

Innovative Education Panel

Business Education in Taiwan: Observations and Suggestions

Panel Organizer

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Abstract

Business Education has been introduced and practiced in Taiwan for nearly forty years. This is a good point in time for all our teaching colleagues to look back on what we have achieved in Taiwan, and share with each other observations, experiences, and, improvement suggestions of ours. The author prepared this panel proposal for all of us who are interested to come and share. Any observations in teaching methods, coursework, contents of teaching, social issues, students, textbooks, and others are welcome. Please come and share with us.

1. Introduction

Business Education research goes a long way back. The titles of research completed in 1933-1953 were studied [3]. Researchers suggested that [1], approximately 90 percent of the business education studies in the 1950's were descriptive surveys for which the questionnaire and library methods of gathering data were used. Business education attracts even more attention today. Some suggest topics in entrepreneurship should be included in the management education. Experiential Learning Theory that conceptualizes management development as a series of concurrent reflective conversations was also proposed [2]. Implications for the efficacy of various pedagogies, such as lectures, simulations and experiential exercises, critical facilitation, and problem solving are also useful methods to improve the business education.

Business education was introduced in Taiwan in the 1960s. It was embraced immediately by all as one of the best means to improve human resources needed in the business management area in Taiwan. Because it is relatively inexpensive to set up and operate a business school, business education has been one of the fastest growing divisions in the higher education in Taiwan. The demand for business education is still rising, and efficiency of

the business education remains the most important concern.

2. A Look at the Taiwan Business Education

In summer 2004, the Business School of Soochow University in Taipei organized a panel to share teaching experiences in business schools in Taiwan. Nine professors from four universities, of which, two national universities, and two private universities, participated in the panel discussion. Observations of these professors are summarized and discussed. Observations of these professors are classified into the categories of teaching methods, coursework, teaching, social issues, textbook, and test [4].

In that panel discussion, panelists found that class lecturing is the mostly used means in business teaching in Taiwan. Business schools in Taiwan encourage use of English textbooks. Team/group work on projects and reports, case studies, class presentations, and internet are also common teaching methods. Most business schools follow a similar coursework outlines that include courses in production, marketing, personnel/organization, accounting, and financial management. Some schools prepared test banks for reference use of students in order to get better test results. Students have opportunities to attend education/training courses organized by the universities for firms.

Most professors observe frustration of students due to poor English proficiency in their studies. It is suggested that students need better preparatory training in economics, communication, writing, and the English language. On the coursework, it is suggested that there should be more coverage in local/area knowledge, and in the area of creativity or enterprising.

It is suggested that business ethics, gender issues, and other social issues are among the areas do not attract attention in business schools in Taiwan yet. Researcher noted that in order to improve business

education and business operations in Taiwan in general, business ethics, gender issues, and other social issues should probably be studied and discussed. As a final note, they also recommend that better quality Chinese business textbooks may also be useful.

3. Panel Discussion Suggestions

Today, after Business Education has been introduced and practiced in Taiwan for nearly forty years, it is certainly a good point in time for all of us in business teaching to look back on what we have done, and share our observations, experiences, and, improvement suggestions. With this in mind, the author prepared this panel proposal. It is my believe that any observations of ours in teaching methods, coursework, contents of teaching, social issues, students, textbooks, and other areas, would help improve our work in the Business Education in Taiwan. Please come to share.

(Note: To facilitate the discussion, please read the full paper of “Business Educations in Taiwan, Some Observations” by Prof. Andrew C. Pan in the concurrent session of “Innovation Education,” to be held at 13:30-15:00 on Thursday, 30 June 2005.)

References

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- [2] Kayes, D.C. and Kayes, A.B., “Through the “Looking Glass” Management Education Gone Awry,” *Journal of Management Education*, 2003, 27(6), 694-710.
- [3] Langen, H. *A Study To Determine the Needed Research in Business Education as Revealed by Titles of Research Studies Completed, 1933-1953, and a Survey of Opinions from Two Selected Groups of Business Educators*. Doctoral Dissertation, Iowa City: State University of Iowa, 1954.
- [4] Pan, A. C., "Business Education in Taiwan, Some Observations," *Proceedings of the 10th APDSI Annual Meeting*, June 20 – July 2, 2005, the Grand Hotel, Taipei, Taiwan.