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Congratulations

Zhu Yang and other 110 participants from the CEIBS MBA 2017 Cohort congratulated Professor Zhu Xiaoming on his newly released book.

Zeng Jijia and other 103 participants from the CEIBS MBA 2018 Cohort congratulated Professor Zhu Xiaoming on his newly released book.

Fan Xuelian and other 53 participants from the CEIBS EMBA 2013 Cohort congratulated Professor Zhu Xiaoming on his newly released book.

Lian Minling and other 43 participants from the CEIBS EMBA 2014 Cohort congratulated Professor Zhu Xiaoming on his newly released book.

Hu jianping and other 61 participants from the CEIBS EMBA 2015 Cohort congratulated Professor Zhu Xiaoming on his newly released book.

Xu jianing and other 46 participants from the CEIBS FMBA 2013 Cohort congratulated Professor Zhu Xiaoming on his newly released book.

Zhao Tian and other 37 participants from the CEIBS FMBA 2014 Cohort congratulated Professor Zhu Xiaoming on his newly released book.

Zhang Yijing and other 52 participants from the 2016 Cohort of the CEIBS Smart Healthcare Entrepreneurial Program congratulated Professor Zhu Xiaoming on his newly released book.

Cui Peng and other 57 participants from the 2017 Cohort of the CEIBS Smart Healthcare Entrepreneurial Program congratulated Professor Zhu Xiaoming on his newly released book.

Zhang Feng and other 61 participants from the 2018 Cohort of the CEIBS Smart Healthcare Entrepreneurial Program congratulated Professor Zhu Xiaoming on his newly released book.

Postscript

Professor Zhu Xiaoming, CEIBS

It has been seven years since I started lecturing at CEIBS in 2011. I hope to take this opportunity to share with readers a few of my reflections on teaching.

1. Digitalize Course Content

I began to deliver courses on the digital economy for MBA, EMBA, Financial MBA (FMBA), Execution Education (EE) and Smart Healthcare Startup Programme (SHSP) students at CEIBS in 2011. All of these courses, including Digital Learning (2011–2015), Digital Healthcare (2012, 2013), Digital Finance & Inclusive Finance, Digital Finance (2013, 2014, 2015), CEIBS Smart Healthcare Startup Programme (2016, 2017) and Trends and Innovation (2014–2017), focus on digital technology and the digital economy, and tentatively combine traditional economics and management theories with theoretical research on the digital economy (e.g., the ten sub-frameworks depicted in the Introduction of the book). Over these years, these collisions between classical theories and cutting-edge experiments have brought much delight and inspiration to the students and me, as well as to guest speakers invited to our classes.

The Trends and Innovation course tailored for FMBA students was launched in 2013. In today's fast changing digital world, students from the financial sector cannot achieve personal development if they ignore the digital transformation, and they won't find the right path to transformation if they give up innovation. My classes are designed to help students grasp the fundamental business trends of the digital era and seize opportunities for innovation. Highlighting the theoretical framework and technological roadmap of "choosing the right innovation at the right time", I work to inspire students to achieve digital and Internet innovation, start their own businesses and foster new business models.

As innovative technologies, including big data and IoT, have achieved material progress and have been put to practical use, smart healthcare has become a key theme of the times. When CEIBS launched its SHSP in 2015, I was invited to serve as Programme Director and Founding Academic Director for the programme. As a non-medical professional I needed cross into a new realm in tackling programme design and development. I investigated more than ten 3A hospitals across China,

made on-site visits to multiple world-leading healthcare enterprises and invited a select group of experts to serve as guest speakers. Offering both cutting-edge content and insights from experts, prominent academicians and industry leaders, the program has been well received in the field.

Focusing on the “digital economy”, CEIBS SHSP explores the most advanced digital medical treatment techniques and the digitalization of medical services, addressing topics such as “the cloud hospital”, which integrates cloud computing, IoT and big data, and personal health records and personalized medicine on the basis of data sharing. Both my students and I are deeply impressed by the prospects of the medical sector in the era of the digital economy: a time when mobile healthcare is on the rise, precision medicine continues to unfold, and healthcare moves toward greater accessibility.

During my tenure as CEIBS President from 2006 to 2015, there was a long time during which I worked as president during the day, prepared lessons at night and gave lectures per the school’s curriculum. My weekends were occupied by investigations and holidays by book writing. From 2011 to 2017, I produced some 400 PowerPoint presentations and keynote speeches (on lean compilation, personalized services, customized teaching materials, and digital delivery) and about 20 cases. Sometimes students would ask questions: “Prof. Zhu, what’s your secret recipe for keeping up with current knowledge?” “How do you manage to prepare customized teaching materials for students in different programmes?” “How do you update your teaching cases so quickly?” I always gave the same answer: there are no shortcuts in learning, only diligence and dedication. The ancient Chinese idioms *wei bian san jue*¹ and *pa Postscript Leveraging Digitalized Tools to Prepare and Deliver the Executive Programs shu ti jue*² describe the desired virtues a learner should show in acquiring and passing on knowledge. In today’s digital world, it is actually much easier to be a good student. Below are a few additional thoughts.

2. Digitalize Course Preparation

Digital technology, when used wisely, enables quick searching, precise comparison and efficient collection; digital software facilitates fast documentation, accurate analysis and effective integration. I sum up the following experience from the past seven years of teaching work:

- (1) In the Digital Learning class, I urged students to revise their learning approaches by applying digital software to deliver enhanced learning efficiency. The classroom experience was improved with various interactive activities. I’ve heard that many participants from the FMBA 2014 and 2015

¹*Wei bian san jue*: a saying that means “to study diligently”. Literally: “The leather binding (of the bamboo scroll) has broken three times.” This idiom originates from the *Records of the Grand Historian*, describing how Confucius had read the *Book of Changes* so much that the leather chords binding the bamboo slats broke again and again.

²*Pa shu ti jue*: originating from the *History of the Song Dynasty*, this saying in essence means that one should “sort the wheat [i.e., true wisdom] from the chaff” in the pursuit of knowledge.

- classes are still using these digital tools to share knowledge in group chats on WeChat. Which technologies are worth trying? My favorite tools are as follows: in general, I will use a combination of multiple Apps, such as Mindnode, iMovie and Final Cut Pro, to prepare customized teaching materials and produce visual cases; I use Quick Graph to offer a vivid 3D representation of mathematical models; I apply 3Ds Max to produce and elaborate on the Six Forces of corporate competitiveness, and develop the seven-base-point three dimensional model to address the development of precision medicine; I use Zen Brush to help foreign students appreciate Chinese calligraphy; I use wireless projectors and wireless audio and video transmission technology to add convenience, vitality and a greater variety of interactive activities in class.
- (2) In 2016, CEIBS took the lead among Chinese business schools in applying iFlytek's voice recognition technology to the school's teaching activities. When delivering the SHSP in December 2016, I invited a renowned professor of Peking University to give a long-distance lecture to our students in Shanghai via the Conference System. The spoken messages from the professor were immediately transformed into visual text on the screen in the classroom. I tried iFlytek's Instant Voice Translator when giving lectures to the EMBA participants in 2017. My words were instantly translated into English and displayed on the screen in the classroom. iFlytek's products can help remove barriers to cross-linguistic communication and smooth the classroom activities of international schools.
 - (3) In addition to voice recognition, image recognition is also an important technology in today's teaching reforms. CEIBS-Jinqiao Digital and Smart Learning Centre (ACIV-103), located in the school's new academic centre on the Phase III Shanghai campus, boasts state-of-the-art multimedia technologies. The Oblong system, for example, can enable gesture control of audio and visual media. According to the system supplier, as of June 2017, only two universities around the globe were adopters of this system—Massachusetts Institute of Technology (MIT) and CEIBS. About a hundred sensors are placed on the classroom ceiling to capture ultrasonic positioning data on site. During classroom discussion, the instructor can use the gesture control system to have enormous data around the subject matters under discussion shown on the three projection screens and three additional high definition screens in the classroom. I used these technologies when teaching the CEIBS EMBA programme (March 18–19, 2017), SHSP programme (April 14–16 and December 9–10, 2017) and MBA programme (May 21, June 4 and July 2–3, 2017) and saw how fast page browsing, multi-screen image displaying, swift video switching for different discussion groups, and other tools could greatly enrich classroom interaction. Students from all over the world can see firsthand how any gaps in digital technology between Chinese schools and top-tier international schools have nearly evaporated. Since being put into operation, CEIBS-Jinqiao Digital and Smart Learning Centre (ACIV-103) has performed admirably and become a paragon of digital learning at CEIBS. It has also attracted many Chinese and foreign universities and enterprises hoping to learn from the success at CEIBS. Some students have also shown great interest

in applying the digital and smart software and hardware to their own businesses to coordinate internal office work and facilitate marketing efforts.

In the era of the digital economy, practitioners in education can explore ways to use digital technology to enhance what they teach and how they teach. Without a doubt, digital technologies will become an irreplaceable source of competitiveness for high-quality teaching.