

Special Issue on “Teaching Business Models”

The Journal of Business Models (JoBM) invites contributions to the Special Issue on “Teaching Business Models”. The aim of the special issue is to provide a unique opportunity for educators to share, show-case and learn about novel and creative teaching approaches from a variety of research-based institutions and professional organizations.

Guest Editors:

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Introduction

The business-model concept has become well known in classrooms around the globe and in disciplines ranging from business to engineering, technology, the humanities, and even medical sciences. However, while educators have developed new methods, approaches, tools, etc., to both facilitate learning and foster business-model development and innovation skills, these approaches are often not shared or disseminated outside universities and business schools.

The Business Model Conferences held in Venice, Italy (2017) and Florence, Italy (2018) included a Teaching Forum to inspire exchange among scholars and practitioners on how to introduce business-model thinking to students, organizations, and the general public. Speakers were invited to share their approaches, best practices, and experiences of teaching business models and to discuss ways on how to advance the use of business-

model thinking in teaching practices using a broad array of didactic methods.

One of the conclusions of the above Business Model Conferences was that teaching business models is highly interactive, virtual, collaborative, and experience-driven. Since business-model thinking is of high practical relevance, didactic approaches might be particularly useful in closing the so-called knowing-doing gap (Pfeffer & Sutton, 2000), and “learning by doing” might therefore be an appropriate credo for teaching business-model thinking (Hogan and Warrenfeltz, 2003). Yet, whether case studies, experiments, MOOCs, games, role-plays, simulations, or other didactic approaches are suitable for achieving teaching objectives depends on the individual curriculum, teaching plan or class situation.

Contributions

We invite contributions which present proven teaching formats and best practices for teaching business models, ranging from specific techniques to approaches to structuring curricula or evaluating learning outcomes. We also welcome contributions from practitioners and users which reflect on the usefulness of certain methods or frameworks. Authors of suitable papers will be invited to submit an extended version of their paper for inclusion in the book on teaching business models to be published by a reputable academic publisher.

Format

Contributions should be on any approach to teaching business models that has been successfully used in either the classroom or online teaching, and must be in the format of a short paper as per the instructions attached to this CfP. The content of the papers should include the following:

- type of course / session where the approach has been used;
- level (e.g. bachelor, master, manager, business-development professional, etc.);
- learning objectives of the course / session;
- short description of the approach, preferably with a visual illustration(s);
- requirements for instructors and participants;
- narrative of the actual teaching;
- reflections on the application;
- learning outcomes;
- good and bad experiences;
- recommendations, tips for effective teaching, and other valuable insights.

Deadlines

The deadline for submission of papers is 15 December 2018.

Contact

For further enquiries, please contact Anna B. Holm, annah@mgmt.au.dk, or Christina M. Bidmon, chb@mgmt.au.dk.

References:

- Hogan R., Warrenfeltz R., 2003. Educating the Modern Manager. Academy of Management Learning & Education, 2 (1): 74-84.
- Pfeffer J., Sutton, R. I., 2000. The knowing-doing gap: How smart companies turn knowledge into action. Boston, MA: Harvard Business School Press.

Paper Format, JOBM Special Issue on “Teaching Business Models”

You should use no more than 4000 words to convey the most important aspects of the approach, method, program, or reflections in your paper. Please keep in mind that this Special Issue is aimed at other researchers and practitioners teaching business models. The ideas you present should be illustrated using relevant figures or pictures. You are also welcome to link to additional teaching material.

Title

[maximum 10 words]

Authors' names and affiliation

Abstract

[Provide a concise description of your paper in no more than 50 words].

Key words

[maximum 3 keywords / phrases]

Acknowledgements

[maximum 30 words]

Introduction

[Briefly describe the motivation to develop the approach, why it is needed, and/or didactic underpinnings.]

Approach (tool, method, etc.)

[Give a detailed description of your approach, method, or core arguments, and elaborate on its practical implementation (single steps, examples, illustrations). Feel free to include sub-sections and illustrations.]

Key Insights

[Brief reflections on the application of the approach in real classroom settings and on the expected/desired teaching outcomes.]

Discussion and conclusion

[Provide brief comments and reflections (e.g. limitations on use or generalizability, links to existing approaches, advantages and pitfalls, etc.), and, if possible, suggestions on where and how the approach can be applied in other settings.]

References

[maximum 25 references]

For formatting and reference style, please refer to the JoBM [Author Guidelines](#).