

# Introduction to *Education Materials*

**Bruce Macfarlane**

Editor, *Educational Materials* section

This section of the *Journal of Business Ethics Education* is a forum for authors to *present, explain and reflect* on their use of teaching and learning materials with students of business ethics. We welcome material from teachers, lecturers, professors and trainers working in any business ethics context from university philosophy programmes through to corporate training environments. In this respect, it is intended as a place for sharing our practice as a community of educators and making more public how we go about the business of teaching business ethics.

Firstly, we are looking for contributors to *present* a wide variety of educational materials. Reflecting the pedagogic tradition of business and management education, “case studies” are also, perhaps, the dominant tool for teaching and learning in business ethics. In this first issue of the *Journal*, Craig Smith from the London Business School presents a detailed case study analysis of the “rise and fall” of the accounting firm Arthur Andersen. This case was one of the most high profile scandals of recent years and has important implications for students of accountancy, in particular. In submitting materials to the *Journal*, we would wish to encourage case studies of all types presenting examples of organisational role models (eg Weber, 1995) as well as corporate fiascos; placing learners in a range of stakeholder roles (in addition to executive or middle management employees); and focusing on different organisational forms and attendant purposes (corporate and unincorporated; private and public sector; profit and non-profit making).

While we welcome original and contemporary case study submissions to this section, the editors would like to encourage contributors to submit examples of materials which illustrate other ways in which they facilitate student learning. Examples might include notes on the use of a video case study (eg Hosmer, 1997); the use of simulations, such as a role play (Macfarlane and Ottewill, 2001) or computer generated model (eg Schumann, Anderson and Scott, 1997); web discussion boards (eg Spence and Wadsworth, 2002); service-learning projects (eg Friedman, 1996); the use of fiction (eg Shephard, Goldsby and Gerde, 1997) and popular movies (eg

Berger and Pratt, 1998; Van Es, 2003); together with experiential methods, more generally (eg Sanyal, 2000). While there is now a small but growing literature focusing on varied teaching and learning methods and materials there have been surprisingly few papers discussing how we should assess student learning in business ethics. Hence, in submitting educational materials contributors should, wherever appropriate, give details of alternative forms of assessment in business ethics such as multiple choice questionnaires, reflective learning logs or business reports in addition to discussion or essay-type questions.

Secondly, in submitting to this section, contributors are asked to write a teaching note to guide and *explain* to others how they might make best use of their educational materials. In other words, there is a need for an explanation of the aims or purposes of an activity or assessment, a discussion of the role of the teacher(s) and the students and also, perhaps, practical advice on matters such as room lay-out and the associated use of learning resources. Craig Smith's teaching note in respect of the Arthur Andersen case study contains a list of educational objectives, a guide to the technical complexities of the case, anticipated student responses to key questions, advice on how to structure discussion, pointers to where the experience of learners might be drawn out and ways of linking the case with ethical theory. As such, it provides an excellent guide to a complex case. The question which follows on naturally from how to use educational materials is .how would you teach it next time?. Here we are asking for a degree of candour about the successes and problems which teachers face in the process of deploying their own material. Hence our suggestion is for authors to *reflect* critically on their experiences in using their own teaching materials. The work of Donald Schon (1983) has proven to be highly influential for many professional and business educators both in seeking to embed the principles of reflective practice among our own students and learning from this principle ourselves. In this regard it is important that we practice what many of us preach in reflecting critically on our work as teachers. In this reflective process, the teacher's own thoughts can be usefully supplemented by inclusion of the student "voice", and other relevant stakeholders from business and the wider community, in the evaluation process.

It should be noted that the *Journal* is particularly interested in disseminating examples of practice that encourage active learning through student participation as opposed to a passive transmission of knowledge. Hence, the educational materials section is intended as much more than a place to simply find examples of downloaded teaching materials. It is about how to deploy such materials successfully drawing on the experience and reflections of teachers. We hope that contributors and general readers alike will find this section of the *Journal* both useful in providing readily useable educational materials and stimulating in evaluating their own classroom practice.

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