13. Bridging the gap: from instruction to co-construction in higher education

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13.1 INTRODUCTION

In a traditional business school, Bachelor studies consist of courses within a frame defined by the institution to ascertain that the learning objectives have been met. All teaching methods, activities, and assessment methods are defined by faculty members and presented in a classroom. However, with the arrival of the Covid-19 pandemic, these procedures shifted. For business schools worldwide, the move towards distant or remote learning and the subsequent hybrid teaching models introduced from that point on were not a deliberate choice but a sudden obligation. Pre-existing online models were not necessarily useful (Krishnamurthy, 2020), as the time pressure to keep business studies on track obliged faculty members and students to adapt to a new and all-encompassing challenge of teaching and learning remotely.

In the first semester affected by the pandemic, the discrepancies or inequalities in teaching and learning were accentuated in the emergency remote environment, which is not to be mistaken with online learning. To clarify, emergency remote teaching is defined as "a temporary shift of instructional delivery to an alternate delivery mode due to crisis circumstances to provide temporary access to instruction and instructional supports in a manner that is quick to set up and is reliably available during an emergency or crisis" (Hodges et al., 2020, p. 1). Online learning is defined as "an arranged educational experience that provides study materials via an e-learning innovation and an internet browser, which can be absorbed by students in their own way" (Alzahrani & Seth, 2021, p. 6789). Over the past semesters of changing sanitary restrictions and lockdowns, business schools have been obliged to adapt their teaching and learning to accommodate the Covid-19 crisis. Nevertheless, the pandemic has also offered opportunities to reshape, reframe, and reconsider business school practices especially when it comes to the development of a responsible and sustainable pedagogy. Now, two years later, business schools can become better than they were before.

In this chapter, we attempt to bridge the gap between instruction and co-construction, between traditional and sustainable education, basing our analysis on an ongoing collection of data gathered from faculty members and students at various stages during the pandemic. We provide an innovative sustainable model of HyFlex learning for business schools that promotes a holistic experience to ensure engagement from all business school stakeholders. Hybrid flexible, or *HyFlex*, is defined as "an instructional approach that combines face-to-face (F2F) and online learning. Students (and faculty members) can decide how to participate. The HyFlex approach provides students autonomy, flexibility, and seamless engagement, no matter where, how, or when they engage in the course" (EDUCAUSE, 2020, p. 1). The term HyFlex is seemingly the most inclusive and can be adapted partially or entirely to any business school. At the end of this chapter, we have a tube map to share, a map with no set beginning nor ending place; a map that incorporates the essence of what worked over the past two years based on student and faculty survey results from a business school in Switzerland. In short, we hope to provide a new image of business education, that is inclusive and flexible to meet all stakeholders' needs.

13.2   RESEARCH METHODOLOGY

Due to the pandemic, courses moved completely online at the School of Management of Fribourg in the spring semester 2020. The following timeline summarizes the different teaching approaches during our study:

- March 2020 – courses were stopped due to Covid-19 pandemic during a week for special faculty training; emergency remote teaching until the end of the Spring semester, including online exams.
- September 17, 2020 – courses onsite in traditional classrooms.
- October 23, 2020 – courses moved online for the rest of the semester (exams included).
- February 20, 2021 – spring semester began and remained online.

In December 2020 and June 2021, surveys were conducted with faculty members and students via Lime. Their experiences and attitudes toward online teaching were evaluated. The surveys included open questions to allow participants to express opinions and describe the emotional experience. These open questions were answered extensively, as seen in Table 13.1.

The resulting comments were collected and analyzed according to principles of open coding, defined by Glaser and Strauss (1967), resulting in categories of first and second order (Gioia, 2020). The most prevalent categories deriving from the student comments included time, self-efficacy, autonomy,

Table 13.1   *Distribution of comments in the surveys treating the online teaching at Fribourg Business School*

Date of Survey	Survey – December 2020		Survey – June 2021	
Public of Survey	Faculty	Students	Faculty	Students
Participation	58/87 = 66.7%	291/559 = 52.1%	67/90 = 74.4%	249/524 = 47.5%
Number of open questions	7	6	8	7
Number of comments	199	565	201	733
Average comment per person	3.4	1.9	3.0	2.9
Average length of words per comment	25.5	38.4	21.5	23.1

engagement, and real-world skills. The categories from the faculty members' comments were time, technology, teaching online, engagement, interaction, and the future of education.

From these categories, the most relevant comments were chosen, translated from French and German, and quoted throughout this chapter to give voice to our students and faculty members and show the connections between theory and real experience (Gioia, 2020). Through their voices, we examine their trepidations, but also their successes when faced with various models of online teaching and learning to demonstrate what business schools can take from this exceptional experience.

13.2   RESULTS AND DISCUSSION

With the rapid shift from onsite to online courses, both faculty members and students felt lost. It quickly became clear that traditional onsite courses do not automatically and magically morph into an online setting. Many faculty members created new materials, recorded content, or contemplated alternative assessment options. For students, after the initial confusion where to log-in, online learning developed into hours spent in front of the computer screen. Many students and faculty members faced Internet connection issues, technology gaps, or disruption in their teaching and learning journey. At first, nobody had a suitable map at hand with proper indications where to turn or which direction to choose. While online learning was not new in teaching, it was new to many business schools worldwide. To better examine the changes in business school education, we have broken the chapter into three main sections: Learning and Teaching Models, Sustainable Teaching, and Sustainable Learning.

13.3   LEARNING AND TEACHING MODELS

At any business school, the learning of content and the acquisition of competencies is focused on what is needed in the economy of the 21st century. This professional context is characterized by a fast pace and a changing professional context, provoking changes in knowledge, competencies, and behavior, thus requiring "task-solving activities that contain a high degree of complexity" (Schneckenberg et al., 2010, p. 752). This begs the question: what does "learning" mean under these conditions?

Students need to be offered authentic learning environments that engage them in developing their skills in critical thinking, problem solving, collaboration, and self-directed learning (Becker et al., 2017). Generally, according to traditional pedagogical concepts, faculty members are solely responsible for the learning. But learning is an individual process (Knowles, 1975). According to the model of constructivism (Weegar et al., 2012), knowledge is constructed within the learner, linking any new piece of information to prior knowledge. This know-how is then activated and leads to the integration of the new information. If learners are invited to go beyond listening to asking questions and taking notes, they reflect on the given information, and, subsequently, develop their insights. Within passive learning mode, students only receive information through silent reading or passively watching videos. The information is then stored in an isolated or encapsulated form, whereas the active learning methods create profound knowledge which can more easily be applied in new contexts.

Our students experienced this lack of activation online which impeded their concentration as illustrated in this comment: "Some courses were rather boring. Due to the online lessons, you sometimes sit in front of the laptop for 10 hours, especially if you study half-time as I do. In the evening you are exhausted and have to focus hard to listen to the lecturers with full concentration. Some teachers seem to lack the sensitivity when to omit or shorten course activities." This suggests a real need for teachers to engage with the students. Of course, it is not time alone that makes online courses interesting or tedious: "Any education scheme worth its salt must not only deliver knowledge but do so in a way that is highly engaging – and then activate that knowledge, so its owner can do real work in the world" (Sarma & Yoquinto, 2020, p. 20).

Active learning settings integrate the needs of the students and explain the value of the course content in a specific context. This shift from the distributive learning mode to a collaborative way is urgently needed in a fast-changing and unpredictable professional context where the increasing complexity of decision taking requires task-solving competencies (van der Heijde and van der Heijden, 2006). The School of Management of Fribourg is perfectly aware of this demand. Their vision is "to be an agile and inspiring business school,"

underlined by guiding principles such as "Teaching staff and people in leadership positions act as role models; … innovative behaviour is duly noted; … creativity, courage and freedom are supported and collaborative innovation initiatives are implemented" (HEG Website).

One step forward is to engage students in a competence-oriented learning and teaching setting and to move away from inert knowledge being taught without any relation to the day-to-day concerns of students or, in other words, to teach with "more hands-on, real-world experiences for students" (Becker et al., 2017, p. 10). "These processes require social interaction, conflicts and irritation, problem solving and a high degree of authenticity in learning situations" (Schneckenberg et al., 2010, p. 754), creating interaction and cooperation between faculty members and students (Bates, 2019). This reinforces the meaning of *competence*, that is, the knowledge, skills, and attitudes allowing its user to act and react appropriately by combining and mobilizing resources in different contexts (Le Boterf, 2006).

In April 2020, the new online setting obliged many faculty members to rethink their course methodology. One faculty member stated: "This experience allowed me to learn other ways of teaching and to create other forms of interaction." Students noticed these efforts: "Some lecturers have made progress in the design of online teaching. This has been a pleasure and shows that they are committed to their course and to the students." Andreas Schleicher, an educational expert, was quoted in a weekly newspaper: "What teachers learned in one year of Corona, they otherwise would not have learned in 20 years" (Burchard, 2021). Apparently, significant efforts have been made by the faculty members.

The main challenge during the pandemic was to translate the personal teaching concept of every faculty member immediately into functioning online courses. E-learning means "any *planned* education that utilizes electronic media, which includes distance learning through the internet" (Glancy & Isenberg, 2013, p. 22, emphasis added) and is not new; computers made their way into the classroom in the 1980s (Sarma & Yoquinto, 2020, p. xii). However, never before have faculty members been obliged to adopt new teaching styles with so little time for preparation. E-learning can be declined in different forms, linking onsite elements with online activities leading to different combinations such as blended learning models. *Blended learning* is defined as a combination of personal instruction and technologically based lessons where students benefit from temporal and geographic flexibility (Porter et al., 2014). Although blended learning was not an option during this quick shift to online courses, this model should be considered as a longer-term strategy to better meet the needs of students and faculty.

What is the future of business education? For one student: "Online teaching revealed that physical presence is no longer necessary for some courses. The

material can be worked on independently and the sporadic meetings with the lecturer can be used for questions. You still have a certain amount of guidance from the lecturer, but you can set your own pace and work your-self." A faculty member agreed: "The future is a mix between face-to-face and distance learning depending on the topics and activities, since certain activities are much more effective online, whereas others are better suited for face-to-face-courses." Although the literature mentions the positive effects of online learning (Alzahrani & Seth, 2021), there is still resistance from faculty members as "faculty continue to be sceptical about the efficacy of online learning" (Krishnamurthy, 2020, p. 1). Some of our faculty members clearly noted the potential of online courses but were not convinced of the necessity or utility of all classes being taught online.

Both students and faculty members mention the suitability of activities and their distribution mode. This is indeed the crucial point of learning and teaching methods, especially in the HyFlex learning format. It is essential to distinguish between those elements that work best in onsite courses versus those in online courses. Faculty members and students must revise their teaching or learning practices to increase active methods. Active learning is known to improve not only lecture attendance, but also engagement and the "acquisition of expert attitudes toward the discipline" on the side of the students (Deslauriers et al., 2019). In that way, faculty members can avoid the cognitive load (Kirschner, 2002) of too long, abstract, or dense explanations and put the students in the center of the course. Although active learning methods are clearly better for the students, they do not always like them, as it demands a significant shift in their habits: Their "negative response to this intense style of active learning is a result of the disfluency they experience in this cognitively demanding envi-ronment" (Deslauriers et al., 2019, p. 19255). Passing knowledge and compe-tencies onto the next generation needs the implementation of new and more sustainable learning and teaching methods (Thomas & Ambrosini, 2021), and ample support from all stakeholders: Teaching and learning in business schools must change, potentially through co-construction!

13.4   SUSTAINABLE TEACHING

According to the literature, sustainable teaching focuses on flexibility, inclu-sion, accessibility and technology, longevity, and Communities of Practice (CoPs). Teaching in business education has never been as challenging or rewarding, as the pandemic has accentuated the differences between faculty members and the possibilities to include new activities, methods, and assess-ments within their courses. The traditional lecturing format has often been criticized in the past: "Today's teachers have to learn to communicate in the language and style of their students. This does not mean changing the

meaning of what is important, of good thinking skills. But it does mean going faster, less step-by-step, more in parallel, with more random access, among other things" (Prensky, 2001, p. 4). The move to online courses and remote learning exacerbated this aspect. Faculty members shifted dramatically from the "all-knowing" fountain of knowledge "teacher" to facilitator, moderator, coach, or organizer of learning (Boettcher & Conrad, 2016). Indeed, competencies cannot be memorized; instead, they must be developed through students' own experiences and interactive learning scenarios (Schneckenberg et al., 2010). During the Covid-19 pandemic, faculty members faced many changes they may not have been prepared for nor envisioned. To help them succeed, business schools need to offer safe places for faculty members to brainstorm new ideas, experiment with innovative assessments, or have access to training in the pedagogical use of technological tools. Faculty members need to know that it is acceptable to feel uncertainty in an uncertain time.

CoPs can provide the response faculty members seek (Monaghan, 2010). CoPs offer a sense of belonging to a meaningful learning community (Nortvig et al., 2018) where faculty members exchange best practices or discuss issues with their colleagues. Sustainable teaching requires a considerate and friendly environment for the teachers to grow in and thrive, and numerous faculty members seemed much more willing to share and experiment with innovative methods. "The challenges of this historical moment create a window of opportunity for initiatives that allow for deep reflection leadership development, and meaningful networking with other academic leaders who are encountering seemingly insurmountable obstacles" (Gigliotti, 2021, p. 444). According to one faculty member: "This time, I worked in a project group to create courses that included theory and application with the goal of improving the quality of my teaching and the learning of my students."

Another positive aspect was the commute. There was more time to prepare for courses without the daily travel to and from the physical campus. For one faculty member: "Very demanding semester, but the flexibility of the teaching location is very good." And faculty members recognized the benefits for the students as well: "I would very much like to see online teaching remain an option for students, especially in evening classes for part-time students, which allows them to avoid long journeys and stress after work to get to class and then back late at night." With fewer commutes, both students and faculty members saved precious time. Nonetheless, many faculty members felt an additional pressure regarding the time it takes to prepare classes for an online environment. One faculty member wrote: "Setting up and organizing this virtual 'infrastructure' is time-consuming" and "online teaching requires a lot of preparation time. We are at the stage where everything has been done in a hurry and we need to put things in order before reusing the material created."

One of the greatest shifts since the first shutdown in March 2020 was the need to use or learn to use new technology for teaching. In traditional teacher education, the teacher training predominantly revolves around classroom teaching. In a study by Marshall et al. (2020), 92.4 percent of teachers had never taught online before the pandemic. As one participant noted: "All of my pedagogical training assumed that teaching would take place in a face-to-face environment" (Marshall et al., 2020, p. 48). This was echoed in our survey results: "The stress and urgency did not allow for the proper use of the tools at hand. It was a bit like driving without a license and without knowing the rules of the road while hoping not to have an accident." The need of training and support is imminent when adapting to online education (Chauhan et al., 2021).

Nonetheless, by the end of the second semester of HyFlex teaching, some faculty members felt more comfortable with this new technology as they found they could reuse material produced in the semester, which will save time in the long run. However, as can be seen in the literature, it is important that adding technology just to add technology is not the answer. Faculty members must choose suitable technology that begins with learning objectives and ends with the acquisition of the necessary competencies. According to Chauhan et al. (2021), "there should be a sturdy fit between digital classroom technology and the tasks to be performed. If business schools start to institutionalise online learning, then it will be possible to find out the gaps and void factors hindering such a fit at the right time" (p. 1611). Faculty members will be obliged to reconsider what they have done in the previous semesters and choose what to keep, what to refine, and what to discard.

The topic of motivation (and demotivation) was frequently reported by faculty members and students. For faculty members, the remote learning environment obliged them to question their teaching practices and define the most important content that students needed immediately to be productive in this new setting. Yet, it also led to disappointment with the online teaching environments. One faculty member stated: "I didn't enjoy teaching under these conditions. I got involved only with the future of the students in mind." Faculty members were concerned that students were getting bored; thus, an additional pressure to redouble the efforts to keep the students motivated emerged.

Student perspectives were also mixed regarding the quality of teaching during this time. One student commented: "The teaching in this online semester was adequate except for some subjects. The quality of the internet connection is however very important, during one class, the professor had a very low quality of bandwidth which did not allow to follow the course properly." As seen before, some students were blatantly aware that the faculty members were struggling with the additional burden of distance teaching. Thus, moving forward, faculty members will need to address the effectiveness of the online elements they may continue using in the future.

In short, sustainable teaching requires a safe and inclusive environment for all faculty members. As seen in the comments from the faculty members and students, many efforts were recognized but more work needs to be done. A mixed bag of satisfaction and dissatisfaction seems to summarize how the faculty members felt about their efforts during these exceptional semesters, but there is a glimmer of hope. What if their efforts paid off and led to authentic learning after all? Let's see what the perception of learning was.

13.5   SUSTAINABLE LEARNING

In this section, we focus on the student's perception through the topics of self-efficacy, support/technology, communication and feedback, engagement/motivation, networks/community, sometimes affecting both communities. All these factors contribute to creating sustainable learning. Today's students are considered as "experts" in technology as they have never known a time when information and communication technologies (ICTs) were not a part of daily life. However, this stereotype has led to misunderstandings of the competencies and ease students have regarding technology. While using technology is second nature for many students, the rapid online shift to learning via technology was challenging for even the most technologically savvy students.

Another concern with the online semesters was the loss of social contact. Frankly, technology is cold. Students have spent hours alone, online, looking at a screen and communicating virtually. While new technology such as apps through mobile devices offer faculty members and students "two-way communication in real time … and gateways to personalized working and learning environments" (Becker et al., 2017), this technology only promotes communication possibilities. However, communication through technology does not automatically create connectivity (Pflugler, 2020) or ensure authentic and sustainable relationships between students and faculty members. Our students consequently lost the "presence" they felt in the traditional classroom, leading to a decline in engagement and a loss of motivation (Marshall et al., 2020). "Learning is seen as essentially a social process, requiring communication between learner, teacher and others" (Bates, 2019, p. 70). For this reason, when moving forward in sustainable HyFlex learning, students need to build relationships in networks and communities, which requires creating a focus on social presence even in an online setting (Lim et al., 2021). One student stated: "I don't think it makes any difference to listen to the teacher at home or at school but it's true that I miss the contact with the other students, we helped each other a lot." Faculty members felt this loss of social contact as well when students refused to turn on the camera if they attended the class at all. According to one faculty member: "Even if the distance learning courses are going well, I am looking forward to meeting the students again. Contacts are

essential to enrich and vary the pedagogical approaches and keep the students motivated."

On the other hand, there was an excessive demand for group work, which was complicated by group members who tuned out and did not contribute. "This semester, there was a lot of group work during the lessons, which was not at all conducive to the learning effect due to the lack of participation by group members." In a traditional classroom, these students would be called out for their lack of participation; this proved much more difficult in the remote setting. Nonetheless, group work is an example of collaborative learning which involves students working together in groups or pairs with an emphasis on interaction (Becker et al., 2017); students need this interaction for authentic learning experiences.

Students also need feedback through body language and facial gestures which lacked online compared to face-to-face learning (Zembylas, 2008). One student noted: "The lack of qualitative feedback on intermediate products or final reports does not allow us to draw personal lessons on the work provided." However, feedback is a two-way street. For one faculty member: "The interaction is so much more difficult with large groups and demands a positive psychological attitude especially when the students don't give feedback or interact." Thus, both the students and faculty members felt a feedback deficiency. These observations show that the need for timely and effective feedback in online settings is as important if not more so than in traditional classrooms, otherwise demotivation takes over.

Indeed, motivation was a significant struggle, too. One student commented: "This teaching is mostly of good quality, but we find it difficult to find motivation. It's really not the same as face-to-face." Some students explicitly stated that they were not motivated or incapable of motivating themselves. This was proliferated by faculty members who overloaded the lessons with extra activities and additional homework. Students felt that faculty members needed a more comprehensive view of the student (Krishnamurthy, 2020) to empathize with their struggles to learn. Students posited that it was the faculty members' obligation to make the courses entertaining and active. For one student: "Distance learning works well when teachers take the trouble (and remain) engaged to make their courses attractive."

Sustainable learning requires support for students to keep them engaged, otherwise, attrition and drop-out are the results. Some students seemed determined to continue their studies despite the constant and unsettling changes and could see the advantages for their personal development. As one student stated: "From one day to the next, we had to be more autonomous and more responsible. Setting goals for ourselves, finding information on our own. I feel that this period has shown the determination, intrinsic motivation and desire to succeed of each and every student. I have never had so much difficulty in

motivating myself and staying motivated, in maintaining my concentration over time and in being organised and rigorous in my work. I think that not only did we develop enormous adaptability, but also other values specific to all of us that allowed us to succeed despite the difficult situation."

According to Broadbent (2017), learners are responsible for their learning process by planning, setting goals, and engaging in strategies to achieve those goals which can be difficult. Nonetheless, some students and faculty members thrived in the online and HyFlex learning environment. Those who were particularly successful in these environments displayed the well-documented capacities of time management, information organization, effective use of learning tools, and resilience to stay motivated (Veletsianos, 2020). Faculty members who remained positive toward the online switch were able to do what was necessary, including seeking help when necessary. In their willingness and openness to trying new things, faculty members and students increased their feelings of self-confidence, self-efficacy, and self-worth. *Self-efficacy* was defined by Bandura (1994) as "people's beliefs about their capabilities to produce designated levels of performance that exercise influence over events that affect their lives." These beliefs determine how people motivate themselves, whereas o*nline learning self-efficacy* is defined as a combination of "technical competencies with a more general competency for learning" (Lim et al., 2021, p. 546). Chauhan et al. (2021), too, insist on the fact that learning success depends on the ability of using digital technology. One example of self-efficacy emerged from the shift to online exams through technology. Some students welcomed the opportunity to do online exams as it offered a new possibility to take responsibility for their learning journey. Nonetheless, most of the self-efficacy examples emanating from the students focused on setting goals, being autonomous, and finding information on their own. Students recognized the new skills acquired: "Indeed, what our generation will have experienced is something exceptional at all levels: knowing how to manage a crisis situation and adapt to it/using new tools/discovering new teaching methods/helping each other more than usual." These competencies can be transferred into the future workplace environment: "The new trend now is part-time teleworking. I feel less scared about it now that I've learned how to organise myself to make my tasks on time." If the objective of business schools is to prepare the new generation of competent graduates for the workplace (Krishnamurthy, 2020), some of these skills, albeit hors-curriculum, can be advantageous for the future.

13.6   OUR TUBE MAP PLAN

In this section, we present our tube map linking learning and teaching models, sustainable teaching, and sustainable learning to the real context of business

education post-pandemic. The stations stand for key concepts that are marked in bold. Although neither faculty members nor students chose to teach and learn online in such extreme circumstances, the learning curve has adapted, and the comments here reflect this shift. It is for this reason that we have chosen to listen to THEIR voices and to share THEIR thoughts with you. Business school stakeholders have been more resilient and flexible than they could have ever imagined. Our tube map model simultaneously opens the debate and sparks a discussion on how business schools can continue to innovate in the future. It is only by co-creating with all business school stakeholders that we can indeed "mind the gap" in business education.
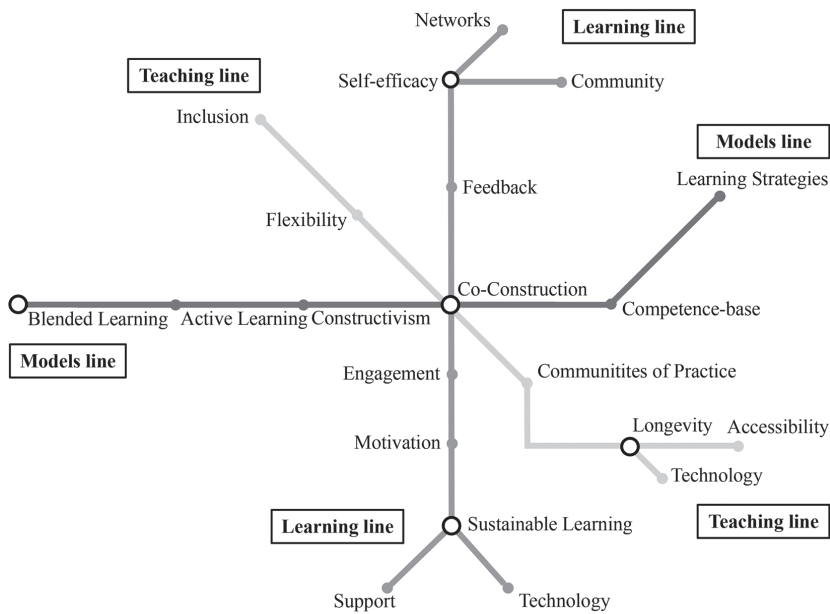
Source: © Gaby Probst, 2022; created with https://beno.uk/metromapcreator

Figure 13.1   Metro map

As seen on the tube map (Figure 13.1), teaching and learning in a remote context is not linear and does not need to be so. Reflection on how to teach and learn can start anywhere. Choosing the Models line, faculty members can reflect on the models of teaching and learning and begin where they feel it is most relevant to them. From *blended learning* through to *learning strategies*, faculty members may spend more time at a specific "stop" honing existing skills or learning new ones. They may pause at *active learning* to examine

innovative possibilities to create more effective and engaging learning environments. But perhaps they have a strong pedagogical background already and only need input for teaching practice. In that case, faculty members may choose to enter the tube in the teaching line for sustainable teaching. This line may serve as a catalyst in establishing new practices for the new teaching culture we have experienced in the past two years. The need for *inclusion* and more *flexibility* with or without *technology* has become a topic for faculty members to consider. Through *Communities of Practice*, faculty members may share ideas in a "safe" environment and feel less pressure to find solutions alone. Nonetheless, teaching is only one "route" to take; a great teacher needs to consider what and how the students are learning. To do so, the faculty member may choose the line for sustainable learning. Students need *networks* and *communities* to thrive in when they change their teaching and learning, especially when it comes to remote or HyFlex learning or teaching modes. Both need prompt *feedback* to *motivate* them and help them *engage* with the course. We witnessed mixed levels of *self-efficacy* amongst our students and faculty as well as mixed feelings about learning and teaching remotely over these past semesters. For this reason, additional pedagogical and *technological support* are necessary.

In the tube map model, all three tube lines cross at one junction, the junction of *co-construction*, one of the key points of our chapter. The days of yore where the teacher was the all-compassing master of knowledge and the students were the diligent and passive learners are gone. In our model, the need for co-construction is crucial for the future of higher education business studies. However, co-construction is not a new topic. This concept has been discussed in the literature for decades as an interesting proposal that was just not feasible at this time. Each time it has been introduced, it was shelved away until a "better time." Our proposition in this chapter is the following: NOW is that time! After two years of upheaval in education, this is the perfect moment to engage with all business school stakeholders to co-create innovative courses and programs. It is the moment to step out of the business school mold and disrupt the traditional system. Courses need to be built based on active learning, real-life experiences that meet the needs of the 21st century. If our role is to prepare the graduates to face the world challenges of tomorrow, we need to step out of our traditional roles and open ourselves to innovative ideas deriving from all stakeholders along the way.

13.7   FINAL WORDS

As we complete this chapter, the situation for education is still uncertain. While most business schools worldwide are planning a return to on-campus education, the traditional experience is being questioned. The pandemic has

forced business schools to reflect on what they are teaching and how they are doing it. If we have learned nothing else, we have learned that business schools can change and change for the better! Can we go back to where we were before? Should we? Our answer is "no." We should keep what worked well (even better) and discard what didn't work. That is part of the evolution of business schools, an evolution that was long coming. Thus, while the journey from instruction to co-construction might appear complex/tedious/complicated/exciting/liberating/other (choose your word!), it looks promising for the learning and teaching experience of the future. There are many possibilities to integrate rewarding elements as shown in our tube map plan. Do not hesitate to stop at any station, and you can bridge the gap! Remember: Using the tube map of teaching – you've got a road map – you cannot get lost …

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