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Editor's Introduction

Michael Elmes

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The article by Bonnie Garson and the accompanying invited commentary by Tony Butterfield mark the first offerings in a new subsection of Teaching & Learning called *First Person*. In this subsection, we publish narratives from academics and scholars that, in a self-reflexive way, address what they have learned through personal experience either inside or outside of the classroom (or both) and how they have applied it to their teaching. In Garson's case, she describes some of her experiences as a management professor on sabbatical in Egypt and how these changed her and her approach to teaching, both in Egypt and upon her return to the US. With Butterfield's commentary, we read about the impact of her experience on another teacher.

The rationale for First Person derives from the assumption that, as teachers, we are all works in progress. What and how we teach evolves as a function of the research we are doing, the place(s) we live, the people we meet, the cultures we encounter, the ideas we are exposed to, the events that surround us, and the life changes we go through. We engage with these experiences, places, and ideas and through them make decisions about what and how we teach. For First Person, we are looking for self-reflexive commentaries that help to reveal the change process and the outcomes that derive from it. These can be changes in the past or present or changes we anticipate in the future.

For example, how would a serious, self-reflexive commentary read from an academic who, by virtue of past and present experiences, decides to put more critical or postmodern theory into his courses? What assumptions – old and new – would he talk about in relation to the change? How did he get to this point and what did he learn about himself, the discipline, his students, or the culture that led to the change? Or, on a less philosophical bent, how would a self-reflexive commentary read from an academic who decides to introduce a risky new experiential exercise or nontraditional discussion protocol into her classroom? What inspired the change? What does it reveal about her, her institution or the state of the world as she sees it? Or suppose someone decides to forgo experiential exercises and case discussions for more traditional methods like lecturing. Through self-reflexive inquiry, the reader might learn how he came to this point and the assumptions he questioned about himself, his students, and the meaning of education that led to his decision.

In short, First Person gives us an opportunity to see how we come to know what we know about teaching and how our knowing (and teaching) changes over time. While a submission to First Person is, by definition, self-revelatory, it is also an opportunity for us as a management education community to learn from one another and to engage more deeply in the choices we make about our teaching.

Michael Elmes
Editor, Teaching & Learning: First Person