Using Modular Method Cards for Competency-Oriented Teaching in Academia

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Purpose – Part time study offers are getting more and more popular and offer great possibilities for peoples' professional and personal development. Methods competence and the personal development are basic foundations of a successful innovation management and consequently represent important components in education as well as in employees' professional environment. While conservative and commonly applied learning systems and ways of knowledge mediation like lectures, printed learning materials like books increasingly loose importance, students demand for more flexible and competency-oriented methods to support their learning efforts. Based on previous research (Zagel et al. 2019) an empirical study on influencing factors for modern learning processes and learning- and teaching concepts (e.g., blended learning, gamification), this paper presents the concept, prototype, and evaluation of a novel education system, called the method cards. It represents a competency-oriented and playful approach to teach learning content and methods with a special focus on part time students and a practically oriented environment.

Design/Methodology/approach – The concept is developed using the design science approach and is evaluated amongst 57 students of different semesters using a modified version of the User Experience Questionnaire developed by Schrepp et al. (2014). The results as well as options for a further development of the concept are presented.

Findings – Results show that the concept is well accepted by the students and offers multiple additional use cases in academia as well as in practical areas.

Research limitations/implications (if applicable) – While the approach was tested with students only, we still miss the respective evaluation in a business context, e.g., during creative or innovation workshops.

Practical implications (if applicable) – This research helps practitioners and academics to further target their teaching and learning efforts towards imparting competencies. The physical format combined with digital elements allows a day-to-day application of the tool.

Originality/value – The concept might further support research in the area of blended learning, offering an innovative approach to competency-based teaching.

Key words – Teaching, Innovation Management, Blended Learning

Paper type – Research paper

References

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