

Capstone and Action Learning in Technology Management Education

TMEDA

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Key Role of Capstone

- ◆ Capstone is culmination of MOT [Management of Technology] and TIM [Telecommunications and Information Management] programs and ties together disparate courses which have taken place over one year
- ◆ Course is designed to provide participants with framework to develop their final projects
- ◆ It is a high tech business card, that is, a project which can be used by participants to enhance their resumes in their own companies or use it to explore other job opportunities
- ◆ Our students are called participants and are engaged in a continual dialogue with faculty and industry professionals about tech management issues

Evolution of Capstone Courses - 1

- ◆ Originally, each participant did a project on his or her own company and the MOT and TIM courses were taught separately. Program was located in Westchester and served a homogeneous population.
- ◆ New approach was needed when we moved to downtown Manhattan in Fall 1998 and had a more diverse population.
 - ◆ New Course structure which combined both MOT and TIM students to give participants richer experience
 - ◆ We took advantage of NYC location and worked closely with the Institute for Technology and Enterprise [ITE], the Dept's learning and research hub based in the same building and were able to enhance the courses by tapping into the resources of NYC (guest speakers, companies)

Evolution of Capstone Courses -2

- ◆ Developed overarching theme each year which reflected the current business environment
 - ◆ Transformation of Large Established Industries - 2000
 - ◆ Emergence of Services Based Economy – 2005 and 2006
- ◆ Bi-modal course structure focusing on individual as well as team projects over two half semesters
- ◆ First half of the course was Sectoral Team-based projects which became jumping off point for individual projects
- ◆ Individual projects were case studies or focused on issues and reflected overarching themes
 - ◆ B&N in the digital and physical world – 2000
 - ◆ Sarbanes Oxley and Transformation of Stock Exchanges – 2005

Laboratory for Learning by Doing

- ◆ An integrated learning experience:
 - ◆ Discussions of ideas and issues were catalysts for other activities at ITE
 - ◆ 9/11 – A discussion about leading and shaping the post September 11 corporation led to a Round Table and an article on the topic
 - ◆ Participants presented their findings on a research project on Simon and Schuster at a Round Table on the publishing business
 - ◆ Learning Contexts – Participants designed learning contexts for presenting the materials they had developed
 - ◆ Full semester course on key issues facing technology managers in the financial services industry
 - ◆ Round Table on the Media Business
 - ◆ Special courses at onsite programs which used action learning to analyze issues facing a company and then presented findings to senior management

Looking Toward the Future

- ◆ Because nature of individual and team projects has changed from focus on technology (wireless telecomms or hardware) to focus on services (real estate, insurance, publishing, Health care, Financial Services), the overall curriculum may need to be revised to reflect what has happened in the Capstone.
- ◆ Field work and action learning in particular companies
- ◆ Restructuring course to offer multiple courses given by various faculty in specialized topics, e.g., marketing, knowledge management, the transformation of the media business