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Centre for Learning and Innovative Pedagogy

Friday, February 6, 2026 · 5 min read

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# CLIP Newsletter | Issue Number: 3.2 | February 2026



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## Designing Learning Environments for Digital Natives

In the classroom of today, learning coexists with glowing screens. Laptops open, mobile phones, social media feeds, Whatsapp chats, and constant connectivity are no longer interruptions—they are the environment within which learning happens. For educators, the question is no longer whether digital natives will switch on their phones in the classroom, but how thoughtfully we design learning environments that acknowledge, engage, and critically work with these realities.

Digital natives do not experience technology as an “add-on.” For them, platforms like Instagram, YouTube, WhatsApp, and LinkedIn are spaces of meaning-making, identity formation, collaboration, and storytelling. Treating these tools only as distractions risks widening the gap between how students live and how they are taught. Designing contemporary learning environments requires a shift—from policing attention to *curating engagement* with their devices as allies.

The learning ecosystem (no longer a closed classroom) should give learners a sense of agency, belonging, curiosity and satisfaction (The ABC'S of Learning): for this, pedagogy should align with the spaces, objects, and materials in the room. Adopting such a framework forces us to recognize the digital bleed in the classroom and bring the devices to align with learning objectives. The Learning Environments for Tomorrow (LEFT) Institute at Harvard University recommends visualizing what learners are experiencing (seeing, hearing, doing, saying, thinking and feeling), their strengths, challenges and values as important primary steps for any educator. Incorporating mobile phones into class activities—live polls, collaborative note-making, real-time fact checking, visual ethnographies, or short reflective videos—can transform passive consumption into participatory

learning. Similarly, social media can become a pedagogical resource: analyzing brand narratives on Instagram, tracing discourse on X, trendspotting, building professional identities on LinkedIn, or reflecting on algorithmic influence and digital ethics through everyday scrolling practices. Our Good Reads section has very interesting ideas for incorporating various social media into management classrooms.

Crucially, this is not about uncritical tech adoption. Designing for digital natives also means fostering critical digital literacy—helping students question platforms, algorithms, viral trends, attention economies, and data politics. When learners are invited to both *use* and *interrogate* digital tools, the classroom can also become a site of reflexivity.

Such curriculum choices also demand a rethinking of the educator's role. The teacher is no longer the sole source of knowledge but a learning designer and facilitator, crafting conditions where curiosity, collaboration, and critique can emerge. This can lead to learning that is experiential, dialogic, and responsive to changing cultural and technological contexts.

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## Innovative Pedagogies @ MICA

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### **From Ledger to Logic: Simplifying Accounting with GEN AI**

This video highlights an innovative pedagogy for MBA accounting that shifts focus from mechanical bookkeeping to conceptual, decision-based learning. By combining a logic-driven framework, gamification, and GenAI-enabled tools, the approach enhances engagement, reduces learner anxiety, and supports adaptive learning in business school classrooms.

[https://youtu.be/b4Wf52RQ7bs?si=ajH5T9\\_G1XzU6B4e](https://youtu.be/b4Wf52RQ7bs?si=ajH5T9_G1XzU6B4e)

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**The DTALE Model: Designing Digital and Physical Spaces for Integrated Learning Environments.**  
*Tech Know Learn* 29, 1767–1789 (2024).

Tondeur, J., Howard, S., Carvalho, A.A. *et al.*

<https://doi.org/10.1007/s10758-024-09784-9>

Despite growing recognition that both physical and digital spaces actively shape teaching and learning, their interaction remains underexplored. This paper addresses this gap by proposing a holistic conceptual model for Designing Teaching and Learning Environments (DTALE) that integrates physical and digital dimensions. Drawing on a critical review of learning environment research, the study develops the DTALE model and validates it through application to existing cases across diverse contexts. The findings offer insights into how integrated learning environments can be intentionally designed, outlining key implications for educational theory and practice, alongside limitations and directions for future research.

**Enhancing students' learning outcomes through smartphones: A case study of using instagram in higher management education**

**María Obeso, Marta Pérez-Pérez, Gema García-Piqueres, Ana-María Serrano-Bedia**

<https://doi.org/10.1016/j.ijme.2023.100885>

Social media are central to the everyday lives of higher education students, most of whom belong to Generation Z, creating a need for universities to adapt learning content to their digital preferences. Despite Instagram's popularity, its pedagogical use in higher education remains underexplored. Using structural equation modelling (SEM), this study examines Instagram as a supplementary learning tool alongside traditional lectures in a Bachelor of Business Administration course. The findings show that perceived usefulness is the strongest predictor of student satisfaction and perceived learning outcomes. The study highlights Instagram's potential to enhance course accessibility, engagement, and user-friendliness in higher management education.

**Towards a critical digital literacy and consciousness in higher education: the emancipatory role of critical digital pedagogy**

**Daniel Gutiérrez-Ujaque**

<https://doi.org/10.1080/1554480X.2024.2379787>

Digital pedagogy today must address technological inequalities, global disruptions such as COVID-19, and the ethical, social, and political implications of digital life. This makes Critical Digital Pedagogy (CDP) essential for higher education. Drawing on a review of 40 studies, this article examines how CDP reshapes teaching and learning by positioning students and educators as critical, reflexive agents within digital environments. The findings highlight CDP's role in fostering critical digital literacy, strengthening analytical and data comprehension skills, and promoting digital inclusion. The review calls for transformative pedagogical practices and proposes six CDP-based actions focused on digital ethics, emotional well-being, and digital activism.

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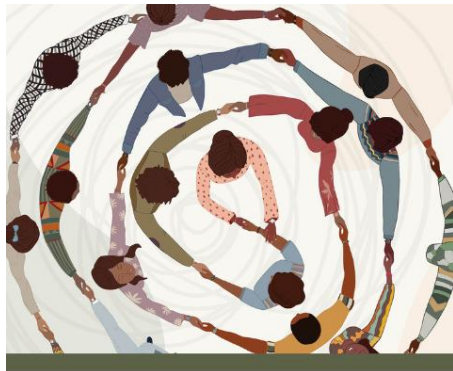
## Center Updates

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### **Faculty Development Workshops**

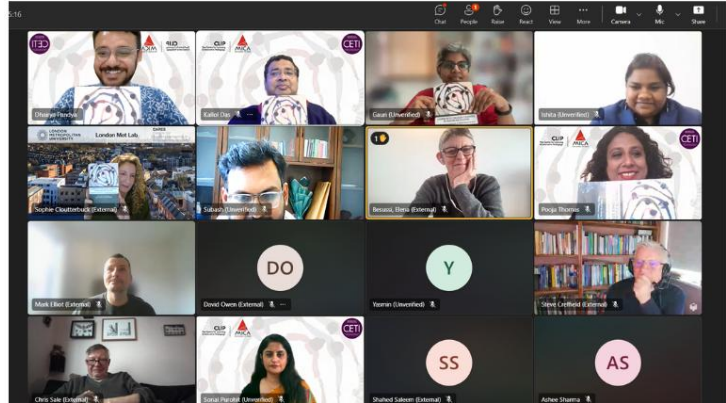
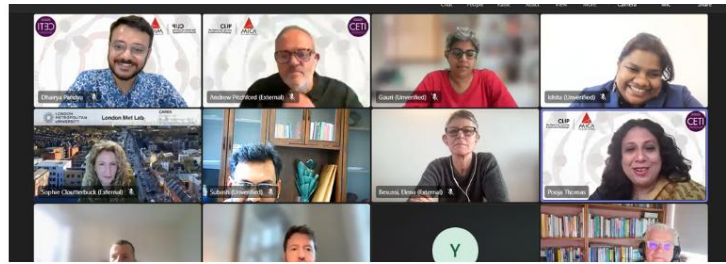
- “Elevate your storytelling” on 10th and 11th December 2025, with Ameen Haque from Storywallahs. Attended by 18 faculty.
- "Case Teaching Workshop" on Jan 9, 2026, with Prof Saral Mukherjee from IIM-Ahmedabad's Madan Mohanka Centre of Excellence in Case Teaching. The event was attended by 20 faculty members, two postdocs, and six FPM scholars.



## COMMUNITY ENGAGED LEARNING IN HIGHER EDUCATION

A Decolonial Approach to Experiential Education

Edited by Andy Pitchford,  
Pooja Thomas and Sonal Purohit



### Book Launch Event

Online Book Launch of "Community Engaged Learning in Higher Education" took place on Jan 30 as part of CLIP MICA and CETI UoWestminster collaboration. Edited by CLIP Chair Pooja Thomas along with Andy Pitchford & Sonal Purohit, the book features eight case studies including MICA's Rural Immersion (Chapter by Kallol Das and Yogesh Mungra). Contributors shared their reflections, insights, and experiences, while reviewer-respondents underlined the book's importance for as a resource for educators and educator-administrators.

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# Call for Papers/Events

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## Academy of Management Learning and Education

[AMLE Call for Special Issue Papers: Rethinking Business School Structures, Standards, and Success for Neuroinclusive Management Learning and Education](#)

1 November – 14 December 2026

Submission Deadline: 14 December 2026 EST

## Indian Institute of Management Indore

[6th International Conference on Excellence in Research and Education \(CERE 2026\) at IIM, Indore](#)

Conference dates: 1st – 3rd May 2026

Conference Theme – Business Excellence Reimagined: Competing in the Age of AI



CLIP Team: Pooja Thomas | Nandini Hebbar | Dhairya Pandya

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**CLIP**  
The Centre for Learning  
& Innovative Pedagogy



If something in this issue sparked a thought, a question, or a collaboration idea, we'd love to hear from you.

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Drop us a line, share a story, or just say hello. Join the conversation!