Your Name

Instructor Name

Course Number

Date

Title: Course Critique

Writing a course critique is a very rewarding opportunity to share ideas, thoughts, and perspectives on a course. The course comprised of some lectures, case studies, and discussions. The course content inculcated all necessary major points that I believe are vital for a business management student to learn as part of management studies. It has also involved all the necessary managerial and leadership theories crucial to give orientation to a business student about the professional-managerial role and responsibilities. The course content was neither too short nor too long to make it boring for the students and it enabled us to learn subject-specific knowledge in terms of business organizations, markets, customers, operations, changing role of technology, business strategies, etc. in addition, different activities in the course such as writing research-based essays and papers

 The goal of business and management class is to prepare a student for the necessary managerial and leadership role in the corporate and business world. I believe a great way to teach these skills, in addition to studies the books and literature is to study the real-time examples of managers, analyzing hurdles they faced and the ways they employed to overcome it. As part of course content, a significant portion must be dedicated to Professional development seminars, Industrial visits, having met and greet with managers, watching videos and documentaries and other ways of interactive learning. In my opinion, this is a great way to promote practical learning among students. Different course learning outcomes can be linked with these elements of course. Another addition that can be made to the course content is the inclusion of role plays and similar activities, which is again a way to demonstrate practical learning of theoretical concepts.

 The instructor was very well informed of the content and he successfully incorporated the learning objectives in the delivery of content. The presentations, lecture notes and class discussions were a very effective way and it ensured that most of the students learned the course concepts (*Classroom Discussions | University of Maryland - Teaching and Learning Transformation Center, n.p*). The examples shared during the content delivery also provoked thinking learning style and enabled students to absorb content.

I believe class discussions are a great way to enhance the learning abilities of students and they must be one of the major element in the delivery of course content. In addition, it improves the oral communication skills which are immensely required in the business world that involves dealing with people every single day. Employers these days put much emphasis on written as well as oral communication skills of employees. Employers expect employees to display excellent written and oral communication skills (Stevens). Discussions also enable one to learn listening skills and give importance to other’s opinions.

Regular feedback from the instructor to the individual student regarding their competence and course progress can also help most of the students to know where they stand and what standard of effort is required to meet the course objective. This will make a student a reflective learner. In addition, after every chapter, a discussion session that could reflect each student’s individual learning can improve the content delivery according to the understanding and competency of students. This is what I missed during the class and I expect it to be included in further classes so that most of the students can benefit from it. I also love interactive sessions regarding different course topics and different fun ways of learning each chapter which should be the part of content delivery.

 Overall, the class also had all the available sources, materials, facilities and equipment that maintained the effectiveness of this course and delivery of its content.

Works Cited

*Classroom Discussions | University of Maryland - Teaching and Learning Transformation Center*. https://tltc.umd.edu/classroom-discussions. Accessed 30 May 2019.

Stevens, Betsy. “What Communication Skills Do Employers Want? Silicon Valley Recruiters Respond.” *Journal of Employment Counseling*, vol. 42, no. 1, 2005, pp. 2–9.