

Aplicación de metodologías y tecnologías de enseñanza-aprendizaje en dirección de operaciones en pandemias y desastres humanitarios

Con las experiencias presentadas en:

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APLICACIÓN DE METODOLOGÍAS Y TECNOLOGÍAS DE ENSEÑANZA-APRENDIZAJE EN DIRECCIÓN DE OPERACIONES EN PANDEMIAS Y DESASTRES HUMANITARIOS



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Operaciones en pandemias y desastres
humanitarios: Experiencias presentadas en el
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PREFACIO

En un complicado año de pandemia como fue 2020, cuyos efectos seguimos sufriendo, aunque ligeramente paliados, en 2021, la docencia universitaria ha tenido que adaptarse a marchas forzadas a una situación en que la distancia física impuesta por la situación impedía las clases presenciales.

Las universidades han tenido que reaccionar de manera diversa al nuevo paradigma, de manera que los docentes hubieron de adaptar sus modelos de enseñanza-aprendizaje en plazos inimaginablemente cortos. Por ello, y en virtud de dicha adaptación, la ayuda mutua, unida a una formación casi a marchas forzadas, generaron experiencias cuyo análisis es el objetivo de Acededot Workshop OMTech Online 2021.

Tanto los alumnos como los profesores hemos tenido que trabajar conjuntamente a veces con gran éxito y, en ocasiones, con menos, para no detener la rueda del conocimiento tanto en los meses de confinamiento como en los momentos en que la curva de contagios nos obligaba a la impartición de nuestras clases on-line.

En tus manos tienes los resúmenes de dichas experiencias que son de un valor incalculable en la medida en que sirven de base para un futuro desarrollo de metodologías docentes a partir de lo ya aprendido, y también porque son parte de nuestra historia, en momentos de incertidumbre, angustia y miedo, los cuales sirvieron, en muchas ocasiones, para reinventarnos a nosotros mismos y buscar soluciones que iban más allá de la mera transmisión de conocimientos por medios telemáticos.

A todos, gracias por vuestro esfuerzo, coraje y valentía y sobre todo por vuestra pasión por la docencia, generalmente poco recompensada. Sirva esta publicación como homenaje a los docentes universitarios actuales y a los que esta pandemia impidió seguir con nosotros.

Daniel Arias Aranda

Presidente Acededot Workshop OMTech Online 2021

***Covid19 as a trigger for new ways of internationalizing teaching
Operations Management***

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Abstract

During the last decades there is an interest in internationalizing Higher Education (HE), and many initiatives are taken in and out of campus. Covid19 pandemic has impacted globally in all sectors, being HE one of them: restriction of exchange options for students and professors, limited presence courses, etc. Thus, Covid19 pandemic has become a trigger to find new ways to continue internationalizing HE. This paper presents the case study of an internationalization initiative on teaching Operations Management in a master program, consisting of a group project to study operations location decisions, involving students from three countries: Spain, China and Indonesia. Learning objectives were established based on lessons learned in Operations as well as in intercultural experiences. Surveys with participants have been conducted to evaluate the learning outcomes. Findings reveal that: (i) students considered the experience as highly positive; (ii) intercultural experience started as a non-evident challenge and ended as an added value activity; (iii) it allowed them to acquire some competences that are appreciated by the labour market; (iv) key success factors were identified; and (v) proposals for improvement were provided.

Keywords: *Learning; Research; Internationalizing teaching, Location decisions, Intercultural, Teamwork*

Internationalizing Higher Education

During the last decades, globalization has affected our daily lives in many aspects, and Higher Education (HE) is one of them. Internationalization of HE is one of the main factors to foster quality and enhance Spanish universities with the aim of improving the efficiency, excellence and competitiveness in a global environment (MECD, 2016). Internationalization provides opportunities to improve the quality of learning, teaching, research, transfer and innovation activities in our universities (MECD, 2016). In Europe, Education Ministers from 47 countries have reached and signed the following agreements towards common internationalization strategies being “European Higher Education in a Global Setting. A Strategy for the External Dimension of the Bologna Process” (in 2007) and “Mobility for Better Learning. Mobility Strategy 2020 for the European Higher Education Area” (in 2012). As a result, a strategy for the internationalization of Spanish Universities for 2015-2020 was designed, planned and published by the government of Spain, setting the following main general objective: “consolidating a strong and internationally attractive university system that promotes the mobility of entry and exit of the best students, professors, researchers and administration and services personnel, the educational quality, the potential of Spanish as a language for higher education, the internationalization of training programs and R+D+i activities, contributing to the improvement of the attractiveness and international competitiveness of Spain, as well as the socio-economic development of its immediate environment based on knowledge” (MECD, 2016).

Internationalization plans have been designed and implemented in different universities with the objectives of offering an international experience to different stakeholders, as students, professors and staff (Dafouz, 2018) and offering enhanced academic and professional opportunities to compete with international students (Hu *et al.*, 2014; Dearden, 2015). This can be achieved through mobility, i.e., sending

students or professors abroad (Gorges *et al.*, 2012; MECD, 2016; Macaro *et al.*, 2018) or at home (Nilsson, 2003; Wächter, 2003; Altbach & Knight, 2007; Beelen, 2011; Gorges *et al.*, 2012; MECD, 2016). Dafouz (2018) presented a 'Plan for Curricular Internationalization' that adopted an international vision of the university, including international and intercultural competences in student learning outcomes, mobility, the need to create a campus culture of internationalization (Leask, 2013), collaboration with international partners, networks and projects (Dafouz & Camacho, 2016), as well as using English as the language of instruction in classroom.

Covid19 and its impact in higher education

In March 2020, the pandemic due to SARS-CoV2 (later known as Covid19) affected HE in universities in all countries around the world. Teaching has turned from 100% presence to a mix of full online, bimodal or full presence in HE.

Internationalization strategies as above-mentioned were disrupted in many ways, mainly due to the confinement policies in every country, as well as the restrictions to travel both at national and international level. Students, professors and staff have not been allowed to participate on an international experience abroad, and in the same manner, international students have not been able to join our programs in Spain. Thus, both internationalization initiatives, abroad and on campus, have been disrupted.

Methodology

A methodology based on a case study has been designed for this research, as it is particularly useful when there is need to know the details about the "how" and "why" of a phenomenon, there is a focus in contemporary experiences (Eisenhardt, 1989; Yin, 2017, p.11). This methodology is also suitable for research in operations management (Voss *et al.*, 2002). A case study approach is likely to produce accurate, interesting and testable theory, as it considers a wide range

of real and rich data related to the phenomenon context (Eisenhardt & Graebner, 2007).

A case study:

Teaching Global Operations Management at Master in International Management (MIM) at ICADE Business School

Background

The research refers to the teaching experience in a master program at ICADE Business School, Universidad Pontificia Comillas, in Madrid. The MIM is a full-time pre-experience master program, entirely taught in English, and intended for students coming from different origins and disciplines (mainly business related or engineering, among others). It aims at preparing students “to work cross-culturally, providing specialized business management in an international environment, enabling them to work as a manager in the global market, starting a career within a multi-national or global organization” (Comillas, 2020). The MIM offers the possibility of carrying out periods of international exchange at other Universities and Business Schools, as well as professional internships. The MIM “aims to provide students with extensive knowledge on the similarities and differences of people and different countries, their rules and institutions, making them aware of the best practices and processes in International Management. It also aims to provide students with the knowledge, skills and abilities necessary to operate in diverse areas within an international organization, both globally and in the context of domestic markets (Comillas, 2020).

Table 1 below summarises the internationalization aspects of the MIM program.

Table 1. Internationalization aspects of MIM

In campus

Teaching language: English as a Medium of Instruction.

Students: (i) 40% international students in class (countries of origin: USA, Germany, Russia, France, Italy, Libia, Perú, China, Dominican Republic); (ii) participation of exchange students (countries of origin: Sweden, France, Italy, Greece).

Professors: (i) Spanish professors with international experience; (ii) international professors teaching at MIM.

Staff: (i) English speakers; (ii) connection with international partners (+50 universities); (iii) participating in international networks (IPBS, Aristos Campus Mundi); (iv) international stays.

Program curriculum: all courses relate to global and international environment and context.

Teaching methodologies based on international cases and real projects, including individual and group activities, interaction with others, communication, etc.

Out of campus

Students: Possibility of international exchange to study abroad (i) one semester, or (ii) a summer programs (1 to 3 weeks).

Professors: Possibility to (i) teach abroad; (ii) doing research with international peers; (iii) participating in projects with international partners.

Staff: (i) participating in international networks (IPBS, Aristos Campus Mundi); (ii) international stays.

Source: Prepared by authors.

The course on Global Operations Management (GOM) provides the students with an understanding of designing, managing and improving operations, and the comprehension about their role in manufacturing and services organizations in a global environment. The course is intended to “help the student to acquire the

management capabilities related to quality, productivity, flexibility, planning and task management” in a global environment (Comillas, 2020). As part of the grading system at GOM course, students are involved in a group project assignment every year.

Course 2020-21

The Covid19 pandemic affected the MIM program in different ways:

- Although the interest and demand from international students was high, the final enrolment at MIM was zero (it had been close to 40% in previous years). This meant that for the first time, the MIM had 100% Spanish students.
- The number of exchange students was also significantly lower than previous years (8% versus 20-25%).
- The number of students willing to study abroad one semester was significantly lower than previous years (4% versus 20-30% in previous years).
- Professors and staff were not allowed to travel internationally.

With the aim of mitigating the effect of Covid19 pandemic in the internationalization of the MIM program, the group project on GOM course has been designed in conjunction with two international universities: Yunnan University (Kunming, China) and KALBIS, Institute of Technology and Business (East Jakarta, Indonesia). A real and current research topic has been selected (reshoring initiatives), which concerns global operations between Europe and South-East Asia. Expected learning outcomes refer not only to the GOM concepts and methodologies, but also to intercultural exchange and teamwork initiatives with students from different cultures and background. Technology (online video conferences, email, chat) will replace direct contact on campus.

The project description

Research topic: Understanding reshoring drivers and barriers. Many multinational companies are reconsidering their original manufacturing offshoring decisions and thus evaluating to either continue in their original off-shoring location, changing to other locations or even relocating to their original country. Via a practical

case study, the students will perform research to identify reshoring drivers and barriers and apply them to a real situation where a Multinational company is re-evaluating its original decision to offshore its manufacturing process.

Case Situation:

- Industry: High Tech Manufacturing Company. Microprocessors for Mobile Telephones.
- Home Country: European Union.
- Current Manufacturing Site: China.
- Re-Location Sites Considered: (i) Remain in China; (ii) Indonesia; and (iii) European Union.

Main objectives:

- Learn about offshoring and re-shoring drivers, barriers and decision making.
- Analyse specific context, regions and drivers and barriers for staying in China, relocating to Indonesia, or back shoring to the home country (Europe).
- Learning to teamwork in a multi-cultural environment (Chinese, Indonesian and Spanish students).
- Conduct a literature review.
- Search of local sources in China and Indonesia.

Participants:

- Students from Yunnan University, Kunming, China
- Students from KALBIS, Institute of Technology and Business, East Jakarta, Indonesia
- Students from Universidad Pontificia Comillas, Spain

Project Preparation:

Prior to launch the project, some activities were conducted:

- Project presentation to students from the three institutions.
- Masterclass to Spanish students about cultural differences when dealing with Chinese and Indonesian people.
- Conference with Chinese and Indonesian students to introduce the context and some cultural aspects.

Even though the project was defined in detail with clear objectives and instructions, we let the students some freedom to find the ways

and resources to communicate and teamwork with their international peers.

Findings

A survey was conducted among all participants.

Total students participating: 83.

Total survey answers: 75 (which represents 90.1% response rate).

Findings from the surveys can be summarized as follows:

Projects were delivered and presented in front of an audience. The quality of the deliverables and final project were graded as excellent by professors: 8.6 and 8.2 out of 10.0, respectively (in 2020), compared to 7.9 and 7.8 (in 2019).

Students considered the experience as highly positive, and they showed a high degree of commitment, engagement and motivation. If this type of collaborative activity were offered again, 98.3% of students would re-enroll for it. Only one student (origin Spain) considered the experience negative. "It was very difficult to work with some students". In spite of this, the student acknowledges that "it helps you on how to work with people from different cultures".

Students were asked about the elements of the activity that they really enjoyed, and which could be expanded. Most of the answers refer to the intercultural exchange, and they emphasise that they could learn about the cross-cultural differences that appear when communicating with international students. Moreover, they could learn their abilities and weaknesses when working in teams, changing and adapting the way of working. Other aspects highlighted by students are: (i) the international perspective; (ii) English skills development; (iii) learning to use new technologies (for instance, Wechat or Zoom); (iv) studying and learning about real, practical and global problems; (v) it raised their curiosity to continue learning about other cultures; and also (vi) making close contact and new friend relationships.

Intercultural experience started as a non-evident challenge and ended as an added value activity. During the first days, students found many difficulties due to different reasons: (i) technology (apps and systems used in Europe are not so common in SE Asia, for instance,

Google, Microsoft and Wassap are not available in China, as they use Wechat); (ii) time difference; (iii) English level of participants; (iv) cultural aspects (for instance, Chinese tend to be passive in team meetings compared to European); (v) they had to learn about how to assume the leadership within a diverse team, assign roles, follow up, etc. During the process the students had to find the solutions to overcome these difficulties by themselves, which became an important outcome for the project.

Students (79%) considered that this group assignment allowed them to acquire some competences that are appreciated by the labour market. Some of these competences were identified: (i) teamworking on the distance with expatriates or co-workers; (ii) improving English communication skills; (iii) leading projects or teams, interacting and communicating with others, flexibility to reach a shared goal; (iv) improving analytical skills for decision making; (v) learning about global operations and location decisions; (vi) acquiring a domestic and global business perspective; (vii) learning about the differences on doing business with Europeans, Indonesian and Chinese.

Proposals for improvement were provided by students, aiming at identifying aspects on how the activity could be improved. The main proposals could be summarized as follows: more time; better communication between universities; more structured and clearer guidelines; reduced groups; balanced teams; better language communication (English level); encourage more interaction; rating peers; and providing them communication tools.

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Un estudio preliminar sobre la concienciación en los Objetivos de Desarrollo Sostenible entre los estudiantes de Turismo
A preliminary study of Sustainable Development Goals awareness among Tourism students

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Abstract

The main objective of this research is to analyse the knowledge and awareness that Tourism students have of the Sustainable Development Goals (SDG) on the United Nations 2030 Agenda. An online survey has been given to students at the Universities of Seville (Spain) and Magdalena (Colombia) and a statistical analysis has been performed of mainly descriptive data. The main results show that there are no major differences between students at the two universities based on the characteristics identified (gender, age, course and work experience). Most of the students would be willing to change their behaviour to improve the situation of the SDG in their country and in the world, although none believe that they are currently contributing much. They also think that they have a high level of concern about the situation, although not a great deal of knowledge.

Keywords: *Research; Sustainability; SDG; awareness; Tourism students*

Introducción

Es indudable que la sostenibilidad está tomando un papel importante en todos los ámbitos de nuestra vida, y el turismo no lo es menos. Así, el Turismo viene mencionado explícitamente en 3 de los 17 Objetivos de Desarrollo Sostenible (ODS): ODS8, trabajo decente y crecimiento económico; ODS12, producción y consumo responsables; y ODS14, vida submarina).