

A Design for Teaching and Developing a Reformed Curriculum for Enterprise Resource Planning Systems Unit

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Abstract

The course named Masters in Enterprise Resource Planning Systems aims to produce professionals who can work in the industry within Enterprise Resource Planning Systems (ERP). Within this course, a unit named Enterprise Planning Systems has been addressed about a teaching challenge in the curriculum. The teaching challenge identified was the lack of growing students' knowledge in ERP systems instead this unit was very much an SAP (Systems Applications and Products) software-oriented unit. This lack of knowledge, the current curriculum is providing our students, aims to reform with the new learning experiences, that is to incorporate work-integrated learning delivered by the block design principles, through using constructive alignment as the chosen instruction design methodology. Based solely on the block design and delivery principles, student learning is centered towards learning practices that have more relevancy to the career the students will be pursuing, hence work-integrated learning activities evolve as a natural occurrence, for this application.

Thus, the purpose of this paper directs to design this ERP postgraduate course by using constructive alignment in parallel with block delivery principles. Aligning the course learning outcomes to threshold learning outcomes (in this case Graduate capabilities were used) and in turn to align the unit learning outcomes to course learning outcomes so to achieve consistency in delivering the content to the students across the postgraduate study in Enterprise Resource Planning Systems. This reformed curriculum is currently implemented in the Bachelors of Information Technology course. A pilot study using surveys was conducted among 100 students from the Bachelors of Information Technology course and among their respective facilitators (that is the classroom teachers). This pilot study has led to the findings of an increase in student's engagement and the work-integrated learning approach has given students to be prepared to industry standards and the ability to evaluate student's capacity to apply knowledge in a work case scenario application was deemed both desirable by both students and facilitators.

Keywords: curriculum development, block design principles, constructive alignment