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Editorial.....**Issue 1 Vol1 2020**

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Editorial.....

This new journal for business, technology is an exciting opportunity for authors to contribute papers that are at the forefront of international thinking. From my own perspective I am keen to see papers that address issues such as climate change and sustainability. For example, as a judge of the 'F Factor' competition, the UK's premier competition for 14-25-year-olds, the applicants are asked to develop ideas for projects to tackle the United Nations Sustainable Development Goals (SDGs) through Industry 4.0 applications. One of the former winners developed a robot to climb a wall and then to paint the wall. His company HausBots secured funding of £350K and now employs six people. And this year one of my own university students, and expert in robotics, presented in front of Brent Holberman (UK billionaire technology entrepreneur and founder of lastminute.com and made.com) and other business leaders at the prestigious Guildhall in London. One of the questions for all educators is: can we keep up with the pace of change in technology and society through updating and enhancing our educational programs? In one sense we can inspire students through our teaching and research. In another sense, students can be inspired through our practice. This journal therefore will provide a significant opportunity to express the latest developments in business, technology and education so that students, educators and those in business are all inspired to learn about new ways to tackle problems in society.

From my own perspective as the inventor of the eco-bin, a patented award-winning recycling container made from recycled plastic, and the founder of several eco organizations, I have been inspiring students to consider climate change as a real opportunity to develop new and innovative products and services. These can be innovations to enhance old economy models. For example,

one of my MSc students from India showed photographs of the factory where his father was a director and asked me what he could do? I asked him what was missing from the photographs of the enormous roof space of the largest employer in Gujarat State (several football pitches in size) and he looked puzzled. I then asked him: where are the solar panels? This student then decided to investigate the feasibility of installing solar panels as part of his MSc and after graduating emailed me the photographs of himself on the roof overseeing the work. This is probably now the largest solar array of its type in the state if not the whole of India.

For the new economy, I have also inspired students to undertake projects providing free tablets to under resourced school pupils in developing countries. The tablets are pre-loaded with standardized 'eduware' covering STEM subjects (Science, Technology, English, Math) plus games and videos. The usage data across seven developing countries shows improvements in all subjects above traditional teaching methods (Moon *et al*, 2016). The intention is not to replace teachers but to enhance the learning environment through technology, especially for pupils that do not have access to mobile phones, books or even electricity. And I am now working with some students from the USA with a view to introducing a similar educational program into the DRC. Perhaps, developing new content aimed at educating pupils about serious local issues e.g. about Ebola.

Certainly, the nature of solutions is starting to change as the pace of the need to tackle climate related problems is accelerating. I have introduced my students to the work of Der Norsk Veritas, a Norwegian consultancy that has mapped global risks and opportunities. And introduced them to Sustainia, based in Copenhagen, that has been mapping the top 100 sustainability projects against the UN SDGs since 2016. Students now can see real world problems being tackled by new solutions; and develop their own ideas for tackling problems in their own country. As former Head of Sustainability at two companies I find the behavioral issues fascinating; as, with new technology, there is always the need to ensure effective behavior change. For example, a new corporate HQ can have the highest LEED or BREEAM rating, but the performance of the building depends largely on how users interact with the new technology installed. New ways to communicate carbon as a metric in building management systems and performance management systems are being developed to optimize the human/technology interface in this regard. At one

company the foyer is hosted by a robot which asks guests if they need any information or help? However, users of the office have ‘pulled the plug’ on the robot as it was not using its AI (Artificial Intelligence) to optimal effect (this is jargon for ‘repeating itself’). Thus, with the introduction of new technologies in AI, VR, Robotics, there is a concomitant need for education to ensure that the purpose of the new technology is effectively implemented.

I look forward, therefore, to seeing a host of new papers in this journal that go some way to exploring these latest developments. Especially for papers that also seek to tackle climate related problems.

References

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