

Annex VII - E: Student-centred teaching and learning methods in the subject areas of Management

Categories of Learning outcomes	General student-centred teaching and learning methods recommended by SLQF	Specific student-centred teaching and learning methods in Management
1. Subject / Theoretical Knowledge	Independent learning activities, interactive lectures, team-based learning, and other small group activities	A basic management lecture or a self-learning lesson with some quizzes (or other such activities as Kahoot) for the learner to self-assess or enhance the theoretical understanding of the learning material
2. Practical Knowledge and Application	Problem-based learning, team-based learning, inquiry-based learning, practical classes, laboratory sessions, role play	(a) Students either individually or in small groups address the issues in a given case in class or as an assignment (b) Company based assignment (c) Business idea development (d) Entrepreneurship development activity (e) Applied research projects (f) Field visits and reflective journals
3. Communication	Student presentations, role play, debates, dramas	(a) In-class student presentations (b) Debates and role plays (c) Case analysis presentations or competitions (d) Writing reports
4. Teamwork and Leadership	Group projects, industrial training, small group learning; e.g. problem-based learning, games	(a) Students working together in a small group learning session such as a problem-based learning (PBL) (b) Case analysis presentations or competitions in teams (c) Team and leadership development activities such as OBT (d) Group projects (e) In-class group activities
5. Creativity and Problem Solving	Assignments, projects, small group learning activities; e.g. problem-based learning	Any or all of the following performed either individually or within a small group learning session in-class or in an organisational setting: (a) Discussing the best option for an organisational issue (b) Case analysis (c) Applied research project (d) Problem-based learning
6. Managerial and Entrepreneurship	Group projects, industrial training, small group learning; e.g. problem-based learning, games, simulated training, industrial (workplace-	Any or all of the following performed either individually or in a small group learning session in a class setting: (a) Industrial training (b) Business idea development (c) New product development

	based) training	(d) Idea/business incubators (e) Mentoring and shadowing
7. Information Usage and Management	Assignments, presentations, projects, case studies	(a) Documentation, access, retrieval and storage related to assignments and research (b) Conducting a literature search using e-databases (c) Learning from an e-learning module (d) Preparing and delivering a presentation using multi-media (e) Preparing and submitting case reports, assignments using an electronic learning system (f) Doing exams (mid-semester or end-of-semester) online (LMS)
8. Networking and Social Skills	Student presentations, role-play, debates, dramas	Any or all of the following performed either individually or within a small group learning session: (a) Organising events, guest lectures, field visits etc (b) Role plays, mock interviews, debates, presentations (c) Mentor-mentee relationship (d) Table etiquette (e) Contacting and organising company visit for assignments (f) Data collection for assignments and research
9. Adaptability and Flexibility	Group projects, industrial training, small group learning; e.g. problem-based learning, role plays, portfolios	Any or all of the following performed either individually or within a small group learning session in class room setting or in real-life setting, as the case may be: (a) Adapt class room learning to organisational issues (b) Using multiple modalities of learning to suit a given situation/content e.g. self-learning, learning from peers, etc. (c) Accommodating the needs of team members to field visits, assignments, etc. (d) Considering multiple options and their consequences for a given problem, and changing one's own course of action accordingly
10. Attitudes, Values and Professionalism	Group projects, industrial training, small group learning; e.g. problem-based learning, role play, portfolios	Portfolio entries, workplace learning/ industrial training situations, small group learning activities to show: (a) empathy and emotional intelligence in all professional activities; e.g. engaging with peers, supervisors, other stakeholders, customers, team members

		(b) adherence to ethical behaviour, organisation's code of conduct (c) adhering to non-plagiarism in assignments, reports, and dissertation
11. Vision for Life	Portfolios, reflective practice	Portfolio entries, assignments or projects showing the ability to work towards a common long-term goal related to the learner's own ambition, career-goal or preference
12. Updating Self / Lifelong Learning	Portfolios, reflective practice	Portfolio entries or other assignments /projects that require the student to identify their own learning needs and achieve those learning needs by systematically going through the steps of an established reflective learning cycle