profession, the knowledge that they possess, their dedication towards their profession, zeal and enthusiasm in teaching, innovations in teaching methodologies. In brief, a successful and a renowned teacher is the one who 'welcomes learning' even after decades of teaching". A teacher can grow and develop by constantly brushing up of their teaching skills and constantly reviving the methodology of teaching the same subjects by them. There must be inclination towards learning and zeal to unlearn and relearn. Good teaching methods have a significant positive impact on how and what students learn.

Young faculty (newly qualified faculty) usually attend induction programmes and are expected to have a mentor, sometimes given one. They are observed frequently by colleagues and are oriented, trained and mentored. They need to build their professional portfolio of their achievements as a teacher. The first couple of years are crucial ones in any career as the experience teaches the individual to cope up with the practical world, which is usually away from the theory learnt in post graduations. Same happens in case of teaching. Learning, unlearning and relearning become part of reality. Good mentoring can make it easy. There is thus a constant need to study, experiment, discuss and reflect in dealing with teacher professional development on the interacting links and influences of the history and traditions of groups of faculty, the educational needs of their student populations, the expectations of their education systems, faculty' working conditions and the opportunities to learn that are open to them.

FOLLOWING STEPS ARE IMPORTANT WAYS OF IMPLEMENTING NEW LEARNING

- To understand and apply the elements of education system based on feedback from stakeholders;
- To understand and apply systemic change principles and anticipate change as a dynamic process;
- To develop own intellectually rigorous professional development;
- To use data on student academic achievement as the foundation for selecting main targets for improving.

FOLLOWING FACTS ARE IMPORTANT CONCERNING KNOWLEDGE AND SKILLS (CONTENT)

- To demonstrate high learning expectations for all students;
- To be ready for continuous improvement as a teacher
- To demonstrate continuous progress in developing current content knowledge and the skill based and instructional strategies required to facilitate effective learning for all students

IMPORTANCE OF PROFESSIONAL DEVELOPMENT OF MANAGEMENT TEACHING

Teacher Professional Development as either advancement of faculty in the field of teaching or as improving faculty professionally, academically and technically. Others define it as a process of enabling faculty to move with changes in economy and technology, and as a new way of acquiring new methods of teaching. Teacher Professional Development is an academic advancement as well as development in the profession. It enables faculty to become professionals, to realize their potential as faculty, to move with changes in economy, business and technology, and enables them to serve pupils better by improving the standard of

teaching. In the process of improving themselves they also gain confidence and self esteem. These perceptions lean towards a much broader conception which combines academic advancement and professional development. The three pillars of any higher education institution are: quality of faculty, infrastructure facilities and learning environment. With the increasing demand-supply gap, organizations are facing immense war for talent. Like business and industry, education field too is discovering the need for talent so as to meet the new quality standards demanded by the society and is also facing leadership crisis. Hence the need for Faculty Professional Development is very evident here. Several advantages are mentioned for engaging in Teacher Professional Development:

- Getting more skills, gaining confidence and competence
- Enabling faculty to move with changes in science and technology
- Improving the teacher professionally, academically and technically
- Updating faculty in line with changes in the curriculum and
- Enabling faculty to serve pupils better and improving the standard of performance

The literature review takes a performance oriented perspective, with an emphasis on the meaning of professional development for the quality of education, in the sense of fostering educational performance and educational effectiveness. In other words, faculty think that Professional Development will help them achieve high standards of teaching and keep them updated in teaching; it increases their self-worth, enables them to move with time, and it allows them to react appropriately to the challenges brought about by advancements in science and technology, and also to get promoted to higher ranks in the career. Educational institutes depend on the skills, knowledge and abilities of their faculty for efficient and effective delivery of services in order to stay abreast with new changes and to achieve the vision of the institution. Growth and development of Faculty enables the process of Teaching and learning effectively.

LITERATURE REVIEW AND DISCUSSIONS

Eleonora villegas (2003) identifies conceptual, contextual and methodological factors that contribute to a successful professional development program. Conceptual factors relate to how change, teaching, and teacher development are perceived, while contextual factors refer to the role of the institute leadership, organizational culture, external agencies and the extent to which site-based initiatives are supported. Methodological factors relate to processes or procedures that have been designed to support Teacher Professional Development. It would seem that from the perspective of an interactive system model, Teacher Professional Development is a function of the interaction between and among five key players or stakeholders. These are the ministry responsible for teacher education, universities, institutes, the community and the faculty themselves

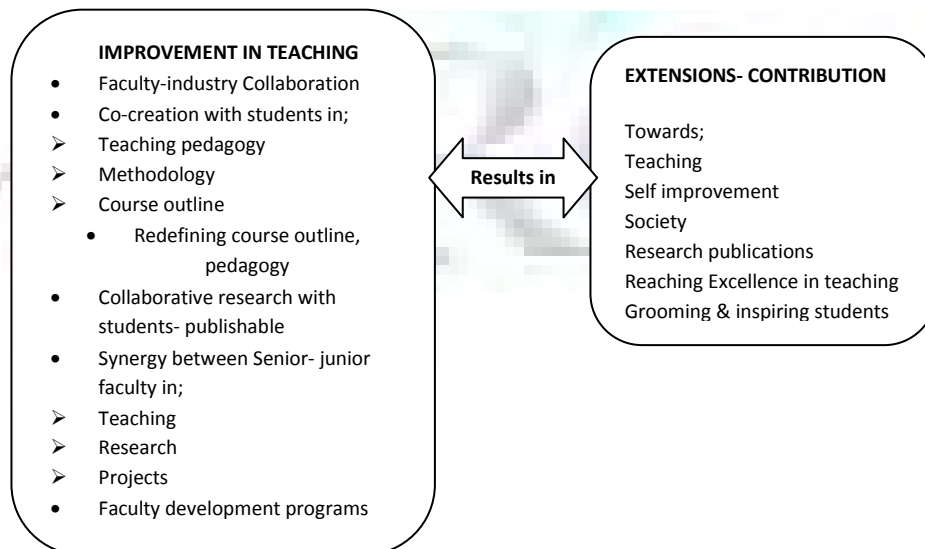
Willy L. and Emmanuel (2008) say that Teacher Professional Development is described as a process embracing all activities that enhance professional career growth or as formal and informal experiences throughout the teacher’s career. Teacher Professional Development is defined as a process of improving both the teacher’s academic standing as well as –acquisition of greater competence and efficiency in discharging her/his professional obligations in and outside the classroom. They further mention that the effectiveness of the teacher depends on her competence (academically and pedagogically) and efficiency, (ability, work load, and commitment), teaching and learning resources and methods; support from education managers and supervisors. Teacher Professional Development provides opportunities for faculty to explore new roles, develop new instructional techniques, refine their practice and broaden themselves both as educators and as individuals.

Beatrice Avalosa (2011) believes that Teacher professional learning is a complex process, which requires cognitive and emotional involvement of faculty individually and collectively, the capacity and willingness to examine where each one stands in terms of convictions and beliefs and the perusal and enactment of appropriate alternatives for improvement or change. He has also stressed on collaborative research, teacher co learning and workplace learning. He discusses the importance of Faculty Learning to ‘learn’.

Sandra Leaton Gray (April 2005) found that faculty were enthusiastic about networking and learning opportunities that took place outside school, where they demonstrated high quality characteristics for learning. He reported that although these opportunities took relatively little time out of their working lives, they found them stimulating and refreshing, and that they assisted their overall professional development. Faculty felt that peer observation was an extremely cost-effective and time-effective professional development opportunity. They argued that, in the present uncertain funding climate, this was one method of training that could play a more important role within schools. Gray talks about Continuous Professional Development (CPD) as the need of the hour.

Jaap Scheerens (2010) said that the most frequently used analytical variables when attempting to explain why some faculty are more effective than others are mastery of subject matter and pedagogical knowledge. In the more recent research literature, an interactive construct, combining the two, namely “pedagogical content knowledge” appears to show promising results. Pedagogical content knowledge also includes understanding of what makes the learning of specific topics easy or difficult, including knowledge about conceptions and misconceptions that students bring to the subject. The assumption is that “deep knowledge” about the content and structure of a subject matter area is the crucial precondition for faculty ‘reliance on pedagogical content knowledge in their teaching. Additional components sometimes included in the concept are knowledge of the appropriate use of teaching materials and media, as well as strategic knowledge on the application of teaching strategies.

**MODEL 1: ‘PROFESSIONAL DEVELOPMENT IN MANAGEMENT TEACHING PROCESS’
DEVELOPED BY: MRS. AFREEN NISHAT A. NASABI**



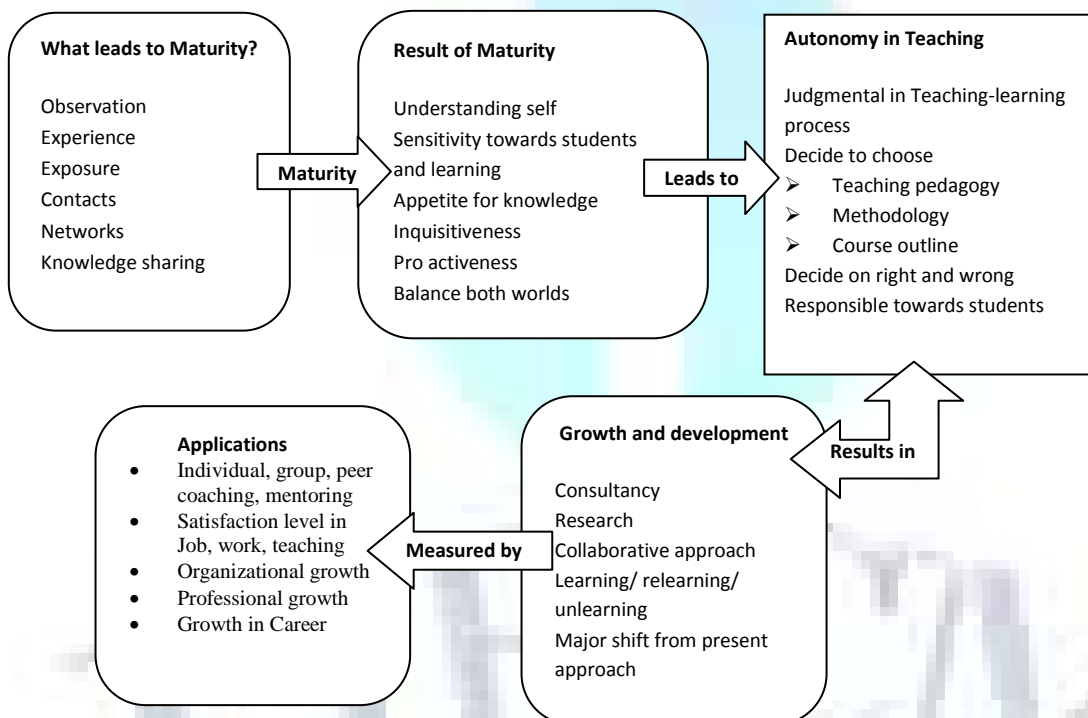
The model was developed with a view to improvise the process of Management teaching. It is a common notion and a misunderstanding that there is lot of difference in the theory learnt in 'classroom' and the practical 'Corporate world', we cannot fully eradicate this myth, but we can surely try to bridge the gap between the two, by going for Faculty-industry collaboration. A concurrent project or project based learning by partnering with industries nearby for classroom projects shall be of considerable help for learning. Furthermore, I see a lot of innovations happening in teaching just by 'Co creation' with the students. After all the students are our important stake holders and it is "not what you want to teach, but it is what your students learn from you". Constant feedback from students on their learning can give the teacher a clear perspective as to how can the course outline (not the syllabus), teaching methodology and teaching pedagogy can be reworked. Remember, 'syllabus is the minimum that a teacher should teach'. The concept of teacher-orchestrated classroom doing collaborative research with the students, really works in today's scenario as students bring in fresh blood (ideas) into the system of Management classroom by their innovative ideas.

As mentioned previously, the seniority in teaching field is measured in terms of the way of their attitude towards their profession, the knowledge that they possess their dedication towards their profession, zeal and enthusiasm in teaching, innovations in teaching methodologies. If there is collaboration between them, it shall result in synergy and help the students who are ultimately benefitted. The faculty can share a subject to be taught, do research together, publish together, and take up projects from local industries, and what not. The importance of understanding how faculty work together and share practices with learning purposes is reflected in articles that look at teacher networks and teams, communities of practice and communities of learning, as well as peer coaching (Beatrice Avalosa 2010). After all research is the ultimate fruit that can immerge as a by-product of rigorous involvement in teaching.

When we talk about the Extensions or contributions, there is a lot of self improvement in teaching, personality, grooming and inspiring the students. These are the contributions a teacher can give back to the society. Love and compassion for students builds an environment where there can be enjoyable interaction with them. By doing so, the teacher can groom and inspire the students to a great extent. This shall also help better co creation with the students and also help in gaining better teaching pedagogy, methodology and course outline. Direct experience in the classroom is the most effective resource, followed by discussions with other faculty, individual study and research and observations of other faculty. It is also significant that the debate on teaching excellence takes place almost exclusively in educational journals and conferences, which is perhaps why it does not enter the consciousness of mainstream academics, even if they are 'excellent teachers'. Whatever conception of teaching excellence is used it has to have clarity and alignment with what constitutes reality for academic staff.

The Management of the institute with motivating culture encourages faculty to engage in professional development programs at the institute or elsewhere. A motivated teacher learns from others and is more likely to attend various professional development activities. Motivation can be intrinsic or extrinsic which drives the teacher towards self improvement. Collegiality within the institute is part of the institute culture. If faculty cooperate, there is room for them to learn from each other.

**MODEL 2: 'GROWTH AND DEVELOPMENT OF A MANAGEMENT FACULTY'
DEVELOPED BY: MRS. AFREEN NISHAT A. NASABI**



Teacher professional learning is a complex process, which requires cognitive and emotional involvement of faculty individually and collectively, the capacity and willingness to examine where each one stands in terms of convictions and beliefs and the perusal and enactment of appropriate alternatives for improvement or change (Beatrice Avalosa 2010). Successful professional development programmes have seen to make a noticeable impact on teacher' work, both in and out of the classroom. The actual development of a teacher occurs when they get matured. So what should lead to maturity in them? It is the observation they do, the experience in teaching, exposure and interaction with the industry and interaction and handling the students. They also have to develop lot of contacts and networks with people who are in the same field with much more experience than them. Knowledge sharing is also a key factor.

Maturity will result in self understanding, and one can be able to do a SWOT of them, thus leading to introspection. With maturity, the appetite for knowledge increases, the sensitivity towards students' learning increases. Pro activeness results in terms of wanting to find out new ways in teaching, research and a sincere 'quest for enquiry'. Maturity in handling both personal and professional life with the right kind of attitude, results in balancing both the worlds properly. This maturity in Management teaching profession leads to Autonomy in teaching and this facilitates teaching-learning process. If an individual teacher gets to decide on pedagogy, methodology of handling the subject by consulting the bunch of faculty from neighbouring institutes and also with the faculty with experience in handling the same courses, then the teaching with definitely get an added advantage to it. The teacher shall get to choose the right and wrong, dos and don'ts for the courses thus making them responsible towards their students.

As people gain education and experience in teaching, the understanding they express of classrooms they observe is characterized by an increase in a quantity and complexity of linkages among ideas and by a shift in the focus of these linked ideas toward issues more central to classroom teaching including content taught and learned, pedagogical processes used and experienced, and basic educational purposes. Development of consultancy, research with collaborative

approach leads to growth and development of the individual teacher. Like I mentioned earlier, a good teacher is the one who learns, unlearns and relearns and moves towards a major shift from their present approach in teaching their courses.

The applications of the growth and development of the Management teacher are measure by the five parameters mentioned in the model. Individual professional growth plan includes an individualized learning activity by a single teacher e.g. a portfolio, an action research project. Professional growth in groups includes a single learning activity selected by two or more faculty e.g. a thematic classroom plan, technology integration plan. Peer coaching activity should include a learning activity in which colleagues gather and discuss descriptive and/or observational data or research questions about teaching and learning. Mentoring includes an experienced teacher assisting the professional growth and development of a new teacher prior to that teacher's permanent certification. (Teacher professional growth Edmonton Catholic Regional Division # 40 April, 1999)

CONCLUSION

In summary, the professional development of faculty is a key factor in ensuring that reforms at any level are effective. Successful professional development opportunities for faculty have a significant positive effect on students' performance and learning. To grow, faculty must develop new understandings based on research and its application in the classroom; they must know how to transfer those understandings to the everyday world of their classrooms; and they must engage in all of these behaviours continuously in an effort to increase their expertise and students' achievement. The models developed by the author are practicable and applicable for the overall development of the Management teacher.

What underlies the thematic emphasis of the studies reviewed, their assumptions and inquiry methods, is recognition that teacher learning and development is a complex process that brings together a host of different elements and is marked by an equally important set of factors. But also, that at the centre of the process, faculty continue to be both the subjects and objects of learning and development. The effort to construct models of teacher development is also a way of searching for unifying threads in the midst of diversity. Cognitive theory and research have helped unveil some of the constant factors such as the role of prior beliefs and perceptions of self-efficacy as individual factors supporting or hindering change, while socio-cultural theory has directed the attention to the external situations that likewise affect change. The power of teacher co-learning emerges very strongly from the studies reviewed. The road starts with informal exchanges in school cultures that facilitate the process, continues in networking and interchanges among schools and situations and is strengthened in formalised experiences such as courses and workshops that introduce peer coaching or support collaboration and joint projects. In whatever way, the lesson learned is that faculty naturally talk to each other, and that such a talk can take on an educational purpose. It also is true that in many places classroom teaching continues to be a solitary activity. Therefore to move from co-learning through talk to co learning through observation and feedback is necessary as well as effective, as illustrated in experiences such as lesson study.

Finally I conclude by saying, support of the management of institutes is crucial for promoting teacher development and high quality education. If management is empowered it will be able to play their social and technical roles more efficiently. There are also informal practices initiated by faculty. These need to be nurtured and supported by all education stakeholders.

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