


Academic and Educational Transformation Projects: The Role Team-Based Learning in Polymathics (RTBLP)

Antoine Toni Trad

 <https://orcid.org/0000-0002-4199-6970>
IBISTM, France

EXECUTIVE SUMMARY

Iterative academic (and educational) transformation projects (ATP) are fundamental for the enhancements of academic institutions. But ATPs are very complex, because of the reality of the adoption of a holistic concept, which can be considered as a polymathic concept. A polymathic concept promotes the development of an interdisciplinary core and project-based learning for future transformation project's managers and architects. This chapter proposes the applied holistic and poly-mathematical model (AHMM) for ATPs (AHMM4ATP), which is a variant of the author's AHMM and research works. The AHMM4ATP-based RTBLP combines various educational fields that can include business engineering/transformation, enterprise (re)organization, societal changes, business/finance, AI, mathematics, and geopolitical contexts. This research chapter is another topic in the author's research and development project (RDP). The RDP is the continuation of previous works and findings that are used to prove RTBLP's feasibility and to offer a polymathics' curriculum for the secondary school cycle.

DOI: 10.4018/978-1-6684-7583-6.ch004

INTRODUCTION

In the context of secondary cycle teaching and learning. This chapter is based on the author's transformation framework and its related works, like: The Business Transformation Project's Holistic Agile Management (Trad, & Kalpić, 2022c); 2) The selection and training framework for transformation projects; an educational view (Trad, & Kalpić, 2014b); 3) Educational Transformation Project's Remote Group Work (ETPRGW) (Trad, & Kalpić, 2023a); 4) The transformation framework-The role security in the global education system (Trad, 2021a); 5) The business transformation enterprise architecture framework for innovation: The role of artificial intelligence in the global business education (RAIGBE) (Trad, 2021b); 6) Business Transformation Projects: The Role of Psychology-Based Resistance (RPbR) (Trad, 2023b); 7) The Societal and Educational Transformation Projects: The Evolution of the Lebanese Diverse Education (ELDES) (Trad, 2023c); 8) The selection and training framework for managers in business innovation and transformation projects: The Profile and Education of a Business Transformation Manager - An enterprise architecture approach (Trad, & Kalpić, 2014c) and others.

This work has a multi-dimensional approach to RDPs and transformation projects, because it has: 1) An adapted research concept; 2) Shows how to build an in-house transformation framework; 3) Uses an organizational methodological approach that is based Enterprise Architecture (EA); and 4) Polymathic and Interdisciplinary Group Work (PIGW) (Trad, & Kalpić, 2023a). The PIGW uses the Team-Based Learning's (TBL) as its fundament; and the TBL can be used to support a corresponding Polymathic curriculum that can transform educational outcomes. The TBL and RTBLP use integrated: Critical Success Areas (CSA), Critical Success Factors (CSF), Key Performance Indicators (KPI), An authentic research and transformation framework, and An integrated heuristics based Decision Making System (DMS). TBL supports all ATP4SC's activities, and uses existing teaching standards, methodologies, local technics, and also LCSAS practices. The RTBLP focuses on the complex linking of academic and educational fields, like economics, financial engineering, business engineering (BE), information and communication systems (ICS), project management (PM), and other relevant fields, to deliver an adequate PICC.

This chapter is intended for educators, students, researchers, and can also be used by enterprises' human resources to select their future managers or specialists to work in the context of complex transformations and innovations projects; especially when educators want to develop a PICC. The proposed educational concept and PICC are independent of the educational cycle; but where the secondary cycle can be determinant in the sense of: 1) Proactively finding students with Holistic/ Polymathic and diversity capabilities and characteristics; 2) Enforcements in PICC

41 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the publisher's webpage: www.igi-global.com/chapter/academic-and-educational-transformation-projects/333838

Related Content

Discovering Unknown Patterns in Free Text

Jan H. Kroeze (2009). *Encyclopedia of Data Warehousing and Mining, Second Edition* (pp. 669-675).

www.irma-international.org/chapter/discovering-unknown-patterns-free-text/10892

Quantization of Continuous Data for Pattern Based Rule Extraction

Andrew Hamilton-Wright and Daniel W. Stashuk (2009). *Encyclopedia of Data Warehousing and Mining, Second Edition* (pp. 1646-1652).

www.irma-international.org/chapter/quantization-continuous-data-pattern-based/11039

Guided Sequence Alignment

Abdullah N. Arslan (2009). *Encyclopedia of Data Warehousing and Mining, Second Edition* (pp. 964-969).

www.irma-international.org/chapter/guided-sequence-alignment/10937

Mining Group Differences

Shane M. Butler (2009). *Encyclopedia of Data Warehousing and Mining, Second Edition* (pp. 1282-1286).

www.irma-international.org/chapter/mining-group-differences/10987

Outlier Detection Techniques for Data Mining

Fabrizio Angiulli (2009). *Encyclopedia of Data Warehousing and Mining, Second Edition* (pp. 1483-1488).

www.irma-international.org/chapter/outlier-detection-techniques-data-mining/11016