

CEOs inside Classroom: Debating, Social learning and Flippable Processes for Drexel Global Business Competencies

Presented By: *Theodoros Katerinakis*

Culture & Communication/Greek Studies Program, Drexel University

Abstract

Drexel's Mediterranean Economy class offers the opportunity of weekly face-to-face interaction with CEOs present in class. The course has a seminar structure studying entrepreneurship and socio-economic trends in the EU- Mediterranean with case studies from diverse sectors. Papers from EU Business schools lay the agenda of entrepreneurial topics and the class offers the unique experience of interaction with a real CEO, each week, who explains "strategy and business" beyond stereotypes.

LMS provides a platform to coordinate a dialogic class format: each entrepreneur follows the syllabus, lectures in class, and students debate as: clients/suppliers, investors/personnel, regulatory authorities; the session is video-archived and students evaluate their roles in the following week. Peer- instruction and interaction flips the classroom in *Mazur's* terms.

This presentation showcases best practices in class pedagogy with synchronous contact and asynchronous rumination and retention; the intense experiential nature of the class cultivates critical abilities for students, and showcases dialogic *learning* - via the new *Bloom's terminology* of remembering, understanding, applying, analyzing, evaluating, and creating- and *problem solving skills* in business using lessons from *Gardner's multiple intelligences* towards *Drexel learning priorities* and *global competencies*.

Introduction

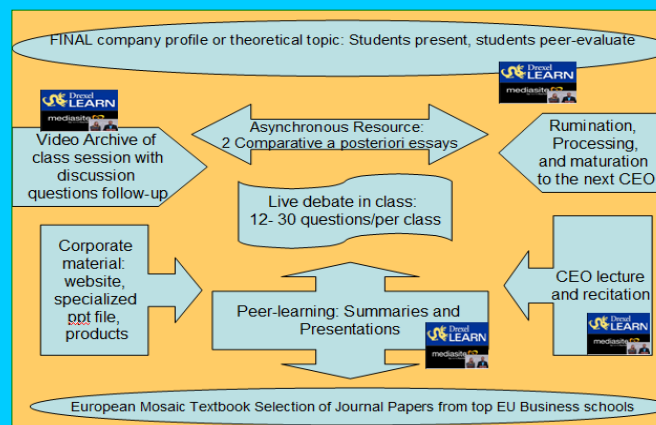
Y2009 signified a turbulent era in the Mediterranean and the EU, when Greece topped in the news for 1,000 times/day, *PIIGGS* and the turmoil of "Arab springs/winters" was discussed by *BRICS*. Drexel's GREC380/INTB338/IAS390 started challenging stereotypes in the public sphere of business, using game changers CEOs in class:

- How to do business and strategize in a crisis to become extrovert
- How CEOs deal with national, organizational cultures in the Mediterranean, coping with general problems of "values/means" and "practices/goals", and individuals (Hofstede's dimensions approach)
- How to cope with negative image and country risk
- How to recruit people to stay and change (nationally and internationally)
- How (to cultivate students) to mature in debating and develop (intercultural) critical thinking skills



(a) THE GREEN STORY OF ECO FRIENDLY CHEMICALS IN CLASS: FROM 22\$ TO A GREEN GIANT by CEO V. VLAHAKIS (b) INNOVATION IN PHARMACEUTICALS, INTERNATIONAL PATENTS AND GENERICS by PHARMATHEN'S CEO V. KATSOUS

Results



LMS and Live/Archived Class Collaborate

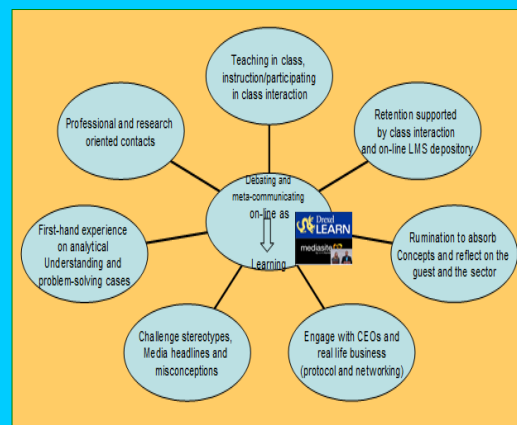
- Economic crisis is a learning and an entrepreneurial opportunity (institutions, creativity, innovation, extrovert business, social and human resources factors)
- Reality on the ground may challenge media coverage on economy and entrepreneurship
- Business explained from the inside, relationship- building and problem solving
- SE Europe and European Rim highlight the future of EU as an international player connecting new energy hotspots. Specialized multi-country companies consolidate markets regionally
- Decision making goes beyond primacy and recency effect and needs rumination
- Production connects consumption with need and utility. First hand experience of products and step-by-step marketing of services.
- A big door for coop opportunity/employment (with diverse sectors)
- Promotes Drexel internationalism and visibility

Materials and Methods

- Instruction Partnership: connects instruction, with live debate and professor as moderator, connects the dots of the insiders CEOs
- Background literature from top European Business Schools
- Invited CEO - corporate material, products or specific services
- Class discussion, questioning roles and topical questions
- Class session Mediasite video archive as meta-instruction
- Reflection questions and class essays
- Create (original) business/sectorial profiles to present
- Roles that fit important skills for Business and International Studies, Communication, Entrepreneurship majors

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Learning in a continuum towards maturation as a group

Conclusion

- Peer-instruction generate learning "facts"
- Flippable processes allow better retention and desire to engage in class
- European mosaic culture and geography is a teaching tool for international studies
- Senior classes need to offer debate opportunities and ethical reasoning interactions
- "Insiders" cultivate students skills on strategizing, crisis problem- solving, efficiency in social economy, and corporate ethics in diversity,
- Structured summaries is an efficient exercise of selectivity and creativity and leadership
- Drexel e-learning applications and session video offer pedagogical tools for multiple intelligences
- Drexel outreach benefits from CEOs in class

