

ACEing' for Excellence: Practical insights and approaches to fostering transformative student experiences through 'Learning by Doing'.

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Aligning excellence towards QMUL Education Strategy



Active Curriculum for Excellence (ACE)



QMUL Graduate Attributes

Introduction

- Goal of study: Showcase a case study of 'learning by doing' at the School of Business and Management.

Why learning by doing?

- Embedded within Queen Mary University of London's educational strategy. The Active Curriculum for Excellence (ACE) approach is built on four pillars of excellence and five interrelated components, of which 'learning by doing' is one of the interrelated components.
- Management education is criticised for being "too theoretical" and subsequently producing graduates who lack the skills and competencies for the job market (Mintzberg, 2004).
- The market stresses the need for professionals with competent soft skills.

Case study : The Contemporary Live Project Module.

- The primary aim of this module is to equip students with skills and competencies in sustainability management. The module adopts a hands-on approach, emphasising 'learning by doing' (LBD) and catering to a cohort of 30 students.
- **Structure:** Series of interactive workshops encouraging active participation and practical application of concepts.
- Student engagement with real-life client projects, providing a platform for them to apply their learning in a practical context. Throughout the course, students are involved in various activities that enhance their understanding of the subject and contribute to their personal and professional growth.

Employers involved



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KPI

- Improve students' education experience
- Improve University reputation.

Learning by doing approach

- **Developing Generative AI Skills:** Students use generative AI tools to create professional biographies.  
- **Team Charters** used in defining team roles, responsibilities, and objectives, ensuring clarity and shared understanding among team members.
- **Project Management tracker:** students employ project management tools to track the progress of their client projects.
- **Project Proposal Plan:** for project planning and reflecting on key aspects of the projects.
- **QMUL Graduate Attributes:** Weekly reflections on QMUL graduate attribute skills developed.

Student's testimony and teacher's observation

- **Student's testimony:** "incredible and exciting opportunity".
- **Employee testimony:** "Great partnership kicking off our engagement with Queen Mary School of Business & Management Capstone project".

Acknowledgement

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References

Mintzberg, H. (2004) Managers not MBAs. London: Pearson

