A REVIEW OF PROJECT MANAGEMENT COURSE SYLLABI TO DETERMINE IF THEY REFLECT THE LEARNER-CENTRED COURSE PEDAGOGY [ABSTRACT]

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ABSTRACT

Aim/Purpose	Project Management (PM) capability is one of the skill sets that employers across a broad range of industries are seeking with a projected current talent deficit of 1.5 million jobs.
Background	A course syllabus is both a tool and a resource used by the learners, the faculty, and the school to articulate what to learn, how to learn, and how and when to access and evaluate the learning outcomes. A learner-centred course syllabus can enhance the teaching, the learning, and the assessment and evaluation processes. A learner-centred pedagogy seeks to create a community of learners by sharing power between the teachers and the students, providing multiple assessments, evaluations, and feedback mechanisms.
Methodology	This study seeks to find out if the PM course syllabi reflect the attributes of a learner-centred pedagogy through a content analysis of 76 PM course syllabi gathered in 2018 from instructors affiliated with the Association to Advance Collegiate Schools of Business (AACSB) in the USA.
Contribution	On the issue of PM content, only seven percent (7%) of the syllabi articulate that students would be involved in "real world" experiential projects or be exposed to the Project Management Body of Knowledge (PMBOK) areas and process groups.

Findings	The results reveal that PM instructors fall short in creating a community of learners by not disclosing their teaching philosophy, beliefs, or assumptions about learning and tend not to share power, and do not encourage teacher-student interactions.
Recommendations for Practitioners	Schools should try to align their programs both to the local and the national job markets by engaging PM practitioners as advisors. When engaged as advisors, PM practitioners provide balance and direction on curriculum design or rede-sign, emerging industry innovations, as well as avenues for internships and job opportunities.
Recommendation for Researchers	PM has various elements associated with entrepreneurship and management and is also heavily weighted towards the use of projects and technology, making it a good candidate for learner-centred pedagogy. However, researchers should explore this assertion further by comparing the attainment of learning out-comes and students' overall performance in a learner-centred and a non-learner-centred PM course.
Impact on Society	To minimize this talent deficit individuals as well as the academy should invest in PM education and one approach that may increase the enthusiasm in the PM coursework is having a learner-centred pedagogy.
Future Research	Researchers should explore this line of research further by gathering syllabi from other regions such as the European Union, Asia, Africa, Australia, etc. as well as conduct a comparative study between these various regions in order to find if there are similarities or differences in how PM is taught.
Keywords	project management, course syllabi, learner-centredness, AACSB, PMBOK

BIOGRAPHIES

Erastus Karanja is an Assistant Professor in the Computer Information Systems (CIS) Department in the School of Business at North Carolina Central University. He holds a PhD in Business Administration and an MS in Computer Science. He is also a certified PMP. His research explores IT strategy and security issues, innovation, IT project management and pedagogy. His research has been published in a number of journals such as the *International Journal of Information Management, International Journal of Accounting & Information Management, Journal of Systems and Information Technology, Journal of Business Information Systems, Journal of Information Systems Education, Journal of Risk Management, and Information and Computer Security*, among others. He has also presented his research at various local and international conferences.

Donna M. Grant is an Associate Professor and the Chair of Computer Information Systems (CIS) Department in the School of Business at North Carolina Central University (NCCU). Dr. Grant received her Ph.D. from DePaul University, where she also earned a M.S. in Information Systems with a concentration in Project Management and an M.B.A. in Finance. Additionally, she earned a B.S. in Mathematics at Northwestern University. Dr. Grant has been teaching at NCCU for almost twelve years. In May 2018, Dr. Grant was presented with the University North Carolina Board of Governors Excellence in Teaching award. With this award, she was recognized as one of the top faculty members in the 17-campus University of North Carolina System. In 2011, Dr. Grant earned the Award for Teaching Excellence from North Carolina Central University.

Dr. Grant has published in numerous journals and she presented her research at several conferences. She has published in the *Journal of Information Technology Education, the International Journal of Cloud Computing, the Encyclopedia of Gender and Information Technology, the Informing Science Journal* and various Information Systems conferences. Dr. Grant has also received the IBM Faculty award for seven years.