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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
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EMBEDDING MQF 2024, OUTCOME-BASED EDUCATION, VALUES-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

Introduction

Reflective teaching practice has long been recognized as a critical component of effective higher education pedagogy, particularly in courses that require the integration of analytical competencies with ethical and societal considerations. Schön's (1983) theory of the reflective practitioner emphasizes that educators must continually examine their teaching decisions and classroom experiences to improve instructional effectiveness and professional practice.

This perspective aligns closely with the principles of Outcome-Based Education (OBE), which stresses constructive alignment between learning outcomes, teaching activities, and assessment strategies to ensure meaningful student learning (Biggs & Tang, 2011). In addition, Kolb's (1984) experiential learning theory highlights the importance of learning through experience, reflection, conceptualization, and application—an approach particularly relevant in courses such as investment analytics, where students engage with real-world financial data and decision-making processes.

Together, these theoretical perspectives support the view that reflective teaching enables educators to design learning environments that not only develop technical competencies but also foster ethical awareness and sustainability-oriented thinking among students.

The landscape of higher education has undergone a significant transformation in recent decades. Universities are increasingly expected to prepare graduates who possess not only disciplinary expertise but also the ability to navigate complex economic, social, and environmental challenges. In the field of finance and investment, this expectation is particularly important because financial decisions often have far-reaching consequences for societies and economies.

Recognizing these evolving demands, Malaysia introduced the Malaysian Qualifications Framework (MQF) 2024 as a comprehensive policy framework guiding curriculum design, competency development, and quality assurance in higher education (Malaysian Qualifications Agency, 2024). The framework emphasizes the importance of Outcome-Based Education (OBE), Values-Based Education (VBE), and sustainability competencies as core components of university learning outcomes.

For educators, the challenge lies in translating these policy principles into meaningful classroom practices. Courses traditionally focused on technical knowledge must now incorporate broader educational objectives such as ethical awareness, responsible decision-making, and sustainability considerations.

This article presents a reflective case study of how a course titled Investment Analytics was redesigned to align with MQF 2024 principles. The course serves as a practical platform for integrating analytical financial skills with ethical and sustainability perspectives.

The central premise of this article is that finance education should extend beyond numerical analysis and market forecasting. Instead, it should cultivate professionals capable of making responsible investment decisions that consider long-term economic, social, and environmental impacts.

Through reflective analysis, the article demonstrates how embedding OBE, VBE, and sustainability within the teaching of investment analytics can support the development of holistic graduates who are prepared to contribute meaningfully to sustainable economic systems.

Outcome-Based Education in the Teaching of Investment Analytics

Outcome-Based Education forms the structural foundation for curriculum design within Malaysian universities. The core principle of OBE is that educational programmes should be organized around clearly defined learning outcomes that describe the competencies students are expected to demonstrate upon completion of a course.

In the context of the Investment Analytics course, the curriculum was designed with specific Course Learning Outcomes (CLOs) aligned with Programme Learning Outcomes (PLOs) and MQF competency clusters.

The key learning outcomes of the course include:

1. analysing financial markets using technical indicators
2. evaluating company performance using fundamental analysis
3. interpreting financial data for investment decision-making
4. communicating investment strategies effectively

These outcomes reflect both technical and professional competencies expected from finance graduates.

Constructive alignment plays a critical role in ensuring that teaching activities and assessments support the intended outcomes. In the Investment Analytics course, several learning activities were implemented to reinforce this alignment.

Students were introduced to financial charting platforms such as TradingView, where they analysed real market data using indicators such as:

- moving averages
- relative strength index (RSI)
- support and resistance levels
- Fibonacci retracements

Through these exercises, students developed practical skills in interpreting financial market trends.

In addition, students were required to conduct company analysis using financial statements, industry analysis, and macroeconomic indicators. These assignments enabled students to apply theoretical knowledge to real-world financial contexts.

From a reflective teaching perspective, the adoption of OBE ensured that every classroom activity contributed directly to the achievement of learning outcomes rather than merely delivering theoretical content.

Values-Based Education in Investment Decision Making

While technical competence is essential in finance education, investment decisions are often influenced by ethical considerations and professional integrity. The integration of Values-Based Education (VBE) within the Investment Analytics course, therefore, became an important pedagogical objective.

Finance history provides numerous examples where unethical financial practices have resulted in significant economic damage. Corporate scandals, financial fraud, and irresponsible investment behaviour have demonstrated the consequences of prioritizing short-term profits over ethical responsibility.

Within the Investment Analytics course, students were encouraged to reflect on ethical issues related to financial decision-making.

For example, discussions were conducted on topics such as:

- insider trading
- market manipulation
- corporate transparency
- ethical responsibilities of financial analysts

Through case-based discussions, students were asked to evaluate how ethical lapses in financial markets could affect investors, employees, and broader society.
In group discussions, students often debated whether investors should prioritize financial returns or consider ethical and social consequences when making investment decisions.
These discussions encouraged students to recognize that financial markets are not merely numerical systems but are embedded within broader social and ethical contexts.

From a reflective teaching standpoint, integrating VBE within investment education helped students appreciate that financial professionals must uphold high standards of integrity and responsibility.

Sustainability and Responsible Investment

The growing importance of sustainability has significantly influenced modern financial markets. Investors increasingly consider environmental, social, and governance (ESG) factors when evaluating investment opportunities.
Recognizing this trend, sustainability concepts were integrated into the Investment Analytics course to align with the sustainability competencies emphasized in MQF 2024.
Students were introduced to the concept of sustainable investing, which considers not only financial returns but also long-term environmental and social impacts.

Examples of sustainability-related discussions included:

- renewable energy investments
- environmental risk in corporate operations
- corporate social responsibility (CSR) practices
- ESG ratings and responsible investing

Students were also encouraged to examine how sustainability risks could influence long-term investment performance.

For example, companies involved in environmentally harmful activities may face regulatory penalties, reputational damage, or declining investor confidence. Conversely, companies adopting sustainable business practices may benefit from increased investor interest and long-term growth potential.

By incorporating sustainability into investment analysis, students gained a broader understanding of how financial markets interact with global sustainability challenges.
This integration reflects the evolving role of finance professionals in supporting sustainable economic development.

Reflective Teaching Practice in the Investment Analytics Course

Reflective teaching involves critically examining one's teaching strategies to improve student learning outcomes. In the context of the Investment Analytics course, reflection played a crucial role in refining pedagogical approaches and ensuring alignment with MQF 2024 principles.

Several reflective insights emerged from the teaching experience.
First, students demonstrated stronger engagement when learning activities involved real financial data rather than hypothetical examples. Practical analysis of stock market charts allowed students to experience the dynamic nature of financial markets.

Second, collaborative learning activities such as group presentations and investment simulations encouraged students to develop communication and teamwork skills alongside analytical competencies.
Third, the integration of ethical discussions helped students recognize the broader responsibilities associated with financial decision-making.
Through reflective evaluation of classroom experiences and student feedback, the course design was continuously improved to enhance learning effectiveness.

Case Study: Implementation in Universiti Teknologi MARA (UiTM)
The Investment Analytics course was implemented within the Faculty of Business and Management at Universiti Teknologi MARA (UiTM). The course forms part of the finance curriculum aimed at preparing students for careers in investment analysis, financial advisory, and portfolio management.
One notable feature of the course is the integration of experiential learning.
Students were required to conduct a comprehensive investment analysis project involving a publicly listed company. The project required students to:

1. analyse macroeconomic conditions
2. examine industry trends
3. evaluate company's financial performance
4. interpret technical chart indicators
5. propose investment recommendations

The project culminated in a group presentation where students defended their investment decisions before the class.
This activity simulated real-world investment decision-making processes and required students to integrate multiple analytical perspectives.
In addition, students were encouraged to reflect on whether their investment recommendations aligned with sustainability and ethical considerations.
The case study demonstrates how a finance course can simultaneously develop technical expertise and broader societal awareness.

Implications for Finance Education
The case study highlights several implications for higher education educators, particularly those teaching finance and business courses.

First, finance education should incorporate ethical discussions to ensure that students understand the societal consequences of financial decisions.
Second, sustainability considerations should be integrated into investment analysis to reflect contemporary trends in global financial markets.
Third, educators should adopt experiential learning strategies that allow students to apply theoretical knowledge to real-world financial scenarios.

These approaches help ensure that finance graduates possess not only analytical competence but also ethical responsibility and sustainability awareness.

Conclusion
The Malaysian Qualifications Framework 2024 provides a valuable framework for transforming higher education by emphasizing competency-based learning, ethical values, and sustainability.

Through the case study of the Investment Analytics course, this article demonstrates how these principles can be embedded within finance education through curriculum alignment, experiential learning, and reflective teaching practice.

The integration of Outcome-Based Education, Values-Based Education, and sustainability within investment education allows students to develop both technical expertise and broader societal awareness.
Ultimately, finance education should aim to produce graduates who are capable of making responsible investment decisions that contribute to sustainable economic development.
Reflective teaching practice, therefore, plays a critical role in ensuring that national educational frameworks such as MQF 2024 translate into meaningful learning experiences within the classroom.

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