

## **Teaching methods review**

### **1 January 2025 – 31 August 2025**

#### **Objectives**

The general objective is to review current state-of-art literature and practices in evidence-based approach used in Partner institutions. To achieve this aim Partners identified the following specific objectives:

*To review current practices in the preparation, delivery and relevance of learning content associated to selected business-oriented topics:* This would entail on-the-ground investigations through interviewing teachers and students alike to evaluate the way the content is selected, the way the programme is structured, and the quality and relevance of the content evidence and their resources are utilised. This objective also ensures to understand how the delivery is organized as to ensure that the knowledge imparted can be transferred to improved applications by the students after taking stock of the methods adopted.

*To review the current state-of-the art literature on the benefits of evidence-based approaches in business-oriented topics:* By reviewing the literature using a scoping of the literature approach, the general principles as established and supported by research will be developed and shared with the teachers concerned.

*To map the current practices in class with those established in the literature and identify areas of fit or gaps for enhanced improvements in practice:* The data elicited from the first and second specific objectives will then be compared to identify areas of concern and potential action for improvement in order to enhance the current teaching practices.

These three specific objectives together are intended to shed light on ways and means of how current business-oriented topics are taught and can be improved thus providing opportunities for better sharing of evidence-driven knowledge and improved transfer of skills that promote applicability of knowledge.

#### **Activities**

Interviews with teachers: this form is intended to build a deep understanding of what and why current teaching methods being used, for example what materials are used (such as PowerPoints, handouts, case studies, seminars, or traditional teaching) and how these various approaches are used and to what extent.

Interviews with students: this form is intended to appreciate the experience of students given the current teaching methods being used, for example how students react to the material conveyed, how evidence-based and applicable is the material that is used to provide the teaching, what are the perceived benefits or the lack of benefits of the current methods and how can these methods / approaches be improved.

Class observation: this form is intended to record the specific events, tools, and perspectives explored and the manner the material presented is conveyed, for example how teachers interact with the material used to teach and how well is the material used to connect the student with the potential applications in the real world.

Evaluation of materials and contents adopted for teaching: this form is intended to assess how tools and materials used for teaching are effective and in line with evidence-based teaching recommendations, for example what list of materials can be compiled and what examples are presented and how specific materials / content link to the transfer of business-oriented topics being taught.

Literature review teacher seminar: this form will help the project teachers to understand what the broader literature reports on the state and effectiveness of evidence-based teaching, for example what the main literature states and highlights, are there specific meta-analyses that may shed light on the effectiveness of improved teaching approaches for business-oriented topics, how familiar are the Partners to these approaches in their institutions and how they match or fit their current practices (why and how?).

## **Results**

A report on teachers' classroom practices, based on feedback forms and interviews on their current state of skills and competences, as well as observations of the in-class experience. It provides the state of affairs on the awareness of the EB content of the current taught material and the understanding of the theory-to-practice transition that constitutes a critical element of EB practice. The results of the report therefore provide a baseline indication of the gap that exists between current status and desirable levels.

A report on students' perceptions and experiences related to the approach currently used, based on feedback forms and interviews on their satisfaction levels with the current approach, as well as observations of the in-class experience. This is important as attitudes are a strong predictor of the adoption of EB practice as some recent research indicates. The project entails an attempt to improve participants' mental repertoire by helping them to adopt and accept fresh approaches to engaging in learning experiences.

A report on international literature review. This serves as a strong justification for the process undertaken as itself needs to be embedded in evidence. An expression of the literature and research about the impetus of teaching in an EB approach is critical to ensure that the steps undertaken are based on reliable and relevant actions thus reducing the chances of error.

A comparative report detailing how the in-class experience matches with the international literature, to identify gaps, differences and convergences, with recommendations for Partners how to develop evidence-based resource materials for teachers. This knowledge should instruct Partners to develop proper tools and instruments that guarantee the best return on intellectual investment. It will link the three reports and present 'An Integrated Discussion and Way forward'.