

# Heutagogy - An updated approach to Masters Education\*

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## Abstract

*Purpose.* This paper examines the development of an Australian Qualifications Framework (AQF) compliant Master of Business Administration (MBA) subject. The aim was to equip students with the fundamental skills they would need to become lifelong learners. We used an embedded team teaching approach as a way to facilitate heutagogy practice.

*Methodology.* A literature search was conducted to see how the AQF requirements were being met for MBA courses. This is connected to the single case study of an MBA subject's development.

*Findings.* The findings indicate that an embedded team teaching style proved to be beneficial in enabling the heutagogical double loop learning method where students were exposed to diverse teaching styles, academic standards and skills, which promoted self-awareness. The embedded style linked student competencies to academic and business skills within the content and assessments.

*Practical implications.* Insights were gained in creating and developing a teaching partnership, the use of heutagogy and at the time a lack of current application of AQF to an MBA.

*Originality/value.* An implementation of the an embedded team teaching learner centred approach and proposed subject development framework can help educational planners, administrators and course coordinators of MBA course to contribute towards meeting the AQF requirements. We devised a double loop learning cycle based on heutagogy principles.

## Keywords

Master Business Administration; Australian Qualifications Framework; Team Teaching; Heutagogy

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## 1. Introduction

The central aim of MBA education is that students should be able to demonstrate that they have the skills to assume their careers and be able to be critical thinkers, analytical, reflective, problem solvers, lifelong learners and capable of understanding research. The teaching team this program was becoming concerned with the need to clearly develop student's personal and professional capabilities as opposed to just embedding discipline based skills and knowledge. In January 2013 the Australian Government developed the 2<sup>nd</sup> edition of the Australian Qualifications Framework (AQF). At the time, the AQF was perceived to be a game changer in the way 900 level subjects could be designed and delivered into Australian Masters Degrees. Our motivation in designing this subject was with the aim of utilising a heutagogical approach in practice. This led to the development of a new Heutagogical Learning Cycle that utilises a double loop learning method. Part of our educational ethos was that team teaching early in the curriculum would offer a stronger introductory experience for students into the MBA program and provide students with a range of approaches and styles enabling more connectivity and student support. Unfortunately, our concept of team teaching did not come without its challenges. This paper offers a retrospective look at the process of conceptualizing the requirements of an AQF compliant subject by using a team teaching approach and the lessons learned by team members.

## 2. Background

All Australian higher education providers operate in a complex environment of national standards, policies and government agencies. In January 2013 the Australian Government developed the 2<sup>nd</sup> edition of the Australian Qualifications Framework (AQF). The framework was designed to ensure that qualification titles across Australia are consistent and represent the same high standards of education. This national policy provided the guidelines for regulated education qualifications in Australia (The Commonwealth of Australia 2013). Within an Australian rural university context we endeavoured to align their Masters of Business Administration and Masters of Business Administration (Advance) program with a review of their Level 9 subjects to ensure students developed 'specialized knowledge and skills for research and/or professional practice and/or future learning.' (AQF 2013)

### 2.1 *The Australian Qualifications Framework for Masters degree subject*

The Principles that guided the developments of the new subject were:

- To satisfy regulatory AQF requirements for the course
- Develop a subject that satisfies the criteria set for a 900 level Masters course
- To help realize a heutagogical approach to learning
- Adopt a team teaching approach to enable optimal subject matter coverage
- Develop skilled and capable students who are adaptive lifelong learners

Table 1 provides an overview of the Australian Qualifications Framework parameters in a university context specifically applied to an MBA 900 level subject to demonstrate how this course complied with the identified requirements for a course of this level. There are five key dimensions used by AQF to outline their requirements. These are purpose, knowledge, and skills, application of skills and knowledge and volume of learning. What this highlights is that the expectation of a 900 level course is to provide graduates with specialised knowledge and skills to research, and/or use in professional practice, and/or future learning. They are also required to be able to have an advanced and integrated understanding of a complex and diverse body of knowledge in multiple disciplinary areas, they have develop advanced and

specialised cognitive and technical skills in a body of knowledge to be independently able to critically analyse, synthesise and reflect complex information, concepts, theories and problems. As a result graduates need to be able to demonstrate autonomy, expertise, judgement, adaptability and responsibility as a practitioner or learner (AQF, 2013). The philosophical underpinnings for the course developed and reviewed as part of this study was predicated on students being able to achieve the autonomy, expertise, judgement, adaptability and responsibility as outlined within the AQF framework. A foundation subject for the MBA program was designed to provide students with the ‘tools and concepts necessary to understand and perform professionally within the academic and business world’ (UOW 2014). The importance of this subject is that it aimed to cultivate a range of transferable business capabilities and communication methods vital to future career success.

### **3. Literature search**

#### *3.1 Motivation for this retrospective*

To better understand how the concept has evolved and how it is currently being implemented, we decided to focus the literature search on MBA Programs and the AQF. For the analysis of experiences, our survey of the Higher Education Masters Business Education literature was non-exhaustive, given many dealt with Vocational Education, Masters level but not specifically an MBA. The literature search was carried out in February 2016. We conducted a targeted search in Web of Science, Scopus and Education Research Complete databases. We steered our search using the following keywords AQF or “Australian Qualifications Framework” and MBA or “Masters of Business Administration”.

#### *3.2 Findings*

We limited the search to scholarly peer-reviewed journal articles. The articles needed to meet the following criteria:

- The primary topic of the article was AQF and MBA
- The articles needed to address and provide at least one of the following types of information: the concept, models or types, the process, the methods and or implementation.

The various search strategies in the three databases identified 112 articles; of these 1 matched the criteria. We discovered 27 were written about AQF compliant courses. We have listed the latest articles. There has been some application in the tertiary education sector including economics (Susilawati et al., 2014), accounting (Freeman & Hancock, 2011), event management (Whitelaw & Wrathall, 2015), law (Jackson et al., 2011), sciences (Divan & Mason, 2015), business coaching (McCarthy, 2013) and health degrees (Gray et al. 2015; Smith et al., 2015; Pryor, 2016), broad tertiary focus (O'Brien et al., 2013; Leigh, 2014; Percy, 2014) employment outcomes or specific skills (Edirisinghe & Fraser, 2015; Iyengar, 2015; Joseph, 2015) and undergraduate courses (Bartlett-Bragg, 2005; Fraser & Thomas, 2013; Malone et al. 2015) and articles discussing VET courses (Grain & Hovenga, 2011; Smith, 2014). Others merely discussed their programs or specific skills but were not linked to the AQF and were excluded. Hall et al. (2013) have discussed the external and internal factors affecting business education and how MBA's are currently addressing those demands. We endeavor to add to the application of the AQF to a MBA subject. We start to address the gap in the literature around the need for an AQF compliant MBA subject and program.

### *3.3 The Case Study approach*

With the lack literature application for an MBA we decided to adopt a case study methodology (Yin, 1994) to explore what we learned from developing an AQF compliant subject. Case studies are a valuable way of looking at the world and asking the how and why questions within a real-life context (Yin, 1994). It has been adopted as a valid methodology by a variety of areas including sociology, experimental psychology and education (Hammersley 1986; Stake 1995; Bergen and While, 2000). This approach enables the investigation and understanding of organizational practice and is seen as a stand-alone contribution in itself (Williams, 2017, p.212). A single case design was considered appropriate as this exercise has something special to reveal and has the possibility to act as a point of difference from prior theoretical perspectives (Rowley, Kupiec-Teahan & Leemin, 2007). The case study approach provided us the opportunity to conduct an enquiry within the context of development of an AQF compliant Masters level subject.

### *3.4 The Need for Heutagogical learning philosophy*

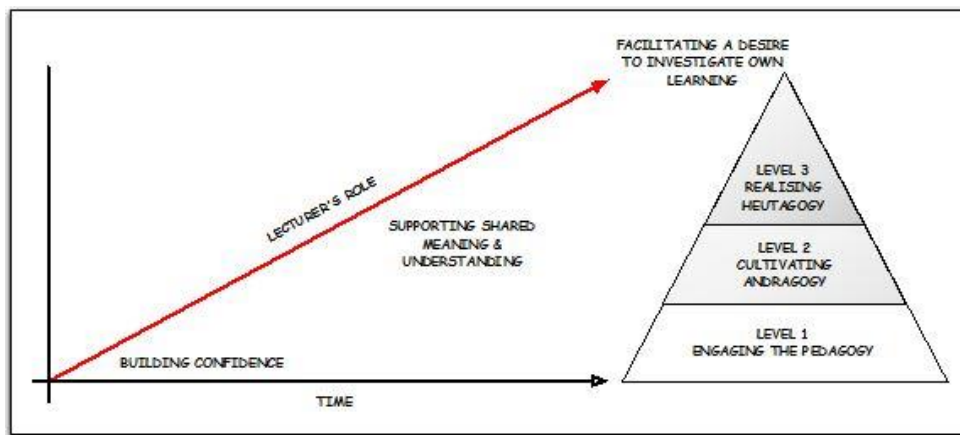
The aim of MBA education is that students should be able to demonstrate that they have the skills to assume their careers and be able to be critical thinkers, analytical, reflective, problem solvers, lifelong learners and researcher competent. The business world needs capable employees that can handle unpredictable complex environments (Hase & Kenyon 2003). The need for innovative approaches to education to develop capable people leads us to implement a heutagogy approach to MBA education. It is a learner-centered approach to learning. Heutagogy enables the development of capable learners and accentuates the development of learner competencies as well as their capabilities and capacity to learn (Blaschke, 2012). Snowden and Halsall (2016) believe there are two strategies that support heutagogy one being solution based and we adopted the other mentor assisted learning based strategy. There are many definitions of mentor assisted learning. We drew upon Anderson and Shannon's (1995) definition, that mentors support and guide the mentee by adopting strategy to negate anxieties, assist in the familiarisation of university and life as well as motivate and encourage. The mentor assists the mentee connect to their own internalised patterns of reasoning and construct their own learning landscape. Heutagogy the fundamental skill of knowing how to learn (Halsall, Powell & Snowden, 2016) and the aim of TBS900 was to transition Masters Students to heutagogical learners (Figure 1).

## **4. Design**

### *4.1 Rationale - Design principles: How the new Masters Business Administration was devised*

A Master of Business Administration (MBA) is designed for professionals who desire to extend their business knowledge and management skills in an increasingly competitive business world (Lyengar, 2015). Students complete 12 subjects, including 11 compulsory subjects (Figure 2) plus one elective subject. The first is the foundation subject TBS900 Managing for Success and introduces students to the area of study and the required skills they will need to undertake their MBA. TBS 900 was important (Figure 3) as it enabled students to develop their business and academic skills as well as their personal and professional development. The aim of the subject was to implement Blooms taxonomy (Adams, 2015) to ensure we transitioned our students from using low level thinking skills (knowledge, comprehension, application) and start to use analysis, synthesis and evaluation. TBS900 was devised to ensure students had the strong academic foundation to succeed at University and beyond. Based on this need we implemented an embedded team teaching approach to ensure all competencies were able to be delivered by at least one or all the lecturers.

Figure 1: From pedagogy to heutagogy



Source: Adapted from Canning 2010

Figure 2: The study sequence of the MBA program

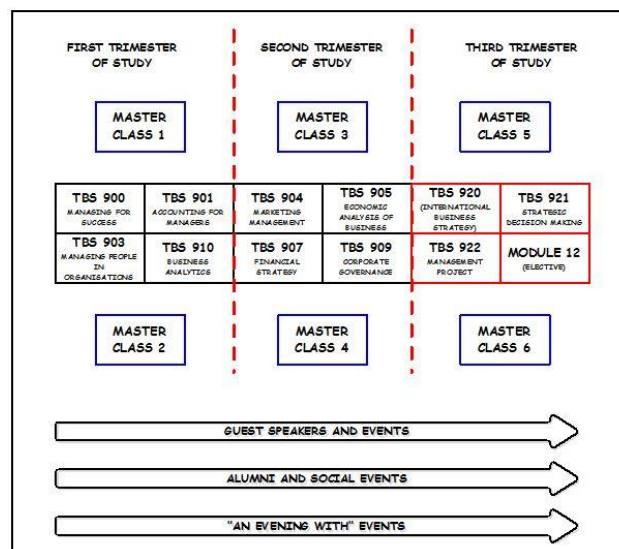
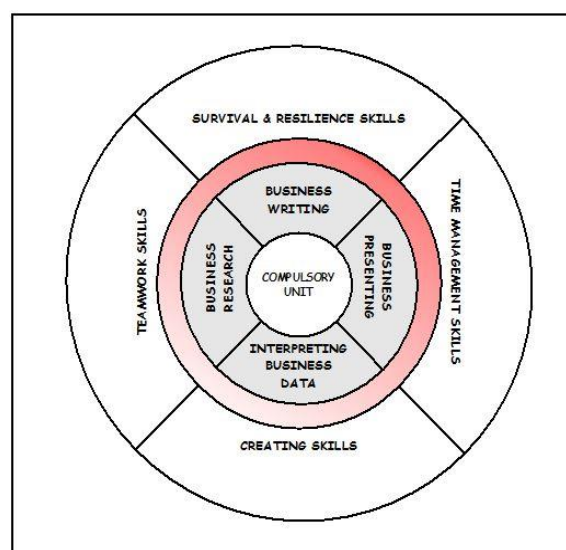


Figure 3: TBS 900 - The concept and importance



#### 4.2 Subject Delivery Mode and Schedule

This subject was delivered across 2 geographically separated campuses of the University of Wollongong. Classes were held at the Main campus of the University in Wollongong and 80 kilometres away at the Sydney Campus. These classes were to be delivered on alternate weekends over the first six week of an 11 week trimester. Each class was delivered in intensive mode from 9am to 5pm each day. The students were required to complete 5 discrete and different assessment tasks.

#### 4.3 Embedded Team teaching approach

The term ‘embedded’ relates to subject specific methods by which students competences in connection to academic literacies and business skills are established within the content and assessment framework of the subject (Hillege et al., 2014). Murray (2010) and Halsall, Powell and Snowden (2016) recommend it should be the responsibility of the subject lecturer to embed and mentor the abilities of both academic literacies and professional skills into the syllabus. To achieve this objective, a team teaching approach was selected. Team-teaching is an “involved cooperative effort of instructors, with different specialty areas, who are jointly responsible for providing students with a strong educational background” (Chandra & Sottile, 2005). However, not all lecturers are capable literacy and business skills teachers. The collaboration of an academic literacy professional and subject expert lecturers, allowed them to deliver the information and material to develop both academic and business skills successfully (Etherington, 2008). Chandra and Sottile (2005) have illustrated the various pros and cons of team teaching from a number of perspectives (Table 3) which were taken into consideration. We have linked Chandra and Sottile insights to the experience we had delivering this subject. Helms, Alvis and Willis (2005) highlight how the mixture of diverse knowledge and perspectives can yield an interaction that is not possible with only one lecturer. Exposing students to divergent opinions can encourage creative and critical thinking and enables discovery of alternate positions. This embedded team teaching model was preferred as it presented a teaching partnership that would build on professional capabilities by trading proficiency through the combined development of resources and assessments.

#### 4.4 Subject Content Development

This was challenging given it was a totally new course, utilising a previously unused approach of content delivery with the need to learn how to navigate a previously unseen application. There were three phases to the development of the subject content: initiation, formation and finalisation. *Initiation*: the lecturers looked at the University and AQF requirements and determined the tools and content themes required (Table 1 and Table 3). There were a number of categories of considerations. Bauwens & Hourcade (1991) describe them as *philosophical considerations* of the heutagogy learning process, *theoretical considerations* formed the basis of how team teaching could be executed. *Procedural considerations* was the discussion of what practices and protocols would facilitate subject delivery, *instructional considerations* led to the requirements for skills and knowledge transfer while *evaluation considerations* where the types of assessment tools would identify student progress. The *Formation* lead to subject outline, subject content, in-class activities and exercises, worksheets, assessment constitution and reference materials, assessment guidelines, marking criteria and marking rubrics. The types of assignments are outlined in

Table 1. Aim of course comparison table

AQF Parameter	AQF Requirement	Course Prescribed Objectives (CPO) by University	Identified Subject Objectives relative to Course Content
<b>PURPOSE</b>	The Masters Degree (Coursework) qualifies individuals who apply an advanced body of knowledge in a range of contexts for professional practice or scholarship and as a pathway for further learning	This subject provides students with the tools and concepts necessary to understand and perform professionally within an academic and business environment. The subject focuses on the development of transferable business research and communication techniques and on developing professional working relationships within the working environment that are critical to future professional success.	<ul style="list-style-type: none"> <li>• Provide students with a useful toolkit/handbook to assist them academically and professionally</li> </ul>
<b>KNOWLEDGE</b>	Graduates of a Masters Degree (Coursework) will have: <ul style="list-style-type: none"> <li>• a body of knowledge that includes the understanding of recent developments in a discipline and/or area of professional practice</li> <li>• knowledge of research principles and methods applicable to a field of work and/or learning</li> </ul>	<ul style="list-style-type: none"> <li>• Conduct effective and efficient business research leading to the acquisition of new knowledge</li> <li>• Develop the ability to create and communicate logical, evidence based arguments</li> </ul>	<ul style="list-style-type: none"> <li>• Expose students to a broad range of experiences within a supportive, constructive and suitably challenging learning environment</li> </ul>
<b>SKILLS</b>	Graduates of a Masters Degree (Coursework) will have: <ol style="list-style-type: none"> <li>1. cognitive skills to demonstrate mastery of theoretical knowledge and to reflect critically on theory and professional practice or scholarship</li> <li>2. cognitive, technical and creative skills to investigate, analyse and synthesise complex information, problems, concepts and theories and to apply established theories to different bodies of knowledge or practice</li> <li>3. cognitive, technical and creative skills to generate and evaluate complex ideas</li> </ol>	<ul style="list-style-type: none"> <li>• Apply effective and efficient research skills</li> <li>• Communicate effectively via a range of techniques</li> <li>• Create and communicate logical, evidence based arguments</li> </ul>	<ul style="list-style-type: none"> <li>• Expose students to a broad range of experiences within a supportive and constructive learning environment</li> <li>• Facilitate effective learning enabling skill acquisition</li> <li>• Develop students study skills, employability skills and personal development</li> </ul>

	<p>and concepts at an abstract level</p> <p>4. communication and technical research skills to justify and interpret theoretical propositions, methodologies, conclusions and professional decisions to specialist and non-specialist audiences</p> <p>5. technical and communication skills to design, evaluate, implement, analyse and theorise about developments that contribute to professional practice or scholarship</p>		
<b>APPLICATION OF KNOWLEDGE AND SKILLS</b>	<p>Graduates of a Masters Degree (Coursework) will demonstrate the application of knowledge and skills:</p> <p>6. with creativity and initiative to new situations in professional practice and/or for further learning</p> <p>7. with high level personal autonomy and accountability</p> <p>8. to plan and execute a substantial research based project, capstone experience and/or piece of scholarship</p>	<ol style="list-style-type: none"> <li>1. Apply effective and efficient research skills</li> <li>2. Communicate effectively via a range of techniques</li> <li>3. Work effectively in teams and individually</li> <li>4. Critically reflect on their own progress and performance</li> <li>5. Critically and objectively assess the work of peers</li> <li>6. Create and communicate logical, evidence based arguments</li> </ol>	<p>Assist students in developing their own thought processes encouraging them to think creatively &amp; critically in appropriate contexts (Tishman, Jay &amp; Perkins 1993).</p> <p>The ideology used to help facilitate the application of knowledge and skills were (Inamadar &amp; Roldan, 2013):</p> <ul style="list-style-type: none"> <li>• Theoretical</li> <li>• Practical</li> <li>• Applied</li> <li>• Reflective</li> </ul> <p>The specific approach used with students was to (Kolb, 1994):</p> <ul style="list-style-type: none"> <li>• <i>Teach</i> a concept/construct</li> <li>• <i>Apply</i> a concept/construct – complete an exercise related to concept/construct</li> <li>• <i>Discuss and reflect</i> – student then shared their insights from their learning</li> </ul>
<b>VOLUME OF LEARNING</b>	The volume of learning of a Masters Degree is typically 1-2 years.	The course conducted is 1-2 years in length	This subject is one subject of 12 required to complete an AQF Compliant Masters Degree



Table 4 and Table 5. *Finalisation* was achieved with the endorsement of subject outline by the Head of School.

Once the assessments were designed the subject content was configured across the 5 assigned teaching days. To do this effectively each day was separated into quadrants ie: pre-morning break, pre-lunch, after lunch and late afternoon. Each session was for approximately 1hr 45 minutes and needed to allow sufficient time over the 5 days to adequately cover the three core areas of study skills, employability skills and personal development theory and practice, in-class discussions and in-class exercises.

*Table 3: Summary of Pros and Cons of Team-Teaching from Various Perspectives*

Perspective	Pros	Cons	Lecturers Experience / perspective
Faculty	<ul style="list-style-type: none"> <li>• Distribution of labour</li> <li>• Utilization of instructor time and talents</li> <li>• Instructor confidence</li> <li>• Enhanced collaboration and socialization</li> <li>• Sharing of instructor information</li> <li>• Class schedule flexibility</li> </ul>	<ul style="list-style-type: none"> <li>• Increased preparation time (PT)</li> <li>• Personality conflicts</li> <li>• Decreased time period to know students</li> <li>• Teacher rivalry</li> <li>• Peer Resentment (PR)</li> </ul>	<ul style="list-style-type: none"> <li>• Labour was divided along expertise of topic</li> <li>• Lecturers were confident in the delivery of the content</li> <li>• Strong collaboration and sharing of information – each member contributed subject design &amp; delivery of course materials.</li> <li>• No personality conflicts</li> <li>• Schedule was rigid intensive mode across 2 campuses</li> <li>• PT was optimised by dividing responsibilities</li> <li>• Reduction in face-to face time was experienced by the students.</li> <li>• PR to the team teaching approach</li> </ul>
Student	<ul style="list-style-type: none"> <li>• Taught by experts in field</li> <li>• Greater utilization of lecture time</li> <li>• Variety of instructors cooperative learning</li> <li>• Student supported</li> <li>• Positive experience</li> </ul>	<ul style="list-style-type: none"> <li>• Involvement of too many teachers</li> <li>• Longer time period for students to get accustomed to teaching styles of instructors</li> <li>• Various teaching styles</li> <li>• Varied evaluation approaches</li> </ul>	<ul style="list-style-type: none"> <li>• Both lecturers specialist in their fields</li> <li>• Lectures had time allocations to optimize topic confab</li> <li>• Greater exposure to team teaching</li> <li>• Students were mentored using a heutagogical approach</li> <li>• Seen as a positive environment for students</li> <li>• Predominantly two lecturers was a good balance</li> <li>• Students did take a few weeks to adjust to styles</li> <li>• Assessments were double marked &amp; averages awarded to make mark allocation valid</li> </ul>
Administration	<ul style="list-style-type: none"> <li>• Marketing tool</li> <li>• Effective use of facilities</li> <li>• Greater use of adjunct faculty</li> <li>• Greater conservation of fringe benefit packages</li> </ul>	<ul style="list-style-type: none"> <li>• Appropriate compensation issues</li> <li>• Teaching evaluation controversies (TEC)</li> <li>• Administrative push back (APB)</li> </ul>	<ul style="list-style-type: none"> <li>• Highly qualified instructors made this subject more marketable.</li> <li>• All lecturers from same school so no adjunct faculties were involved</li> <li>• Compensation divided evenly among lecturers</li> <li>• TEC were avoided - subject evaluation + two separate teaching evaluations were undertaken.</li> <li>• APB No policy on team teaching concern with financial compensation /workload allocations</li> </ul>

Source: developed from Chandra & Sottile, 2005, p. 64

As a result a number of approaches were adapted to aid student development of core skills. These included in-class exercises and activities which facilitated class interaction and involvement both individually and in groups. In-class discussions assisted in the review and analysis of materials presented while worksheets enabled documentation of thoughts on topics

presented. Students undertook individual assessments that were used to demonstrate understanding, applicability and usability of materials (Table 4). Table 5 links the ideology used to help facilitate the application of knowledge and skills through the lens of theory, practical, applied and reflective (Inamdar & Roldan, 2013).

*Table 4. Assessment Tasks*

Assessment Task	Link to AQF + CPO (Table 1)
1. Business Report: Goal Setting. Heutagogy approach to encourage students to set goals related to their MBA studies and help to provide focus on what they plan to do and how they know they have succeeded in meeting requirements.	AQF: 1, 3-5, 7 CPO: 1-4, 6
2. Presentation: “Can Team Effectiveness Be Predicted?” Help students be able to develop well considered arguments whether they agree or disagree with the statements being made.	AQF: 1-5 CPO: 1-4, 6
3. Business Report: Critical Analysis of Journal articles. This was to encourage students to learn how to critically analyse the materials they are reading and not just accept whatever is being said.	AQF: 1-5 CPO: 1-4, 6
4. Business Report: Group Assessment, Contemporary Case Study and Reflection. As a group students were required to analyse a contemporary case study considering concepts discussed in class and determine how these could be used to enhance the on-going sustainability of the organisation.	AQF: 1-6 CPO: 1-6
5. Reflective Report: Students were to provide a reflective review of their experience within this subject. This assessment task was to help students learn how to reflect on their learning experience and what they have gained by it.	AQF: 1-7 CPO: 1-4, 6

In devising this subject, the desire was to equip students to be able to master academic and business skills methods which links disciplinary knowledge with the development of skills in reading, writing, professional, study and personal development and applies them to their studies and future workplace (Campbell Jr & Kresyman, 2015). Reflective skills enable students to “integrate new information, to contemplate its meaning and relevance in terms of past knowledge culminating in the decision of whether to modify existing beliefs and assumptions, future learning styles, and/or behaviors based on what was learned” (Peltier et al., 2006). Reflection assists learning to be processed, comprehended and assimilated into future actions (Hedberg, 2009). Helms, Alvis & Willis (2005) state that the most effective Business Schools have programs that combine professional development and the building of interpersonal skills. There is an intricacy of transitioning between theoretic and applied academic literacy by undertaking various assessments this helped to highlight how they can then be applied to business.

### *5.1 Link to Heutagogy*

Heutagogy is an approach that accepts that intuition is an integral part of the learning process, drawing upon reflective and double loop learning (Halsail, Powell & Snowden, 2016). In class exercises, in-class discussions, worksheets are the first loop in the learning process and assessments are the second loop that reinforces what was undertaken in the classroom (Figure 4). Alred and Garvey (2000) suggest that the successful learning landscape in the context of knowledge productivity must be to place the learner at the centre of the process. The structure of the classes was designed to enable students to see, think, do and

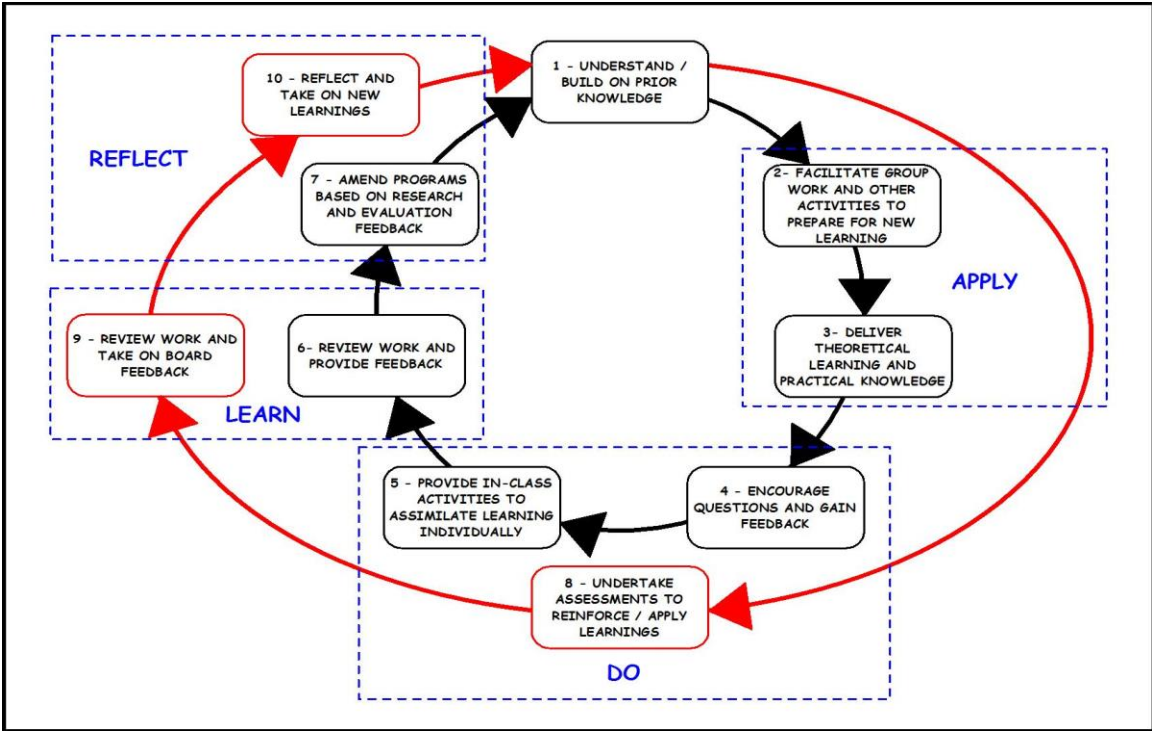
reflect and create a learning experience. As represented in Figure 4 the lecturers inform and mentor the students, the students apply, do, learn and reflect in class and then apply to assessments, reflect and then progress to the next topic. The aim was based on consilience (Wilson, 1998) of the educational theories of Kolb's (1984), Dennick (2012), Blaschke (2012) and Inamadur & Roldan (2013) into a teaching practice. These theories were the framework for the daily schedule: *Teach* - convey relevant subject matter to the students, *Do* - students would undertake in-class activities. *Discuss* - Students reflect on their learning to reinforce the materials and develop their skills as reflective practitioners. *Apply*- Students undertake assessments based on lecture content and apply skills and knowledge and reflect on insights gained from the application and then move to the next subject area. Classes were designed to be purposeful and relevant to student assessments and their whole MBA. TBS900 would endeavour to be a course where our students were supported in knowledge development and personal critical reflection. This reflection allowed students to explore “their personal... growth between where they started and where they finished – this was [thus] determined by them and their level of autonomy and feelings of empowerment with the learning process” (Canning, 2010). To transition into this heutagogy of learning style students were able to embrace this style and feel reassured and empowered through their own motivation to learn and willingness to openly exchange with others. This enabled students to truly facilitate their own learnings and develop the capacity to apply them throughout their professional careers.

*Table 5. Value of Subject Activities As Seen Through the Theory, Practical, Applied and Reflective Skills Characteristics Lens*

<b>Ideology</b>	<b>In-class Exercises</b>	<b>In-class Discussions</b>	<b>Worksheets</b>	<b>Individual Assessments (1,2,3 &amp; 5)</b>	<b>Group Assessments (4) and In-class activities</b>
<b>Subject Activity</b>					
<b>Link to CPO Table 1</b>	1-5	2,3,4,5	1-4, 6	1-6	1-6
<b>Theory</b>	Reinforced theory presented Ideas and constructs were often discussed at length to enhance overall understanding.			Reinforced lectures Opportunity to explore in depth through literature investigation	Provided some foundation information on structure, stages, enablers and barriers to effective teamwork
<b>Practical</b>	Using databases , presentation skills, ice breakers for innovative/ different thinking, Johari Window, Skills Assessment	To help highlight student experiences to enhance understanding	Reflective exercise & research skills, referencing & evaluating information skills	Practice in researching, critical thinking, writing or presenting. All assessments required evidence to support findings	Class exercises eg: Lego team building exercise provided experience in the stages of a team eg: forming, storming, norming, performing etc.
<b>Applied</b>	Students applied skills like researching databases, Johari Window self assessment, case study analysis	Not the main focus of this activity	Some examples provided although not the primary focus of the materials	Theory could be applied as a result of investigations. Aim is provide professional reporting skills	Applied acquired knowledge of group dynamics during Assessment 4 group assessment task

Ideology	In-class Exercises	In-class Discussions	Worksheets	Individual Assessments (1,2,3 & 5)	Group Assessments (4) and In-class activities
Subject Activity					
Link to CPO Table 1	1-5	2,3,4,5	1-4, 6	1-6	1-6
Reflective	Targeted reflective tasks were undertaken e.g. End of Day Review	Dialogue often focussed on open introspection	Many worksheets focussed on reflective practice	Reflective elements incorporated into assignments and Assessment 5 was a reflective report	Section of Assessment 4 was dedicated to reflecting on experience of group work

Figure 4: Devised new Heutagogical Learning Cycle



Adapted from Kolb’s (1984), Dennick (2012), Blaschke (2012) and Inamadard & Roldan (2013)

6. Outcome

The introduction of AQF facilitated the required student outcomes of TBS900. The case demonstrates that there is significant benefit in having a team taught subject, setting standards and offering the necessary tools to students to facilitate their own success. Ultimately, success is measured in overall student performance, and it is encouraging that overall academic literacy and skills improved on the initial roll out of the subject, demonstrated in the later performance of students in their capstone subject. We hope these skills will be carried forward into their future careers. We achieved our objective as students gained understanding of the subject matter and competence, reflective and critical thinking skills that lead to new

knowledge and its application, problem solving and procure skills that motivate for continuous learning. They became heutagogical learners.

### 6.1 Challenges to Conception

Challenges to developing this foundation subject were numerous. Whenever a subject is delivered differently there is likely to be resistance this was certainly the case in this instance. The overall approach to the course experienced resistance from all relevant stakeholders including students, faculty and university management. Some felt the course was a giveaway as there was no exam but there were formal assessment tasks that were rigorous as each had to be passed in order to pass the subject. Concerns were raised over the intensity of the delivery of the course – 5 full days over an 11 week period and if students could handle such a jam-packed program. Another challenge was creating subject materials as few educational resources and guidelines have been developed to be in line with AQF requirements using a heutagogical team teaching approach. In addition, developing integrated lesson plans requires considerable time and effort. Doubts existed about how the level of competency was actually assessed. Detailed grading rubrics were developed for this purpose and assessment tasks were double marked to ensure the veracity of the results students attained. Prior to this subject students would reach their capstone subject and still struggle with fundamental academic literacy requirements. We faced many of these challenges. Some of these we consider we have surmounted; some we continue to address.

## 7. Conclusion

The central aim of MBA is that students can demonstrate that they have the skills to assume their careers and be able to be critical thinkers, analytical, reflective, problem solvers, and lifelong learners. Keeping a lecturer centric teaching model would have made the rollout of TBS 900 easier to manage, to cost, deliver and schedule. Although it is fair to say that *the road to TBS 900 was not an easy one*, on reflection, we believe that it was the right decision to design and introduce TBS900 into the MBA curriculum and to deliver the subject in a mentoring, team taught, environment using a heutagogical approach.

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