SECOND EDITION



BEYOND LECTURES: INSIGHTS FROM BUSINESS DISCIPLINES (REFLECTIONS, TRANSFORMATIONS, AND THE HUMAN SIDE OF TEACHING)

FACULTY OF BUSINESS AND MANAGEMENT
UiTM CAWANGAN JOHOR

Beyond Lectures: Insights from Business Discipline-

(Reflections, Transformations, and the Human Side of Teaching)

Chief Editor
Dr. Azila Jaini

UNIVERSITI TEKNOLOGI MARA
Cawangan Johor
Kampus Segamat

Second Edition 2026
© Universiti Teknologi MARA (UiTM) Cawangan Johor Publications
Universiti Teknologi MARA
Cawangan Johor
Malaysia

All rights reserved.

No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means – electronic, photocopying, recording, or otherwise – without prior written permission from the publisher.

National Library of Malaysia
Cataloguing-in-Publication Data

Beyond Lectures: Insights from Business Disciplines
(Reflections, Transformations, and the Human Side of Teaching)

ISBN: 978-629-7647-09-8

Patron:
Assoc. Prof. Dr. Saunah Zainon
(Rector, UiTM Cawangan Johor)

Advisors:
Dr. Nor Hazila Ismail
(Deputy Rector, Academic Affairs, UiTM Cawangan Johor)

Cik Nurul Haida Johan
(Head, Faculty of Business and Management, UiTM Cawangan Johor)

Chief Editors
Dr. Azila Jaini

Editors
Dr. Nor Azairiah Fatimah Othman, Dr. Juliana Abdul Kadir, Dr. Tan Yan Ling, Dr. Dalila Abu Bakar, Dr. Zarith Sofia Jasmi, Dr. Suhaidi Elias, Dr. Siti Noradiah Amar, Yuslizawati Mohd Yusoff, Rudza Hanim Mohamed Anuar, Syaidatul Zarina Mat Din, Nazihah Omar, Tay Bee Hoong, Zanariah Abdul Rahman, Norhasniza Mohd Hasan Abdullah, Nur Liyana Mohamed Yousop

Published by:
Universiti Teknologi MARA Cawangan Johor
Faculty of Business and Management
Research and Publication Unit,
Jalan Universiti, Off KM12 Jalan Muar,
85000 Segamat, Johor, Malaysia
Tel: (60)079352000
Fax: (60) 079352277

http://johor.uitm.edu.my
Printed in Malaysia

TABLE OF CONTENTS

PREFACE

FOREWORD

CHAPTER 1: Transformative Teaching Pedagogies

1	Bringing Technical Analysis into Real Life among Students	*Nurul Haida Johan, Ruziah A.Latif, Zaibedah Zaharum, Mardziyana Mohamad Malom*	1-5
2	Innovative Teaching Strategies: Transforming Higher Education in Preparing Gen-Z for Future Workforce Demands	*Yuslizawati Mohd Yusoff, Khairunnisa Rahman*	6-8
3	Gamification in Blended Learning: A Reflective Case from INV537	*Nurulashikin Romli, Tan Yan Ling, Jannah Munirah Mohd Noor*	9-15
4	Reflection on Transforming Quantitative Learning through Scenario-Based Group Case Studies	*Sharazad Haris, Wan Mohd Farid Wan Zakaria, Norashikin Ismail*	16-18
5	The Importance of Project-Based Learning in Understanding Management Theories Through Real-Life Applications: UiTM Johor Case Study	*Muruga Chinniah, Nur Adilah Hj Saud, Mazlina Ismail*	19-22
6	Experiential Financial Education through SULAM: Bridging Financial Theory and Practice in Community Engagement	*Syamsyul Samsudin, Nik Nur Shafika Mustafa*	23-26
7	TikTokPreneur Lab BMC Model: An Experiential Digital Entrepreneurship Model for ENT300 Through Affiliate Marketing Innovation	*Jannah Munirah Mohd Noor, Nurulashikin Romli, Tan Yan Ling*	27-30
8	Can Marketing Lessons Go Beyond the Classroom?	*Nur Auni Afifah Abdul Karim, Azila Jaini, Sharmin Baba*	31-34

CHAPTER 2: Technology-Enhanced Education

9	From Fundamentals of Marketing to Digital Strategy: Reflective Lessons for Impactful Teaching in a Digital Age	*Muhamad Khodri Kholib Jati, Suzana Hassan, Oswald Timothy Edward*	35-38
10	Ethical Challenges of Artificial Intelligence in Higher Education: Balancing Innovation and Academic Integrity	*Norhasniza Mohd Hasan Abdullah, Tay Bee Hoong, Masitah Omar*	39-42
11	Integrating Technology and Artificial Intelligence in Teaching Business Students	*Dalila Abu Bakar, Nur Auni Afifah Abdul Karim, Nor Zubaidah Nor Albashri, Noor Insyirah Mohsin*	43-46
12	Educating the Head, Heart and Hand: A Listening Pedagogy for the AI Era	*Ahmad Syahmi Ahmad Fadzil, Nor Zubaidah Nor Albashri*	47-51

13	Does AI Enhance Students' Thinking?	*Azila Jaini, Sharmin Baba, Nur Auni Afifah Abdul Karim*	52-55
14	Teaching Economics in the Age of AI	*Nur Fatihah Shaari, Mohd Azim Sardan, Bazri Abu Bakar*	56-61
CHAPTER 3: Engaging Learning Challenges			
15	Beyond the Theory: Navigating Student Engagement in Perceived as Dry Subjects	*Tay Bee Hoong, Masitah Omar, Norhasniza Mohd Hasan Abdullah*	62-67
16	Challenges in Teaching Islamic Finance	*Maizura Md Isa, Nor Hazila Ismail*	68-71
17	From Confusion to Curiosity: Introducing Research Methods to Undergraduate Students	*Nurul Aien Abd Aziz, Aflah Isa, Nik Nur Shafika Mustafa*	72-76
18	Teaching a 'Cold' Subject with a Warm Heart	*Rohanizan Md Lazan, Roha Mohd Noah, Nurul Aien Abd Aziz, Nor Hadaliza Abd Rahman*	77-80
19	Emotional Barriers in Teaching Quantitative Finance: Addressing Numerophobia in Students	*Husnizam Hosin, Yuslizawati Mohd Yusoff, Mohd Hakimi Harman*	81-85
20	Encouraging Student Engagement through Strategic Learning Challenges	*Zanariah Abdul Rahman, Syaidatul Zarina Mat Din, Akmal Aini Othman, Norashikin Ismail*	86-88
21	Reflections on Basic Econometrics: Challenges, Strategies and Insights	*Tan Yan Ling, Nurulashikin Romli, Jannah Munirah Mohd Noor*	89-93
CHAPTER 4: Practical Finance Readiness			
22	Smart Diversification: Teaching Students How to Build Resilient Portfolios in Uncertain Markets	*Nik Nur Shafika Mustafa, Che Khalilah Mahmood, Aflah Isa, Nurul Aien Abd Aziz*	94-96
23	Empowering Financial Literacy: The Role of Educators as Mentors and Guides in Financial Planning	*Aflah Isa, Nik Nur Shafika Mustafa, Nurul Aien Abd Aziz*	97-100
24	Preparing University Students for Financial Reality: Addressing Investment Scams	*Ruziah A Latif, Nurul Haida Johan, Zaibedah Zaharum, Mardziyana Mohamad Malom*	101-104
25	Teaching ESG and Investment Risk: Transforming Finance Education for a Sustainable Future	*Husnizam Hosin, Mohd Hakimi Harman, Yuslizawati Mohd Yusoff*	105-109
26	Highlighting the Importance of Financial Literacy for Generation Z	*Yuslizawati Mohd Yusoff, Husnizam Hosin, Mohd Hakimi Harman*	110-112
27	Reflections in Teaching Personal Financial Planning to Part-time Distance Learners	*Nurul Aien Abd Aziz, Rohanizan Md Lazan, Roha Mohamed Noah, Nor Hadaliza Abdul Rahman*	113-117
28	The Role of Interactive and Video-Based	*Zaibedah Zaharum, Ruziah A.*	118-122

	Platforms in Supporting Blended Learning in Malaysia Higher Education	*Latif, Nurul Haida Johan, Mardziyana Mohamad Malom*	
CHAPTER 5: Human-Centred Education			
29	Embedding MQF 2024, Outcome-Based Education and Sustainability in Higher Education: A Reflective Teaching Case Study in Investment Analytics	*Oswald Timothy Edward, Basaruddin Shah Basri, Kamal Fahrulrazy Rahim, Zarith Sofia Jasmi*	123-127
30	Learning by Serving in SULAM Advocacy: Evidence on Values Formation and Industry-Ready Skills	*Mardziyana Mohamad Malom, Ruziah A. Latif, Nurul Haida Johan, Zaibedah Zaharum*	128-133
31	Marketing the Classroom: Co-Creating Value, Trust and Engagement in Higher Education	*Sharmin Baba, Azila Jaini, Nur Auni Afifah Abdul Karim*	134-137
32	Building a Learning Organization in the Classroom	*Khairunnisa Rahman, Rudza Hanim Mohamed Anuar, Nazihah Omar, Yuslizawati Mohd Yusoff*	138-141
33	Role of Educators as Mentors, Guides and Learning Designers from Academicians' Perspective in Malaysia.	*Mazlina Ismail, Nur Adilah Saud, Muruga Chinniah*	142-145
34	Universal Design for Learning for Neurodivergent Students: Journey towards Inclusive Education	*Nazihah Omar, Khairunnisa Rahman, Rudza Hanim Mohamed Anuar, Ferri Nasrul*	146-149
CHAPTER 6: Human Side of Teaching			
35	The Evolution of Service Marketing	*Nur Adilah Saud, Mazlina Ismail, Muruga Chinniah*	150-153
36	Professional Growth as an Economic Educator	*Siti Noradiah Amar, Nur Fatihah Shaari, Norfariza Mohd Ali*	154-157
37	The Role of Educators as Mentors and Guides in Contributing Knowledge to SME Entrepreneurs	*Shaherah Abdul Malik , Noreen Noor Abd Aziz, Nurul Aien Abd Aziz*	158-163
38	Role Boundary Conflict in Academia: Integrating Boundary Theory and Social Power Perspectives	*Zuraidah Sipon, Nur Liyana Mohamed Yousop, Zuraidah Ahmad*	164-167
39	Post-Covid-19 Educational Practices: Insights from Teaching and Learning Experiences at UiTM Johor	*Rudza Hanim Mohamed Anuar, Nazihah Omar, Khairunnisa Rahman*	168-170
40	Are We Ready for Generation Alpha?	*Zanariah Abdul Rahman, Jaslin Md. Dahlan*	171-173

BEYOND THE THEORY: NAVIGATING STUDENT ENGAGEMENT IN PERCEIVED AS DRY SUBJECTS

Bee-Hoong Tay, Masitah Omar, Norhasniza Mohd Hasan Abdullah

Business and Management degree is one of the most practical and resourceful university degrees. It equips students with knowledge on how organizations operate and how to make sound decisions in real-world situations. Due to the fact that almost every industry requires business professionals, this degree, therefore, can lead to careers in marketing, finance, human resources, banking, entrepreneurship, and many other fields. In this degree, students develop transferable skills that are highly valued by employers, such as decision-making, communication, problem-solving, financial literacy, strategic thinking, and leadership. The program provides students with knowledge on how to manage finances, market products, manage employees, and plan for growth, preparing them to become entrepreneurs or effective managers.

Within this degree program, subjects such as economics and finance form the foundation, as they are grounded in theories and principles that build an understanding of how the business and economic world functions. However, teaching theory-based subjects is not always an easy task because students often perceive theoretical content as dry, boring and unengaging. This perception makes it difficult to engage them and may hinder their understanding of the subject matter. As a result, they often achieve unsatisfactory results or, in the worst cases, fail these subjects. This situation presents significant challenges for educators teaching theory-heavy courses.

On one hand, educators face pressure to complete the syllabus within a limited time frame while ensuring that students achieve satisfactory academic outcomes. On the other hand, they must constantly seek innovative teaching strategies to transform abstract theories into meaningful and relatable knowledge. Balancing curriculum demands, assessment requirements, and diverse learning styles can be particularly challenging. Therefore, there is a need to examine this issue more closely to provide insights to these situations. The purpose of this article is to reflect on classroom experiences, identify behavioral patterns, and explore teaching approaches that enhance student engagement.

Students, as human beings, possess both positive and negative traits. Some are motivated to attend classes, arrive on time, and come prepared to learn and participate in lectures. In contrast, others display very different behavior. They arrive late with various excuses and often come to class unprepared. As a result, student engagement in class can be inconsistent. Frequent lateness and lack of preparation ultimately affect their ability to follow instructions and participate actively. When students skip homework or submit incomplete assignments, their understanding of ongoing topics and discussions becomes limited. Consequently, during discussions, they tend to be less responsive and contribute minimally when prompted. They may also appear confused or disengaged after lectures, suggesting that key concepts have not been fully understood. This raises an important question: how can students be expected to pass assessments and perform well in final examinations if they maintain such attitudes?

Several factors may contribute to students' current levels of engagement. The subject may be perceived as difficult, abstract, or irrelevant to their interests, which can reduce their motivation to prepare and participate actively. A lack of intrinsic motivation or confidence in understanding key concepts may also hinder classroom involvement. Additionally, changes in learning habits following pandemic or post-pandemic remote learning periods may have affected students' study routines, self-discipline, and ability to sustain attention. Academic and non-academic distractions may further influence their focus and consistency in completing tasks.

When facing such situations, educators may experience frustration and dissatisfaction in their teaching roles. However, many also express empathies toward students' circumstances and begin to reflect on the possible reasons behind students' misbehaviour. As professionals, educators often adapt their teaching methods to suit varying classroom conditions. At times, these methods prove effective; at other times, the impact remains unclear. The situation becomes even more challenging for those teaching theory-heavy subjects compared to applied or practical courses. It often requires deeper reflection on the human side of teaching, placing additional pressure on educators to understand students' mindsets, emotions, and motivations.

To address these challenges, various strategies and pedagogical adaptations can be implemented to improve engagement and learning. The matter related to student engagement has gained notable academic attention which emphasizes influences such as students' self-control, teacher empathy, and learning environment (Wang, 2025). Therefore, identifying underlying factors through discussions with students may help inform appropriate support strategies and targeted interventions. The following are some examples of the strategies including the examples applied to the Financial Markets and Banking Institutions syllabus:

1. Interactive Questioning / Group Discussion

Aim: To encourage peer collaboration and help clarify concepts. Clear roles are necessary to improve participation as some students may remain passive. According to Thomas et al. (2025), inquiry-based learning and active learning can foster critical thinking and engagement which help to prepare students for lifelong learning and cultivate their problem-solving skills.
Implementation: Used open-ended questions and small group discussions during lessons.

- What worked: Increased participation from some students; peer discussion helped clarify concepts.
- What didn't: Some students may remain passive or rely on others to respond.
- Lesson learned: Assigning clear roles, e.g., facilitator and note-taker, and providing guided questions to improve accountability and engagement.

Example of topics: Structure of the Financial System
Application: Divide students into small groups and assign each group one component of the financial system, e.g., financial institutions, financial markets, regulators, surplus and deficit units.
Activity: Ask:

- "How does money flow from surplus units to deficit units?"
- "What would happen if financial intermediaries did not exist?"

Each group explains the intermediation process using a simple flow diagram.
Why it works:
Students actively construct the financial system structure instead of memorizing definitions. Peer explanation clarifies abstract concepts like financial intermediation.

2. Real-Life Business Examples / Case Studies

Aim: To make abstract topics more relatable. However, overly complex cases required extra scaffolding.
Implementation: Integrated current business scenarios and simplified case studies into lessons.

- What worked: Improved understanding of abstract concepts; students showed more interest when topics are deemed relevant.
- What didn't: Some case materials were too complex and required additional explanation.
- Lesson learned: Examples should be relatable and appropriately scaffolded to match students' level.

Example of topic: Bank Negara Malaysia: Monetary Policy Operations
Application: Present a simplified real-world scenario:

"BNM increases the Overnight Policy Rate (OPR) to control inflation. What happens to loan interest rates? How does this affect businesses and households?"
Students analyse:

- Impact on commercial banks
- Impact on borrowers
- Impact on investment decisions

Extension Case:
Discuss how BNM managed economic recovery during the COVID-19 period.
Why it works:
Students connect theory (monetary tools) with real economic effects, making policy concepts more tangible.

3. Mini Pre-Class Assignments

Aim: To prepare students for lessons and boost confidence. However, inconsistent completion limited effectiveness. Thus, tasks should be short and directly linked to class activities to avoid inconsistent completion that limit the effectiveness.
Implementation: Assign short readings, videos, or questions to complete before class.

- What worked: Prepared students were more confident and engaged in discussions.
- What didn't: Inconsistent completion reduced overall effectiveness.
- Lesson learned: Keep tasks brief, structured, and linked directly to in-class activities to encourage accountability.

Example of topic: Types of Banking Institutions
Pre-Class Task:
Assign students to watch a short video or read a brief article comparing:

- Commercial banks
- Islamic banks
- Investment banks

Ask them to prepare a simple comparison table before beginning the class.

In-Class Follow-Up:
Students discuss:

- "Why would a customer choose an Islamic bank instead of a commercial bank?"
- "Why do companies use investment banks?"

Why it works:
Students come prepared with foundational knowledge, allowing deeper in-class discussion instead of basic explanation.

4. Gamification / Simple Classroom Activities

Aim: To increase motivation and improve recall. However, careful alignment with learning objectives is needed to prevent distraction.
Implementation: Used quizzes, team competitions, or problem-solving games related to lesson content.

- What worked: Increased energy levels and motivation; improved recall of key concepts.
- What didn't: Overexcitement occasionally shifted focus away from learning objectives.
- Lesson learned: Activities should be clearly aligned with learning outcomes and time-managed carefully.

Example of topic: Stock Market Concept Game (Equity Market Operations)
Activity: "How the Stock Market Works" Role-Play
Assign students different roles:

- Public listed company
- Investors
- Stock exchange
- Broker

Scenario:
A company wants to raise funds by issuing shares to expand its business.
Students act out the process:
1. The company announces an Initial Public Offering (IPO).
2. Investors decide whether to buy shares.
3. The stock exchange facilitates trading.
4. A news event (e.g., strong profits or economic downturn) is introduced.

Ask students:
- What happens to share prices when demand increases?
- Why do prices fall when investors panic?
- How does the stock exchange ensure fair trading?

Learning Outcome:
Students understand:
- The function of the equity market
- How share prices are determined by demand and supply
- The role of intermediaries
- Basic market dynamics

5. Reflective Thinking
Aim: To promote metacognition and self-assessment. Structured prompts were necessary to deepen the reflections.
Implementation: Asked students to write short reflections on what they learned and areas of confusion.
- What worked: Helped identify misunderstandings and encouraged metacognitive awareness.
- What didn't: Some reflections were superficial without guiding prompts.
- Lesson learned: Provide structured reflection questions to deepen critical thinking and self-assessment.

Example of topic: Derivatives Market
Aim: To promote critical thinking and help students understand the purpose of derivatives beyond definitions and technical terms.

Implementation:
After teaching the basic concepts of futures, options, and swaps, students are asked to write a short reflection (150–200 words) responding to guided prompts.
Sample Reflection Prompts:
- "Why do businesses use derivatives instead of simply accepting price fluctuations?"
- "If you were a palm oil exporter, how could futures contracts help reduce risk?"
- "What might happen to a company that does not hedge against currency or commodity price movements?"

Students submit short written reflections at the end of class or online.
What worked:
- Helped students connect derivatives to real business risk management.
- Encouraged them to think beyond memorizing definitions such as futures, options, and swaps.

What didn't:
- Some responses were too general or descriptive without deeper analysis.

Lesson learned:
Providing structured guiding questions and requiring students to apply the concept to a specific business scenario improves the depth of reflection and strengthens conceptual understanding.

Lessons Learned and Insights

Effective teaching and learning require the use of appropriate pedagogical approaches to meet the demand of the current generation of students and ever-changing educational environments.

Considering the university students nowadays mostly come from Generation Z, while educators mostly from Generation X and Millennials, their learning orientation are different. Generation Z is familiarly known as more engaged and connected through digital devices and media social. Meanwhile, Generation X is more comfortable with traditional and manual classroom and Generation Millennials reflect the balance between traditional learning structure and digital engagement.

Learning the theoretical syllabus is considered the 'boring subject' to the teenagers' students and requires educators to be more creative and diversify the learning methods. Understanding the learning orientation among the current students' generation is essential to ensure the effective teaching and learning experience. Gen Z is hard to remain focused towards the long and passive lecture session, without the intervention of technology and visual learning aids and active collaborative activities in the classroom (Mayildurai et al., 2024). Thus, educators need to be able to fulfil the current demand of educational environments by conducting an active classroom activity such as interactive quizzes with leveraging the technologies platform, and group collaborative activities, aimed to refresh the students' understanding towards the knowledge learnt after a certain limited time of lecture.

The elements of emotional intelligence also need to be prioritised to recognize and understand the learning pace for every student. Lochner (2024) suggested that the approachable lecturers get more students' engagements, irrespective of their teaching methods. Students anticipate the welcoming, inclusive and supportive learning environment, for them to feel valued and accepted. These are imperative elements to encourage class participation among students.

Apart from the quick response in academic consultation, promoting empathy and emotion sensitivity among educators may develop students' interpersonal skills, improve the interest in the subject and boost their academic performance. Celebrating the diverse students' life background and minimizing anxiety in educator-students interaction may contribute to both educators and students' well-being.

Conclusion

Teaching the theory-based subject that comprises the nature of syllabus such as abstract, conceptual and interpretive contents is challenging due to lack in students' engagement and motivation, misunderstanding and time constraint in completing the syllabus. The changing in learning habits among teenagers' students and current educational environment demand educators to be more creative and innovative in teaching activities. Educational 5.0@UiTM has underlined five pillars to produce a progressive thinking learner, among them are innovative delivery and assessments, meaningful learning experience and inspiring educators (Mohd Salleh et al, 2020). This framework encourages educators to invest in hard skills and soft skills in achieving the university educational goals.

Diversification in teaching and learning activities of theory-based subjects is considered as an initiative to maintain students' engagement in class, however the cooperation from students also matters. Thus, continuous observation on students' learning habits and improvement is needed to meet the academic purpose. The learning session needs to be dynamic by allocating the adequate time for lecture and class activities to encourage the students' involvement in active learning. This pedagogical method aimed to maintain the students' engagement in class, improve their understanding in the subject, which ultimately fulfil the university's educational goals. Moreover, the combination of moral support and conducive

learning environment also must be cultivated to ensure the effectiveness of academic activities.

References

Lochner, A. (2025). Student-lecturer interactions: Do traditional methods appeal to Generation Z students?. *Perspectives in Education*, 43(1), 19–35. https://doi.org/10.38140/pie.v43i1.8272

Mohd Salleh, M. I., Ibrahim, Z., Othman, K. I., Yusoff, H., & Ariffin, S. (2020). *Educator acceptance of Education 5.0@UiTM framework and initiatives: A descriptive analysis*. UiTM Institutional Repository. Retrieved from https://ir.uitm.edu.my/id/eprint/65919/

Mayildurai, R., Karthik, K., Ashokkumar, R., & Daniel, S. (2024). Teaching methodologies for engaging generation z learners: Strategies, challenges, and implications. *Transforming Education for the 21st Century-Innovative Teaching Approaches*, 152.

Thomas, M. B., Muscat, A., Zuccolo, A., Luguetti, C. N., & Watt, A. (2025). Navigating Pedagogical Innovation in Higher Education: Education Academics' Experiences with Active and Inquiry-Based Learning in Intensive Teaching. *Innovative Higher Education*, *50*(6), 1917-1943.

Wang, Q. (2025). Re-discover student engagement from the perspective of definition and influencing factors. *Frontiers in psychology*, *15*, 1428668.