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## BUSINESS MANAGEMENT EDUCATION: TEACHING WITH EDUCATIONAL TECHNOLOGY

ZiauddinSyed<sup>1</sup> and Dr. Mohammed Maqsood Ali<sup>2</sup>

<sup>1</sup>Lecturer, College of Engineering and Computer Science, Jazan University, KSA  
ziauddin@jazanu.edu.sa

<sup>2</sup>Assistant Professor, Applied College, Jazan University, KSA  
maqsood@jazanu.edu.sa

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### ABSTRACT

In the emerging new technologies environment, examining which technology are the most useful for teaching business management graduates is becoming challenging task. Consequently, it is critically important to closely examine the uses and benefits of educational technologies. Since many B-schools are still practicing traditional methods of teaching and learning, there is a need to identify which technologies are the most useful to shape the management graduates. This paper identifies technologies that are useful for business management graduates and discusses how integration of technology can be benefited to the B-Schools, teachers and students.

**KEYWORDS:** Mobile computing devices, Physical Technologies, computer aided assessment, social networks, audio and video visuals.

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### 1. INTRODUCTION

Learning Business Management Education is a challenging task. There is a stiff competition among universities and corporate colleges. Universities either public or private offer two years business management education to bachelors of any stream based on qualifying in entrance examination conducted either by universities or colleges. Business Management graduates require professional skills in various fields such as marketing, finance, human resource management, and information technology. Business Management Education begins with common core subjects such as principles of management, principles of accounting, economic, principles of statistics, and principles of human resource management. It ends with specialization such as marketing, finance, and human

resource management and information technology. Finally, B-schools provide training to students to get employment in the industries.

Every one of us will be agreed that many B-Schools imparting management education through traditional teaching methods such as lectures, slide presentations and group discussion etc. B-Schools are neglecting technology to deliver education to the students in the existing digital age. Nowadays, technology has widely emerged and used by the students, teachers as well as the B-schools. Every students and teachers have mobile phones, desktop and laptop and internet connections at their homes. Moreover, B-Schools offer computer lab facility to the students and teachers.

Technology eases management education to both the students and teachers. AlFahad (2012) identified that students use electronic devices in their course activities for blogging, online shopping, send email and instant messages, get access to library resources, writing documents for course work and create web pages. Furthermore, Graham and Semich (2008) found that technology transforms pedagogy into the classroom and empowered to new learning environments. Faculty see “added benefit in working with new technologies as a means of motivating students as well as increasing their interest in delivering the course curriculum”. Pocatilu et al. (2012) stated that mobile learning is “an instrument for learning activities that is complementary to the range of instruments that teachers can employ in the educational system”.

Business management education around the world is undergoing a revolution in teaching and learning powered by the internet. Teaching with educational technologies (mobile phone devices, PDAs, Smart classroom, interactive whiteboards, social networking, Moodle, podcasting, virtual classrooms, augmented reality, etc) has emerged as essential delivery methods for teaching and learning. There are many such technologies which are not extending support in imparting business management education by the universities and corporate colleges. The main purpose of this paper is to briefly explore the concepts of educational technologies those are useful to the students and teachers because previous studies focuses only specific technologies.

Firstly, this paper contributes to the previous literature by exploring the various educational technologies used by students and teachers in b-schools. Secondly, this paper explores the benefits of using educational technologies to the learning and teaching community. Finally, this study contributes to the further investigation by the research scholars and b-schools.

### **1.1 Teaching with Educational Technology**

Technology is an ability to use computers skills and other technology to improve learning, productivity and performance (Uden et al., 2008). In other words, it is a tool employed for a practical use (Surry, 2008). Both the authors argued that technology provides cognitive tools allowing teachers, students and experts to communicate their thoughts and interest of subject and simulate real-life situations and problems. Ruberg et al. (2010) indicates that technology literacy is an integrated component of curriculum support and professional development. Georgina and Olsan (2008) examine relationship between technology literacy and pedagogical practice integration. They found that there is a significant correlation between them. Further, they suggested that there is

a need to maximised faculty technology training for the pedagogy integration by forming small groups with a trainer. The internet, database technologies, Mobile Phones or WAP (Wireless Application Protocol) technologies, Short Message Services (SMS), Multimedia, digital and interactive television, Kiosks, videoconferencing and business applications are the elements of technology (Fill, 2006).

### **1.2 Impact of Technology for Learning**

Surry (2008) in a study on impact of technology, proposed two types of impact of learning technology: tangible impact and intangible impact. Tangible impact of learning technology, according to him, result in specific and measurable outcomes. Students' achievement and enhanced motivational and attitudinal outcomes are types of technology impact. He concludes that "technology can have a positive tangible impact on the learning process". Determinism and instrumentalism are intangible impact of learning technology. Mobile technology has positive impact on learning as well as teaching from anywhere and anytime (Hooft et al., 2009). They suggest teachers to re-examine how to use technology. However, technology is an autonomous force that develops and evolves beyond human control while the design, development, use, and expansion of technology are processed that are controlled by society in the belief of instrumentalism.

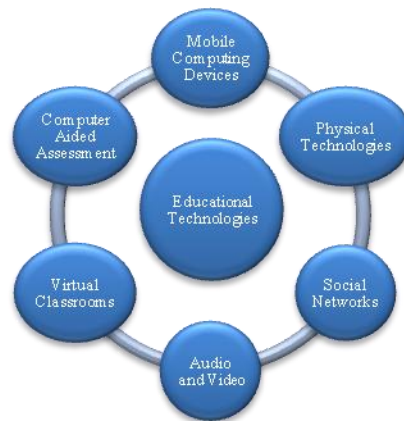
### **1.3 Benefits of Technology Usage**

Mahini et al. (2012) indicates the following benefits of technology use in education.

- Develop thinking skills
- Inclusive education
- Develop approaches to solve problems in group and individual accountability
- Help to become involved in complex issues
- Accelerate and develop exchange of information
- Support active learning strategies
- Enhance learning and interaction between learners, teachers and programs
- Develop and promotion of information literacy skills
- Learner-centred education

## **2. TECHNOLOGY USEFUL TO BUSINESS MANAGEMENT STUDENTS**

Educational technologies can be categorised into different types: Mobile devices, physical technology, social networks, audio and video, virtual classrooms, computer aided assessment and other technologies. Figure 1 shows the categories of educational technologies that are useful to management graduates.



**Figure 1: Categories of Educational Technologies**

## 2.1 TEACHING WITH MOBILE COMPUTING DEVICES

Mobile devices are also called handheld computers. They are not just communication devices but also help in gathering and information retrieval. It is a one-click-solution tool for learning and teaching (Gilbert, 2013). Many cases, however, illuminate the mobile device's capability to link contexts, bringing authentic examples and problems from the outside world into the classroom as micro-blog posts, photographs, and multimedia recordings. Others take school curriculum outside the classroom and deliver location specific information on field trips or visits to museums and art galleries. Kulik (2007) states that students can interact with the lecturers and demonstrate live in the classroom with the help of mobile devices such as mobile phones, PDAs, Digital Cameras, Audio and Video Players.

In addition, mobile apps and tablets have assumed a prominent position in the landscape of technology use in education and training, as anticipated by the EDUCAUSE 2012 Horizon Report. With mobile phone subscriptions totaling around six billions and predictions that sales of tablets and e-book readers will increase substantially as prices continue to fall, mobile devices are rightly seen as a compelling means of solving pressing global problems in education. Numerous successes have already been recorded. Concurrently, the rise of social, round-the clock Internet activity supporting voluntary, loosely organized, informal learning is posing significant challenges for traditional classroom-based education as well as distance teaching.

Mobile Phones, Smart Phones, PDAs, Laptops, Tablets, e-readers, Notebooks, Pagers, and Personal Navigation devices are mobile computing devices (See figure 2). Few devices are discussed below.



**Figure 2: Mobile Computing Devices**

### **2.1.1 Mobile Phones**

In today's telephony environment, students are having mobile phones. Most of the students use mobile phones for sending text messages (SMS), MMS, chatting with friends and relatives and send emails. In addition, they play games, access internet, take photos of beloved ones and use for business purposes. New generation use mobile phones with computing facilities are known as smart phones which provide multiple SIM cards. Teachers can send terminologies of business management to the students via mobile phones.

Lu (2008), in a study of students' perception of learning vocabulary via mobile phones (LVMP), claims that LVMP was convenient and interesting to the students. In addition, students find easy to memorise the vocabulary lessons send via mobile phones. In a similar study, Thornton and Houser (2004) emailed 100 words English vocabulary lessons to Japanese University students. They found that learning via mobile phone is a valuable teaching method. They further asked students to rate the importance of educational functions via mobile phones and found that receiving notification of cancellation, receiving and submitting assignments and notification of grades are highly important to students. Furthermore, they claim that lessons send to students via SMS (mobile phones) is more effective than via web.

### **2.1.2 Smart Phones**

Dall et al. (2012) states that smart phones are "ubiquitous and many users carry multiple phones to accommodate work, personal and geographic mobility needs". Smart phones can be connected to the internet through which teachers and students can interact anytime and anywhere. Ullrich et al. (2010) states that "The Mobile Live Video-Learning System offers a convenient and cost effective way of making higher education accessible to large number of students". Therefore, students can access from everywhere with the help of Mobile Live Video-Learning System. Lippincott (2010) in her article about the mobile future for academic libraries notes states that smart phones have become users' key information devices and offer content and services of library through mobile devices. Heermann (2002) suggests creating interest among students towards subject and use of mobile phones in teaching.

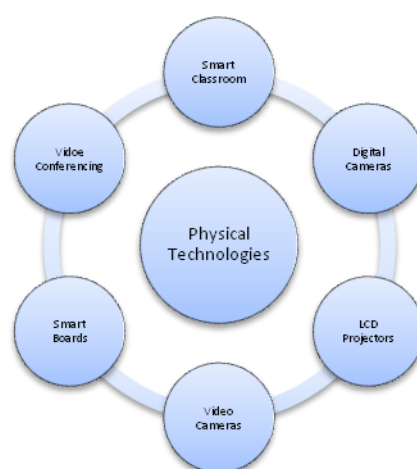
### 2.1.3 Personal Digital Assistants (PDAs)

Personal Digital Assistants (PDA's) is a pocket-sized handheld computing device that store documents, spreadsheets, calendar, entries, databases and lot of other resources associated with a computer (Yuen et al., 2008). It provides students with portable access to huge reference materials as well as resources and time saving benefits. In addition, allows students to access information in their specific area quickly and easily (Godson and Bromage, 2010). Furthermore, small size, portability, accessibility, powerful data processing and adaptability makes PDA's a significant tool in education. It can be a real personal computer for students and teachers as they can share information and collaborate with each other (Yuen et al., 2008). On the other hand, it allows network, wireless communication and have the processing power to perform several useful tasks (Vila et al., 2003).

In summary, teaching with mobile computing devices (Mobile Phones, Smart Phones, PDAs, Laptops, Tablets, e-readers, Notebooks, Pagers, and Personal Navigation), helps in gathering and retrieving information. Benefits of Mobile computing includes increasing vocabulary, receiving notifications for conduct of examinations and grades, submitting assignments, accessing mobile live video-learning from anywhere around the world. Further, mobile computing devices can be used at a convenient location and time, for student's accountability and motivation that increases learning efficiency. These devices help in understanding and practicing the subjects. In addition, teachers at all levels can transform latest knowledge through mobile devices. They can discuss technical issues in order to develop teaching profession (Grant et al., 2015). These devices except laptop and desktop are smaller in size, lighter in weight and inexpensive (Banister, 2010) that increase quality and quantity of subjects.

### 3. TEACHING WITH PHYSICAL TECHNOLOGIES

Physical technologies are increasingly using for transmitting and imparting education in the education system. It includes smart classrooms, digital cameras, LCD projectors, Video cameras, Interactive whiteboards and video conferencing. Figure 3 depicts the physical technologies. Few important technologies are discussed.



**Figure 3: Physical Technologies**



### **3.1 Smart Classrooms**

A smart classroom is the process of teaching, presentation, learning resources, managing and arranging classroom (Huang et al., 2012). It is a pseudo intelligent room that can address the problems in traditional academic environments (Rajeshwari, 2013). Similarly, Driscoll (2009) stated that it is “a pseudo intelligent room that can reconfigure itself and its resources automatically based on predefined profiles for specific user groups”. In addition, it is an important direction involving and pertaining to technology research and application (Di et al., 2008). Furthermore, it gives special importance to provide new mechanism for teachers and student to learn in different culture environment (Suo et al., 2009).

Smart classroom is a combination of voice identification, computer vision and other technology to provide education over the internet similar to traditional classroom, where interactions take place face-to-face between teachers and students (Pishva and Nishanta, 2008). It is observed as learning environment that support education that go far away from the usual face-to-face class meetings and cooperation (Bousslama and Kalota, (2013). Seetha (2013) stated that Smart Class software has changed and brought a gradual development in traditional way method of learning and provide education better through presentation and videos.

### **3.2 Smart Boards / Interactive White Boards**

Smart Board is composed of a computer linked to a projector and large touch sensitive board displaying the projected image which allows input via finger or stylus so that objects can be easily moved around the board by teacher or students (Miller and Glover, 2010). It is integrated with computer programming where instructor uses with the help of applications such as PowerPoint, graphics, word etc (Greer and Mott, 2009). In addition, facilitates free hand drawing on projected image and boost a teacher’s ability to manifest design and architecture (Narey, 2003).

Perhaps the most interesting aspect of Smart Board is internet accessibility where students and teachers can interact with any website in classroom. It can also be used to write and store data using digital ink (McMurtry and Burkett, 2010). However, it is a relevant use of technology that supports learning involves tentative assessment and preparation of classroom. In addition, allow teachers to manage their topics in an efficient way (Hamdan et.al, 2012). Furthermore, it enables teachers to do problem solving and write comments on the board during the explanation process.

### **3.4 Video Conferencing**

Video conferencing is defined as environments that utilize communication to achieve real-time inter connectivity involving transmission of media back and forth between physically separated locations (Omer Majid et al., 2006). It is a technology to overcome the barriers of distance, time and expense, and to engage students showing intense interest in learning environment. (Marie Martin). It is also a special technology for distance learning with the existing effect (Misnevs et al., 2010) and a real time communication that connects students and teachers for education environments (Anderson et al., 2010). In video conferencing, courses present public, real-time discussions among teachers and students rather self-study guide (Coppola et al., 1997).

Video communication tools, such as Skype, are being used for professional communications in both higher education and industry, and have already been piloted as reference tools by some libraries. For example, Booth (2008) states about Ohio University's experiments with creating a Skype based reference service. Apple's latest mobile device, the iPhone 4, with its Face Time video communication application suggests that video communication may soon become widely available on mobile platforms. Face Time allows two iPhone callers to not only hear each other, but also to see each other, something which has until recently been reserved for communication devices in science fiction settings. Over time, tools that allow for sharing data interactively and face-to-face interaction will help to address many of the concerns about the quality of digital reference services. Furthermore, video conferencing has changed the development of teaching and learning by providing distance direct tutoring, whereby a tutor gives additional instruction and attention to a student (Chan et al., 2008). According to Misnevs et al. (2010) the video conferences will be most world-wide communication media and also produce a strong influence on education.

In summary, teaching with physical technologies such as smart classrooms, Smart boards/interactive white boards, video conferencing, digital cameras, LCD projectors, Video Cameras, has dramatically changed the learning and teaching in different culture environment. Perhaps the most important benefit includes interacting students face-to-face through these technologies in the classrooms, facilitating free hand writing or drawing on projected image and using any websites in the classrooms, managing topics in an efficient manner, and solving problems during the explanations. Thus, physical technologies enhance learning and teaching skills and influence the performance of students.

#### 4. TEACHING WITH SOCIAL NETWORKS

In today's modern era, online education is becoming larger learning techniques worldwide. People are not only connected through social network to make friendships but also to share knowledge and maintain relationship. Social network includes blogs, wikis, Facebook, twitter, LinkedIn, YouTube and others. Figure 4 presents the social network technologies.



**Figure 4: Social Networks**



#### **4.1 Blogs**

Blog has become one of the most prominent way to print and share online data quickly and easily (Pujol et. al., 2011) and fast and easy way of communication (Xiaofeng and Xuping, 2011). It is one of the technologies that are used daily in academic work to easily share knowledge irrespective of location (Liu et. al., 2009). In addition, blogs are communication tools (Dyrud et al., 2005), weblogs/ websites that consists notes in opposite sequential order (Robles and Barahona, 2010). It was originally an articulation of personal ideas, content, arranged in sequential order and regularly updated publishing (Yumei and Junyong, 2010) and a special tool for posting and publishing data through network (Xiao and Liu, 2009). Further, a blog is a free style article developed by either individual or group, which is generally updated and consists of online articles and relevant news with comments (Wankel, 2009).

Educational blogs are presently improving in reputation in schools and higher education institutions, and they are generally utilized as collective tools giving assistance to student's active learning (Jimoyiannis and Angelaina, 2012). Hung and Huang (2015) investigated the students' presentation performance, presentation skills and perceptions towards the learning of video blogging. The finding showed the significance of students' performance including presentation skills, intimation, posture; introduction, conclusions and purpose are the most significant improvement among students. Wright (2006) states that blogs reduces e-mail overload, facilitate the brain-storming process to generate new ideas more quickly, and simplify a variety of project management task.

#### **4.2 FaceBook**

Facebook (developed by Mark Zuckerberg, 2004) has been increasingly used by millions of people in the world. The benefit of Facebook are communicating with friends, family members, and business partners anytime and anywhere, posting comments, updating status, uploading photos, sending request for friendships. In addition, Facebook attracts, develops, maintains and enhances relationships with family and friends across the world (Maqsood, 2015).

Incorporating teaching with Facebook, teachers can ask the students to create a space and platform for homework and revision resources. Facebook can be useful for running debates on special and current topics in the media. In addition, allows students to use it as a research tool to post, share ideas, videos and learning resources. Further, it can be used as a communication tool and broadcast account with parents and also get engaged educators through online learning (Fordham and Goddard, 2013).

#### **4.3 Twitter**

Twitter (developed by Jack Dorsey and others, 2006), is a medium to communicate and build relationships with the customers. Twitter allows 140 characters for posting messages, placing opinions and thoughts and asking questions (Maqsood, 2015). Teachers, however, can ask students to create and public a course 'hashtag' and post questions or topics. Hashtag can be used as a backchannel for questions and discussions during lectures or conferences. The main benefit of using twitter in teaching is to establish connections between students and teachers. It helps students to ask specific questions that may not have asked in the classroom. Lofgren et al. (2015) stated that twitter

can be use as “a supplement to the curriculum in a college course and evaluate students’ engagement and grades”.

#### **4.4 LinkedIn**

LinkedIn (developed by Reid Hoffman, 2002) is a professional networking that is evolved specifically for business community. It provides technological skills or expertise and its connection force the students to be better prepared, more cautions, and to remain professional with their online social networking behavior. Teaching with LinkedIn website helps the students to update their knowledge of business management education. In addition, students can join real-world groups and attempt to participate with professional in their chosen career fields (McCorkle and McCorkle, 2012). LinkedIn can be used in personal branding, social learning, personnel learning network, alumni networking, E-portfolio, integration with other social media, job or career research.

#### **4.5 YouTube**

YouTube (developed by Chad Hurley and others, 2005) is a communication medium (Al-Medabesh and Maqsood, 2013). Registration is free, fast and easy for the users. Username and password are provided to the users for uploading videos, posting comments, joining specific interest and send links to their loved ones. YouTube users can browse videos from the webpage namely <http://youtube.com>. YouTube provide free access to a large volume of educational video. For example, YouTube EDU is a service for educations which contains short lessons from teachers, full university courses, professional development materials and inspirational videos from global leaders (Buzzetto-More 2014). It allows students to access thousands of educational videos from vetted YouTube channels like PBS, TED, and Khan. Further, YouTube video helps in “fostering candidate’s readiness for student-cantered teaching with effective methods for their respective content area” (Abendroth et al., 2011-2012).

#### **4.6 Wikis**

Social network can be used as tool for academic interaction in the classrooms as well as outside the classrooms. It can also be used as support to enhance education and research. Wiki is an online application that allows students to add or change content on a wiki website and founded by Ward Cunningham (Christopher, 2013). Wikipedia is the example of wiki website. Wikipedia provides different kind of online experiences to the students and teachers. Wikispace, Wikidot and Pbworks websites are available to the teachers.

In summary, social media positively influenced the teacher-students relationship (Lofren et al., 2015). Teachers can deliver contents of business management using social networking sites such as blogs, Facebook, twitter, LinkedIn, YouTube, Wikis and MySpace etc. These social networking sites can bring positive changes in learning business management education.

### **5. TEACHING WITH OTHER TECHNOLOGIES**

In the above literature, various kinds of technologies are discussed. Teaching with educational technologies such as Moodle, Podcast, Augmented Reality and Virtual Classroom are explored.

### 5.1 Moodle Technology

Moodle (**Modular Object-Oriented Dynamic Learning Environment**), according to Goyal and Purohit (2010), is a freely available learning management system, based on sound distribution principles, developed in academic surroundings. Zhang and Zhang (2009) defined Moodle as "a very good tool to build platforms for learning communities". It is generally open to registered users and offers different functions from course management to managing students. In addition, it is open source software which allows the interaction between teachers and students such that teachers are easily able to organize, manage and share course materials (Chunlin, 2011). Further, it contributes an increase in the quality of education and release teachers from doing administrative tasks and allowing them to dedicate more time on primary function (Moura and Jorge, 2011).

Moodle is a learning management system (LMS) that aims to improve the quality of education and include the tools for E- Learning system (Aydin and Tirkes, 2010). It is open source learning system which supports teaching and mostly useful to programmers and education theorists, and contains lot of tools and techniques such as forums, chat rooms, PHP and MySQL (Borges et al., 2011). In other words, it is a software tool which is used for developing electronic content of education that is used both in distance education and as an addition to traditional education (Zekanovic- Korona et al., 2010). Further, it is a web application which allows the delivery of instructions online through open source (Aranda, 2011). Moodle, a software package called a Course Management System (CMS), is open source and copyrighted that is freely provided for use under the GNU public license agreement" (Xu- Huai et al., 2010).

Thus, Moodle authorizes a detail evaluation of its user's experience as a major part of determining it's appropriate as a platform to learn and teach (Walker et al., 2013). But, when implementing and utilizing it carefully it can have a good impact in providing a quality teaching and learning environment (Saydam et al., 2013).

### 5.2 Podcast

Podcasting is one of the advance uses of internet technology and a combination of words, iPod and broadcasts. It is a digital media file that can be shared via the internet and played on computer and devices, including iPods or other digital audio player (Yagmur, 2012). In addition, Podcasts are audio files that can be played on the computer or downloaded to mp3 players to listen such as iPod (Sprague and Pixley, 2008; Weyant and Gardner, 2011). IPod, simply an mp3 file format, which can be played on mp3 player. Students can listen to their lectures on computers, which has been recorded and uploaded by their teachers in mp3 format. Colloquial learning can take place when a student listens to podcasts (Robinson and Ritzko, 2009).

Thus, podcast is a new technology that aides students in seeking education (Robinson and Ritzko, 2009). It can help the students in actively engaged with the topics being taught further it also acts as a development tool for improving communication and problem solving skills. Further, it can be utilized as an impetus for analysis, discussion and later synchronization whether personally or virtually (Mustaro, 2010). It also permits the students to access audio recordings of lectures or other learning materials at their availability (Nataatmadja and Dyson, 2008).

### 5.3 Augmented Reality

Augmented Reality (AR) is defined as systems that allow real and virtual objects to exist in same space and interact with each other in real-time (Azuma, 1997). It enables the overlapping of computer-generated virtual data into real environment in real-time (Phon et al., 2014). AR technology allows virtual objects appear to synchronize with real world objects (Aziz et al., 2012) in real-time application (Sumadio and Rambli, 2010) and a sub-division of virtual reality (Pengcheng et al., 2011). Further, AR allows the user to see real world objects that is enriched with virtual objects (Kerawalla et al., 2006).

The basic idea of AR is overlapping virtual objects to real objects thus making the virtual objects appear more real than we presently see (Zagoranski et al., 2003). AR is, however, an application that depend on tangible interface symbol where physical objects can be strengthened by having virtual objects tied to them, thus allow students to participate and communicate in a more essential way within physical environment (Davidsson et al., 2012).

### 5.4 Virtual Classroom

Virtual Classroom is a type of distance learning source which offers convenience and flexibility (Bigony, 2010). It permits teachers and students to communicate online simultaneously. The most important advantage of virtual classroom is to allow communication between teachers and students with the help of text messaging, audio, and video and express emotion using emoticons (Martin et al., 2012). It also uses internet as a medium which is a low-cost and flexible method for students training in a range of subjects, especially computer domains (Phillips, 1998).

To begin a new era of learning it is necessary that web-based course uses the internet tools for communication between teachers and students, as human element is most effective while teaching, therefore the technologies or tools which offer face-to-face communication/ classroom are more efficient. Virtual Classroom is one such amazing tool. It is a course in itself which help students to get all sort of information related to course, materials, exercise, online scheduling, contacting teachers etc. It provides the student virtual work i.e. discussions, participations, explorations about the topics (Artyushina and Sheypak, 2012).

Thus, internet based applications such as Virtual Classroom provides the student those environments which are either very expensive or in-accessible in a classroom setup making them easily accessible at a very low cost. It enables students especially with disabilities to experience a field trip or a lab experiment while just sitting at home in front of computer screen. It caters different modalities to the students according to their diverse learning style (Smedley and Higgins, 2005). In summary, teaching with Moodle, Podcasting, Augmented Reality, and Virtual Classroom has brought development in the learning and teaching skills.

## 6. TEACHING WITH CLOUD COMPUTING

Cloud computing is the combination of hardware and software where a college can access information from anywhere and anytime across the world. It has been into services and deployment models. Service model includes IaaS (infrastructure as a Service), PaaS (Platform as a Service), and SaaS (Software as a Service). Deployment models classified into private, public, hybrid and

community clouds (Maqsood and Haseebuddin, 2015). Cloud computing in teaching has been used to create collaborative environments, share references, hold virtual discussions, deploy web applications, and manage projects. Teachers can send study materials or any other information to their students through email or using a client server based learning management system (for example, SPIN). Students can upload and download the study materials using SPIN and share between themselves. In addition, they can store materials in Dropbox (a cloud based storage services) and share materials using webcam. They can also use video streaming services which are enabled in cloud infrastructure.

B-schools need to rethink budgeting to acquire new software and hardware and offer cloud based teaching to the business management graduates so that students and teachers can share their ideas, create interactive sessions, arrange group projects, store information or materials, access information from any devices, saves time, and resources.

## 7. CONCLUSIONS

This paper has tried to bring all educational technologies under one umbrella because previous studies conducted on specific technology in general but not business management education in particular. Teaching with educational technologies are categories into mobile computing devices, physical technology, social networking. In addition, Moodle, podcasting, augmented reality and virtual classroom technologies has discussed. Since the length of the paper increased, other technologies (Flipped Classroom, Multimedia, Electronic grade book, Digital cameras, LCD projectors, Video cameras, Students' websites, Intranet, Internet/web-based education, (Wi-Fi) wireless fidelity, Desktop computers, 3D technology) are not explored. Most of the universities and corporate b-schools are neglecting educational technologies and hence there is a need to prepare strategies concerning teaching pedagogy and integrate with technology so that students and teachers contribute to innovative economy.

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