So Much to Learn, So Many Students, So Little Time: The Challenge of Teaching a First-Year Introductory Business Curriculum in Today's Academic Climate

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Abstract

Teaching an Introduction to Business Management course to 800 first-year Commerce students in today's academic environment is challenging. Add to this the challenge that many business schools have the view that the purpose of business education is not only to support the acquisition of useful skills and knowledge to perform well in the workplace, but to also develop ethical decision making and value-driven leadership skills. The teaching challenge is presented here through the lens of an optimization problem. Select the optimal teaching approach that maximizes deep student learning resulting in the achievement of the learning outcomes subject to a set of exogenous and endogenous constraints. High-impact teaching practices are reviewed for integration consideration into an introductory business course curriculum. A current first-year introductory business course curriculum is proposed as a solution to the challenge, followed by key lessons learned from the proposed practiced pedagogy.

Keywords: *ethics and value-driven leadership; large class sizes; experimental learning theory; role play; simulations; flipped classrooms; interactive technologies; live case studies; ethical dilemmas; industry representation; practiced pedagogy*

Introduction

Teaching an Introduction to Business Management course to first-year Commerce students in today's academic environment is challenging. The shift from an elite to a mass higher education system has led to larger class sizes consisting of students with wide and diverse backgrounds of knowledge and understanding. Additionally, many students arrive to campus trained in the art of surface level learning, concentrating more on facts and details needed to score well on tests, and less on the critical thinking and problem-solving skills necessary to fully comprehend the underlying themes and concepts required for the discipline. An additional challenge is that many business schools have the view that the purpose of business education is not only to support the acquisition of useful skills and knowledge to improve performance in the workplace (Stoner and Milner, 2008), but to also develop ethical decision making and values-driven leadership (Gentile, 2013). For example, our business school, in addition to being committed to meeting employers' skillset expectations, has committed to delivering against the vision that is implied through their membership of PRME (Principles of Responsible Management Education- realizing the United Nations Sustainable Development Goals through responsible management education) and a college wide mission to "develop leaders for a sustainable world". Developing students into 'value driven' leaders is no easy task. Students in most cases arrive on campus with a pre-established value system. Ethnic origin, family values, cultural and religious affiliation influence the lens in which our student view ethical dilemmas. In a survey conducted by Rodenburg (2018), 86% of students identified their parents as the key role model for how they wish to conduct themselves as business leaders in the future. Consequently, the ability to optimize deep student learning in order to achieve the intended learning outcomes expected from an introductory business class will require innovative teaching approaches.

There are several teaching approaches to learning found in literature. However, one of the approaches to learning, experiential learning theory (ELT; Kolb 1984; Kolb & Kolb. 2007 a.b., 2009), has been widely used and practiced in management teaching for over 35 years. ELT is defined as 'the process whereby knowledge is created through the transformation of experience '(Kolb, 1984: 41). Experiential learning theory (ELT) has long advocated the benefits of moving students from passive receptors to active participants in their own learning. ELT research has shown a long list of learning improvements including increased retention of learning objectives, better understanding of complex organizational systems, better verbal communication skills and increased emotional intelligence (Kolb & Kolb, 2009). Literature suggests that applying ELT to ethics education has resulted in increased empathy, better understanding of how decisions trigger consequences, better understanding of power relationships and their possible abuses, increased ability to defend one's views to a group, and increased alignment of personal and work value systems. (Balotsky and Steingard, 2006; Trevino and Brown, 2004; Weaver and Agle, 2002). Furthermore, facilitating conversations among peers creates process-based competencies that develop students' understanding of their own beliefs, values and perhaps most importantly for ethics, their own limits.

M. C. Gentile (2017) suggests realistic goals that a business school could accomplish in this area of developing ethical decision making: 1. Help students identify and evaluate their own value systems; 2. Help students recognize the consequences of using their own ethical lens when

making decisions; 3. Help students analyze the consequences of the using ethical lens of others; 4. Help students give voice to their values in the workplace. Given this context, 'effectiveness' in ethics education can be defined as positively affecting student's ethical decision-making ability and thereby- their subsequent behaviors in organizational settings.
This paper identifies the teaching challenge faced by instructors through the lens of an optimization problem. A practiced Experimental Learning Theory (ELT) pedagogy for a large (+800) introduction to business course for first year Bachelor of Commerce Students is presented as a potential solution to the problem highlighted above. Three consecutive years of learning from the implementation of this curriculum is discussed. In conclusion, future enhancements are considered in particular, the necessity for the identification of key performance indicators that measure success.

Methods

Writing the teaching challenge as a mathematical optimization problem allows us to fully: describe the problem, prescribe a solution, and better control the problem by updating the optimal solution given feedback. The mathematical equation used in a optimization problem identifies the objective function (i.e., maximize deep student learning to achieve the learning outcomes), the conditional factors (i.e., conditional on student learning preferences) the control variables (i.e. selected teaching approaches and curriculum design) and the constraints inherit in the teaching environment (i.e., large class sizes etc.).

The optimization teaching problem therefore can be expressed in mathematical terms as follows:

$$Maximize\ DSL(LO|(TA|SLP))\ s.t.\ C(LC, DKU, TSL, NE, NR) \qquad eqn.1$$

In words: "Select the optimal teaching approaches that maximize deep student learning leading to the achievement of the learning outcomes conditional on student learning preferences and subject to a set of endogenous and exogenous constraints".

Where,
DSL (from eqn. 1) represents **deep student learning** and involves students actively engaging in the second order thinking skills described by Bloom in Bloom's revised taxonomy of learning (Cannon & Feinstein, 2005). Through curriculum design we need to move students from the first order thinking skills i.e., remembering, understanding and applying key concepts to higher ordering thinking skills, i.e., analyzing, evaluating and creation.

LO (from eqn. 1) are **Learning Outcomes** that students need to achieve through their deep learning processes. For the most part, there is a general consensus on what educators want students to learn at Business school[1]. See Chart 1.

[1] From page 64, A Handbook for Teaching and Learning in Higher Education, 4th edition.

Chart 1- Learning Outcomes[2]

LO1	A broad-based understanding of Business and Business management (key concepts/ theories/ terminology)
LO2	Ability to understand the relationship between concepts and how to apply to solve existing world problems/issues
LO3	The importance of ethics and social responsibility to the success of an organization. The ability to act as responsible and ethical citizens in a complex & changing world.
LO4	Develop essential skills to work effectively as a team. Including: i. Team communication, including giving and receiving feedback effectively ii. Managing diversity iii. Collaborative learning iv. Project & time management v. Facilitating group work
LO5	Develop essential skills for: i. Conducting a business analysis and research ii. Critical thinking/problem solving iii. Communication –including presentation skills and business report writing iv. Leadership skills

TA (from eqn. 1) represents the high impact **teaching approaches** necessary to bring about the intended learning outcomes. The intended learning outcomes of the course must be aligned with the teaching environment and with the modes of assessment.
The optimal teaching approach is conditional on **student learning preferences** (**SLP** from eqn. 1)**.** A more student learning focused approach to teaching is required. Critically reflecting on how the students are learning and adjusting the teaching to bring about the intended learning outcomes is essential.

The ability to achieve the learning outcomes are bound by a set of endogenous and exogenous **constraints**, identified by ***'C'*** in equation 1.

The first constraint, **LC**, represents large class sizes and is a direct consequence of our mass educational system driving the need to present consistent information to large groups of students in a cost-effective manner. Unfortunately, large class sizes lead to assessment tools, i.e., multiple choice exams that are focused on first order thinking skills. Written assignments and problem-based learning content; high impact teaching practices that emphasize analyzing, critical assessment, and creating; are more challenging. Research reveals that traditional teaching practices (mass lectures that cover an ever-expanding syllabus, with a short end of term exam) often results in passive attendance and surface level learning (Biggs & Tang, 2011).

Larger class sizes have resulted in an in-coming population of students with a wide and **diverse range of knowledge and understanding (DSK from eqn. 1)**. Finding a teaching approach that meets the needs of all students is challenging. Applying higher order thinking skills is difficult

[2] Management 1000 Learning Outcomes developed from page 64, A Handbook for Teaching and Learning in Higher Education, 4th edition

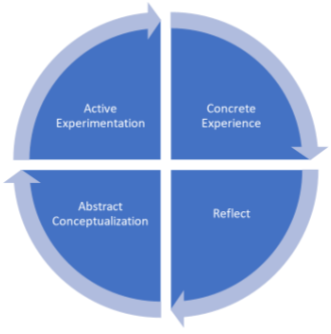
for students with no prior context, understanding or business experience. On the other hand, teaching basic concepts to a more experienced student may lead to disengagement. I

Students arrive to campus as trained **surface level learners** (**TSL** from eqn. 1); a by-product of their prior schooling where the focus of effort was dedicated to high test scores, and the multi-tasking behavior that has accompanied social media usage (Rozgonjuk et al., 2018)**.** Students are rote learners, memorizing fact and figures for the purpose of scoring well on a test. Understanding, critical thinking, analyzing, and solving problems are less developed skills. Attending University for the first time represents a life-altering event. Students are placed in a **new environment (NE from eqn. 1)** with new sets of expectations. Although listed as a potential constraint, attending University has been identified as a life changing experience that could well be a catalyst to a transformative learning opportunity (Brock & Abel, 2012). Forging **new** & healthy **relationships (NR from eqn. 1)** in first-year is critical. Studies have shown that peers influence greatly how students spend their time and the meaning they gain from their experiences including their personal satisfaction with college (Hu and Kuh, 2002: 570). In an effort to impress or earn the respect of peers, classroom engagement may be compromised.

Results

A 'practiced pedagogy' for an introduction to business course for first year Bachelor of Commerce Students attempts to solve the maximization problem described in Section 2. The pedagogy introduces ethics and value driven leadership as the central focus of business versus a stand-alone topic. The constructive alignment of the curriculum considers the significance of social-cultural influences on student learning and integrates the four phases of the ELT process (see figure 1). The necessity of a constructively aligned curriculum ensures that the learning outcomes are aligned with the teaching environment.

Figure 1: Four Phases of Experimental Learning Theory (Kolb & Kolb 2009)



The curriculum recognizes that the achievement of deep student learning is predicated on both the time and energy students invest in educationally purposeful activities and the efforts institutions put in ensuring effective educational practices (both inside the classroom and beyond)(Kuh et al.,2007; Bamber and Jones, 2015). To this end, the implementation of the experimental learning cycle within the curriculum recognizes that learners have preferences in the way they approach learning and by appealing to these preferences the probability of student engagement increases. Four learning preferences are informed by ELT (Kolb & Kolb 2005):

1. Those that learn best by reflecting on concrete experiences (divergent). 2. Those who learn best by developing abstract theories and theoretical models of their observation (assimilation). 3. Those who like to put theories into practice (convergent). 4. Those who like to experiment to plan new concreate experiences (accommodator).

The many constraints faced by educators and students in the implementation of the ELT process are also addressed. Large classrooms are reconfigured to allow flexibility in classroom activities, proven high impact teaching approaches are implemented, and the chosen activities acknowledge that students develop new social identities through their participation in their learning communities. Hansen et al. (2016) found in their research that personal growth, emotional maturity, relationship development, and positive self-acceptance as outcomes for peer-learning pedagogy.

Finally, to increase the probability of students applying a deep level approach to their learning, the curriculum is designed to 1) ensure that they understand the depth of learning expected and why this learning is important 2) to minimize their anxiety toward the expected learning and include mechanisms that ensure their learning is prioritized, 3) teach concepts with clear links drawn between topics, 4) provide a curriculum that is not over-loaded with content and 5) set high expectations of the student's abilities.

Curriculum Overview

To minimize content overload, the proposed introduction to business curriculum centers around the completion of one culminating project consisting of seven milestone submissions (see chart 2). The transfer of knowledge for the discipline is confined to the topics necessary for the teams to complete these culminating project steps. The teaching approaches and the student tasks that are required and accessed move students through the four phases of the experimental learning process and consequently through Bloom's taxonomy of learning in ascending order; students are required to remember, understand, apply, analyze, evaluate and create their own content. Additionally, this curriculum integrates the high impact teaching practices of role play (Carroll, 2006), flipped classrooms (Bergmann, Overmyer & Wilie, 2015) and the case method (Swiecrz, & Ross, 2003). The role play occurs when students become an extension of a large corporation's employee pool. In the flipped classroom students are asked to relate key concepts and frameworks taught in lecture and from readings to their assigned organization in order to complete the project. They are required to analyze the organization by conducting a situational analysis, which includes an external and internal assessment. When completed, this self-written case study is brought to life at the end of the semester when students compete in a case competition that requires them to solve a complex ethical dilemma in the context of their organization and present their analysis to a senior executive from their assigned organization.

Chart 2-Culminating project Milestones

Component 1 (external situation analysis):
Macro-environment assessment • Economic environment • Technical environment • Political/legal environment

• Socio-cultural environment
Component 2 (external situation analysis):
The industry Competitor/market analysis • Size and growth rate • Porter's five forces • Who are our competitors? • What are their key factors for success? • Sha**re** of market
Component 3 (internal situation analysis):
Internal assessment strategic overview • Vision, mission, core values, organizational culture • Who are we, what do we do, what are our key factors for success? • Who are our customers? • What our key strategies for achieving our vision?
Component 4 (internal situation analysis)

Internal assessment financial overview
• Market capitalization/recent stock returns
• Financial projections
• Financial Health analysis
  o Profitability ratios
  o Liquidity ratios
  o Stability ratios
  o Growth ratios

Component 5: SWOT Analysis • Strengths • Weaknesses • Opportunities • Threats
6. THE GREAT ETHICAL DILEMMA COMPETITION
7. Final Written Report

Culminating Project (Company Project)

Twelve organizations are pre-selected for study from two separate and distinct industries. Students in groups of 5 are pre-assigned at random to one of these companies. Therefore, a class of 800 students is divided into 160 teams; 80 teams are assigned to each industry and approximately 13-14 teams are subsequently assigned to each organization. Students are required to complete the culminating project within their assigned teams. Student teams are further divided into twenty (20) active learning seminars (flipped classroom). Each seminar therefore

consists of eight (8) teams for a total of forty (40) students. There are no 'same' companies in any seminar. The active learning seminars are facilitated by undergraduate teaching assistants (UGTA).

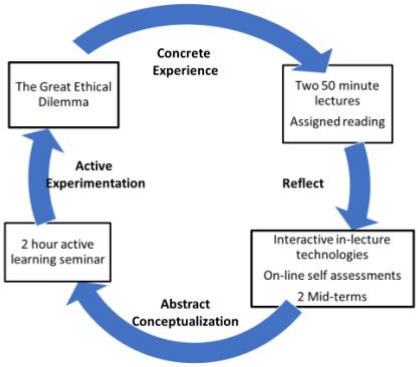
The culminating project is broken down into two parts. The first part of the project is designed to provide students with the context required for future business decisions. Specifically, part one requires teams of students to complete an internal, external environmental analysis for their assigned publicly traded company. This evidence helps teams identify the organization's strengths and weakness as well as the opportunities and threats it faces (SWOT analysis). Part two of the project requires students to solve complex problems (ethical dilemmas) as it pertains to this same company.

Methodology

Deep student learning is supported through the application of the four phases of the experiential learning process.

1. Students are provided with a concrete experience (fact). Students attend two 50-minute mass lectures per week. The theories and concepts required to complete the culminating project are taught in lecture. Students are required to read about the theory and concept from the assigned textbook.
2. Students individually reflect on this concrete experience. I>clicker technology is utilized in lecture to encourage attendance, pre-assess knowledge, test concepts and keep students engaged. Students are assigned readings and complete a weekly on-line quiz as well as write two in-class midterms to test their understanding (remember, understand).
3. Students with their team are required to attend one two-hour active learning seminar per week allowing for abstract conceptualization of the theories and concepts taught in class. Each seminar consists of 8 company teams (40 students). Learners are asked to integrate their ideas and understanding with their existing knowledge. Specifically, teams must take the key concepts and apply them to their assigned company to complete the company analysis requirement of the culminating project.
4. The application of theories and key concepts to an existing organization provides students with the context necessary to better understand the role of ethics in the workplace. This knowledge is tested through active experimentation. Students are challenged with an ethical dilemma peculiar to their organization and must critical think to solve the dilemma providing them with new context and a new level of understanding.

Figure 2- Experimental Learning Process for Management 1000



Students are pulled through the first three phases of the ELT cycle repeatedly for each of the five (5) milestones of the culminating project as well as for the written report portion. For the final live case competition, The Great Ethical Dilemma, students are pulled through all 4 phases of the ELT cycle (see Figure 2). The first box in the Figure 3 indicates that students complete these steps in the order presented for each component; i.e., these steps are completed five (5) times. The second box in this figure shows the steps taken to complete the final written report. Specifically, students take the feedback provided to them from the first five components and condense and incorporate the changes into the report adding an executive summary.

Figure 3- Steps taken to complete each milestone of the culminating project.

Upon completion of the first five milestones of the project student teams will have written their own case study providing them context for the pending ethical dilemma that will require immediate resolution at the Great Ethical Dilemma Case Competition (GED). This final Milestone (GED) represents the fourth phase of the EL process-active experimentation (See below and figure 3, box 3).

The Great Ethical Dilemma

There are 12 competitions taking place simultaneously on the last day of class. Teams assigned to the same company (13-14 teams) compete against each other for Best in Class recognition. The competition starts after students receive an urgent fictitious yet realistic email from the public relations department from their assigned organization informing them of an ethical dilemma that needs immediate resolution. Teams are given 38 hours to prepare a presentation with their recommendation to present in front of an executive board of directors comprised of a senior industry executive, one faculty member, and a fourth-year student ambassador (UGTA). The teams use the information that they gather throughout the term pertaining to the organization (five components) and the tools and checkpoints for ethical decision making taught in class to form their recommendations. This public demonstration of competence to industry experts force students to stretch beyond a simple in-class presentation.

Discussion

The curriculum design presented encourages students to approach learning with high levels of cognitive capacity. It identifies the instructors' actions to be a significant element in creating an environment for deep student learning (Brock & Abell, 2012). Additionally, it

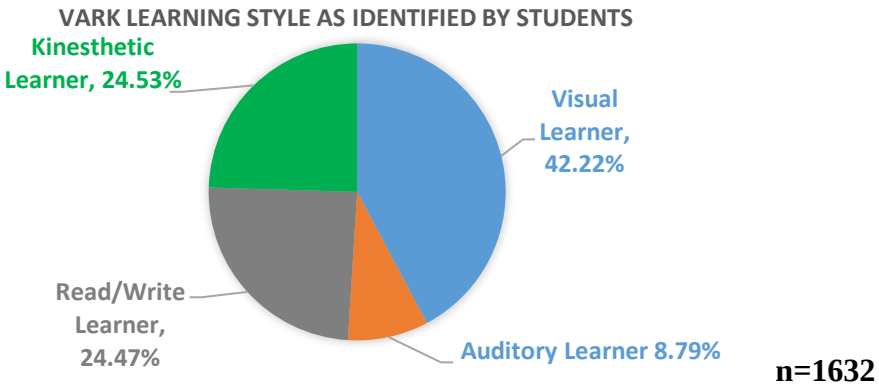
considers the critical factors that research has identified to contribute most to the transformational learning defined by Mezirow (2009)[3]. These include: 1) Personal support factors i.e., providing students with a perception of empowerment (King, 2005) by providing them opportunities to take ownership for their learning, a non-threatening educational environment (Earley & Mosakowski, 2000) within the flipped classroom through well trained seminar leaders, opportunities for social interactions(Baumgartner, 2002) in and outside of the classroom, and a challenge from an instructor in a safe environment that places them outside of their comfort zone (Brock & Abel, 2012). 2) The variety of learning activities in this course have potential to contribute to transformational learning, i.e., non-traditional structure of the course (Brock & Abel, 2012), Group projects (King, 2005), simulated work environments (Brock & Abel, 2012), opportunities to engage in deep concentrated thought (King, 1998, 2005), completion of group and self-evaluations(Kovan & Dirkx, 2003) and the public demonstration of competence (CTE, 2015) through the mandatory participation in the great Ethical Dilemma case competition. Finally, 3) life changes provide key opportunities for students to be open to new frames of reference allowing them to shift their perspectives beyond their current limitations (Terenzini & Pascarella, 1996; King, 2000; Brock & Abel, 2012). This curriculum also recognizes the life change that is associated with a move to University and leverages the 'experience' to maximize deep student learning.

Recommendations for using this curriculum with undergraduate commerce students stem from the lessons learned across three separate years of implementation. To align with the methodology employed, the key lessons learned are categorized into the four phases of ELT; 1) concrete experience, 2) reflection on concrete experience, 3) abstract conceptualization, and 4) active experimentation.

In terms of concrete experience, preliminary evaluation of the mass lectures presented to students highlights the importance of meeting the diverse learning preferences and the need to create community and discussion outside of the classroom. Previous research also reveals the critical nature of student engagement (Coates, 2005; Fredricks & McColskey, 2012), supporting the findings that lectures need to be provided in a range of formats and should include a variety of different learning activities to meet the diversity of learning preferences (Coffield et al., 2004a). Fleming and Mills (1992) identify four sensory systems that are still reflective today of the experiences of the students and instructors. Visual learners prefer diagrams, charts, graphs, photos and videos to best understand key concepts and theories whereas, auditory learners prefer listening and hearing information, e.g., listening in class or playing back lecture recordings, questioning and talking things through. Read and write learners learn most effectively through text-based information, such as Power Point slides, lists and reports. Kinesthetic learners learn most effectively through undertaking activities that simulate reality, for example role play and demonstrations/videos of real-life examples and applications. Rodenburg (2018), asked first year business students to self-identify their learning preferences based on the VARK classification. Results can be found in figure 4.

[3] Mezirow (2009) defined transformative learning as 'learning that transforms problematic frames of reference to make [students] more inclusive, discriminating, reflective, open and emotionally able to change" (p. 22).

Figure 4



The best lectures engage, inspire and motivate students, promoting active learning to ensure there is deep understanding and good retention of the topics covered (e.g., Edwards et al., 2001; Dolnicar, 2005). In the instance of this curriculum, reflection on the lessons discussed in the lectures take the form of interactive in-class technologies (i>clicker technology), the assignment of on-line readings, quizzes and two mini-midterms. The use of non-traditional assessment formats such as simulations and problem-based learning, enable students to develop a deeper understanding. Virtual Simulations and the case method also provide context for students to apply key concepts and themes to 'real issues' to test, reflect upon and develop their problem solving and critical thinking skills. A fundamental imperative when implementing any of these learning exercises is that the formal feedback and assessments match the intended learning outcomes (Biggs & Tang,2009; Biggs & Tang,2011). Students are also required to reflect on their group work experiences by completing six peer assessments, after each project milestone completion. In addition to providing feedback on their fellow team-mates they are required to reflect on their personal contributions to the team.

The active conceptualization of concepts and theories occurs during the weekly preparation stages and participation in the active learning seminars. Each week learners are asked to integrate their ideas and understanding with their existing knowledge acquired through their concrete experience (phase I). With a better understanding gained through the reflective activities of the concepts taught in class, students are then asked to apply these concepts when completing the milestones for culminating project. Once all milestones are completed, students have a self-written and prepared a case study that will provide context for phase IV of their learning journey (active experimentation). In alignment with existing literature, outlining the purpose and benefits of this activity, together with the intended learning outcomes increases the probability of student engagement. The training and development of the 12 (twelve) undergraduate teaching assistants (UGTAs) who facilitate the seminars is critical. Poorly executed seminars, lack of preparation, lack of command skills, poor facilitation techniques, confidence levels all hinder deliverables. To develop the skills of the UGTAs it is recommended that these students participate in pre-training courses that develop leadership, communication, facilitation and project management skills. Instructional Skill Workshop (ISW) certification is also recommended. These facilitated active learning sessions help students navigate the

challenges and pitfalls associated with the team-work requirement that they will face during their undergraduate experience and later on in the workplace. While most business schools identify effective teamwork as a critical learning outcome of their curriculum design, very few provide the tools necessary to be successful when working on teams. To this end, there are several tools utilized in this course to encourage good team play i.e., team contracts, peer evaluations, facilitated team feedback discussions. If done correctly, group work can be an effective way to motivate students, enhance their learning and develop their transferable or employable skills (Donia et. Al., 2018)).

The live case competition progresses students to the fourth ELT phase of active experimentation. During this phase, students are required to critically examine and resolve an ethical dilemma within their assigned workplace. When preparing the ethical dilemma for this purpose it is important to ensure that the ethical dilemma illustrates two rights to an issue that are in contradiction with one another. Therefore, the context in which the dilemma is resolved matters and will help form and influence the students' decision process. To ensure learning outcomes are achieved during this fourth phase, there are several important elements for consideration. First, select companies that are publicly traded ensuring easy availability of strategic and financial information pertaining to the company. Second, select companies that extract, manufacture, distribute and/or sell tangible products. Tangible products provide an easier visualization for first-year students to understand the business activities involved in the production of these products. Third, select the industries and the companies for the project first prior to requesting that an organization send their senior executive as a panel judge for the live case competition. Preliminary results from implementation show that companies are extremely interested in seeing how students view their organization through the lens of publicly available information. Ethics and resolving ethical dilemmas are very hot topics for senior executives.[4] Select companies that are direct competitors or customers and/or suppliers to each other within the marketplace. Knowing that a competitor, or customer or supplier will also be at the event provides additional motivation for other companies to attend. Finally, the senior industry presence at the Great Ethical Dilemma signals high expectations to the students. The more senior the executive the better (C-suite).

The case competition's expectations of students are consistent with 'Giving Voice to Values (GVV)' approach to values-driven leadership developed for business education and the workplace by Mary C. Gentile, PhD. Rather than focusing on ethical analysis or persuading students to be more ethical, a Giving Voice to Values (GVV) curriculum focuses on ethical implementation and asks the question: "Given my values" and the core values and organizational culture of my company "how can I voice them effectively?"

While this curriculum has been implemented at one university for 800+ students for three semesters (with improvements), it is recommended that the key lessons learned be considered in various classroom contexts, formats and configurations. Further research and experience surrounding effective business education incorporating ethics within undergraduate commerce

[4] In 2018, mistreatment of employees, especially abusive behavior, sexual harassment and discrimination, has joined data privacy as a critical issue of the time. Efforts to expose the issues have uncovered repetitive patterns of interpersonal misconduct in organizations around the world. 2018 Global Business Ethics Survey.

programs will allow for the continued improvement and development of this curriculum along with others.

Conclusion

This paper reveals the challenge faced by business studies educators in the changing undergraduate teaching climate. It explores the problem to be analyzed through the lens of a maximization problem. By developing an understanding of the maximization problem, a curriculum overview is presented for an introduction to business course for commerce students. Not only does it include an integrated approach to business ethics in the curriculum, it provides active experimentation for students to merge their ideas and understanding with learned knowledge.

As stated earlier, the dynamic nature of the post-secondary teaching climate requires that business studies lecturers go beyond traditional teaching practices. This paper suggests this could be accomplished by sharing best practices and experimenting with innovative teaching approaches. However, it is evident through this exploration and the preliminary implementation of the resulting curriculum that key performance indicators beyond traditional testing methods are required to measure the success of our teaching approaches in achieving the desired learning outcomes. For this curriculum, performance by students at the live case competition provides one such indicator. There continues and will always be much work to be done to establish these meaningful benchmarks.

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