

Editorial

Innovative Teaching Strategies in International Business

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In collaboration with the AIB Teaching and Education Shared Interest Group, *AIB Insights* has developed a themed issue devoted to fostering dialogue on how to elevate the quality of international business education through innovative teaching strategies. The five articles featured in this special issue demonstrate how innovative tools, course formats, instructional methods, and creative practices can generate positive outcomes for students. Beyond offering conceptual frameworks, these contributions emphasize practical guidance, ensuring that educators can readily implement these insights in their own classrooms.

TEACHING INNOVATIONS

Dieleman, Šilenskytė, Lynden, Fletcher and Panina (2022) highlight that teaching innovations have long been a central focus in general pedagogy literature, with much of the discourse emphasizing novel instructional methods. Building on previous discussions in *AIB Insights*, Paik (2020) advocated for an international business curriculum that is both conceptually broad and interdisciplinary, incorporating functionally integrated learning experiences. Central to this vision is the notion of transformative learning, which emerges when students engage in critical self-reflection. Through this process, they not only absorb new knowledge but also reassess their underlying assumptions, thereby reshaping their perspectives and intellectual frameworks.

In parallel, Hruby, Calixto and Mukhi (2020) highlighted the importance of adopting student-centered, self-directed teaching models in international business. Such an approach places learners at the core of the educational process and encourages them to collaborate in multicultural teams, apply theory to practice, and cultivate essential cross-cultural competencies. Educators in these settings must go beyond merely conveying information; they serve as facilitators who provide ongoing feedback, guide the resolution of interpersonal conflicts, and model the empathy, cultural sensitivity, and respect that underpin a positive learning climate.

Moreover, these scholars underscored the need for educators to remain agile and forward-looking, continually refining course structures and content in response to evolving global trends and technological advancements. By integrating digital tools, developing social media fluency, and expanding their global outlook, instructors can ensure that their pedagogical strategies remain both contemporary and impactful. Such a holistic, adaptive approach ultimately prepares students to navigate and excel in an increasingly complex international business environment (Hruby et al., 2020).

In addition, international business educators are encouraged to re-examine their established teaching methods and integrate critical viewpoints into their subject matter, posing challenging questions and collaborating with colleagues across a variety of disciplines. This approach not only fosters a classroom atmosphere that values creativity and accommodates diverse perspectives but also leads to more dynamic and inclusive learning experiences. To achieve this, instructors can draw on a range of innovative strategies and techniques—such as improvisational theater, LEGO® Serious Play®, and design thinking—to stimulate engagement, encourage critical thinking, and promote meaningful dialogue (Schmitz & Cordova, 2023).

Finally, while this pedagogy literature explores various forms of teaching innovation, International Business (IB) scholars have devoted comparatively little attention to the ways these innovations are disseminated and their broader impact within the IB discipline. Notably, teaching innovations in IB have the potential to extend beyond the instructor's immediate students, influencing a broader network of stakeholders and contributing to the advancement of the field as a whole (Dieleman et al., 2022).

FROM AIB T&E SIG TEACHING INNOVATION AWARD INTO TEACHING AND INNOVATION SPECIAL ISSUE

The AIB Teaching & Education Shared Interest Group's Teaching Innovation Award honors exceptional educators who enrich the AIB community through pioneering teaching methodologies. Beyond merely recognizing individual achievements, the award also fosters an ongoing dialogue about innovative pedagogical practices, encouraging AIB members to refine their instructional approaches and enhance student learning experiences. Selected via a stringent two-tiered review process, the finalists stood out for

their inventive contributions, culminating in the selection of a winner at the 2023 AIB conference in Warsaw.

In 2024, after discussions with and approval from the *AIB Insights* editorial team, we extended an invitation to these distinguished educators to further articulate their approaches by transforming their innovative classroom strategies into scholarly articles for this special issue. Each of these submissions went through a multi-round review process to ensure that the published articles met the same standards as expected from all *AIB Insights* articles. This collaborative effort—encompassing authors, reviewers, and editors—proved both illuminating and constructive. Through the exchange of ideas, reflections, and practical recommendations, all parties involved worked to translate diverse teaching experiences into actionable insights. By doing so, we aim to support fellow educators in enhancing pedagogical quality and fostering dynamic, effective learning environments.

In the first article, “Teaching International Business Through Video Case Studies”, our award winners, Filip de Beule, Andreja Jaklic and Hinrick Voss, discuss the development of the *MNC Whispering* video case series, combining theory-driven scripts by academics with narration by senior managers. Featuring company narratives, visuals, and data, the videos engage learners, improve academic outcomes, and foster cultural awareness and professional skills.

Maxim Grib, Laura Kirste and Dirk Holtbrügge authored the second article titled “The Use of AI in Teaching International Business: Making Online Lecturing More Inclusive and Interactive”. The paper presents an implementation of AI-enhanced lecture videos within a hybrid international management course, highlighting the benefits for students and educators. This approach enhances learning, simplifies course design, redefines educators’ roles, and empowers students, ultimately improving engagement and preparing graduates for the global business environment.

This issue’s third article, “From Insight to Impact: The Power of Experimentation in Multinational Corporations”, by Jelena Cerar, is based on her Masters course that aims to bridge the gap between the increasing demand for employees with experimental skills in growing companies and the insufficient supply from business schools. The course equips students with a critical research method essential for their future management careers. The course teaches students how to conduct experiments within companies, emphasizing the strengths of experimental design. This ultimately provides students—and their employers—with strategies to harness systematic experimentation to address complex challenges.

The fourth article is authored by Narentheren Kaliappen, titled “Applying Community-Engaged Service Learning to Enhance Students’ Knowledge, Civic Engagement and So-

cial Responsibility”. By engaging 127 students through Community-Engaged Service Learning, Kaliappen demonstrates the value of aligning Course Learning Outcomes with real-world challenges. This approach builds academic capabilities, nurtures socially responsible leaders, and tackles complex global issues.

Finally, this special issue ends with the fifth article, “Using Virtual Exchange to Elevate Learning from an Integrated Set of High Impact Practices”, by Mourad Dakhi, Salomao De Farias and Edward Wang. The authors present three examples of successful student virtual exchange projects that integrate the high impact practices of international collaborative assignments, diversity/global learning, and experiential case research. Students’ cross-cultural competencies and practical skills are developed. Challenges of coordinating these programs are discussed.

We anticipate that this Special Issue will introduce readers to a comprehensive framework of teaching innovations and, in doing so, inspire you to pursue and refine your own innovative practices. Our ultimate aim is to reinforce the community of international business educators and learners, fostering continual improvements in teaching excellence and strengthening collective engagement in the field.

ABOUT THE AUTHORS

Margaret Fletcher is a Professor in International Business at the Adam Smith Business School, University of Glasgow, UK. She is currently co-chair of Teaching Innovations for the AIB Teaching and Education SIG. She was a member of the AIB UK & Ireland regional board, where she was doctoral convenor, regional T&E representative, and Equity and Diversity officer. She has a wide range of lecturing experience and specialises in experiential learning pedagogy. Her research interests are in the internationalisation of the firm.

Cyntia Vilasboas Calixto Casnici is a Lecturer in International Business at the University of Leeds. She serves as Vice Chair, Resources for the AIB Teaching & Education SIG, and as a Board Member of AIB-LAC, representing non-LAC countries (Rest of the World) from 2021 to 2024. She is an advocate of active learning. Since 2023, she is actively incorporating AI into her teaching practices and pedagogical researches.

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