Promoting knowledge management processes through an interactive virtual wall in a postgraduate business finance course

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ABSTRACT
Business finance, traditionally taught in a lecturer-centered approach, underestimates the postgraduate students’ rich tacit knowledge and results in suboptimal knowledge management processes. One way to enhance these processes is to engage students via Padlet, an interactive virtual wall. Thirty-two postgraduate business finance students were asked to post and share their ideas via Padlet. Data were collected from a survey and interviews. The data analysis showed that students were satisfied with the use of Padlet and perceived that they had applied, shared and acquired new knowledge. Hence, Padlet could be used to engage students and enhance knowledge management processes.

KEYWORDS
Business education; higher education; interactive virtual walls; knowledge management

Introduction
Most postgraduate business finance students bring with them prior knowledge from rich working experiences. Besides, Malaysia’s multicultural business context also provides many unique business cases. This ranges from entrepreneur or family controlled businesses to various institutional-controlled firms such as government-linked companies, domestic and foreign-controlled multinational corporations. Analyzing business case studies is intellectually rigorous and stimulating because it enables students to link theories to business decision-making practices. In the course of analyzing real-world problems in groups, students can develop collaborative skills (Doolittle & Camp, 1999; Ojeaga & Iginedion, 2012). Hence, analysis of business cases should be used in business finance courses so as to enhance understanding of financial principles and apply them to real-world situations (Pimpa, 2010).

However, business finance courses typically lack time for student interaction and engagement to analyze business cases during the face-to-face lecture sessions. Attempts to extend the discussion to the online forum of the course’s learning management system seemed unsuccessful as there was little interaction. This could be due to the heavy technical content and students’ lack of the time to commit to online discussions (Pimpa, 2010). Moreover, the forum was on the learning management system’s desk-top version which was not easily accessible online.

Hence, students need a user-friendly technology tool which facilitates interaction, content sharing and online collaboration. Padlet, an interactive virtual wall (IVW), which can be accessed anytime, anywhere for mobile learning is suggested for synchronous communication and interaction. Padlet has been used for collaborative learning (DeWitt, Alias, & Siraj, 2015), but there are limited studies on using it for postgraduate courses. In the present study, we explored the possibility of implementing Padlet for a postgraduate business finance course to encourage online collaboration so as to make the knowledge management processes explicit and also investigated the students’ satisfaction in using this tool for learning.

Literature review
Higher education institutions are entrusted to ensure that quality knowledge is developed and disseminated. Universities should not be mere knowledge providers but should also promote critical and reflective thinking to generate new knowledge (McGrath et al., 2016). Hence, students in postgraduate programs should not be merely learning facts and concepts but instead,