

## Teaming Up for Success: A Case for Collaborative Teaching in Malaysian Strategic Management Courses

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**Abstract:** In higher education, research has repeatedly demonstrated the efficacy of collaborative learning as an educational technique. Higher education can benefit from using collaborative learning as an educational technique since it can raise student engagement, improve learning outcomes, and prepare them for future collaborative work settings. Today's varied and dynamic learning environment may make it impractical for traditional lecture and tutorial formats to fulfill the demands of every student. Thus, this study looks into how well collaborative teaching works for bachelor's degree students in a strategic management course. Based on the interactive questions from the industry panel, the study will specifically look at how collaborative teaching approaches affect students' capacity to apply theoretical concepts to real-world circumstances. Open-ended questions served as the basis for the thematic analysis used in this qualitative study. For a collaborative teaching session on strategic management, an industry panel was invited to give a talk. 308 bachelor's degree candidates enrolled in a 13-class course on strategic management made up the study's sample. Twice a week, before the session (preliminary survey) and during the session (session survey), data were gathered. For data processing, NVIVO version 14 software is utilized. Three categories comprise the results of the study: (1) pre-session findings; (2) in-session findings; and (3) post-session results. Each group of phases offered a response to the primary goal of the study through the use of a set of questions that were given to students via a gamification platform.

**Keywords:** *Collaborative Teaching, Students Learning, Corporate Social Responsibility, Sustainability*

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### 1. Introduction

In today's rapidly changing business environment, the field of strategic management has gained significant importance. Corporations are facing increasing complexity and uncertainty, making it essential to develop effective strategies to stay competitive. To address this need, universities have recognized the importance of equipping students with the necessary skills and knowledge in strategic management. However, the challenge lies in designing a curriculum that effectively integrates theory and practice while aligning with the university's goals (Mnguni, 2019). Strategic efforts are needed to combine the objectives of the university and those for the entire program while at the same time systematically improving existing courses or planning.

Research suggests that strategic curriculum planning is one approach that can help universities achieve these objectives. By aligning teaching and learning practices, universities can ensure that students acquire the skills they need for their future careers and beyond (Li, 2022). This effort involves improving existing courses and designing new courses that address the needs of stakeholders. One pedagogical approach that has shown promise in achieving these goals is through collaborative teaching. Collaborative teaching involves the active participation of students and instructors working together in a mutually beneficial learning environment (LaForce et al., 2017). This approach fosters student engagement, critical thinking, and problem-solving skills, vital in strategic management. Furthermore, collaborative teaching can enhance students' ability to apply theoretical concepts to real-world situations, encouraging them to work in teams and engage in interactive discussions.

Research has consistently shown that collaborative learning is an effective instructional strategy in higher education. Collaborative learning is a valuable instructional strategy in higher education that can enhance student learning outcomes, improve engagement, and prepare students for future collaborative work

environments. For instance, studies have highlighted the benefits of collaborative learning in higher education, such as enhancing student learning outcomes (Heller, 2022), improving task performance, reducing errors, and providing a positive collaboration experience (Upadhyay, 2023). Collaborative learning not only prepares students for teamwork in future careers but also fosters peer-to-peer learning, cultivates new skills, and improves performance (Forbes, 2020). Moreover, collaborative learning has been associated with increased student engagement, which can lead to improved learning outcomes (Ramdass & Nemavhola, 2018).

Traditional class lectures and tutorials may not be a practical approach to meeting the needs of all students in today's diverse and dynamic learning environment (Makhura et al., 2021; Goold et al., 2007). Students come from different backgrounds and have unique learning styles, making it crucial to provide them with various methods to engage with the material. For example, in a collaborative teaching setting, students may be divided into small groups and assigned different topics to research and present to the class. This practice allows them to develop their research and presentation skills and learn from their peers, exploring different aspects of the subject matter.

However, collaborative teaching methods may not be suitable for all students, as some individuals may thrive more in a traditional lecture-based format that allows for focused individual learning and reflection. Additionally, it can be challenging to coordinate resources, justify instructors' assessments, and get the right industrial instructors to contribute to collaborative teaching. Furthermore, implementing collaborative teaching methods requires careful planning and coordination among instructors to ensure all students are actively engaged and contributing to the learning process. Additionally, providing additional support and resources for students who struggle with working in a collaborative environment may be necessary, such as offering individualized guidance or alternative learning opportunities.

Therefore, this research investigates the effectiveness of collaborative teaching in a strategic management course among bachelor's degree students. Specifically, the research will examine how collaborative teaching methods impact students' ability to apply theoretical concepts to real-world situations based on the industrial panel's interactive questions.

## **2. Literature Review**

This section discusses the challenges related to collaborative teaching, the theory related and the effectiveness of students learning.

### **Challenges of Collaborative Teaching**

Collaborative teaching brings about several challenges that need to be addressed to ensure its effectiveness. One of the main challenges is the coordination of resources. In a collaborative teaching setting, instructors must ensure all students can access the necessary materials and technologies to engage in group work. This pedagogy can be particularly challenging in online or blended learning environments where students may be geographically dispersed and have different technological capabilities. Furthermore, instructors must justify their assessments in a collaborative teaching setting. They must establish clear criteria for evaluating group work and ensure that individual contributions are recognized and assessed fairly. Another challenge is finding the right industry instructors to contribute to collaborative teaching. Finding industry instructors willing and able to participate in collaborative teaching can be challenging. These industry instructors often have busy schedules and may not have the resources or expertise to contribute to collaborative teaching effectively.

Moreover, time constraints and limited opportunities for interaction can also present challenges in collaborative teaching. In online or blended learning environments, students may face limited time availability and scheduling conflicts, making coordinating with their peers for collaborative projects difficult. In addition to these practical challenges, student engagement is a crucial factor to consider in collaborative teaching. Research has consistently shown a positive correlation between student engagement and academic achievement across various educational settings (Luo et al., 2023; Mallik, 2023, Zhang, 2022; Satuti et al., 2020). The engagement level of students can be influenced by various factors, such as their motivation towards the learning process, their sense of belonging, and their ability to participate in collaborative activities actively.

Furthermore, the transition to remote or online learning due to the COVID-19 pandemic has introduced additional challenges to collaborative teaching. The sudden shift to online learning has disrupted the familiar learning environment and presented students with numerous hurdles to overcome. Students have encountered difficulties adjusting to new online learning platforms, dealing with the absence of face-to-face interactions, and managing the technological aspects of remote education (Barrot et al., 2021; Seguerra et al., 2021). Additionally, among the challenges students face in collaborative teaching is the lack of social interaction and reduced opportunities for peer-to-peer and peer-to-teacher engagement. As Salas-Pilco et al. (2022) state, student engagement is defined as the degree of participation and involvement that students have in their learning process. Educators and institutions need to understand and address these challenges to optimize student engagement during and after the pandemic. The effectiveness of collaborative teaching among bachelor's degree students in the strategic management subject is a topic that warrants investigation.

### **Collaborative Teaching on Student Learning**

Transitioning from a bachelor's to a master's degree involves changes in requirements, teaching formats, and expectations, as highlighted by Sjöblom et al. (2024). This transition signals the need for effective teaching methods that prepare students for higher academic levels. Collaborative teaching has long been recognized as valuable in promoting student learning and engagement. By fostering collaboration and active participation among students, students can develop higher-order thinking skills, enhance their problem-solving abilities, and deepen their understanding of the subject matter. Collaborative teaching facilitates academic growth and cultivates important social and interpersonal skills essential for success in the professional world. Through collaborative activities, students learn how to communicate effectively, collaborate with diverse individuals, and negotiate and constructively resolve conflicts. Studies have highlighted the positive impact of collaborative learning on student engagement and achievement (Scager et al., 2016). Collaborative learning strategies, such as promoting student collaboration in small groups, have been found to optimize individual and collective learning outcomes (Le et al., 2017). Additionally, collaborative learning has been associated with benefits such as the development of students' communicative abilities, autonomy, creative thinking skills, and cooperation abilities (Chyzhykova, 2021).

In the context of strategic management, collaborative teaching can be particularly impactful. Strategic management requires students to analyze complex business scenarios, make informed decisions, and develop effective strategies. Students can actively exchange ideas, challenge assumptions, and collectively problem-solve by engaging in collaborative projects and discussions. This collaborative approach allows students to understand strategic management concepts better and apply their knowledge in real-world situations. Furthermore, collaborative teaching in the strategic management subject can also foster critical thinking skills. Collaborative teaching has been linked to the enhancement of critical thinking skills among students by improving the quality of learning experiences (Ramasamy et al., 2022).

Students are exposed to different perspectives and alternative solutions by engaging in discussions and collaborative activities. This approach encourages them to think critically, evaluate information, and make informed decisions. Research has shown that when students are intellectually engaged, they are more likely to be motivated and actively involved in their learning process. Implementing collaborative teaching practices can also foster deeper levels of understanding through interdisciplinary connections and meaningful interactions, contributing to students' social and emotional intelligence development (Supriyadi, 2021). Collaborative teaching also provides an opportunity for students to develop important teamwork skills that are highly valued in the professional world. For instance, effective communication, task coordination, and conflict resolution skills. Implementing collaborative teaching methods in the strategic management subject can have several positive outcomes for students.

### **Relevant Theories on Collaborative Teaching**

Collaborative teaching, also known as team teaching, involves multiple educators working together in the classroom to deliver instruction (Apandi & Rahim, 2020). The theory of collaborative teaching is underpinned by various frameworks and models. For instance, goal orientation theory serves as a foundational framework for explaining the outcomes of collaborative teaching and learning (Novicevic et al., 2003). This theory emphasizes the importance of aligning faculty goals to minimize conflicts and enhance the quality of collaborative teaching experiences. Moreover, sociocultural praxis and self-study of teaching, rooted in

sociocultural theory, play a significant role in shaping collaborative teaching practices, particularly in the context of special education (Morfi & Samaras, 2015). This approach focuses on continuous professional development, open communication, and interaction among teachers to improve the education of students with special needs. In the realm of professional development, sustained collaborative subject-based groups supported by facilitators have been shown to enhance teacher learning (Wood et al., 2017). By utilizing a model of instructors' conceptions of teaching and a variation theory of learning, critical features of teaching necessary for effective learning are identified, emphasizing the importance of collaborative learning environments. Furthermore, collaborative teaching extends beyond the classroom, as evidenced by collaborative practices between universities and industries (Roslim et al., 2022). These collaborations involve planning, implementing, and evaluating teaching strategies to bridge the gap between academic knowledge and industry requirements.

### 3. Methodology

This research was conducted qualitatively by using thematic analysis based on open-ended questions. An industrial panel was invited as the speaker for virtual collaborative teaching on the strategic management session. The industrial panel holds a senior managerial position in a renowned multinational company in Malaysia. Subsequently, the last chapter of the subject was selected, entitled Business Ethics, Environmental Sustainability, and Corporate Social Responsibility. All of the five teaching instructors for the strategic management course agreed to select the topic as the theme since it is a current concern in business today. Marmat (2021) points out that education in business ethics contributes to establishing a robust ethical business environment, which can help prevent corruption and support sustainable growth. The sample of this study consisted of 308 bachelor's degree students enrolled in a strategic management course with 13 classes. The data was collected twice a week before (preliminary survey) and during the session (session survey). NVIVO version 14 software is used to run the data. The initial survey was conducted to seek the students' profile, expectations, and prior understanding of the chapter. Meanwhile, the second data collection was made to seek an understanding of the overall chapter from the students. Data was collected through interactive questions and gamification prepared by the industrial panel.

### 4. Findings of the Study

The study's findings are broken down into three categories: (1) pre-session findings; (2) in-session findings; and (3) post-session findings. Using a set of questions distributed to students via a gamification platform, each category of phases provided an answer to the study's main objective. The pre-session clarified the students' prior knowledge and expectations for the seminar's topic. The sessions then continued with a focus on three important topics: corporate social responsibility, sustainability, and business ethics. The post-session discussions included, among other things, a discussion of the students' reflections and feedback on the overall seminars.

**Pre-Session Findings** This section focuses on the findings of pre-sessions or preliminary surveys before collaborative teaching begins. The speaker has given the questions earlier to get the feedback from the students. The objective of these pre-sessions is to identify students' background and student's prior knowledge of topics that were discussed in collaborative teaching.

#### Field of Study

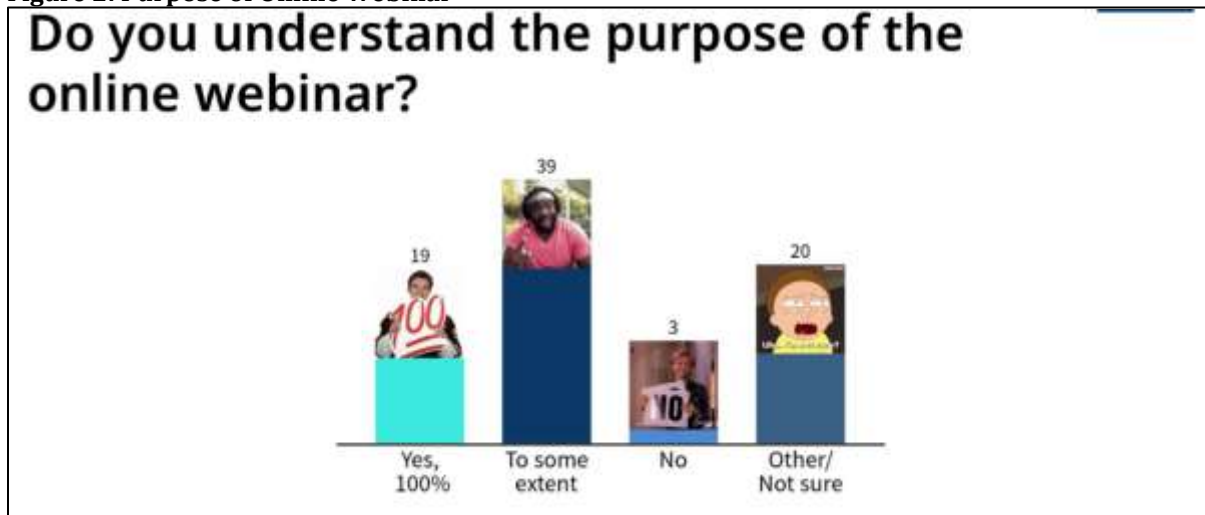
The first question in this pre-session is about the field of study. The speaker wants to know the student's background in the study. So that the speaker can cater to his respondent attractively. Based on Figure 1, findings revealed that the majority of students were from the field of Business and Management which covers Investment, Banking, Digital Marketing, Finance and Business Studies

Figure 1: Field of Study



Next questions regarding the purpose of the online webinar. This question is more on the speaker wants to know whether students acknowledged the purpose of collaborative teaching later

Figure 2: Purpose of Online Webinar



Based on Figure 2, findings revealed that the majority of students were total of 39 students answered to some extent which shows students either understand or do not understand the purpose of the online webinar. This is because based on the advertised poster gives a little insight to the students about the purpose of this online webinar. Meanwhile, 20 students answered other or not sure, 19 students answered yes and only 3 students answered no for the online webinar. This shows that the students are not very aware of the topic and the purpose of this webinar before the session begins.

#### Student's Understanding of the Topic

Students have also been asked about their understanding of the topic consisting of business ethics, environmental sustainability and corporate social responsibility.

**Table 1: Student’s understanding of the topic**

Topics	Yes
Business ethics	3.2
Environmental sustainability	2.9
Corporate social responsibility	2.9

Table 1 shows student’s understanding of the topic that will be discussed later. Based on the table, the majority of students understand the topic of business ethics compared to environmental sustainability and corporate social responsibility. Students understand about the topic of business ethics as it is very synonymous in student’s lives compared to the sustainability and corporate social responsibility topic.

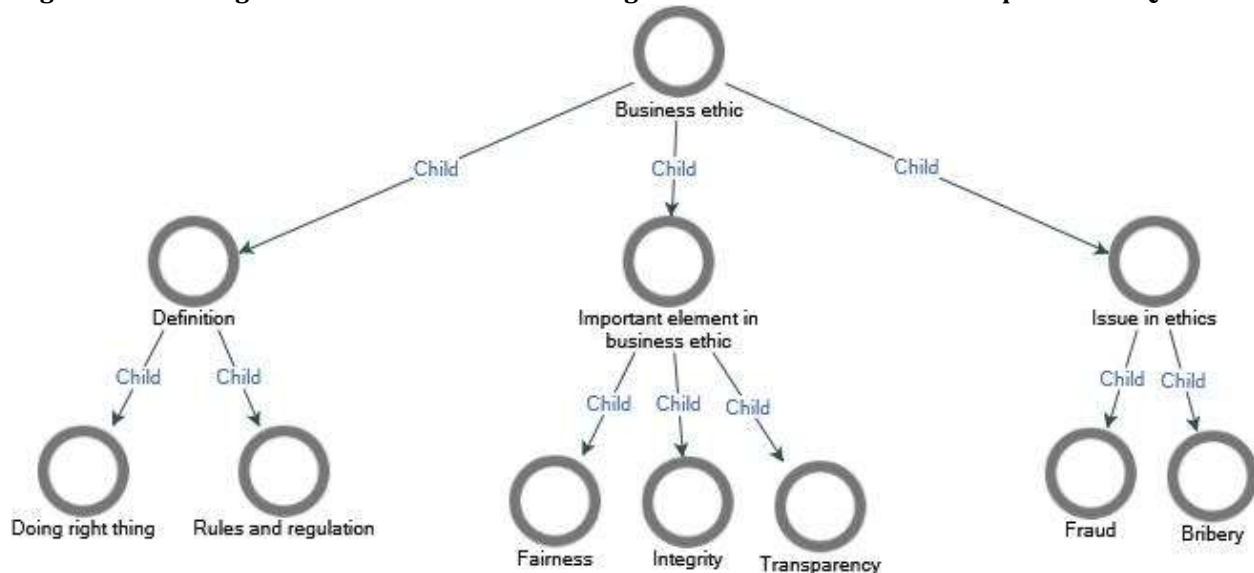
**In-Session Findings**

This section focuses on the findings of in-sessions in which students learned about three crucial subjects: business ethics, sustainability, and corporate social responsibility (CSR). Students actively engaged with the speaker during the in-session workshop by responding to several questions via the interactive game. The primary objectives are to examine the level of student comprehension of the subject matter and to determine how engaged the students are with the subject matter. This is crucial to ensure that students understand the concepts behind all three of these topics and can use their knowledge in the classroom.

**Business Ethics**

As the first topic of discussion, students were questioned about their prior knowledge of business ethics, including issues and their importance. The tree diagram based on the NVivo analysis illustrated the student’s interpretation of what business ethics meant (Refer to Figure 1). Students expressed their opinions based on open-ended questions, and their findings can be categorized into three main themes: (1) the definition of business ethics; (2) key components of business ethics; and (3) issues related to business ethics.

**Figure 3: Tree Diagram of Students' Understanding of Business Ethics based on Open-ended Questions**



(Source: Authors)

**Definition of business ethics**

Students understand the concept of business ethics to encompass two distinct perspectives: upholding moral principles and adhering to legal guidelines. Acting morally is a reflection of one's personal beliefs and ability to

distinguish between good and wrong. Individuals' behavior and actions are governed by rules and regulations and breaking them might result in penalties. The following viewpoints from students are discussed:

***Doing the right thing and avoiding the wrong thing***

Nine (9) out of the students defined business ethics as “doing the right thing and avoiding the wrong thing” or “acting morally”. Informants claim that conducting business ethically can assist them in avoiding unethical or unlawful behavior. To help the business owner make the right decision-making, the informant also emphasized the importance of instilling a good moral standard in the organization. Every employee must be taught to take responsibility for their wrongdoings and be instilled with this strong moral code as part of the organization's culture. Here's how one may interpret their statement:

*“The standard of morally right and wrong conduct in business”*

*“Do something right and legal, don't do something bad and illegal”*

*Morally right or wrong in conducting business*

*“Acts of right and moral”*

*“Do things right”*

*“Moral principle”*

*“Moral in business”*

*“Do the right thing”*

*“Ethical leadership: Setting an example through ethical decision-making, promoting ethical decision-making, promoting an ethical culture within the organization, and holding individuals accountable for unethical behavior”*

***Comply with the rules and regulations.***

In addition, twelve (12) informants view business ethics as related to the compliance of the rules and regulations. There will be repercussions for breaking the laws and regulations, which will set everyone's actions and behavior on the right path. In addition to these guidelines and principles in business ethics, there are other components such as company policies, business processes, business conventions, and code of conduct that all employees are expected to follow.

*“Rules and regulations must be followed throughout the business”*

*“Code of Conduct”*

*“Implementing appropriate business policies and practices”*

*“Rules and regulations in business”*

*“Something that we must abide”*

*“Company policy”*

*“Business policy”*

*“Legal conduct”*

*“Rules that have to be followed”*

*“Business policy”*

*“Business custom”*

***Key components of business ethics***

Next, students also emphasized three (3) key components of business ethics, which include (1) transparency; (2) fairness, and (3) integrity. The significance of these three components lies in their demonstration of the company's integrity towards its customers and their accountability for all its actions.

***Transparency***

Based on the findings, students claim that transparency promotes open communication, honesty and information sharing, which they believe is essential to business ethics. These days, a lot of companies employ reporting to give their stakeholders information about their organization, including financial performance and Corporate Social Responsibility (CSR) initiatives. They have decided to disclose their actions to all relevant parties, including their clients, by being open, and transparent about what they are doing. By doing this, they raise public confidence in their business in addition to the company's reputation.

*“Transparency and accountability: maintaining open communication, disclosing information truthfully, and taking responsibility for one's actions and their consequences”*

*“Honesty”*

### **Fairness**

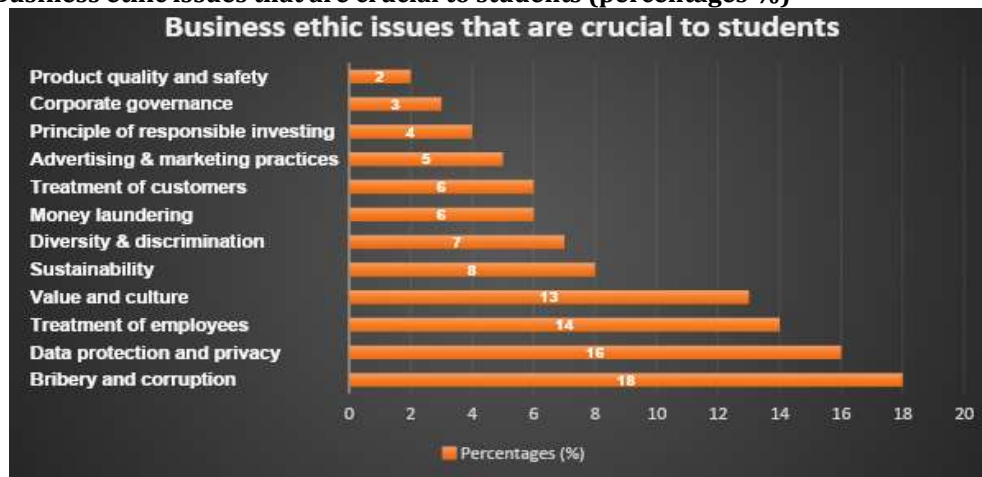
Students have also identified fairness as the idea that everyone should be treated equally and given equal opportunities in the business world, free from discrimination. Fairness and treating everyone with respect are important aspects of a strong business ethic that can support a great work environment in the company. Furthermore, regardless of background, everyone should be treated equally. Customers, for instance, should be entitled to the same quality of goods and services from the company. The statement of students can be viewed as follows.

*"Discrimination"*

*"Fairness and equity: Ensuring equitable treatment of all individuals involved in business transactions, without discrimination and favoritism"*

This is consistent with other findings of the study presented in Figure 4: it is noticeable that students regard employee treatment as the third most important issue in company ethics. When it comes to treating employees appropriately, business ethics are also regarded as being crucial. Since employees are the foundation of any successful business, they should be treated respectfully. If they are content and receive fair treatment, they will be loyal to and diligent in their job for their organization. Since they will shortly start their real working lives, students expect to be treated well by personnel.

**Figure 4: Business ethic issues that are crucial to students (percentages %)**



### **Integrity**

Lastly, the student mentioned integrity as another important aspect of business ethics. Every company needs to take responsibility and accountability for all of its actions. Every business decision they make will have consequences for both human lives and the environment. Furthermore, companies must uphold strong stakeholder trust to sustain their business activities in the long term.

*"Promoting conduct based on trust and integrity"*

*"No prejudice"*

### **Issues Related to Business Ethics**

Based on the findings, students identified bribery and fraud as the two main business ethics-related challenges. This is concerning since the student also linked business ethics to bribery, demonstrating the persistence of this problem in our nation. This is also in line with Figure 4's results, which show that the majority of students (18%) considered bribery and corruption to be the two main issues with business ethics. The reputation and image of the organization as well as the moral and ethical development of its personnel may suffer significantly if bribery remains a problem in the business world. People's faith in commercial companies will likewise diminish. The student's statement is shown below.

*"No bribery in business"*

*"Policies regarding fraud, discrimination and bribery"*



### Sustainability

Students were first asked to answer with the first thought that emerged to mind when discussing the topic of sustainability. Assessing students' comprehension of sustainability-related ideas based on what they have read and learned in class is crucial. During the in-session, the speaker asked the students for their opinions, which were then displayed on a screen with a keyword search. Every time a student responds to a question, the answer is made visible. Figure 3 illustrates how the majority of students recognized the connection between sustainability and environmental protection, including going green, preserving resources, and minimizing harm to the environment. This is obvious given that students frequently associate protecting the environment with the sustainability of organizations, which are now held accountable for any negative environmental effects of their operations.

Figure 5: Word Search of Sustainability



In addition to the environment, sustainability also focuses on society and the economy. These components are each distinctively tied to one another and act as one another's support systems. Students learned how the environment can support steady and favorable social and economic growth, if people continue to act in a long-term manner to preserve the environment. As a result, it could aid in eradicating social inequalities and fostering faster economic growth.

Students were also questioned about the advantages businesses might experience from implementing environmental sustainability. The government's initiatives to save the environment, address social inequities, and promote economic growth have received widespread industry support. Based on Table 2, the majority of students agreed that among the benefits that businesses receive are improvements in TFC reporting and corporate citizenship/reputational benefits. Businesses that made a greater effort to preserve the environment were viewed more favorably by the public, which ultimately improved their profitability. According to the findings, students demonstrate a prior understanding of the reporting that disclosed the environmental impact of the businesses' operations.

**Table 2: Benefits those businesses received after employing sustainable-related strategies**

Benefits	Strongly agree
Task Force on Climate-related Financial Disclosures (TCFD) reporting is required by law or regulation	4.2
Corporate citizenship/reputational benefits	4.1
Climate-related issues are material for the company	4.0
Peers are implementing the recommendations	4.0
Investors are requesting climate-related information	3.9
Senior management made it a priority	3.6
<b>Overall means</b>	<b>3.96</b>

Only two (2) items, however, were found to be below the overall means based on the information: (1) investors are requesting climate-related information, and (2) senior management made it a priority. This is reasonable given that the input from the students is likely to reflect their present understanding, observations, and experiences.

**Corporate Social Responsibility (CSR)**

When students were asked about the ideas of Corporate Social Responsibility (CSR), they described community, responsibility, and helping people. Students held the opinion that since businesses have benefited greatly from community support, they need to return the favor. Companies should not ignore social issues that affect their community because they are closely related to them and can play a critical role in helping to resolve them. Among the social issues that need to be focused on in our society are poverty, student dropout due to poor families and other issues. Some businesses went beyond what was necessary by giving locals jobs. They can raise their standard of living in addition to earning more money because of this.

**Figure 6: Word Search of Corporate Social Responsibility (CSR)**



Subsequently, the importance of Corporate Social Responsibility (CSR) within businesses was also posed to the students. Based on Table 3, the majority of them recognized that CSR could have positive impacts on both consumers and employees, enhance life quality, and promote environmental and social goals. Businesses may win over people’s hearts and entice devoted clients to select their goods and services by engaging in CSR initiatives. Appropriate company ethics will also foster joyful workplaces and contribute to the well-being of their staff.

**Table 3: Importance of CSR in business**

Benefits	Strongly agree
Positive impact on employees and consumers	4.4
Create a competitive advantage in the marketplace	4.0
Improving the quality of life	4.2
Take into account environmental and social goals	4.2
Essential aspects of business, not just voluntary choice	4.0
<b>Overall means</b>	<b>4.16</b>

The idea that corporate social responsibility (CSR) is vital has an overall favorable response rate of 4.0 from students. Only two (2) items are slightly below the average means of 4.16: (1) Create a competitive advantage in the marketplace; and (2) Essential aspects of business, not just voluntary choice. This demonstrates how students view corporate social responsibility (CSR) as having a greater impact on the welfare of their stakeholders, particularly the community, consumers, and employees.

**Table 4: Students' perceptions of differences between the 20th and 21st centuries related to corporate social responsibility**

Aspects	21 Centuries
Promotional and marketing	3.7
Supply chain integrity	3.7
Accessibility and availability	3.6
Value creation	3.5
Responsiveness	3.5
Good governance	3.4
Charity and philanthropy	3.4
Stakeholders' engagement	3.3

Based on Table 4, promotional and marketing as well as supply chain integrity have the highest number of the differences between 20<sup>th</sup> and 21<sup>st</sup> centuries regarding corporate social responsibility. It is followed by accessibility and availability, value creation, responsiveness, good governance, charity and philanthropy and stakeholders' engagement. Different techniques of promotional and marketing as well as different supply chain management techniques from time to time are among the aspects students choose the answer.

**Post-Session Findings**

This section focuses on student's reflections on collaborative teaching. Findings are based on the level of student agreement to the questions given.

Figure 7: Student's reflection or feedback on the collaborative teaching



Based on Figure 7, findings reveal that the majority of students agreed with the answer “the sharing provides useful information”. It follows with the answer “I enjoy finding out what others are thinking during the session” and “I understand better the topic of business ethics, environmental sustainability and corporate social responsibility”. Then, the findings followed by the answer “I feel more inspired and motivated afterward” and lastly “The sharing session takes up too much time”. Based on the findings, collaborative teaching provides useful information with better explanation and justification on the topic of business ethics, environmental sustainability and corporate social responsibility. The gamification activities throughout the session have given clearer understanding and information to the students.

## 5. Conclusion and Recommendations

In conclusion, collaborative teaching among bachelor's degree students in the context of a strategic management subject can be an effective approach to enhance learning outcomes and student engagement. By incorporating cognitive load theory and behavioral theories, instructors can optimize the instructional design and reinforce desired behaviors. Furthermore, the findings of this study suggest that collaborative teaching can promote active learning, critical thinking, and knowledge construction. Based on the research findings, it is recommended that educators and instructors in the field of strategic management consider implementing collaborative teaching approaches in their classrooms. This would create opportunities for students to actively engage with their peers, deepen their understanding of the subject matter, and develop important skills such as teamwork and communication. In addition to the recommendations mentioned above, it is also important for educators to consider the social contexts of the anticipated learners. For example, factors such as cultural backgrounds, language proficiency, and prior experience with collaborative learning may influence the effectiveness of the approach.

Therefore, educators need to establish a positive and inclusive learning environment that takes into account the diverse needs and abilities of the students. Moreover, the concept of self-determination theory should be taken into consideration when implementing collaborative teaching. This theory suggests that intrinsic motivation plays a significant role in fruitful learning. To enhance intrinsic motivation, instructors should identify motivating factors for their learners and incorporate them into the module. These motivating factors can include autonomy, relatedness, and competence. By giving students, a sense of autonomy and choice in their learning, fostering positive relationships and connections within the classroom, and providing opportunities for students to demonstrate their competence and skills, instructors can promote intrinsic motivation and engagement in collaborative learning activities. Students learn to work effectively with others from diverse backgrounds, developing social skills like active listening, empathy, and conflict resolution. While the lecturers with different strengths can combine their expertise to create more comprehensive and engaging lessons. This can lead to a deeper understanding of the material for students. Collaborative learning

environments require teamwork and communication where students work together on projects or discussions, encourage them to analyze information and explain the ideas based on their different perspectives.

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