



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:

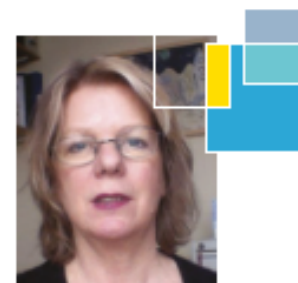
LTSE 2017 will be of great value to all those who contribute to business and management education excellence. If you are:

- **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

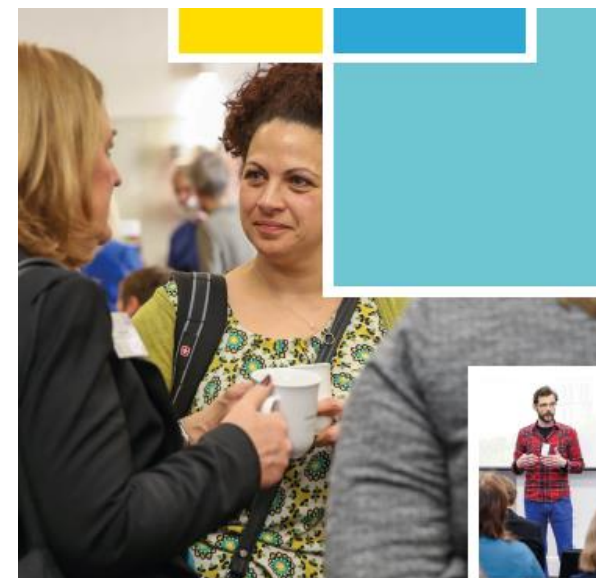
College Green, Bristol, BS1 5TA

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



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

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

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



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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 and Vice Chair, Chartered ABS Learning, Teaching and Student Experience Committee

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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