
Challenges and Innovations in Management Courses in the Digital Era

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Abstract – In the digital age, the traditional content and teaching methods of management courses may not be able to meet the needs of students, and therefore require reform and innovation. The paper first discusses the challenges of management programs, including outdated course content, lack of practical opportunities, limitations of traditional teaching methods, and inadequate assessment and feedback. Next, the paper proposes several innovative approaches to address these challenges, including the provision of modern course content, the provision of hands-on project experiences, innovative teaching methods, and the optimization of assessment and feedback mechanisms. These innovative approaches can help management programs better adapt to the needs of the digital age and develop students' practical skills and innovative capabilities to meet real-world challenges.

Keywords – Digital Era, Management Courses, Teaching Content, Teaching Methods.

I. INTRODUCTION

Management is a basic compulsory course for economic and management majors, which is established at the intersection of two major fields of natural and social sciences, with a wide range of course content, social and comprehensive. Management is also a basic course for international trade, e-commerce, finance, and other economic management majors. The course is designed to enable students to understand and master the basic knowledge, basic theory, and basic skills of management through systematic study, to understand the latest development of the discipline in theory and practice, but also to be able to use the basic principles to guide practice and solve practical problems [1]. The course focuses on three aspects, including: (1) the aspect of productive forces, the study of how to rationally allocate human, financial and material resources in the organization, so as to make the factors give full play to their roles; (2) the aspect of production relations, the study of how to establish and improve the organization's management system, as well as how to motivate the members of the organization; (3) the aspect of the superstructure, the study of how to make the organizations' internal environment compatible with its external environment [2].

Management programs have always played a key role in developing future business leaders and management professionals. However, with the advent of the digital age, management programs are faced with unprecedented challenges and opportunities. The digital age is an era of complexity and uncertainty, replete with technological innovation, globalization, data revolution and changing business models. Rapid technological advancements and digital transformation are redefining the business landscape. Organizations must adapt to emerging technologies such as artificial intelligence, big data analytics, cloud computing and the Internet of Things to remain competitive. This requires management professionals to have a solid business background as well as the competencies and technical skills required in the digital era. In this environment, management programs must adapt to the new realities to ensure that graduates are equipped with the necessary knowledge and skills to successfully meet these challenges. Therefore, the main research question of this thesis is "Challenges and innovations in management programs in the digital era". Through the literature study, we hope to provide

insights into the challenges encountered by management programs, provide feasible solutions, and provide directions for the future development of management programs.

II. CHALLENGES OF THE MANAGEMENT CURRICULUM

1. Outdated Curriculum Content

In the digital age, the field of management has undergone tremendous evolution. The way businesses operate, organizational structures and business models are changing rapidly. However, in terms of course content in the discipline of management, schools in general are still following the theoretical framework of traditional management textbooks. Many management courses still refer to theories that date back to the Industrial Revolution, such as the Scientific Management Theory by Frederick Taylor (which emphasizes efficiency through standardization of work processes and division of tasks). More and more companies are now adopting flatter organizational structures and agile methods. These changes mean that management programs need to be continually updated to reflect emerging management trends. In addition, traditional management course content is often based on textbooks, but these may not be able to keep up with the digital age. For example, a management textbook may not be able to cover the latest digital marketing strategies, block chain technology or data privacy regulations. This can result in students graduating with a lack of knowledge relevant to the digital age. Management programs need to provide up-to-date case studies to help students understand the real-life implications of these issues.

2. Lack of Practical Opportunities

The needs of management students are not only theoretical knowledge, but also practical experience and the ability to transform theoretical knowledge into practical problem solving. However, at present, most of this course takes the way of indoctrination learning, the teacher mostly teaches the knowledge points according to the book, and the students can't really enter the work site of actual management, which leads to the teaching effect is difficult to be improved [2]. Some management programs lack practical projects and internships that provide students with real-world experience opportunities, which may limit their career development. Students are eager to apply the concepts they learn in the classroom in a real business environment, which can help enhance their careers. Real-world experience enables them to better understand the practical applications and challenges of management principles. Although the objectives of the curriculum have both knowledge objectives and competence objectives, the current education and teaching work is carried out more from the perspective of knowledge objectives for the learning of theoretical knowledge [8].

3. Limitations of Traditional Teaching Methods

Traditional teaching methods for management programs include classroom lectures, book readings and examination assessments. However, in the digital age, these methods may not be able to meet the needs of students and address emerging challenges. Traditional teaching methods lack practical application, interaction, and collaboration, and are unable to keep up with technological trends. Traditional classroom lectures may leave students overly reliant on textbooks and slide presentations and fail to truly understand real-world business challenges. This makes it difficult for them to cope with the complexity of real-world problems. Firstly, traditional teaching methods focus on imparting theoretical knowledge without always providing students with

the opportunity to apply this knowledge to real-world situations. This makes it difficult for students to translate what they have learnt into practical skills. Secondly, traditional teaching is usually one-way and lacks active interaction between teachers and students and opportunities for student-to-student co-operation. In the digital age, management students are more likely to need to develop teamwork and communication skills. Further, traditional teaching methods often fail to keep up with rapidly evolving educational technologies and digital tools. Students are not motivated to learn, they think that the content of Management is broad and boring, and they even think that management is distant from them, and it is useless to learn it, so they can't raise their interest in learning. The main reasons are that students are more utilitarian, the values are not enough to lead them, and the teaching is not attractive enough. Insufficient teaching attraction [9].

In the digital age, emerging educational technologies offer opportunities to compensate for the limitations of traditional teaching methods in a variety of ways, including interactive learning platforms and online collaboration tools. First, emerging educational technologies allow students to learn interactively in virtual environments that simulate real-world situations and develop problem-solving and decision-making skills. Some management courses have begun to employ online simulation games that allow students to apply their management knowledge in a virtual business environment. This real-time interaction allows students to better understand management principles. Secondly, students can work with their peers to solve real-world problems through online collaboration tools, which helps to develop teamwork and communication skills.

4. Insufficient Assessment and Feedback

Teachers still prefer to use the lecture method as the main teaching method for “management”. The lecture method is relatively easy for teachers to use and provides good control over the teaching process, but the lecture method is only a one-way transmission of information, and students' feedback on what they have learnt is poor [10]. From the point of view of assessment methods, at present, the course assessment methods of teachers in most colleges and universities are mainly a larger proportion of examination results plus a certain proportion of usual grades, which are mainly attendance, attitude to listening to lectures plus homework. This situation is not conducive to students' understanding and flexible application of theory [1]. The assessment of management courses is still based on summative tests, and insufficient attention is paid to the assessment that emphasizes the process of learning. Students' outstanding performance in practical courses, such as team activities and simulated work scenarios, is not evaluated accordingly, which makes students' enthusiasm for practical learning much lower [3]. Specifically, traditional assessment methods suffer from such shortcomings as the inability to assess skills comprehensively, the lack of real-time feedback, and the inadequacy to cope with diversity. Firstly, traditional exams and essay assessments focus mainly on the memorization and understanding of knowledge, while neglecting the assessment of practical skills. This makes it difficult for students to demonstrate their competence in real-world situations. Second, traditional assessments usually take time to complete and grade, which results in students not being able to immediately understand their performance. Real-time feedback is critical to student learning and growth. Third, students have different learning styles and talents, but traditional assessment methods may not adequately address diversity.

Moreover, in the digital age, management programs need better real-time feedback tools to meet the needs of students. Firstly, real-time feedback tools can provide personalized advice and guidance to help students improve their competencies and skills. Second, students need to know how they performed immediately after

completing an assignment so they can make timely adjustments and improvements. Finally, real-time feedback tools can support a diversity of assessment methods to accommodate different types of students and learning styles. Some online learning platforms have begun to use smart feedback tools that provide immediate advice based on student performance. These tools help students to better understand their strengths and weaknesses so that they can target improvements.

III. INNOVATIONS IN THE MANAGEMENT PROGRAM

1. Providing Modernized Course Content

The Management Studies program is an emerging discipline that is in a state of constant change and development. Also, due to the rapid changes in the external business environment, new technologies, knowledge, etc. are generated almost every year, and new and old industries and enterprises are replaced, the case content needs to be updated in a timely manner [4]. Instead of relying on traditional textbooks, management programs can ensure the currency of their content by actively integrating the latest management trends and knowledge. Course designers can collaborate with industry experts and practitioners to keep abreast of the latest developments in the current field and update the course content in a timely manner. Teaching content should keep up with current hot topics to attract students' attention, for example, introducing hot topics such as digital transformation and new energy vehicles for discussion [4]. The latest academic research results can also be added, so that research and teaching can be mutually reinforcing and the latest industry changes can be introduced [4].

In addition, the Management program requires a global perspective with emphasis on international business, cross-cultural management, and globalization trends. By introducing international case studies, global business strategies and international teamwork projects, students will better understand the global business environment and develop an international perspective. To teach globalization trends, the course could introduce a case study like Alibaba Group. This company has achieved remarkable success in the international market, expanding rapidly through innovative global business strategies. Through this case, students can understand the key elements of global business strategy.

2. Providing Practical Project Experience

First of all, there may be a disconnection between theory and practice, so the theoretical discussion of industry-academia integration is more meaningful. Theory comes from practice but is applied to practice. When teachers explain the knowledge points, they need to correspond to one or more novel, accurate and specific examples, and focus on the quality of the materials to increase the gold content from the timeliness, completeness, relevance, value and importance of the cases, so that students can fully understand the ins and outs of the concepts, and make them more capable of realizing the unity of knowledge and practice and applying what they learnt. [4] In order to meet the students' need for practical experience, the program may design and implement practical projects. These projects would simulate management challenges within or outside the company. Students could work together in groups and apply the theoretical knowledge they have learnt in class to find solutions. Students can choose an area of business, develop a business plan, marketing strategy, and solve a problem that a start-up company might face. Such projects not only foster entrepreneurship, but also provide valuable hands-on experience.

In order to provide a more in-depth practical experience, management programs may establish partnerships with companies in a wide range of industries to provide students with internship opportunities. [4] Teachers can add enterprise visits, experiments, case studies, situational simulations, competitions, internships, research, and other methods to the curriculum; build practical teaching environments and create industry-academia cooperation bases in cooperation with enterprises; and hire renowned experts, scholars, entrepreneurs, and business executives with rich experience to come to give lectures and carry out seminars to make suggestions on the training program. [1] For example, teachers can build an experimental system to simulate management practice scenarios. Can use UFIDA's ERP sand table simulation training software, etc. for management students to simulate management practice and real-world exercises, which can also make the basic management of this course more vivid, inspiring, interesting and operable. [1] We can also use the student union "economic management society" and other practice groups, organize students to initiate and participate in various management activities; at the same time, designate professional teachers as the technical guidance, organize students to participate in the national college students sand table competition, business case study competition and so on in order to stimulate the enthusiasm of students to learn and improve their innovation ability [1].

3. *Developing Innovative Teaching Methods*

Management courses can actively explore new teaching methods to break through the traditional teaching framework. The main innovative teaching methods are: heuristic teaching, case teaching, debate teaching, flipped classroom, academic reports, experiments, behavioral teaching, contextual teaching, field teaching, simulation and experiential teaching, bilingual teaching, information technology teaching platform and means, online teaching, catechism, and video teaching [4]. These methods can stimulate students' curiosity and encourage them to participate actively rather than just passively accept knowledge. For example, the program could use a management case study such as the Harvard Business School's "Boston City Hall Case". Students will delve into the management challenges faced by the city of Boston, such as budgeting, policy development, and municipal project management. By analyzing and discussing the case, students will learn how to apply management theory to solve real-world problems. In exploring innovative teaching methods, instructors should follow the "SCPR" principle. "SCPR" stands for Students, Cooperative Learning, Participation and Research. This method breaks the traditional teaching of "teacher teaching-based, student learning as a supplement" mode of teaching, play the subjective initiative of student learning, the teacher in the teaching activities of the "protagonist" role to change the teaching activities for the "guide" role, the teacher will not be able to learn from the teacher. Guide" role, the "protagonist" position to the students. Let the students brain move up, thinking alive, from learning to learn, so that students from "to learn" to "I want to learn" learning realm [5].

In terms of increasing students' subjective initiative, gamified teaching methods can be used. Gamified learning focuses on learners' cognitive and affective experiences, and its features of high immersion, immediate feedback and strong interactivity can effectively stimulate learning motivation, develop cognitive abilities, and promote learning participation [6]. Gamification teaching has important features such as fun, storytelling and contextualization. In gamified teaching, students take on different roles and face different challenges, and teamwork, level challenges, points medals and other game elements can stimulate students' interest in participating. The success of gamified teaching depends on the ability to create an engaging story context around the content and objectives of the teaching. By placing the learning content in a situation close to real-

world or real problems, gamification promotes students' ability to acquire tacit knowledge in a game situation of cognitive authenticity. [6] The theory of mental flow plays an important guiding role in gamification design in the field of education. Teachers should grasp the degree of difficulty of the game tasks and pay attention to keeping a balance with the learners' skill level when designing the gamification teaching, especially the tasks, so that the learners can enter the state of mind flow more easily [6].

In order to connect with practice in the digital age, teachers should introduce new technologies or new modes that are maturely used in the real world into teaching in a timely manner. First, virtual reality plus 5G technology. Due to its low-latency, immersive and other characteristics, it can increase the visibility, perception and richness of details of the learning objectives, present the expected results directly in front of the students, achieve what you see is what you get, and allow students to optimize the results through the interactive technology of continuous research and experimentation. Second, introduce technologies such as video and live broadcasting. Advances in technology have been facilitating information communication and reducing uncertainty, and business activities are highly dependent on the foundations of authenticity and trust, while technologies such as video and live streaming can present more information to the audience in the shortest possible time, allowing students to learn in a real, comprehensive, timely and adequate manner, and enhancing their perceptual understanding of business and management studies. Third, the use of artificial intelligence to assist teaching. Artificial intelligence in speech recognition, image recognition, simple task comprehension processing, etc. has been more mature, can be competent to assist learning of basic knowledge, such as knowledge points memory, exercise explanation, etc., the future can develop and use the artificial intelligence teaching aid software and hardware systems for management courses [4].

4. Optimizing Assessment and Feedback Mechanisms

Effective assessment and feedback mechanisms are critical to the success of a management program. Students need clear guidance on how they are progressing in their studies, while teachers need access to information to improve their teaching methods. To begin with, management programs can employ a variety of assessment tools to assess student performance more comprehensively. In addition to traditional exams and essays, group projects, case studies, oral presentations, and engagement assessments could also be used. These multi-dimensional assessment methods can capture students' skills and knowledge more accurately. For example, to assess a student's ability to work in a team and solve real-world problems, the course could introduce a group project that requires students to work together to solve a challenge faced by a company. The assessment would take into account their teamwork skills, problem-solving approach and project outcomes.

In addition, the tools of the digital age provide more opportunities for real-time feedback. Online polls, instant quizzes and student feedback surveys can help teachers understand students' needs and difficulties. These technologies can also be used to provide timely and personalized feedback to help students improve their learning. Feedback can also take the form of gamification. According to self-determination theory, human beings are naturally motivated and have strong heartfelt desires, but they must be supported by the external environment or these internal triggers will not occur and function [7]. In order to satisfy the competence need in self-determination theory, teachers can set up gamified teaching methods and tell students how well they are performing through elements such as points, leaderboards and badges, where students will be pleasantly surprised by unexpected achievements and satisfy the competence need [6]. To help students improve their

leadership skills, the course has access to an online 360-degree feedback tool. Students will receive feedback from colleagues, teachers and themselves on their leadership strengths and areas for improvement. This feedback helps them to improve themselves and also provides information that teachers can use to adapt their teaching methods.

IV. CONCLUSION

This thesis has delved into the challenges and innovations faced by management courses in the digital age. Outdated content, lack of practical opportunities, limitations of traditional teaching methods, and inadequate assessment and feedback mechanisms in traditional management programs are challenges that need to be addressed. In order to address these challenges, this paper proposes a number of innovations, including the provision of modern course content, the provision of hands-on project experiences, the adoption of innovative teaching methods and the optimization of assessment and feedback mechanisms. In the digital age, management programs need to continuously update their course content to reflect emerging management trends, such as digital transformation, globalization trends and emerging technologies. In addition, programs need to provide students with practical project experiences, through which students can apply theoretical knowledge to real-world problems and develop practical problem-solving skills through practical projects, internships and co-op programs. Innovative teaching methods, such as gamification and online educational tools, can increase student engagement and learning outcomes. Finally, management programs need to optimize assessment and feedback mechanisms to provide timely and personalized feedback to help students improve their learning, as well as to provide teachers with information to improve their teaching methods. These innovative approaches can provide strong support for the future development of management education and better equip students to meet the challenges in business and management.

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