



# LEARNING, TEACHING & STUDENT EXPERIENCE ANNUAL CONFERENCE

25-26 April 2017, Bristol Marriott Royal Hotel

Programme

# LEARNING, TEACHING & STUDENT EXPERIENCE 2017

## Showcasing excellence in business and management education

### The pursuit of teaching excellence is more important than ever.

Government policymakers, university leaders and students themselves are demanding ever more from those who deliver higher education in the UK. Moreover, a broad view is being taken. Teaching excellence covers not only the teaching itself but also the learning environments in which it takes place, and the outcomes it delivers for students.

Bringing together business schools from across the UK, **LTSE 2017** features a unique mix of high-quality workshops, research paper presentations and poster sessions evidencing innovative teaching practice and cutting-edge pedagogic research.

### Who should attend:

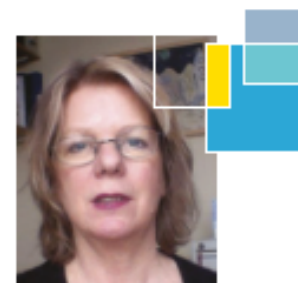
LTSE 2017 will be of great value to all those who contribute to business and management education excellence. If you are:

- **A Director of Learning & Teaching, an Associate Dean, a Programme Director or a Senior Lecturer**  
Join us and meet senior colleagues, share thoughts on key strategic issues, benchmark your activities against your peers and get the latest news on the TEF.
- **An early-career or mid-level Lecturer or Teacher**  
Join us and a select from 80 sessions showcasing best practice in blended learning, assessment & feedback, entrepreneurship education, student engagement and much more.
- **A School Manager, Head of Administration, Faculty Manager or Student Experience Manager**  
Join us and find out about how business school professional managers are contributing to the learning environment, student outcomes and learning gain.

### Gala Dinner

A Gala Dinner will take place on the evening of the first day. We encourage all participants to attend as it will be a great opportunity for informal discussion and networking.

### Keynote Speakers



**The tyranny of student satisfaction within the context of business and management education**

**Berry O'Donovan**  
Principal Lecturer Student Experience, Oxford Brookes University Business School



**Making learning happen: a fresh look at how students really learn**

**Phil Race**  
Assessment, learning and teaching in higher education

### Venue: Bristol Marriot Royal Hotel

College Green, Bristol, BS1 5TA

The conference hotel is located in the heart of Bristol. The Chartered ABS has arranged preferential accommodation rates at the venue. Further details are on our website

## Programme

### Day one: Tuesday 25 April

- 09:00 Registration and refreshments
- 09:40 **Welcome**  
**Anne Kiem**, Chief Executive, Chartered ABS  
**Professor Jerry Forrester**, Hertfordshire Business School, Vice Chair, Chartered ABS and Chair, Chartered ABS Learning, Teaching and Student Experience Committee
- 10:00 Keynote address: **The current HE landscape and the implications for business & management education**  
**Professor Jane Harrington**, Deputy Vice-Chancellor, University of the West of England
- 10:20 **An update on Year Two of the TEF**  
**Professor Jerry Forrester**, Hertfordshire Business School, Vice Chair, Chartered ABS and Chair, Chartered ABS Learning, Teaching and Student Experience Committee
- 10:40 Panel discussion: **Looking ahead to subject-level TEF**  
**Professor Jerry Forrester**, Hertfordshire Business School, Vice Chair, Chartered ABS and Chair, Chartered ABS Learning, Teaching and Student Experience Committee  
**Professor Jane Harrington**, Deputy Vice-Chancellor, University of the West of England  
**Geoff Stoakes**, Head of Special Projects, Higher Education Academy  
Chair: **Professor Georgina Andrews**, Dean, Bath Business School, Bath Spa University
- 11:20 Break



ROOM:	PALM COURT	COLLEGE 5	COLLEGE 1	HANOVER ROOM	CATHEDRAL 1	CATHEDRAL 5	MERCHANT 5	KINGS ROOM
12:00	Assessment & feedback	Blended learning	Employability	Entrepreneurship	Experiential learning	Learning & teaching strategy	Student engagement	Student experience
Stream Chairs:	<b>Professor Diane Sloan</b> Professor of Learning & Teaching, Newcastle Business School	<b>Professor Nicholas Scott</b> Pro-Dean for Student Education, Leeds University Business School	<b>Dr Paul Cashian</b> Associate Dean – Student Experience, Coventry Business School	<b>Adam Shore</b> Director of Learning & Teaching, School of Management, Swansea University	<b>Heather Clay</b> Deputy Dean, Middlesex University Business School	<b>Professor Helen Williams</b> Associate Dean (Learning and Teaching), Cardiff Business School	<b>Dr Jane Tapsell</b> PVC and Dean, University of Buckingham Business School	<b>Dr Monika Foster</b> Director of Learning and Teaching, Edinburgh Napier Business School

**A quest for engagement, delivered attainment**

**Dawn Harrison**  
Student Experience Lead, University of Central Lancashire

**UBELing doctoral student's teacher training: Using blended experiential learning to drive teaching excellence in doctoral student's teacher training**

**Louisa Hill**  
Senior Teaching Fellow, University of Leeds

**University-wide implementation of compulsory, accredited work-related learning in vocational degree programmes**

**Vanessa Airth**  
Head of Business Partnership and Employment Outcomes, London Metropolitan University

**Reflections on design-led entrepreneurship teaching**

**Gareth Stone**  
Pathway Leader in Entrepreneurship Education, Bath Business School

**Dr Diana Reader**  
Subject Leader: Business and Management, Bath Business School

**Blending research methodology with business planning through an airport management on-line simulation**

**Lynsie Chew**  
Director of MSc Masters in Professional Accountancy, UCL School of Management

**Dr Alan Parkinson**  
Deputy Director (Education), UCL School of Management

**Impact of teaching awards on recipients and the wider academic community**

**Dr Nina Seppala**  
Deputy Director, UCL School of Management

**Three dimensions of ambiguity: what they mean for management students**

**Dr Martin Rich**  
Senior Lecturer in Information Management, Cass Business School

**Dr Ann Brown**  
Visiting Senior Lecturer, Cass Business School

**Mary Ann Kernan**  
Associate Dean (Student Experience), School of Arts and Social Sciences, City University London

*In absentia*  
**Professor Clive Holtham**  
Professor of Information Management, Cass Business School

**Learning analytics and the student experience: How an in-house student support system is transforming personal tutoring**

**Ricky Lowes**  
Senior Personal Tutor and Student Advocate, Plymouth Business School



**Assessment by Pecha Kucha 20x20**

**Dr Sabine Bohnacker-Bruce**

Learning & Teaching Fellow, University of Winchester

**Luddite to advocate; a blended learning journey**

**Robert Whitehouse**

Senior Lecturer, Business & Management, University of Gloucestershire

**Dr Jim Keane**

Senior Lecturer in Economics, University of Gloucestershire

**My placement experience and LinkedIn: using technology to enhance employability**

**Julie Fowlie**

Deputy Head of School: Learning and Teaching, Brighton Business School

**Act, reflect, risk, repeat**

**Liz Gee**

Programme Director, Fashion Business School, London College of Fashion

**Henry Jinman**

Crowdfund Campus

**Through doing and feeling: how experiential learning can transform management practice**

**Dr Simon Moralee**

Lecturer, Healthcare Management, University of Manchester

**Quick wins for Visiting Lecturers**

**Lesley Glass**

Head of Visiting Lecturer Development, Hertfordshire Business School

Paul Lawrence  
 Visiting Lecturer, Hertfordshire Business School

**Teaching for engagement**

**Angela Rae**

Senior Lecturer, Post Graduate Convenor, Roehampton University Business School

*Free session*

**13:00 Lunch**

**14:00 Keynote Address: The tyranny of student satisfaction within the context of business and management education**  
**Berry O'Donovan**, Principal Lecturer Student Experience, Oxford Brookes University Business School



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14:40	Assessment & feedback	Blended learning	Employability	Entrepreneurship	Experiential learning	Learning & teaching strategy	Student engagement	Student experience
Stream Chairs:	<p><b>Professor Diane Sloan</b> Professor of Learning &amp; Teaching, Newcastle Business School</p>	<p><b>Professor Nicholas Scott</b> Pro-Dean for Student Education, Leeds University Business School</p>	<p><b>Dr Paul Cashian</b> Associate Dean – Student Experience, Coventry Business School</p>	<p><b>Professor Mike Molan</b> Pro Vice Chancellor (Enhancement), Dean, LSBU School of Business</p>	<p><b>Heather Clay</b> Deputy Dean, Middlesex University Business School</p>	<p><b>Professor Helen Williams</b> Associate Dean (Learning and Teaching), Cardiff Business School</p>	<p><b>Dr Jane Tapsell</b> PVC and Dean, University of Buckingham Business School</p>	<p><b>Dr Monika Foster</b> Director of Learning and Teaching, Edinburgh Napier Business School</p>
	<p><b>‘Feed-forward, not feed-back’:</b> exploring the meaning of ‘helpful’ feedback</p> <p><b>Dr Monika Foster</b> Director of Learning and Teaching, Edinburgh Napier Business School</p> <p><b>Cathy Myles</b> Senior Teaching Fellow and Head of Year, University of Leeds</p> <p><b>Dr Svetlana Warhurst</b> Deputy Director of Education, University of Essex</p>	<p><b>The flipped classroom: a practical approach to going fully blended</b></p> <p><b>Dr Sarah Warnes</b> Senior Teaching Fellow, University College London</p> <p><b>Matt Smith</b> Technologist, University College London</p>	<p><b>Designing a personalised approach to employability: the Edinburgh Award for professional development</b></p> <p><b>Diane Gill</b> Head of Student Development, University of Edinburgh Business School</p>	<p><b>Entrepreneurship through Micro Tyco</b></p> <p><b>Dr Richard Courtney</b> Associate Dean for Student Experience, University of Leicester</p>	<p><b>Student perceptions of an enterprise education competition: a multi-methods perspective</b></p> <p><b>Dr Colm Fearon</b> Senior Lecturer, Canterbury Christ Church University</p> <p><b>Dr Wim van Vuuren</b> Principal Lecturer, Canterbury Christ Church University</p> <p><b>Professor Heather McLaughlin</b> Head of School, Canterbury Christ Church University</p>	<p><b>Modes and outcomes of a cross-institutional learning &amp; teaching network development</b></p> <p><b>Nick Dearden</b> Head of Education, Manchester Law School, MMU</p> <p><b>Dr Darryn Mitussis</b> Senior Lecturer in Marketing, QMUL</p> <p><b>Dawn Howard</b> Director of L&amp;T, School of Business, Management and Economics, University of Sussex</p> <p><b>Dr Maria Kutar</b> Senior Lecturer, University of Salford</p> <p><b>Adam Shore</b> Director of L&amp;T, School of Management, Swansea University</p>	<p><b>Applying TBL in a business context: using assessment and feedback processes to drive student engagement</b></p> <p><b>Dr Catherine Robinson</b> Senior Lecturer, University of Kent</p>	<p><b>International learning &amp; development and the international student experience</b></p> <p><b>Jo Thomas</b> International Learning Development Manager, University of Huddersfield</p> <p><b>Mohammed Mirza</b> Director of International Student Development, University of Huddersfield</p>

**Online open book exams for a digital infused generation**

**Dr Christine Rivers**

Deputy Director  
 Centre for Management Learning, Surrey Business School

**Service design for performance: blending face to face and online**

**Dr Steve Pearce**

Director of Teaching and Learning for Management, School of Economics Finance and Management, University of Bristol

**Placement – why or why not? That is the question**

**Dr Laura Bradley**

Lecturer in Marketing, Ulster University

**Dr Lynne Tinkler**

Administration, Ulster University

**Entrepreneurial learning through enterprise creation**

**David Chalcraft**

Faculty Head of Quality and Practice, University of Bedfordshire

**Dr Jane Chang**

Senior Lecturer and Course leader BA(Hons) Entrepreneurship, University of Westminster

**Enquiry based learning: a learning worth having?**

**Dr Pam Croney**

Senior Lecturer, Student Recruitment and Admissions Tutor, Newcastle Business School

**Students’ experiences on projects using clients versus static case studies: does it enhance engagement and employability?**

**Dr Washad Emambocus**

Lecturer, London South Bank University

**Dr Carrie Rutherford**

Senior Lecturer, London South Bank University

**Communication apprehension in the large lecture teaching environment: an information technology intervention**

**Dr Louise Macniven**

Senior Lecturer, Cardiff University

**Dr Richard Baylis**

Lecturer, Cardiff University

**Dr Carolyn Strong**

Lecturer, Cardiff University

**“I want to pick my own group” The impact of group selection method on performance and student experience**

**Jenoah Joseph**

Senior Teaching Fellow, University of Stirling

**15:40 Break and poster presentations** (see pp. 14-16 for list of posters)



ROOM:	PALM COURT	COLLEGE 5	COLLEGE 1	HANOVER ROOM	CATHEDRAL 1	CATHEDRAL 5	MERCHANT 5	KINGS ROOM
16:20	Assessment & feedback	Blended learning	Employability	Entrepreneurship	Experiential learning	Learning & teaching strategy	Student engagement	Student experience
Stream Chairs:	<b>Dr Rob Baker</b> Senior Lecturer, Sheffield Business School	<b>Professor Nicholas Scott</b> Pro-Dean for Student Education, Leeds University Business School	<b>Dr Paul Cashian</b> Associate Dean – Student Experience, Coventry Business School	<b>Adam Shore</b> Director of Learning & Teaching, School of Management, Swansea University	<b>Heather Clay</b> Deputy Dean, Middlesex University Business School	<b>Professor Helen Williams</b> Associate Dean (Learning and Teaching), Cardiff Business School	<b>Dr Jane Tapsell</b> PVC and Dean, University of Buckingham Business School	<b>Dr Monika Foster</b> Director of Learning and Teaching, Edinburgh Napier Business School
	<p>Using technology to enhance assessment and feedback through peer review: experiences and perceptions of students and staff</p> <p><b>Suzanne McCallum</b> Senior Lecturer, University of Glasgow</p> <p><b>Lynn Bradley</b> Lecturer, University of Glasgow</p> <p><b>Professor Sonja Gallhofer</b> Professor of Accounting Governance and Accountability, University of Glasgow</p>	<p>A pilot study to evaluate an innovative block teaching approach to delivering masters programmes at University of Bedfordshire</p> <p><b>Dr Cathy Minett-Smith</b> Associate Dean Student Experience, University of Bedfordshire Business School</p> <p><b>Dr Yongmei Bentley</b> Principal Lecturer in Logistics, University of Bedfordshire Business School</p>	<p>Development of an employability-focused suite of undergraduate programmes</p> <p><b>Dr Fiona Robson</b> Deputy Director, University of Roehampton</p> <p><b>Dr Steven Howlett</b> Head of Learning and Teaching, University of Roehampton</p> <p><b>Debbie Pearson</b> Head of Undergraduate Programmes, University of Roehampton</p> <p><b>Dr Haytham Siala</b> Senior Lecturer in Marketing, University of Roehampton</p>	<p>Developing a model of collaboration between interdisciplinary research and teaching staff in the area of entrepreneurship: can it be achieved?</p> <p><b>Professor Diane Sloan</b> Professor of Learning &amp; Teaching, Newcastle Business School</p>	<p>STEPs on experiential learning and education for sustainability</p> <p><b>Dr Beatriz Acevedo</b> Senior Lecturer &amp; Artist, Anglia Ruskin University</p>	<p>From disciplinary teaching to scholarly teaching: action research in a community of practice</p> <p><b>Gabi Witthaus</b> Learning &amp; Teaching Facilitator, Loughborough University</p> <p><b>Dr Keith Pond</b> Associate Dean (Teaching), Loughborough University, School of Business and Economics</p>	<p>Online employability skills pilot project: challenges, dilemmas and progress</p> <p><b>Katarina Stefansson</b> Researcher, Queen Mary University of London</p> <p><b>Dr Darryn Mitussis</b> Senior Lecturer, Queen Mary University of London</p>	<p>Understanding postgraduate student satisfaction: a qualitative study</p> <p><b>Dr Mona Nassar</b> Associate Lecturer, University of Salford</p> <p><b>Dr Maria Kutar</b> Associate Dean (Academic), University of Salford</p>



**The student voice on feedback**

**Parminder Johal**  
 Senior Lecturer,  
 University of Derby

**Active apps and the student experience: using content curation apps to facilitate active engagement in flexible learning environments**

**Christine Wightman**  
 Lecturer, Ulster University Business School

**Nikki McQuillan**  
 Course Director,  
 Ulster University Business School

**Partnering Level 5 marketing students with the marketing alumni : A mentoring system**

**Mel Godfrey**  
 Senior Lecturer,  
 London South Bank University

*Free session*

**Experiencing successful teaching practice: the project management business game**

**Vincenzo Arnone**  
 Marketing Consultant, The Business Game

**Nicola Baldissin**  
 President  
 The Business Game & Lecturer, University of Udine

**Simone Magrin**  
 Product Manager,  
 The Business Game & Research Collaborator,  
 University of Udine

**Professor Fabio Nonino**  
 Associate Professor of Business and Project Management,  
 Sapienza University of Rome

**Make lectures match how we learn: the nonlinear teaching approach**

**Dr Katerina Raoukka**  
 Teaching Fellow in Economics,  
 University of Bristol

**Returning the point to PowerPoint**

**Dr Judith McKnight**  
 Lecturer, Ulster University Business School

**Ian Smyth**  
 Lecturer in HRM,  
 Ulster University Business School

**Ascertaining the Impact of endogenous and exogenous factors on the performance of students taking non-specialist accounting courses**

**Dr Nicholas Tsitsianis**  
 Senior Lecturer in Accounting & Director of Student Experience and Engagement, Queen Mary University of London

17:30 End of day one

19:00 Drinks reception followed by Gala Dinner



## Day two: Wednesday 26 April

08:30 Registration and refreshments

09:20 **Welcome**

**Anne Kiem**, Chief Executive, Chartered ABS

**Professor Jerry Forrester**, Hertfordshire Business School, Vice Chair, Chartered ABS and Chair, Chartered ABS Learning, Teaching and Student Experience Committee

09:30 Keynote Address: **Making learning happen: a fresh look at how students really learn**

**Phil Race**, Assessment, Learning and Teaching in Higher Education

ROOM:	COLLEGE 5	PALM COURT	COLLEGE 1	MERCHANT 5	CATHEDRAL 1	CATHEDRAL 5	HANOVER ROOM	KINGS ROOM
<b>10:20</b>	<b>Delivering learning &amp; teaching through collaboration</b>	<b>Emerging issues</b>	<b>Employability</b>	<b>Employer engagement &amp; the practice-based curriculum</b>	<b>Experiential learning</b>	<b>Retention &amp; success</b>	<b>Responsible management education</b>	<b>Student engagement</b>
<b>Stream Chairs:</b>	<b>Dr Cathy Minett-Smith</b> Associate Dean Student Experience, University of Bedfordshire Business School	<b>Liz Aylott</b> Student Learning Manager, BPP Business School	<b>Donna Whitehead</b> Pro-Vice Chancellor and Executive Dean, Bristol Business School	<b>Dr Darryn Mitussis</b> Senior Lecturer in Marketing, QMUL	<b>Adam Shore</b> Director of Learning & Teaching, School of Management, Swansea University	<b>Karen Robins</b> Associate Dean Learning and Teaching, University of Hertfordshire Business School	<b>Professor Georgina Andrews</b> Dean, Bath Business School, Bath Spa University	<b>Dr Keith Pond</b> Associate Dean (Teaching), Loughborough University, School of Business and Economics
	<b>Students working in partnership to develop an inclusive business curriculum for their peers</b>	<b>What is the role of teaching, learning and assessment in the professional socialisation of aspiring accountants?</b>	<b>Supporting business schools to drive learning gain &amp; employability</b>	<b>Preparing for the education to work transition: the role of client based consultancy projects as a form of work integrated learning in higher education</b>	<b>High impact pedagogy: containing whose anxiety?</b>	<b>Life coaching in the curricular: an alternative approach to student support?</b>	<b>Accelerating responsible management education in the age of the Anthropocene</b>	<b>Helping poets to become quants: impact evaluation of a supporting course of math for BBA students</b>
	<b>Dr Sally Everett</b> Deputy Dean, Anglia Ruskin University	<b>Dr Iwi Ugiagbe-Green</b> Course Director (Postgraduate), Leeds Business School	<b>Keith Richardson</b> Head of Higher Education Partner Development, CMI	<b>Sarah Carnegie</b> Lecturer in Human Resource Management, Newcastle University	<b>Dr Jennifer Wilkinson</b> Senior Lecturer Organisation Studies, Bristol Business School	<b>Sarah Moore-Williams</b> Director of Education & Student Experience, LSBU	<b>Dr Jonathan Louw</b> Senior Lecturer, Oxford Brookes Business School	<b>Dr Paulina Elisa Etxeberria Garaigorta</b> Associate Professor, IE University
	<b>Stephen McDonald</b> Director of Learning and Teaching, Anglia Ruskin University		<b>Justin Mingaye</b> Head of Higher Education Partnership Operations, CMI			<b>Danusia Wysocki</b> Senior Lecturer, LSBU		
						<b>McKenzie Cerri</b> Visiting Scholar, LSBU		

**How co-design has the power to transform business education**

**Dr Mark Gatenby**

Associate Professor,  
 University of  
 Southampton

**Erika Mantoura**

Fellow, University of  
 Southampton

**Amy Morgan**

Fellow, University of  
 Southampton

**Zak Rakrouki**

Tutor, University of  
 Southampton

**Revisiting the one minute paper: analogue thinking in the digital age**

**Dr Paul Ferri**

Senior Lecturer,  
 Adam Smith Business  
 School, University of  
 Glasgow

**Paula Karlsson-Brown**

Lecturer in  
 Management, Adam  
 Smith Business  
 School, University of  
 Glasgow

**Five go to a country house: reflections on developing a residential programme for undergraduate management students**

**Professor Heather Fulford**

DBA Director,  
 Aberdeen Business  
 School, Robert  
 Gordon University

**Erica Cargill**

Academic Strategic  
 Lead, Aberdeen  
 Business School,  
 Robert Gordon  
 University

**User experience (UX) design and employer involvement that improves student engagement**

**Alyssa Hampton**

Services  
 Development  
 Manager, Pearson

**Jo Corwood**

Strategic Consultant,  
 Pearson

**Simon Easton**

Strategic Consultant,  
 Pearson

**Michele Milner**

Head of CELT,  
 University of East  
 London

**DICTATE: developing intercultural competences through aviation (drone) technology experiments**

**Louisa Hill**

Senior Teaching  
 Fellow, University of  
 Leeds

**Dealing with mathematical anxiety among business school students: should one size fit all?**

**Professor Jon Warwick**

Professor of  
 Educational  
 Development  
 London South Bank  
 University

**Ethical theory and moral reasoning to enable responsible management decision making: a classroom simulation**

**Anita Peleg**

Senior Lecturer,  
 London South Bank  
 University

*Free session*

**11:20 Break and poster presentations** (see pp. 14-16 for list of posters)



ROOM:	COLLEGE 5	PALM COURT	COLLEGE 1	MERCHANT 5	CATHEDRAL 1	CATHEDRAL 5	HANOVER ROOM	KINGS ROOM
12:00	Delivering learning & teaching through collaboration	Emerging issues	Employability	Employer engagement & the practice-based curriculum	Experiential learning	Retention & success	Responsible management education	Student engagement
Stream Chairs:	<b>Dr Cathy Minett-Smith</b> Associate Dean Student Experience, University of Bedfordshire Business School	<b>Liz Aylott</b> Student Learning Manager, BPP Business School	<b>Christine Wightman</b> Lecturer, Ulster University Business School	<b>Dr Darryn Mitussis</b> Senior Lecturer in Marketing, QMUL	<b>Lesley Glass</b> Head of Visiting Lecturer Development, Hertfordshire Business School	<b>Sarah Moore-Williams</b> Director of Education & Student Experience, London South Bank University, School of Business	<b>Professor Georgina Andrews</b> Dean, Bath Business School, Bath Spa University	<b>Dr Keith Pond</b> Associate Dean (Teaching), Loughborough University, School of Business and Economics

**Collaborating with PhD research students to enhance masters students' dissertation learning experience**

**Diane Richardson**  
Principal Lecturer, University of Bedfordshire Business School

**Gbemisola Oyedepo**  
PhD Student, University of Bedfordshire Business School

*In absentia:*  
**Dr Teslim Bukoye**  
**Dr Nasrullah Khilji**  
**Sidney Eddiong**  
**Emmanuel Unuafe**

**Breaking borders between East and West: integrated approaches for learning and teaching**

**Dr Stephanie Slater**  
Senior Lecturer in International Marketing, Strategy and Business, Cardiff Business School

**Mayuko Inagawa**  
School of Modern Languages, Cardiff University

**Professional skills development for postgraduate students: evolution and evaluation**

**Elaine Clarke**  
Associate Dean, Accreditations, Aston Business School

**Elsa Zenatti-Daniels**  
Internationalisation and Employability Manager, Aston Business School

**Managing cross-year project teams**

**Dr Alexander Kofinas**  
Principal Lecturer in Strategy, University of Bedfordshire

**Dr Han-Huei (Crystal Tsay)**  
Senior Lecturer in Human Resource and Organisational Behaviour, University of Greenwich

**When teaching is not enough: changing demands and implications for teaching competencies in entrepreneurship education**

**Dr Carol Jarvis**  
Associate Professor in Knowledge Exchange, University of the West of England

**Inge Aben**  
Senior Lecturer, University of the West of England

**Experiencing successful training practice using business games: the Finmeccanica case study**

**Nicola Baldissin**  
President The Business Game & Lecturer, University of Udine

**Professor Fabio Nonino**  
Associate Professor, Sapienza University of Rome

**An exploration into the impact of the sustainability literacy test on how Plymouth Business School students perceive sustainability**

**Dr Christine Parkin Hughes**  
Lecturer, Plymouth University

**Student engagement: active learners through the co-creation of content**

**Helen Shiels**  
Lecturer, Ulster University

**Professor Diane Sloan**  
Director of Learning and Teaching Enhancement, Northumbria University



Free session

**Internationalisation of the business curriculum: a case study**

**Dr Bronwyn Betts**

Senior Lecturer,  
Anglia Ruskin  
University

**Employability, pedagogy and enterprise attributes: creating a programme level view**

**Matthew Willett**

Senior University  
Teacher in Strategy  
Practice, Enterprise  
and Change,  
Divisional Director of  
Learning and  
Teaching, Sheffield  
University  
Management School

**The business solutions centre: bringing the classroom to life whilst benefitting the local business community**

**Anna Howard**

Associate Professor  
of Enterprise  
Education, London  
South Bank  
University

**Libby England**

Student Enterprise  
Manager, London  
South Bank  
University

**Evaluation of students' experience of team-based experiential learning through the collaborative Student as Partners (SAP) project**

**Dr Vessela Warren**

Lecturer in  
Operations  
Management,  
Worcester Business  
School

**Dr Kay Emblem-Perry**

Senior Lecturer In  
Sustainability  
Management,  
Worcester Business  
School

**Not finished yet! Supporting students who fail to complete their award**

**Jonathan Sandling**

Director of Studies,  
UK College of  
Business and  
Computing

**Imoh Itieimoh**

Academic Support  
and Improvement  
Manager, UK College  
of Business and  
Computing

**Teaching business students sustainability literacy through strategy case studies: challenges and successes**

**Dr Natascha Radclyffe-Thomas**

Course Leader, BA  
(Hons) Fashion  
Marketing, London  
College of Fashion

**Dr Ana Roncha**

Course Leader MA  
Strategic Fashion  
Marketing, London  
College of Fashion

**How can we integrate students' use of mobile phones and interactive technology within the lecture lesson plan in order to improve engagement?**

**Zoe Hinton**

Product  
Development and  
Buying Lecturer,  
Fashion Business  
School

**13:00 Lunch and poster presentations** (see pp. 14-16 for list of posters)

**14:00 Panel discussion: Getting published in learning & teaching**

Exploring the opportunities and challenges of getting published. Particular attention will be paid to the three R's, namely: realism (being realistic about the time, effort and knowledge); resilience (how to deal with a blunt 'revise and resubmit' response) and research (ensuring there is substantive research around a conceptual framework rather than 'show and tell')

**Professor Malcolm Tight**, Professor, Lancaster University and Editor, Assessment and Evaluation in Higher Education

**Professor Diane Sloan**, Professor of Learning & Teaching, Newcastle Business School

Chair: **Professor Georgina Andrews**, Dean, Bath Business School, Bath Spa University

**14:50 Summation and closing remarks**

**15:10 Close of conference**

## Poster presentations

### **The perception of e-learning in accounting module by MBA students**

**Dr Agnieszka Herdan**, Principal Lecturer, University of Greenwich

This paper will report some preliminary findings from a survey of master students taking accounting module at the MBA level. The research investigates student attitudes towards e-learning and their perception of efficiency of the e-learning process. The results will help identify those aspects of e-learning that are most useful in supporting student learning. The analysis of student feedback will provide guidance on who the e-learning component can be developed further to create efficient learning environment.

### **Interactive feedback: a pilot on the feedback loop**

**Dr Gabriella Cagliesi**, Principal Lecturer, University of Greenwich

To be truly developmental, feedback requires to be interactive, to prompt actions and responses and reflection and opportunities to make changes. In this project called the "Feedback Loop" we adopted the perspective that feedback is a communicative act and that feedback is "conceptualised as a dialogical and contingent two-way process that involves co-ordinated teacher-student and peer-to-peer interaction as well as active learner engagement"

### **Driving student engagement through flipped learning**

**Dr Vikki Abusidualghoul**, Principal Teaching Fellow, Warwick Business School

**Dr Max Finne**, Assistant Professor, Warwick Business School

We decided to study the flipped classroom and its ability to drive student engagement. While there is some research in existence, we aimed to study what 'good practice' in flipped design might look like. The purpose was to synthesize promising practice to inform the academic community about possibilities for using technologies and 'flipping' the class in order to drive student engagement. The research aim is to study and describe an operationally effective execution of flipped learning in a UK-based business school.

### **Effective team teaching approaches using reflection**

**Dr Samantha Buxton**, Lecturer in Business Analytics, Swansea University

Team teaching is thought to enhance students learning experiences. However before the goal of delivering quality products and services can be addressed all parties involved must first understand what team teaching is, how it is implemented and the advantages and disadvantages of team teaching to both the faculty members and students involved in the team teaching module. This poster will provide the background to team teaching and discuss what one lecturer within the team feels when team teaching is undertaken using Kolb's (1984) learning cycle.

### **"It's good to talk" - a 'life-wide learning' experiment in dialogic pedagogy in HE business studies skills teaching**

**Dr Rob Baker**, Senior Lecturer, Sheffield Business School

Details to be confirmed

### **Developing creative assessment for leadership and employability**

**Thomas Spencer**, Principal Lecturer, Nottingham Business School

The poster presentation focuses on the development and delivery of the Leadership and Employability module as part of the BA(Hons) Accounting and Finance programme at Nottingham Trent University. In particular, the presentation centres on the development of a blended learning approach and innovative assessment which focused on strategic, leadership issues relevant to the discipline.

### **Applying accredited CPD events within Regent's University London co-curricular masters programme**

**Azam Ali**, Principal Lecturer, Regent's University London

**Dr Eric Chan**, Chartered Fellow and Principal Lecturer, Regent's University London (*in absentia*)

The Continuous Professional Development (CPD) Standards Office approves educational and training activities with formal CPD recognition. As part of the validation documentation for Generalist Masters programme in June 2015, Regent's University London (RUL) pioneered with CPD the use accrediting co-curricular Events. In order to ascertain the viability of the above initiative, two pilot CPD co-curricular Events were delivered to Masters students in April 2016. The key finding was that the delegates wanted more events of this nature. Reasons cited for the successful collaboration with CPD was that apart from being internationally recognised, the process is administratively feasible and it is a cost-effective method of meeting the employment agenda.

### **Cherry on the cake: providing a professional edge to hospitality graduates**

**Liz Sharples**, Senior Teaching Fellow, Portsmouth Business School

Like many graduates hospitality students face fierce competition when looking for employment; it is hoped by providing them with a professional edge in the form of industry-recognised qualifications they will have greater career success. The purpose of this work is to highlight a mandatory professional qualification scheme in the first year of an under-graduate hospitality degree programme.

### **Choose your own financial crisis: creating an app to teach monetary policy**

**Dr Anthony Evans**, Associate Professor of Economics, ESCP Europe Business School

I wanted to teach monetary policy decision making in a way that was (i) an interactive and responsive experience; (ii) utilised technology that students already bring to class; (iii) had an open ended time commitment that could spillover outside the classroom. To do this I created a "Choose Your Own Adventure" style app where the student has to navigate the actual policy decisions made in 2007-2013.

### **Teaching management by immersion**

**Richard Pettinger**, Principal Teaching Fellow (Reader) in Management education, UCL School of Management

The approach is founded in the need to ensure that all students gain the maximum benefit from taking management courses. In the present environment, this means that students expect recognition (grades) as well as intrinsic and extrinsic value from the work that they are required to do. If we accept this as the starting point then it is essential to develop approaches that ensure that both criteria are met. Accordingly we developed an approach based on the attendance and lab model of science teaching.

### **Bringing the library to the student using an online marketing tool**

**Sarah-Anne Kennedy**, Assistant Librarian, Dublin Institute of Technology

Dublin Institute of Technology Library Services are using the online marketing tool MailChimp to engage first year undergraduates, enhance the first year experience and support their transition into third level education. Information about Library services and resources arrives directly into the students' inbox in a personalised manner at a time when they need it. Now the Library is wherever the student is.

### **'Quants' in the 'quants' - improving the numbers: attacking success rates with numeracy interventions, attendance monitoring, and media support resources in a large-cohort level 4 HE module**

**Dr Rob Baker**, Senior Lecturer, Sheffield Business School

**Jayne Revill**, Principal Lecturer, Sheffield Business School

We report on multi-faceted research conducted on a Level 4 (first year undergraduate) module - 'Data Analysis for Business Decisions' and its comparable 'sister' modules across 16 Business programmes in 2016-17 at Sheffield Business School. Approximately 900 students take these modules. The module introduces quantitative methods and Microsoft Excel modelling of business' hard-systems problems (after Checkland, 1981). After reporting successes in the last two years embedding e-learning innovations in the module resources, the authors now report a combination of follow-up investigations and actions taken.

### **Active learning and student performance in business economics: two cases from the Western Norway University of Applied Science**

**Dr Ove Oklevik**, Associate Professor, Western Norway University of Applied Science

**Helene Maristuen**, University Lecturer, Western Norway University of Applied Science

Lecturing has been the far most mode of instruction in universities for hundreds of years. However, during the last decades more attention to more student active learning forms has been given (Smith et. Al, 2005). We have tried to implement student active learning in two business economic courses at the Western Norway University of Applied Science in Norway. The first course is an introduction course in statistics; the second is a course in event management.

### **Reflections on a sense of community: work in progress**

**Liz Aylott**, Student Learning Manager, BPP Business School

This poster reflects on how BPP University Business School impact on sense of community through the work of Student Managers and Faculty supported by the Student Success Project (learning and teaching). This is particularly relevant as the NSS 2017 now evaluates the extent that students feel part of a learning community.

### **Managing the psychological contract to improve student satisfaction and retention: harnessing the power of peer-to-peer communication**

**Natalie Kite**, Director of Postgraduate Courses, Anglia Ruskin University

Students are becoming a more informed group, shaping their university choices and expectations through a range of resources and are many students are becoming more critical and less accepting of institutional sources, placing a greater reliance on social sources. This case study builds on Bordia, Bordia and Restubog's (2015) model of the formation of the psychological contract in international HE students through either institutional or social sources. The purpose of the research is to develop the space between the institutional and social sources by opening a controlled communication between current and new students to improve understanding of UK HEI student experience.

### **A path to success: improving employability through blended learning**

**Rob Jack**, Placement Advisor, Southampton Business School

This poster displays how Southampton Business School's innovative, nationally recognised placement preparation course is enhancing student employability outcomes. Rob explores how embracing blended learning has improved student engagement and enriched external relationships.

#### **Inter-professional learning: can management Schools adopt practices from medical schools**

**Dr Richard Williams**, Lecturer in Information Systems, Lancaster University Management School

**Dr Laura Machin**, Senior Lecturer in Medical Ethics, Lancaster University Medical School

Medical Schools actively promote inter-professional learning to ensure their graduates are fit-for-purpose. We propose that Management Schools can learn from this approach.

#### **Encouraging the uptake of PhD programmes by female UG's and PGT's**

**Dr Eleri Rosier**, Senior Lecturer in Marketing and Strategy, Cardiff Business School

**Dr Mirella Yani-de-Soriano**, Senior Lecturer in Consumer Behaviour, Cardiff Business School

The study seeks to understand women's entry into the academic world particularly from the perspective of UG and PGT students at Cardiff Business School (CBS). While the percentage of women enrolling in UG has increased steadily in recent decades this has not translated into higher numbers of women applying for PhD programmes. By gauging responses from both females and males, possible gender differences in the responses are evaluated.

#### **The basic social process of perceptive familiarising**

**Dr Jan Green**, Senior Lecturer, Glyndwr University

Executive MBA students typically have considerable practitioner experience, enrolling on a post graduate programme to enhance career prospects. Traditional written assignments or presentations may reinforce theoretical learning but omit practitioner application and behavioural techniques of relevance within a corporate situation. This paper proposes the use of oral assessments to close this identified gap, supplement the learning via the basic social process of perceptive familiarizing and enhance the student experience. Initial data indicates student appreciation from being involved in a contemporary business scenario of sufficient complexity to require research, debate and agreement of a future course of action.

#### **The research agenda for student experience: can we dare to learn from business?**

**Dr Julie Rosborough**, Principal Lecturer and Course Director, Nottingham Trent University

Contended here is the view that the student experience literature has focused on what might be best described as the learning experience whilst within the customer experience literature a more holistic approach has been taken. Is a broader definition of student experience needed to help shape and inform future research? Can the customer experience literature help with this?

#### **Application of neuroscience and emotional intelligence to increase student engagement with feedback**

**Peter Corner Ramage**, Senior Lecturer and HBS Learning & Teaching Champion, Hertfordshire Business School

In a pilot study I found that using a variety of techniques, including one-to-one coaching, helped students to engage more fully and effectively with feedback. This helped students who had failed an initial assignment to produce much better work in subsequent coursework or exams, and so achieve much better final results. Unfortunately, one disadvantage of this study was that few students took up the offer of receiving support to deal with the developmental feedback they had received! My study builds on a number of the links between assessment, feedback, learning and improved results that have been discussed for some time.

#### **Do undergraduate students plan to seek employment as a result of attending University? Who are their main advisors?**

**Fiona McEwen**, Senior Lecturer, Manchester Metropolitan University Business School

**James Rattenbury**, Principal Lecturer, Manchester Metropolitan University Business School

**Yvonne Rennison**, Head of Business and Public Engagement, Manchester Metropolitan University Business School

This paper seeks to find the reasons why an individual attends university and if there is a connection with employment aspirations and if their rationale changes as they progress from level 4 to level 6. Additional considerations are who the student's main advisors are and if the students' advisors change as they progress from level 4 to level 6. Advisors may impact on rationale, student attendance and grades. These findings will improve knowledge of both the impact on students of employability initiatives and the role of university employability strategies, particularly in light of the Teaching Excellence





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