• Paper / Proposal Title:
Project Management learning: connecting and aligning with taxonomies and frameworks to improve practice.

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• Abstract (300 words):
Whilst taxonomies of learning often differentiate between “deep” and “surface” levels of learning (e.g. Bloom’s taxonomy), the connection with knowledge and teaching activities delivered in the project management (PM) classroom are often left unaddressed. From a review of the PM Body of Knowledge (APM, 2012), it can be argued that both surface and deep learning is important for PM students; for example, a surface approach is relevant for rote-memorizing of acronyms such as PEP, BIM, BEP, whilst “deeper” levels of learning are required when complex social and technical issues underlying project management work challenges are explored. This paper explores the relationship between taxonomies of learning and PM teaching. Through a number of worked examples, the unique characteristics of PM learning are noted; a combination of surface (e.g. memorization; note-taking) and deep learning activities (e.g. roleplay), being important in replicating the needs of the PM profession. Such an approach counters the argument of Biggs and Tang (2011) that surface levels of
learning are not as important as deep activities of learning and aligns with a more thoughtful consideration of events occurring in actual PM work. It is argued the PM learning may benefit when more explicit links are made between taxonomies of learning and the unique characteristics of PM learning.

References


• Author(s) Biography (200 words each):

Dr Bill Collinge is Programme Director for Construction Project Management and Lecturer in Project Management in the School of MACE, University of Manchester, UK. He currently designs and delivers courses covering IT applications in project management, civil & structural engineering and construction project professional practice and is actively engaged in research, administrative and supervisory work.

He is currently engaged in funded research work to develop new health and safety tools to use in BIM-enabled projects; understanding construction project collaborative work through social practice analysis and ongoing work into the performance of new and innovative procurement and delivery models to improve project performance and efficiencies.

Dr Collinge holds a PhD in Construction Management & Engineering (University of Reading – 2014); MSc (distinction) Applied Informatics (University of Reading – 2010); MA Information & Library Management (Liverpool John Moores University – 1996); BA Hons. Classics/Archaeology (University of Warwick – 1993).