Reform and Practice of the Teaching Content System Based on the Management Course System of PBL

Peng Ao-tian
Anyang Normal University, CHINA

ABSTRACT

With the development of the social economic conditions, society has a great change to the ability of the business management major students compare with the past, which requires colleges and universities to reform the teaching process. Combined with the relevant requirements of the project of training the talents of management major, we reform the management course system from the course setting to the teaching material, from the teaching content to the design of practice, from the teaching methods to the teaching method. We combined with students' own conditions and characteristics, try to explore a set of management course system which is adapted to the students by learning other colleges and universities' reform of management course system and successful practical experience, in order to make the corresponding contribution to achieve the new goals of personnel training.

Keywords: management course, course system, teaching content, practice

INTRODUCTION

The National Medium- and Long- Term Plan for Education Reform and Development (2010-2020) explicitly put forward that we should deepen teaching reformation, strengthen the link of the practice instruction, and emphasize to fully mobilize students' enthusiasm and initiative, encourage students to study hard. Management as the core foundation course of the economical- related courses, usually sets in the freshman. Students generally do not have the actual work experience and have no perceptual knowledge on the management theory and practice. Therefore, how to make the students who do not have any practical experience to understand the principles and methods of management and how to fully mobilize the enthusiasm and initiative of students are an urgent problems of management teaching. In order to overcome the problems existing in the traditional course teaching, this paper introduces the Problem- Based Learning teaching thought into the course of the management. To introduce the PBL concept of the management teaching is to let students understand the scientificity of the management through the practice according to the problems, on the other

Correspondence: Peng Ao-tian, *School of Business, Anyang Normal University ,An Yang, He Nan,455000, China.*
✉ aotian500@sina.com

State of the literature

- It's not only bad for the activeness of students to centralize the teachers, only focus on knowledge impartation and ignore the interaction with students, but also bad for students in the ability of analyzing and solving.
- The effect of studying would be less valuable without the way of assessment that combines the teaching pattern. Therefore, they won't be willing to invest their time and energy to investigate by themselves.
- It's an urgent priority to build a good teaching environment and harmonious cooperation between teachers and students, also make the teaching focus on the students under the construction of PBL pattern.

Contribution of this paper to the literature

- By studying the subject, construct an confirm the problem system of cooperation between school and enterprise that is successful in implementing the Management PBL, the sharing platform of teaching resources, the system of course testing and the system of teaching assessment in the class.
- It's practical to simulate the problems of subject. Cultivating a comprehensive ability is an important measure of our country's curriculum reform of higher education in current days. It must trigger a reform of teaching and studying way, which is the need of age.
- The investigating way is systematic, and the perspective is unique. We don't just simply study the PBL pattern in the application of management teaching, but to systematically design a system that can confirm the success in implementing in management.

hand is to let students to simulate the actual operation of the organization through practice to realize the artistry of the management.

PBL guides students through the authentic and complex problems. In the creative process of solving problems, we train students to learn to observe, explore the thinking, problem solving, learn to summarize and communication through the interactive talk and conception's dialectics. In the PBL mode, the students do the study through the practice under the guidance of the teachers to identify the problems, acquire knowledge and resources on their own initiative, analysis and solve problems and creative learning activities. In the PBL mode, the teaching center is the students. The teaching success is mainly depends on whether the students can study forwardly. The teacher's task is to guide and encourage students to study hard, create a good teaching environment and make a harmonious cooperation between teachers and students. Combined with the PBL model, we should construct the classroom teaching system to ensure the successful operation of PBL. At the same time, in order to cultivate the ability of students, we combine with the content of the management, reform the teaching content, compile the teaching materials of the management, and design teaching content, etc.

The Realistic Difficulties of the Management

The mismatching of the personnel training of the management with the enterprises.

At present, there is a serious lack of professional managers in China, and the employment situation of students major in economics is not optimistic. This shows that there is a need for the market, but the talents trained by colleges and universities cannot adapt to the needs of social development. In the modern era of rapid development of information, higher education should cultivate students' adaptability to changes, has the unique way of thinking, and teach students to consider the problems as a professional. It is very difficult to improve the students' professional ability through the teaching of traditional indoctrination or modified indoctrination.

The maladjustment of the Management to the environment changes.

The subject of the teaching is still "Teacher centered", not "student centered". The traditional "Teacher centered" concept is not conducive to the cultivation of students' initiative, and "the center of the class, the teacher and the textbook" is surrounded with the "knowledge centered". In the environment of knowledge economy and Internet, the human's enthusiasm, initiative and development are emphasized. The information technology of education requires that colleges and universities should reduce the traditional teaching forms, encourage students to develop their creativity and initiative, and train the ability to explore and solve the problems independently, emphasize the "student centered".

The teaching center transformed from the "Teacher centered" into the "student centered" which means that the teaching subject is students. A teacher's job is a leader or supervisor. The teacher's task is to guide and encourage students to study hard, create a good teaching environment and make a harmonious relationship between teachers and students. The successful teaching is depended on whether the students study on their own initiative.

The teaching method is still mainly based on the "make students passively accept knowledge", not "research- style". Under the background of the informatization, the degree of the specialization of the informatization has been greatly reduced. Teachers may not have more information than students. In the traditional sense of the authority of the teachers was broken. At the same time, the traditional teaching method of making students passively accept knowledge is confined to the impart knowledge and make students get good grades. Its purpose is to use single grade to win the trust of the society, for how to deal with the needs of social development, especially the new situation and new problems caused by the development of information technology, and the attention of the challenge of talent training is not enough. The phenomenon of the difficulty in the employment of the college students and enterprise recruitment is to illustrate this reality. What the society needs is the talents that can be able to adapt to the needs of the development of social economy and technology, not the students who have a good grades. With info- technology, the sharing of information resources

provides the possibility of the transformation from the traditional teaching to the research-style.

The distribution of the educational resources of the Management.

Since the year of 1990, the scale of the economic and management major's professional education is becoming larger and larger. Our country has opened a wide range of economic management and has 1544 undergraduate programs in economic management. Due to the different development process of different schools, there is an imbalance situation in the academic research, discipline construction, teaching resources and the level of teachers.

METHODOLOGY

Based On the PBL's Optimization of Management Teaching Content

Management course is a professional basic course of the management major, the start of the course is very early, the teaching content is advanced to the other courses, so do a good job of designing the Management course content is very important. We take Anyang Teachers College as an example, make the optimization to the Management course content from the following aspects:

Adjust the teaching and courses plan properly to provide practical preparation for PBL teaching.

First, adjust the teaching objectives by improving the overall quality and ability of management talents s, focus on the ability of students to general management, such as decision making, planning, organization, leadership and coordination. Second, adjust the proportion between theoretical teaching and practical teaching and increase the content of practical teaching. Also, the theory and practical teaching is based on the actual situation of the college which is located in Henan, Anyang. Most items of the practical teaching content are from the practice of local companies. Third, do a good selection of excellent course materials of "Management."

Properly handle the relationship between it and the follow-up courses to provide time preparation for PBL teaching.

Define scientifically "Management" from the curriculum system and have a definite division about the teaching contents. Previous contents of strategic management, human resource management, production management, and marketing are assigned to specific professional courses to learn and absorb the latest research results at home and abroad. In this way, the key points of the current "Management" course are outstanding and coherent so as to ensure the systematic "management" course teaching. It also links it with the follow-up courses and reserved the time needed for PBL teaching activities.

Continuously update cases and projects to provide knowledge storage for PBL teaching.

PBL teaching needs to be problems oriented and use the knowledge to analyze and solve practical them. However, practical problems will change with the change of time. In order to improve students' abilities to analyze and solve practical problems, on the one hand, we need to constantly update the cases and projects on the basis of the changes of the listed companies' information, on the other hand, teachers need to study local organizations, according to requirements of PBL teaching, update the cases and the project libraries, and keep teaching and actual organization management consistent by teaching. According to the two aspects' material accumulation above is to prepare for PBL teaching, and more importantly is to provide knowledge storage for PBL teaching.

Establish the "Management" Learning Sharing Platform of PBL Teaching

"Management" learning sharing platform provides students with a favorable learning environment and rich learning resources, and also provides great convenience for the teaching of management. The platform provides students with an online teaching system that, via websites, they can at any time make full use of educational network resources, and breaks through the time and geographical constraints so as to realize the communications between teachers and students, improve students' interests in learning, and realize students' active learning.

The PBL teaching platform of "Management."

The "Management" PBL teaching course platform is a network platform software which integrates computer learning system, test system, teaching management system and learning resource database system. It has many functions such as the electronic carrier, the curriculum study which students attend, assignments submitting, and units or the level tests; the teaching management work Teachers carry out, correction of students ' homework , answers to students' questions; teaching resources uploading and downloading and online communications. Under the guidance of teachers, students are required to learn independently and study independently on the basis of their own learning speed and style.

"Management" PBL teaching platform for learning support services.

The studying platform is mainly to help students learn "Management" whose materials include online excellent courses, library information and listed companies' information and etc.

"Management" PBL teaching practice platform.

In the aspect of developing mode of management talents, it's very important to combine the theory and practice. Theoretically, we should strengthen enterprises' management and cultural proportion and highlight the industrial characteristics and professional qualities; practically, we should adopt the "class - school - training base" model, and set problems by the task-driven approach. On the one hand, college students ' activities
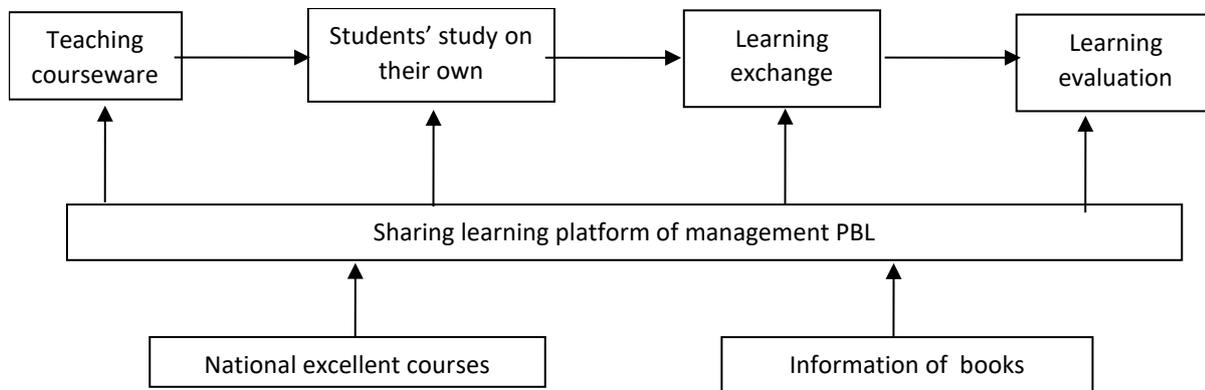
Figure 1. Theory teaching model of "Management" under the PBL model

are regarded as "management" PBL teaching practice platform. On the other hand, the school-enterprise cooperation is regarded as "management" PBL teaching practice platform. This kind of developed talents shortens the process of enterprise training to make talents is fitted for the needs of enterprises and achieve the docking between universities and enterprises. School-enterprise cooperation not only provides the best platform for the realization of PBL, but also makes the problem of PBL become very practical significance, greatly improving the efficiency of personnel training.

"Management" PBL didactical communication platform.

PBL didactical exchange area uses E-mail public mailbox, BBS, QQ group and other tools via the internet. Through real-time interaction (QQ chat room, answer room, etc.) or non-real time interaction (BBS) approaches, learners are guided for preliminary discussions and communications on problems they received.

The Reform of Teaching Methods of "Management" Under PBL Mode

In order to attract students to take the initiative to learn, we should take advantage of all the excellent teaching resources. Educating students' abilities to analyze and solve problems is to meet the needs of enterprises for the talents of management major. "Management" based on the sharing platform of "Management" learning reforms the traditional teaching methods of the combination between theory and practice into the teaching method of PBL mode.

"Management" theory teaching under the PBL model.

Teachers for "Management" theory teaching should change the "teaching-centered" educational concept into a "students-centered" teaching concept. In the students-centered network environment, teaching tools replace "chalk, teaching materials and lesson plans" with "multimedia, courseware and network". The "management" theory teaching for PBL model needs implement the PBL theory teaching on the sharing platform of "management". Teachers can use the platform to make and publish their own online courses and students can use it to
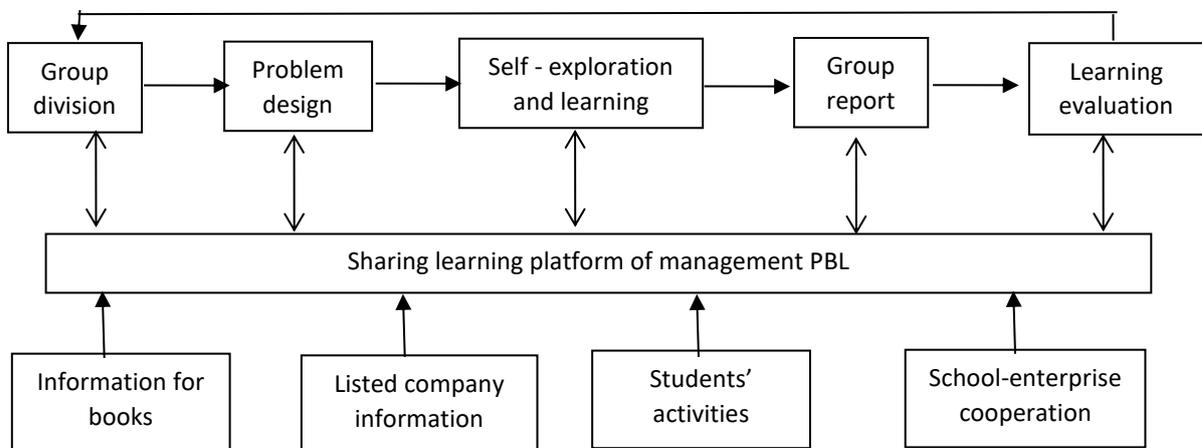
2902

Figure 2. The practice teaching model of "Management" under 2PBL model

complete the learning of retrospective knowledge and application knowledge. Through the learning, platform automatically assesses students' grades.

Based on the "Management" teaching on learning sharing platform, the main tasks of teachers are to guide the students to study according to their own needs and course content to improve the teaching effectiveness. Students should actively obtain their own learning resources and choose their own learning methods based on their own situations. Supervisors can conduct an investigation through online teaching activities and record the situation of online teaching and learning, to carry out the monitoring and teaching evaluation for the whole learning process, and should give suggestions and opinions for teachers' teaching, students' learning and insufficient curriculum resources.

"Management" practice teaching under the PBL model.

The key of PBL is to the set of problem and the teacher's guidance. We make PBL in the "management" practice teaching divided into group establishment, problem proposition, problem analysis, the result reports and reflection five steps, and these five steps are a cycle. In the four modules of "management", they are continuously improved and cycled. In PBL practice teaching of "management" course, the specific process is shown in **Figure 2**.

Based On Assessment Methods of Comprehensive Curriculum for the PBL "Management"

In order to encourage students to actively participate in PBL teaching, we should change the way of original "usual results plus final exam" to participate in a comprehensive assessment method. Specifically, the assessment methods should be changed firstly. Assessment methods should focus on the learning process rather than the final result. Second, the assessment method of final exam is written exam, whose examination content can be change into a comprehensive assessment, that is to say, all the theoretical knowledge of "management" can be involved, while capacity assessment should be advocated. 360-degree
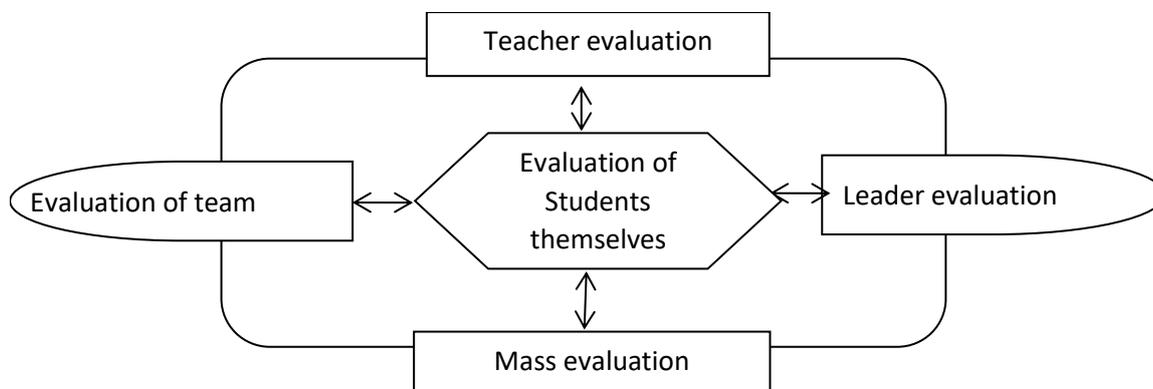
Figure 3. The comprehensive indicators set of estimation system based on the PBL "Management"

comprehensive assessment will be used for the final assessment of the results, information of a comprehensive assessment includes: feedback from teachers, the team leader, the group level staff and themselves as the report (see **Figure 3**).

The index system of comprehensive assessment based on the PBL "management"

The successful implementation of PBL requires students to prepare adequately and actively, to participate in teaching, to cooperate with other team members, and to actively put forward their own ideas, etc, which guide students to adapt actively themselves to PBL teaching. The key point of implementation of PBL is the teamwork. Therefore, the obedience arrangements, the harmonious relationship, mutual trust, coordination, smooth communication, complementary capacity, self-control and other aspects can be measured. Students in the process of PBL not only need to report the results, but more importantly to analyze the process of the problem, so both will be added to the assessment indicators. Knowledge mastering is penetrated into the entire process of PBL, especially the more important content of traditional teaching. For the PBL, it also needs attention. The comprehensive indicators set of estimation system based on the PBL "Management" includes four aspects such as teamwork, the process of analysis, result reports, the degree of knowledge mastering. (**Table 1**).

In order to ensure that the index whose poorer effect will be eliminated can effectively evaluate students' "Management" curriculum and the number of indicators will be reduced. The way to extract key indicators to forecast the effect of students' learning for "Management" is that it is necessary to further optimize the index system of comprehensive evaluation based on PBL "Management". The AHP method can generally be used to select the 2-calss indicators.

System Design of Teaching Evaluation Based On PBL "Management"

The quality of teaching is the core of the development of higher education. A set of practical and scientific teaching quality system which is suitable of the needs of the development of the era plays an important role in stimulating teachers' teaching. If we do not have the teaching evaluation method which is matched with the teaching mode under the

Table 1. The comprehensive indicators set of estimation system based on the PBL "Management"

Index categories	Specific index	Index categories	Specific index
Team work（T）	Obey arrangement (T1) Rapport (T2) Mutual trust (T3) Coordination (T4) Smooth communication (T5) Complementary ability (T6) Self-control spirit (T7)	The process of analyzing problems(P)	Amount of data collection (P1) Ways to collect data (P2) Discussion times with others (P3) Discussion times with teachers (P4) Scientific analyzing methods (P5) Self-breakthrough (P6)
Results report（R）	Report content (R1) PPT producing(R2) Language expression (R3) Logical thinking (R4) Reporting effects (R5)	Knowledge mastering（K）	Relevancy of the knowledge of "Management" (K1) Skilled use of knowledge (K2) Acquiring new knowledge (K3) Depth of knowledge mastering (K4) Span of knowledge mastering (K5)

background of PBL, not only the teachers' enthusiasm will be frustrated, but also the teaching effects will be greatly reduced. And it is also a blow to the students' autonomous learning enthusiasm. Therefore, it is very important to develop a set of teaching evaluation system which is suitable for the current situation for the change of the teaching environment and teaching mode.

The adjustment of teaching evaluation system based on PBL.

The center of teaching evaluation is to change the teachers-centered into the students-centered. The development of students is the final result of college teaching, so the degree of the students' development is the key factor to test the quality of teaching. The external causes of the development of students have several aspects such as teacher's knowledge, teaching thoughts and teaching content. And its internal causes are to promote the initiative and enthusiasm of the students. Since teaching is a bilateral activity between teachers and students, it is necessary to evaluate the teaching situation of teachers and the learning situation of students, based on taking the students for the main body of evaluation. The students-centered teaching evaluation reflects students' subjective evaluation of teaching, which can objectively reflect the actual teaching situation of teachers. At the same time, the students-centered teaching evaluation not only needs to evaluate teachers' teaching situation, but also needs to pay attention to students' academic achievements and students' learning qualities.

The main body of teaching evaluation from students, supervisors to all persons related to the teaching. Teachers and students should gather into a team in colleges and universities under the PBL mode. Teaching evaluation needs to carry out a comprehensive evaluation for the whole teaching team. The evaluation of students' learning effects include the students' ordinary performance in class and final results, improvement of their abilities and learning and sharing platform (online learning on the learning sharing platform, test database

Table 2. The differences between the teaching evaluation system and the traditional teaching evaluation system under the background of PBL

	The evaluation of traditional teaching	The teaching evaluation under PBL mode
The evaluation center	Teachers	Teachers and students
The main body of evaluation implementation	Students and supervisors	All related to teaching
Evaluation methods	Table of teaching evaluation	Table of teaching evaluation, usual results, the final results, and online automatic test results.
Evaluation contents	Teachers' teaching	Students' learning and teachers' teaching
Evaluation time	phase(per semester)	Full evaluation for the whole process

establishing, evaluation of multidirection for test system). The evaluation of teachers' teaching process is the evaluation of others for teachers' teaching process and effects. It can also adopt the way of 360 - degree assessment. People related to the teachers' teaching process can also form the main body of the evaluation together. For example, the teaching can accept the objective students directly, the teaching supervisors and peers (experts and scholars).

The time of teaching evaluation from the process of teaching implementation to the whole teaching process. The teaching method under the background of PBL changes "knowledge cramming" into "inquiry". And the "effective inquiry" teaching needs to carefully design the teaching program, interaction between students and teachers in the process of teaching on the basis of considering the classroom context. After teaching, summary and evaluation after the implementation of inquiry should be researched seriously. The teaching under the PBL mode pays more attention to the teaching design and conclusion and feedback of teaching results.

In addition to the teaching evaluation center, the main body of evaluation implementation and the evaluation time, evaluation methods and content in the teaching evaluation system under the PBL mode are different, see **Table 2**.

Determination of teaching evaluation index suitable for PBL model.

The core of the teaching evaluation system in colleges and universities is teaching evaluation index system. The classroom teaching under the PBL mode pays more attention to the role of the students, the interaction between students and teachers, the improvement of the students' abilities. In this study, the design and the teaching evaluation index suitable for the background of PBL are divided into two parts: one is the evaluation of students' learning process and the other is the evaluation of teaching process.

The evaluation index for students' learning process. The evaluation of students' learning process includes two parts: evaluation of academic achievements and evaluation of students' learning abilities. The evaluation of academic achievements includes several aspects of result evaluation such as usual results, final results and the results of the examination

Table 3. Evaluation index of students' learning process under the PBL model

1-class index	2-class index	3-class index
Students'learning process	School achievements	Usual achievements
		Final exam
		Evaluation scores of online platform
	Ability improvement	Initiative
		Learning interests
		Teamwork
		Innovation
		interpersonal communication
Teachers' learning process	Instructional design	Teaching thoughts
		Frontier of teaching contents
		Application of teaching contents
		Recognition of teaching model
		Sharing teaching resources
	Teaching implementation	Teaching attitudes
		Teaching methods
		Teaching ideas
		Role orientation
		Teacher-student interaction
		Mastering information technology
		Classroom' atmosphere
	Teaching feedback	Students' acceptance
		Teachers' self-evaluation

system on the sharing platform. In the process of PBL teaching, the paper emphasizes the students-centered, hoping to stimulate the students' learning interests through the transformation of the mode of PBL teaching. At the same time, in the process of inquiry teaching, more activities are showed to simulate the form of group work in the realistic working environment, which students, team members or teachers can communicate smoothly together with the sincere cooperation, and accomplishments of final high-quality teaching task. Therefore, the evaluation of students' learning abilities includes learning initiative, interests in learning and teamwork and so on. (see **Table 3**).

The evaluation index in the teachers' teaching process. The roles of teachers in the teaching of Colleges and Universities under the mode of PBL contain that: they have a special education and training; they master the better information technology and network teaching skills; they can constantly update their knowledge and grasp the professional frontier; they can pay attention to the application of professional knowledge; they have good morality and work enthusiasm; teachers' role focus on guiding students to learn characters in the teaching activities and grasping the teaching methods suitable for modern students, such as PBL or inquiry, which are able to communicate with the students equally. Under the PBL mode, they take inquiry for the main part, the whole process of teaching evaluation. They are specifically

divided into three major contents such as teaching design, teaching implementation and teaching feedback. Taking into account the role and teaching mode of college teachers under the PBL model, the evaluation index in the whole process of teaching can be determined, as shown in **Table 3.**

PRACTICAL CASES

The Practice of Teaching Contents Based On the Course System Of PBL "Management" -- Taking Anyang Normal University As An Example

Optimize the course of "Management" to provide teaching preparation of PBL.

Firstly, adjust timely teaching plans. Adjust the curriculum teaching goal by improving the comprehensive qualities and abilities of management talents and pay attention to cultivate of students' general management skills, such as decision-making, planning, organization, leadership and coordination; at the same time, the proportion of theory teaching and practice teaching should be adjusted to increase teaching contents. For example, on September 2012, the new teaching plan was carried out which changed the 56 hours of teaching courses into the 45-hour teaching and the 9-hour course practice. At the same time, the course teaching of 45 hours was added to the cases for discussion at the end of each module. Second, prevent unnecessary repetition and simplify the teaching contents to provide preparation time for PBL teaching. Define scientifically "Management" from the curriculum system and have a definite division about the teaching contents. Previous contents of strategic management, human resource management, production management, and marketing are assigned to specific professional courses to learn. In this way, the key points of the current "Management" course are outstanding and coherent so as to ensure the systematic "management" course teaching. It also links it with the follow-up courses and reserved the time needed for PBL teaching activities. Thirdly, update teaching contents timely with the change of the environment.

Establish teaching sharing platform of "Management" PBL and integrate high-quality teaching resources.

In Anyang Normal University, the curriculum of the sharing platform is mainly the course websites (http://jpkc.aynu.edu.cn/gsx/glx/index.asp) of "Management". They are the syllabus, teaching course-ware, lesson plans, teaching videos, "Management" exercises and "Management" cases, extracurricular reading, "Management" games and database for test questions etc. Teaching platform of "Management" PBL is mainly the website linking map of "Management" teaching, information of books and the construction of information base for listed companies. Teaching exchange platform of "Management" PBL depends on QQ groups and Fetion groups between teachers and students, students and students, teachers and teachers. The teaching platform of "Management" practice mainly depends on the school-enterprise cooperation. Until 2012, Anyang Normal University signed a letter of intent with the 14 organizations around Anyang to let students can go to the enterprise for the professional practice.

The application of theory-practice teaching to stimulate students' interests in learning.

Teaching method of case, as a kind of teaching method which is very popular in the teaching process, pays attention to the cultivation of students' abilities. It is particularly combined with teaching method of PBL which controls strictly to case teaching greatly improves the teaching effect and achieve the expected teaching objectives. In order to the successful operation of practice teaching under the PBL mode, teachers will correct the outline of practice teaching and performance in the courses of "Management" in Business School of Anyang Normal University. Organize every practice under the PBL mode to a new outline of practical teaching performance.

Establish a comprehensive assessment system based on PBL to promote the enthusiasm of students.

In order to encourage students to actively participate in PBL teaching, the way of original "usual results + final examination papers" is changed into "usual results + practice results + final results". The final examination is mainly all the theoretical knowledge of the management and the ability to assess such as case analysis ability. The testes for usual and practical performance are used to participate in a comprehensive assessment and the result assessment is the 360-degree comprehensive assessment. According to the communication between teachers and students based on the comprehensive assessment indicators of PBL "Management" such as teamwork, problem analysis process, the reporting of results and the degree of mastering knowledge, index system of curriculum evaluation can be established. Because the comprehensive assessment system is involved in the usual results and practical results, there is a brighter signs of students' learning enthusiasm than ever before. And students who gain a lot believe that the learning effects are better.

PBL teaching promotes teachers to study the local economy for regurgitation-feeding of the management teaching.

PBL teaching of "Management" puts forward higher requirements on the ability of teachers. On the one hand, teachers are required to focus on the local economy, on the other hand, the teaching of management is reformed constantly. In order to promote the PBL teaching of "Management" ,Teachers of topic team for "Management" research around the economy or organization of Henan province , which will provide a good foundation for the PBL teaching of "Management" in the future . Finally, teachers of topic team will continue to explore how to apply the research results to "Management" teaching. Therefore, they have a special seminar related.

ACKNOWLEDGEMENT

REFERENCES

Alavi, M., Yoo, Y., & Vogel, D. R. (1997). Using Information Technology to add Value to Management Education. *Academy of Management Journal, 40*(6), 1310-1333. doi:10.2307/257035

Hongjun, H., & Ting, H. (2006). Establishment of Employment Quality System for Economic Management Professional Talents under Popular Education. *East China Economic Management, 6*, 108-11. doi:10.3969/j.issn.1007-5097.2006.06.028

Lixia, L., & Peisi, L. (2009). The analysis of Systematic Method for Practical Teaching of "Management" Course*. Modern Educational Science (Higher Education Research), 3*, 89-91. doi:10.3969/j.issn.1005-5843.2009.03.025

Porter, L. W. (2004). New Vision for Management Education: Leadership Challenges. *Academy of Management Review, 29*(3), 516-518. doi:10.5465/AMR.2004.13670959

Purg, D., & Sutherland, I. (2017). Why Art in Management Education? Questioning Meaning. *ACAD MANAGE REV, 42*(2), 382-396. doi:10.5465/amr.2016.0047

Sahin, M. (2009). Exploring University Students' Expectations and Beliefs about Physics and Physics Learning in a Problem-Based Learning Context. *EURASIA Journal of Mathematics, Science and Technology Education, 5*(4), 321-333. doi:10.12973/eurasia.2009.00154a

Zhongdong, H. (2010). Application and Study in the organizational behavior course for problem teaching methods. *Heilongjiang Higher Education Research, 12*, 173-175. doi:10.3969/j.issn.1003-2614.2010.12.058

http://iserjournals.com/journals/eurasia