

Meeting: POMS 2001

Session: ERP in Academic Research and Education

Paper Title: ERP and Learning Communities in Business Education

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Abstract:

“Learning Communities” is an institutional response to the pressures for change in the new educational environment. These pressures emanate from causes that relate to deficiencies in learning outcomes (pedagogical), need for better understanding of the nature of knowledge in business (epistemological) and new modes of information transfer that could alter the existing learning landscape (technological). Learning communities address several of these key issues that alter existing curricular structures and provide students opportunities for deeper understanding and integration of the material they are learning, while increasing interaction with one another and their teachers as fellow participants in the learning enterprise (Shapiro and Levine 1999).

This paper argues that incorporating ERP into curriculums enable business curriculums to address issues that face the educational community, while facilitating formation of learning communities. ERP enables integration of curriculums through developing connecting points and removing redundancies between disciplines. In the process, they refine our understanding of the nature of knowledge in areas of business, while optimizing use of technology in the campus setting. There are benefits to learning outcomes as the end product of activities are discernible, which leads to greater depth of understanding of a subject area and interlinks between different disciplines. ERP based education and learning communities are complementary, as the nature of ERP based curriculum requires integration and restructuring of curriculums and cooperation on a scale that does not exist in current business education. Therefore, they can be best implemented through lessons learnt from the creation of learning communities. However, the initiative is not without difficulties and constraints, and these are also discussed.