

# JME

## Journal of Management & Entrepreneurship

Volume 13

Number 1

Jan- Mar 2019

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### **A note on experiential learning, innovative pedagogy and liberatory education.**

The corporate world seeks for entrepreneurial mindset as one of the critical competencies among the management students. It is widely recognized that case study method is a powerful method of teaching and learning management subjects in a typical MBA programme. However interesting and interactive the classroom sessions may be, there is always a need for 'experiential learning' especially in subjects like Leadership and Entrepreneurship Development. Experiential learning is defined as the process of learning through experience. It is closely related to other innovative learning processes like 'action learning', 'adventure learning' and 'situated learning'. Greek philosopher, Aristotle explained the advantages of learning through doing. The modern version of experiential learning was expanded in the writings of John Dewey and Jean Piaget. It is emphasized that learning process undergoes in the four stages – Activity, Reflection, Conceptualization and Application. Sometimes it is referred to as a learning cycle which involves experience, reflection, conceptualization and experiment. In this exercise the student gets benefit from promotion of team-work and communication skill.

Innovative pedagogy involves new effective ways educating someone with an objective to achieve. John Elkington's famous concept of 'triple bottom line' may be taken as the objective to be achieved. It may be mentioned there are three goals for the modern corporate, namely profit, people and the planet. In the management education context, innovative pedagogy involves subjects and teaching methods directed towards achieving all the three objectives of the corporate. A firm may have multiple targets apart from profit, for example, brand building and enhancing market share. Benefit for the community (people's welfare) and environmentally sustainable development should not be overlooked. Innovative pedagogy may be viewed in this perspective.

Liberative education is a wider concept. German philosopher Habermas has given a critical social theory in which the highest level in the educational process is learning for liberation. Paulo Freire in his '*Pedagogy of the Oppressed*' (1993) views education in a radical way different from the mainstream conceptualization. He considers education is for social change. In his view the mainstream pedagogy acts as an instrument that strengthens and reproduces the capitalist exploitative class-structure. Freire suggests that education should enable individuals to critically examine the world in order to bring about social and economic changes to produce a better world.