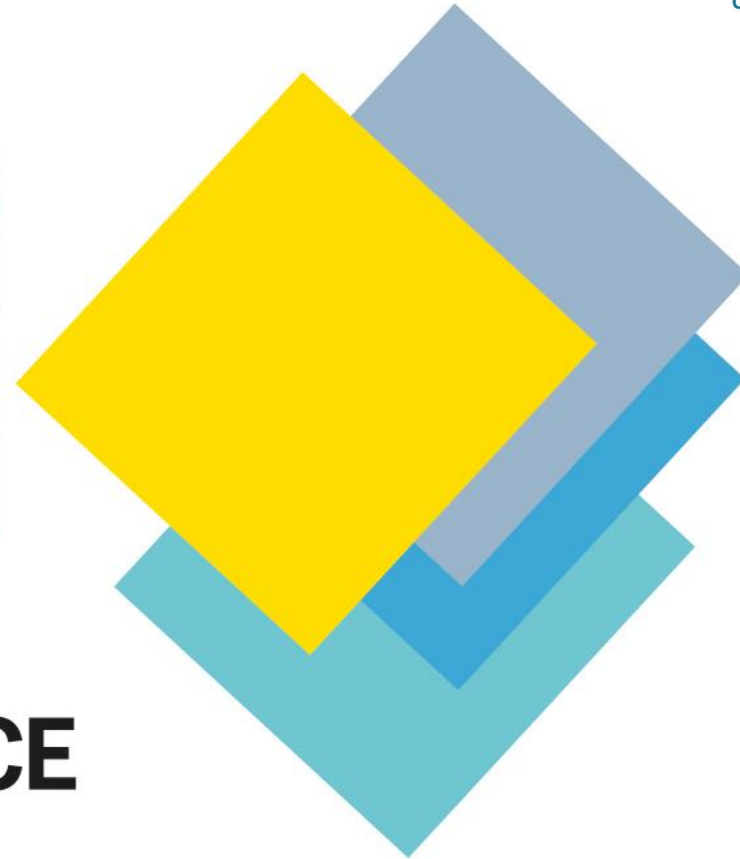


LTE 2018



LEARNING, TEACHING & STUDENT EXPERIENCE

24 – 25 April, Radisson Blu Hotel, Glasgow

Programme & Presentations

Programme

Pre-conference workshop: Monday 23 April

13:30 Registration and refreshments

14:00 [Case teaching: strive for excellence](#)

to **Trevor Williamson**, Principal Lecturer, Manchester Metropolitan University Business School and The Case Centre

17:00

The case method is a powerful learning tool in management education. This workshop will benefit both those with little experience of case teaching who want to find out about the case method and more experienced case teachers who would like to sharpen their skillset. The tutor will explain the key principles of the case method, discuss the benefits and pitfalls, share good practice, and encourage delegates to reflect on their own experiences. Participants will find out how different cases can provide the basis for dynamic classroom discussions leading to new insights and understanding.

Day One: Tuesday 24 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, Chair, Chartered ABS Learning, Teaching and Student Experience Committee

10:00 Keynote address: **Learning, risk and difficulty: teaching in unprecedented times**

The continuing interplay of globalisation, digitalisation, economic liberalism and information transfer at light speed is unprecedented. The ensuing uncertainty, risk, 'supercomplexity' and difficulty experienced within such environments present challenges for educators as they seek to produce graduates capable of making informed judgments and reasoned evaluations. It is increasingly important for students to encounter a certain strangeness, and knowledge that is uncomfortable, challenging and troublesome. This session will consider a particular framework of learning which explicitly places encounters with difficulty, and the need for resilience, at its centre.

Professor Ray Land, Emeritus Professor of Higher Education, Durham University

10:40 Break



11:20 Breakout i: Assessment & feedback

Chair: **Dr Elinor O'Connor**, Director of Teaching and Learning, Alliance Manchester Business School
Room: Finnieston Suite

Interactive e-books: The essential accompaniment to modern technological based learning

This study details the process of implementing an interactive e-book (REVEL) in a first semester module and presents the initial findings. This study provides insights into the use and benefits of interactive e-books and presents the start of a longer research study into the effect on performance and engagement.

Sarah Owens

Lecturer, Swansea University, School of Management

Debbie Ball

Lecturer, Swansea University, School of Management

Tom Hill

Publisher, Pearson

Dr Kate Organ

Lecturer, Swansea University, School of Management

Activating inner feedback: Improving learning while reducing teacher-feedback workload

This session will explore the concept of inner or generative feedback - feedback that students generate themselves and that generates its own learning, without any teacher input. Generative feedback is proposed as the medium for and the product of learner self-regulation. These ideas, which have important implications for Business Education, will be illustrated through a research study in Accountancy and Finance.

Suzanne McCallum

Senior Lecturer, University of Glasgow, Adam Smith Business School

Professor David Nicol

Research Professor for Teaching Excellence Initiative, Adam Smith Business School, University of Glasgow

Breakout ii: Blended learning

Chair: **Dr Keith Pond**, Senior Lecturer, Loughborough University, School of Business and Economics
Room: The Arches

Critical success factors required to support the establishment and sustainability of students as co-creators of content

This research identifies several contributions to practice and present both operational and strategic implications for module/course teams and HEIs to consider, prior to implementing alternative learning and teaching practices in the pursuit and achievement of an effective online collaborative learning environment.

Dr Helen Shiels

Global Business and Enterprise, Ulster University Business School

Professor Diane Sloan

Faculty Head International Development, Newcastle Business School

Teaching e-teachers how to develop collaborative and engaged learners

This interactive workshop will draw upon tried and tested online teaching practices. We will strive to engage teachers in how to effectively develop their pedagogic approach to designing and delivering online materials which will engage learners and promote collaborative learning.

Dr Casey Wilson

Senior Teaching Fellow, Lancaster University Management School

Dr Sarah G Brearley

Senior Lecturer/ Deputy Director of Education, Lancaster University Management School

Breakout iii: Delivering apprenticeships

Chair: **Professor Gillian Armstrong**, Head of Department, Ulster University Business School
Room: Mono & Buchanan

Reading, writing and apprenticeships: developing an authentic reading and assessment strategy for graduate apprenticeships

The presentation highlights the importance of authentic curriculum and module design for graduate apprenticeships and emphasises the importance of authenticity in reading and assessment to deliver on the ambitions to integrate theory and practice in the construction of business and management graduate programmes.

Dr William Sutherland

Teaching Fellow & Senior Lecturer, Aberdeen Business School, Robert Gordon University

Professor Heather Fulford

DBA Director and Acting Research Degrees Coordinator, Aberdeen Business School, Robert Gordon University

Flipping the lens on learning gain: preparing staff to deliver apprenticeships

This workshop will enable participants to: Develop skills maps for staff engaging in apprenticeship delivery; consider tensions encountered by staff as they transition from delivery to "traditional" student cohorts and to an apprenticeship focused delivery; consider possible development opportunities for staff prior to engagement in apprenticeship delivery.

Dr Rhidian Lewis

Associate Dean, Enterprise and Employability, University of Bedfordshire Business School

Dr Cathy Minett-Smith

Associate Dean Student Experience, University of Bedfordshire Business School

11:20	Breakout iv: Employability Chair: Dr Paul Cashian , Associate Dean (Student Experience) Faculty of Business and Law, Coventry University Room: The Academy & ABC	Breakout v: Learning & teaching strategy Chair: Professor Helen Williams , Associate Dean (Learning and Teaching), Cardiff Business School Room: 13th Note & The Scotia	Breakout vi: Student engagement Chair: Professor Nick Scott , Pro-Dean for Student Education, Leeds University Business School Room: King Tuts
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An evaluation of the University of Greenwich Employability Passport (GEP): journeying into employability

A unique data set was built to match and triangulate the survey data on GEP with centrally held university administration data and with data collected by HESA. This new rich data set has been used to investigate students' engagement in the GEP at different levels of academic progress and to evaluate the effect of the GEP intervention. This more complete database will be used to develop a research agenda around the employability curriculum.

Dr Gabriella Cagliesi
Principal lecturer, University of Greenwich

Dr Agnieszka Herdan
Principal Lecturer, University of Greenwich Business School

Embedding employability, but putting students at the centre of the journey

This session is a practical workshop looking at supporting student engagement and ownership of their employability journey whilst studying in a UK HEI. It will give an overview of a current UG project being delivered in a business school. The session will talk about the ethos of the project and the highs and lows of piloting such a largescale project.

Mary Crossan
Senior Lecturer in Business, Coventry University

Peter Wolstencroft
Senior Lecturer in Leadership, Coventry University

Is it time for just-in-time teaching in business schools?

Just-in-Time Teaching (JiTT) draws on insights from online education and traditional higher education research to adapt classroom activities to reflect the ease or struggles students are experiencing with different parts of the weekly material. We develop a series of rules or guidelines to help educators implement JiTT and explain how many methods already in practice can be deployed to support.

Dr Darryn Mitussis
Senior Lecturer, Queen Mary University of London, School of Business and Management

Developing teaching excellence: time is not on our side!

The workshop explores ways to maximise the performance and effectiveness of L&T. Participants will come away with: a clearer understanding about common barriers to successful programmes of CPD around L&T; practical ideas on how to increase engagement in CPD around L&T and practical ideas about how to design appropriate CPD around L&T in different contexts.

Karen Robins
Associate Dean Learning and Teaching, University of Hertfordshire Business School

Phase 2 of flipping: introducing the 'High Intensity Interval Training Thinking' (HIIT) workout

In this interactive workshop I will share and detail my experiences and reflections of delivering HIIT Workouts in the lecture theatre setting with between 90-130 undergraduate students. The purpose being to introduce you to a tried and tested activity which effectively increases levels of student engagement during lectures and in doing so deepens student learning.

Dr Sarah Warnes
Senior Teaching Fellow, UCL School of Management

Introducing the Digital One Minute Paper (DOMP): a staff-student partnership delivering improved student engagement in modern, multi-cultural classroom environments

The session will start with a brief outline of our research project and how this led to a staff-student partnership that is focussed on developing our available classroom response technology to enable a Digital One-Minute Paper (DOMP) to be administered. We will highlight the benefits of moving to the digital OMP and will demonstrate the software.

Alison Gibb
Lecturer in Marketing (Management), Adam Smith Business School, University of Glasgow

Dr Paul Ferri
Senior Lecturer – International Business & Entrepreneurship, Adam Smith Business School, University of Glasgow

Dr Paula Karlsson
Lecturer in Management, Adam Smith Business School, University of Glasgow

12:30 Lunch

13:30 Afternoon plenary session

Keynote address: [Surfing or swimming: riding the waves of learning gain](#)

Dr Cathy Minett-Smith, Associate Dean Student Experience, University of Bedfordshire Business School

14:20 Breakout i: Assessment & feedback

Chair: **Dr Elinor O'Connor**, Director of Teaching and Learning, Alliance Manchester Business School

Room: The Arches

[Inner feedback and two stage exams](#)

This investigation explores inner feedback in the context of a two-stage exam. Economics students answered an exam question individually then constructed the same answer again while engaging in group discussion. The hypothesis was that students would compare their individual work with the unfolding group outputs and generate inner feedback from this comparison.

Dr Geethanjali Selvaretnam

Senior Lecturer, Adam Smith Business School, University of Glasgow

Professor David Nicol

Research Professor for Teaching Excellence Initiative, Adam Smith Business School, University of Glasgow

[A framework to support students in using literature reflectively](#)

This workshop explores the reflection process in the academic context, and the particular challenges when students are asked to use literature reflectively. The workshop will offer a framework that may help students to be aware of the contrasts in the processes of critical analysis and reflection, when engaging with literature. For tutors, it is hoped that the workshop will raise our awareness of the importance of clear definitions and assessment criteria.

Dawn Harrison

School Student Experience Lead, Lancashire School of Business & Enterprise

Breakout ii: Employability

Chair: **Dr Paul Cashian**, Associate Dean (Student Experience) Faculty of Business and Law, Coventry University

Room: The Academy & ABC

Towards gradueness: exploring student perceptions of the participation in 'live case' consultancy projects

We present the results of an initial study which seeks to understand how students perceive the return on participation in live case projects.

Ayesha Owusu-Barnaby

Lecturer, London South Bank University, School of Business

Integrating and evidencing the professional development journey on a Degree Apprenticeship Programme

This workshop will demonstrate the development of professional practice integrated into the learning journey for a participant on the CMDA programme.

Dr Brenda Stalker

Faculty Lead Apprenticeship Programmes, Newcastle Business School

Dr Helen Charlton

Senior Lecturer, Newcastle Business School

Breakout iii: Experiential learning

Chair: **Dr Adam Shore**, Director of Academics, Liverpool Business School

Room: 13th Note & The Scotia

The experiential learning process on the small enterprise marketing/logistics and supply chain management interface: a conceptual model for the practical classroom

This paper reports on a conceptual model derived from activities that have been built into a marketing and entrepreneurship module. The paper seeks to show how the development of critical thinking can lead to knowledge transfer and understanding using critical incidents as effective learning episodes

Dr Paul Copley

Senior Lecturer in Marketing, MSc International Business Management Programme Leader, Faculty of Business and Law, Newcastle Business School

Engaged, enquiry-based and experiential learning (EEE) to improve student engagement and employability: the students' perspective

This session will offer colleagues an understanding of how students perceive Engaged, Enquiry-Based and Experiential Learning (EEE) modules and an indication of whether the design and practice within these modules improve student engagement.

Dr Pam Croney

Education Lead and Admissions Tutor, Newcastle Business School

14:20 Breakout iv: Learning & teaching strategy
Chair: **Professor Heather McLaughlin**
Dean, Coventry Business School
Room: **Finnieston Suite**

Push and pull: an approach to directing learning in higher education

In this paper we propose two techniques which can help in managing students' learning utilising the concepts of push and pull, stand-ins for the importance of stress creation and stress reduction to facilitate learning in higher education.

Sajeel Ahmed

PhD Researcher in Business Communications, University of Bedfordshire Business School

Bernadette Henderson

Senior Lecturer in Children's Nursing, University of Bedfordshire

Dr Alexander Kofinas

Principal Lecturer in Strategy, University of Bedfordshire Business School

Stereotype and be damned: Teaching strategies for the Chinese learner

This presentation argues that objections to stereotyping on philosophical grounds have inhibited the pragmatic development of teaching strategies that could enhance the pedagogic experience of the Chinese learner in the UK. Illustrative 'tips' are provided."

Barry Pierce

Teacher, Sheffield University Management School

Breakout v: Student engagement
Chair: **Professor Nick Scott**, Pro-Dean for Student Education, Leeds University Business School
Room: **Megalithic**

University attendance and academic performance: encouraging class attendance

This paper examines the effect of the implementation of an incentive scheme on class attendance and academic performance focusing on a cohort of highly international postgraduate students over two academic years (2015/16 and 2016/17) in two conversion economics modules.

Dr Maria Grydaki

Lecturer in Economics, Stirling Management School

Dr Siobhán Lucey

Lecturer in Economics, University College Cork

Increasing the level of interaction in large class international teaching: clickers v slido

The session will provide an overview of the clicker and slido technology. The workshop will go into detail in how students specifically international students interacted with the use of clickers and slido as a means of engagement within lectures.

Dr Samantha Buxton

Lecturer in Business Analytics, Swansea University, School of Management

Breakout vi: Student experience
Chair: **Professor Monika Foster**, Head of School of Business, Enterprise and Management, Queen Margaret University
Room: **Mono & Buchanan**

[BTEC students' experiences of the college-university transition: challenges and potential for supporting success in higher education.](#)

This study aims to understand the challenges that BTEC students at university face and examine strategies that could potentially support their achievement and progression. In this presentation we focus on the experiences and attitudes of students in college and university, and the development of interventions to promote success for this group.

Dr Dan Herbert

Director of Education, Birmingham Business School

Dr Rebecca Morris

Research Fellow, Birmingham Business School

Robert Fleming

Teaching Fellow in Accounting & Finance, Birmingham Business School

CEO's of the future...The social relevance of a business degree, or any other degree for that matter: a multi-perspective analysis.

This paper reflects on the role of business education on the competency development of such business leaders of the future. It investigates the perception of the social relevance of business education in the development of business leaders of the future.

Dr Iwi Ugiagbe-Green

Course Director (Postgraduate), Leeds Business School, Leeds Beckett University

Breakout vii: Employer engagement
Chair: **Professor Georgina Andrews**, Dean, Bath Business School
Room: **King Tuts**

[Capturing a unicorn: supporting students to succeed in the competitive placement applications process](#)

This workshop will describe two successful methods of engaging employers in helping students apply for placements.

Louisa Hill

Senior Teaching Fellow, Leeds University Business School

Joanne Dickinson

Employability Officer, Leeds University Business School

Getting ready for the professional world: coaching skills for student training

In this interactive workshop, participants will learn about LSBU's student-focused coaching initiatives and will be trained in some simple yet powerful coaching skills. Participants will leave inspired to take action with their newly acquired coaching skills and will have been informed of the different ways coaching can look and be introduced to students.

Faye Kilgour

School Administrator - Education & Research, London South Bank University, School of Business

Dr Carrie Rutherford

Senior Lecturer and Coach, London South Bank University, School of Business

15:30 Break and poster presentations

16:20 Breakout i: Blended learning

Chair: **Dr Keith Pond**, Senior Lecturer, Loughborough University, School of Business and Economics
Room: Finnieston Suite

The death of the lecture theatre

This paper presents reflective research on the impact of redesigning a traditional Level 4 Business School module using a blended learning approach. Caroline will show how putting all lectures online and flipping the classroom significantly changed the student experience for an on-campus module at the University of Hertfordshire.

Caroline Wilson

Senior Lecturer in Digital Marketing, University of Hertfordshire Business School

Active apps: using content curation apps to facilitate active engagement in flexible learning environments

The session presents the key findings of a digital teaching innovation. The project focused on the use of a digital content curation app, Flipboard, where students were encouraged to use the app to enhance and broaden their knowledge of the subject specific area and engage in active learning seminars.

Dr Clare Carruthers

Senior Lecturer, Ulster University Business School

Christine Wightman

Lecturer, Ulster University Business School

Nikki McQuillan

Course Director, Ulster University Business School

Breakout ii: Student experience

Chair: **Professor Monika Foster**, Head of School of Business, Enterprise and Management, Queen Margaret University
Room: King Tuts

Unmet MBA student expectations, student satisfaction and success: an exploratory study

Unmet student expectations are a concern in many institutions. In our presentation, we consider some of the issues such as student expectations, student satisfaction and success in an online MBA student sample. We consider our early findings and experiences in order to further debate about setting and managing expectations in online education.

Mammed Bagher

Director of MBA Programmes, Senior Teaching Fellow, Edinburgh Napier University Business School

Dr Debora Jeske

Lecturer in Work and Organisational Psychology, University College Cork

[‘Yes, I am interested in you!’: enhancing Chinese students’ experience through personal tutorials](#)

The workshop highlights the importance of tailoring personal tutorials to Chinese students and highlight ways in which this could be achieved. By attending this workshop participants will recognise the importance of tailoring personal tutorials to Chinese students; identify examples of how to tailor personal tutorials; gain an insight into the benefits of tailoring personal tutorials.

Louisa Hill

Senior Teaching Fellow, Leeds University Business School

Nicola Smith

Programme Director, Leeds University Business School

Breakout iii: Responsible management education

Chair: **Professor Helen Williams**, Associate Dean (Learning and Teaching), Cardiff Business School
Room: The Arches

Integrating PRME (Principles for Responsible Management Education): reflections from an early adopter and PRME Champion School

This workshop explores the role that the formal curriculum, and more importantly the informal and subliminal curriculum, play in contributing to the mission of PRME in transforming management education, research, and thought leadership. The session will provide an interactive space for participants to reflect on and share their own experiences of integrating responsible management education.

Professor Neil Marriott

Deputy Vice-Chancellor, University of Winchester

Professor Carole Parkes

Professor of Responsible Management & Leadership, Winchester University Business School

No session scheduled

Participants should select from one of the other streams

16:20 Breakout iv: Employability (Extended workshop, 60min)
Chair: **Dr Paul Cashian**, Associate Dean (Student Experience)
Faculty of Business and Law, Coventry University
Room: **The Academy & ABC**

Teaching inside out: industry-led module design and co-teaching – the future of management education?

Teaching Inside Out means the module is fully designed with industry-partners and starts by outlining the skills one wants students to develop throughout the workshop. Based on the skills the team designs a real-world project that supports the development of skills and at the same time helps students to learn about the subject through application. This session encourages delegates to rethink their own approach to “module design”, learning and teaching and provides an opportunity to conceptually re-design a suitable “module” based on the idea of teaching inside out.

Dr Christine Rivers

Co-Director, Centre for Management Learning, Surrey Business School

Breakout v: Experiential learning (Extended workshop, 60min)
Chair: To be announced
Room: **13th Note & The Scotia**

Discover your superpower: an experiential learning approach to personality type

The workshop will illustrate how experiential learning has been incorporated into business & management teaching to enable participants to appreciate their own personality type. Drawing on Jungian type theory, the session will focus on Myers Briggs Type Indicator (MBTI) in a highly interactive way. This approach to learning and discovery creates an environment that can enhance the self-awareness of participants and provide deeper insight into their own communication and decision-making strengths.

Dr Shirley Jenner

Lecturer in HRM, Alliance Manchester Business School

Breakout vi: Assessment and feedback
Chair: **Professor Georgina Andrews**, Dean, Bath Business School
Room: **Mono & Buchanan**

Programme focussed assessment: undergraduate accounting students’ perceptions

This research summarises the introduction of programme-based assessment on an undergraduate accounting degree in 2016. We identify possible problems and solutions and explore the responses of students. We use our findings to make recommendations for universities considering the introduction of programme-based assessment.

Paul Jennings

Head of Department, Winchester Business School

Julia Osgerby

Senior Lecturer, Winchester Business School

Alison Bonathan

Senior Lecturer, Winchester Business School

16:20

Breakout vi: PechaKucha presentations

Chair: **Berry O'Donovan**, Principal Lecturer, Oxford Brookes University Business School
Room: **Megalithic**

i) Communities of enhanced student engagement

A business school’s innovative approach to engagement with students outside the classroom will be presented with a particular focus on 'Professional Student Led Societies'. It will demonstrate how the creation of such communities can develop key employability skills.

Dr Sam Giove, Deputy Head of Department, Sheffield Business School, Sheffield Hallam University

Susie Jones, Principle Lecturer Student Experience Lead, Sheffield Business School, Sheffield Hallam University

iv) Using PechaKucha for formative feedback with final year marketing students

Pecha Kucha used within assessment may provide a time effective method for Lecturers to improve the timeliness of feedback. Pecha Kucha also supports the learning preference of millennials and enforces key employability skills. All these aspects will be explored.

Tracy Hunt-Fraisse, Senior Lecturer & Programme Leader, UWE

Sara Bird, Programme Associate Head of Department, UWE

ii) **Embedding life coaching in the curricular: a lesson in HEI/private partnership collaboration**

Our Life Coaching Programme has now run for two academic years and approximately 800 of our students have completed the course. This PechaKucha will share the results of our first attempt to research into the effectiveness of a fully embedded and assessed coaching programme within higher education in the UK.

Sarah Moore-Williams, Director of Education, London South Bank University, School of Business
McKenzie Cerri, Director, Graydin

iii) **Designed for business: an innovative interdisciplinary approach to problem solving**

This presentation introduces an innovative collaborative project at the Fashion Business School designed to connect disciplines across the three schools of business, design and media.

Dr Natascha Radclyffe-Thomas, Course Leader for BA (Hons.), Fashion Marketing at London College of Fashion, Fashion Business School
Lindsey Riley, Course Leader and L&T Coordinator, London College of Fashion, Fashion Business School

v) **Teaching app development using social learning**

The session will critically evaluate how authentic assessment and social learning have been combined to produce improved student experience and incorporate wider opportunities for learning.

Paul Davies, Lecturer in Marketing, Swansea University, School of Management

vi) **Teaching international students: adoptive dive into national business environment**

This presentation shares information about how universities can help induct international students into their new and unfamiliar environment.

Dr Olga Makarova, Senior Lecturer, Academic Director of International Programmes, Graduate School of Management, St. Petersburg University

17:30 End of Day One

19:00 **Drinks reception and Gala Dinner**



Day Two: Wednesday 25 April

08:50 Registration and refreshments

09:20 **Welcome**

Professor Georgina Andrews, Dean, Bath Business School, Bath Spa University and Vice Chair, Chartered ABS Learning, Teaching & Student Experience Committee

09:30 Panel discussion: **The latest on the TEF and the implications for business & management**

10:10 **Professor Julia Clarke**, Pro-Vice Chancellor & Dean, Manchester Metropolitan University Business School and Chair, Business and Law Subject Panel, TEF Panel

Sam Meakin, Teaching Excellence and Student Outcomes Framework, Department for Education

Dr Siobhan O'Malley, Teaching Excellence and Student Outcomes Framework Senior Policy Advisor, Office for Students

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



10:20 Breakout i: Assessment and feedback
Chair: **Professor Heather McLaughlin**
Dean, Coventry Business School
Room: **The Arches**

Coping cycles and summative assessments: reflections on assessment regimes

This session focuses on live student projects with businesses and the way the double-loop learning theory and professional employability-driven practice informed the assessment regime and drove the double-loop learning. The findings can inform those who are developing educational student-run business projects and can provide insights for assessment design and implementation.

Dr Alexander Kofinas

Principal Lecturer in Strategy, University of Bedfordshire Business School

Dr Anna Romanova

Senior Lecturer in Business, University of Greenwich

Sajeel Ahmed

PhD Researcher in Business Communications, University of Bedfordshire Business School

Patchwork quilt or woven cloth? The student experience of coping with assessment across disciplines

This research study explores the assessment experiences of undergraduates studying across disciplines. The student lens is brought to bear on the experiences of academically successful final-year undergraduates taking Business with another discipline and their strategies for negotiating assessment across disciplinary departments.

Berry O'Donovan

Principal Lecturer, Oxford Brookes University Business School

Breakout ii: Blended learning
Chair: To be announced
Room: **King Tuts**

A critique of an innovative student-centred approach to feedback: evaluating alternatives within blended learning in a high-risk policy environment

This research paper evaluates an approach to developing innovative blended learning practices in a business school environment through team-based learning (TBL). Uniquely, the paper draws together recent literature on pedagogic frailty with blended learning approaches to teaching.

Dr Catherine Robinson

Director of Graduate Studies (Taught), Kent Business School

Should we mention the F word? A personal journey of action research investigating flipped learning with large cohorts

This presentation will discuss and reflect upon the peaks and troughs (intended pun) of introducing a flipped model to a large (circa 400 per semester) module on business analysis for decision making a.k.a. "maths".

Joanne Smailes

Programme Director Continuous Professional Development, Newcastle Business School

Dr Anna Heyman

Research Assistant, Newcastle Business School

Breakout iii: Delivering learning & teaching through collaboration
Chair: **Dr Heather Clay**, Deputy Dean, Middlesex University Business School
Room: **13th Note & The Scotia**

[A tale of three faculties: addressing student's barriers to critical thinking using a collaborative learning and teaching approach](#)

This session will outline the development of a interdisciplinary educational initiative designed to transform critical thinking skills' development across the faculties. It will explain how a cross disciplinary team are collaboratively developing innovative curricula to embed the attainment of critical thinking skills within their existing disciplines.

Hilary Wason

Teaching and Learning Lead, Kingston Business School

Dr Cheryl Whiting

Lecturer, Kingston Business School

Dr Francesca Arrigoni

Senior Lecturer, Kingston University London

No session scheduled

Participants should select from one of the other streams

10:20 Breakout iv: Employability
Chair: **Professor Gillian Armstrong**, Head of Department,
Ulster University Business School
Room: **Finnieston Suite**

**Graduating from the classroom to the boardroom:
supporting HE students' employability**

The Get on Board (GOB) extra-curriculum programme prepares students to take up board level opportunities in local charities, voluntary sector organisations or public bodies. GOB provides students with the opportunity to develop key skills for employment, networking and have an opportunity to take decisions that affect their communities. Our research highlights the good practice in the current programme and notes key areas to further augment students' transitions to employment and support board "readiness".

Dr Jacqueline Brodie
Senior Lecturer Entrepreneurship, Edinburgh Napier University
Business School

Julie Hutchison
Founder, The Informed Trustee

**Using LinkedIn to enhance graduate outcomes: building
connections with alumni**

The workshop will demonstrate how LinkedIn can be used to support undergraduates' employability: highlighting the importance of alumni and other professionals in acting as role models and potentially valuable sources of information. It will also explore how staff can use LinkedIn to maintain professional networks.

Julie Fowlie
Deputy Head (Learning & Teaching), Brighton Business School

Dr Clare Forder
Deputy Industrial Placements Officer, Brighton Business School

Breakout v: Experiential learning
Chair: **Dr Adam Shore**, Director of Academics, Liverpool Business
School
Room: **The Academy & ABC**

**Delivering enhanced skills for postgraduate through team-
based learning (TBL)**

Team based learning has proven to be an effective pedagogy for undergraduate students across many disciplines. However, there is less application of TBL at the postgraduate level, where students are more diverse in terms of background and experience. This session analyses the effectiveness of the approach at the postgraduate (PG) level and how it may be used to develop employability skills and improve performance.

Dr Helen Benton
Principal Lecturer in Supply Chain Management, Lord Ashcroft
International Business School, Anglia Ruskin University

Kevin Roe
Senior Lecturer, Lord Ashcroft International Business School,
Anglia Ruskin University

**I believe I can fly... measuring the impact of experiential
learning during a sustainable leadership MBA residency**

How can experiential learning help students embed strategies for sustainable leadership? This case study tracks over 300 MBA students, from 54 different countries, who had been following a predominantly on-line, asynchronous program. The study measured the impact of experiential learning gained during the students' five-day residencies on leadership and sustainability in the heart of the Lake District. Learning outcomes will include a deeper understanding of learning gain and retention in the context of experiential learning, and some practical ideas for their application at Masters level.

Dr Grace Hurford
Senior Lecturer, University of Cumbria Business School

Breakout vi: Retention and success
Chair to be confirmed
Room: **Mono & Buchanan**

Engagement analytics for early intervention

Research has shown that digital course materials improve student confidence, persistence and overall grades. For educators, digital course materials unlock the possibility of learning analytics. We will share the findings from recent retention-focused research and show how educators can leverage engagement analytics for early intervention.

Daniel Green
Director, VitalSource Technologies

Jeni Evans
Manager, VitalSource Technologies

No session scheduled
Participants should select from one of the other streams

10:20

Breakout vii: PechaKucha presentations

Chair: **Dr Cathy Minett-Smith**, Associate Dean - Student Experience, University of Bedfordshire Business School
Room: **Megalithic**

i) A picture is worth a thousand words: using non-linguistic learning to promote higher order thinking skills

The presentation outlines the benefits of non-linguistic learning, showcase examples of the methods used and explore the positive outcomes that have been observed.

Jonathan Sandling

Director of Studies, UK College of Business and Computing

ii) Mentoring within the enterprise curriculum

This talk will look at the highs and lows of including mentoring as part of a busy curriculum. It will look at different approaches and will offer practical advice.

Dr Andrew Hird

Principal Lecturer, Sheffield Business School, Sheffield Hallam University

iii) Digicat: smart module selection & visualising student learning journeys

This presentation shows how this innovative new software and media platform has been improving student retention and success at Swansea.

Paul Davies

Lecturer in Marketing, Swansea University, School of Management

iv) First year students, openness to experience, and providing a basis for transformational learning

An innovative response to the challenge of a cohort of first year students whose self-evaluations show low openness to new experience.

Dr Martin Rich

Senior Lecturer in Information Management, Cass Business School

v) Integrating accounting for sustainability in curricula development: the case of sustainable business model

This presentation provides some evidence on how sustainability challenges are integrated in developing teaching resources and materials in the field of accounting for sustainability.

Dr Mohamed Saeudy

Senior Lecturer in Accounting and Finance, University of Bedfordshire Business School

11:30 Break and poster presentations



12:00 Breakout i: Assessment and feedback

Chair: **Berry O'Donovan**, Principal Lecturer, Oxford Brookes University Business School
Room: King Tuts

What you give us isn't what we want

This paper focuses upon the feedback students receive on assignments and presents the results of an empirical study into students' perceptions of assignment feedback. Our distinctive contribution is to show how feedback focused on generic higher-order, intellectual capabilities rather than module-specific knowledge, is likely to be more effective in shaping students' learning.

Dr Kate Black

Associate Professor, Director of Learning & Teaching, Newcastle Business School

What exactly do we examine?

To assure ourselves that our students develop higher level knowledge and cognitive skills we need methods to analyse and manage our practice. We used Bloom's revised taxonomies of knowledge and cognitive processing to code more than 1300 examination questions from the business management programmes of four different universities and analysed the results

Dr Darryn Mitussis

Senior Lecturer, Queen Mary University of London

Breakout ii: Student engagement

Chair: To be announced
Room: Finnieston Suite

High fives in the classroom: how digital learning boosts engagement

In this interactive workshop we will explore the correlation between digital learning environments and student engagement. People will leave the workshop with a clear understanding of the benefits of personalized learning experiences and interactive learning spaces and understand how a combination of these two can boost not just engagement, but also motivation, satisfaction, and results.

Peter Alston

Director of Learning Solutions, Laureate Online Education

Caroline Ennis

Senior Lecturer, Westminster Business School

Amanda Peck

Executive Director for Marketing, McGraw-Hill Education

Professor Bo van der Rhee

Professor of Operations Management, Nyenrode Business University

Everybody else is doing it so why can't we?

Drawing on customer experience management literature and practice to improve student experience management at Nottingham Business School.

Dr Julie Rosborough

Principal Lecturer and Course Leader, Nottingham Business School

Breakout iii: Student experience

Chair: **Karen Robins**, Associate Dean Learning and Teaching, University of Hertfordshire Business School
Room: The Academy & ABC

Business languages after Brexit: evidence from Ireland

Scotland, along with Ireland, is the only EU nation with a minority Celtic language where a foreign language is not compulsory at some stage of education; therefore, languages are unpopular. This paper analyses the impact of factors such as the economy, and the influence of previous learning experiences on language learning motivation.

Dr Manuel Catena Fontalba

Lecturer, Letterkenny Institute of Technology

Raising cultural awareness to enhance student learning and employability

The University of Liverpool Management School (ULMS) has a very diverse student cohort, with over 75 countries represented in its student demographic. This workshop will look at the various ways in which ULMS has developed cultural awareness within its student body.

Paul Matthews

Director of Studies, Marketing, University of Liverpool Management School

Liz Crolley

Associate Dean (UG), University of Liverpool Management School

12:00 Breakout iv: Employer engagement
Chair: **Dr Cathy Minett-Smith**, Associate Dean - Student Experience, University of Bedfordshire Business School
Room: The Arches

Communicating the creative process

This session provides insight into the delivery of a cross-disciplinary module which forms part of several creative media courses. Findings indicate that students benefit from the experience of fusing creative and written communication skills, and that faculty share practice that enhances both learning and teaching.

Dr Tena Patten

Lecturer, Department of Design and Creative Media, Letterkenny Institute of Technology

Crona O'Donoghue

Lecturer, Letterkenny Institute of Technology

Breakout v: Retention and success
Chair to be confirmed
Room: 13th Note & The Scotia

Measuring HE learning gain: A holistic, self-reporting approach

Learning gain has become a serious discussion topic as a result of its inclusion in the new UK Teaching Excellence Framework. This paper addresses some of the concerns about the existing measurement of learning gain by adopting a holistic approach, based on self-reporting of the learner. It considers a wider definition of learning gain in terms of personal skills development, learner capability belief and attainment and measures the role played by the HE institution in facilitating learner competence.

Professor Heather McLaughlin

Dean, Coventry University Business School

Dr Colm Fearon

Principal Lecturer, Canterbury Christ Church University

Personal tutoring for business students: building effective strategies

This interactive session aims to build solutions to personal tutoring challenges. Delegates will leave the session with a range of contacts and a commitment from the presenters to develop a national network of professionals, committed to driving up standards of personal tutoring in business schools.

Nick Dearden

Faculty Head of Education, Manchester Metropolitan University, Faculty of Business and Law

Dr Maria Kutar

Associate Dean Academic, Salford Business School

Breakout vi: PechaKucha Presentations
Chair: **Dr Heather Clay**, Deputy Dean, Middlesex University Business School
Room: Megalithic

i) Configure and let go: designing learning journeys in the digital space

I will focus on four aspects relevant to understand what we as management educators need to consider when designing digital learning journeys and how to approach the design itself.

Dr Christine Rivers, Co-Director Centre for Management Learning, Surrey Business School

ii) Communities of practice: the impact on postgraduate research students

This Pecha Kucha will explore how opportunities to support others impact on doctoral students' own sense of belonging, relational agency and scholarly confidence.

Diane Richardson, Principal Lecturer, University of Bedfordshire Business School

iii) Creating an engaging learning journey: applying problem-based learning to class redesign

Through the theoretical lens of Problem-Based Learning (PBL), this presentation outlines how a postgraduate class in Export Marketing was redesigned.

Andrew Paddison, Teaching Associate, University of Strathclyde Business School

iv) Live marketing projects and student engagement: the development of graduate employability skills

We present an exploratory study examining the development of students' employability skills within live marketing projects. Our results showed significant changes in students' perceptions of their skills over time.

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

v) Reflections on an internship in-course postgraduate module

Our research explores the impact of experiential learning via an in-course internship program. The findings enhance our knowledge of the impact of postgraduate marketing internship on student experience and provides implications to develop best practice for future programs

Dr Emily Ngan Luong, Lecturer in Marketing, London South Bank University

Mel Godfrey, Head of Business Partnerships and Employment Outcomes; Course Director, MSc Marketing, London South Bank University (*in absentia*)

13:10 Lunch

During the lunch break a short workshop will take place. This workshop provides an overview of the Chartered ABS' Leaders in Learning and Teaching (LLT) professional development programme. Attendees will hear from current programme delegates and alumni on their experiences, their career path since joining the programme and their aspirations for teaching and learning in business schools going forward. The workshop will be led by **Debra Leighton**, Facilitator, Leaders in Learning and Teaching (LLT) and Executive Dean, University of Bedfordshire Business School

14:10 Breakout I: Funding pedagogic research
Room: King Tuts

Sources of funding for learning and teaching research

Exploring the opportunities and challenges associated with securing funding for research into learning & teaching. Speakers include:

Dr Mina Beigi

Lecturer (Assistant Professor) in OB and HRM, University of Southampton

David Chalcraft

Faculty Head of Quality and Practice, University of Bedfordshire Business School

Chair: **Berry O'Donovan**, Principal Lecturer, Oxford Brookes University Business School

Breakout II: Subject-level TEF
Room: Finnieston Suite

Subject-level TEF: a deep dive

Building on the morning's panel discussion this session offers participants the opportunity for in-depth discussion about the subject-level TEF consultation that is currently underway. Speakers include:

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

[Jerry Forrester's slides](#)

Sam Meakin

Teaching Excellence and Student Outcomes Framework, Department for Education

[Sam Meakin's slides](#)

Dr Siobhan O'Malley, Teaching Excellence and Student Outcomes Framework Senior Policy Advisor, Office for Students

15:00 Close of conference

Poster presentations

Enhancing student engagement through memes

This poster presentation will show how ANYONE with a smart phone can quickly create impactful visualisations, at a very low cost, and reflect on student qualitative responses to a series of meme based student engagement campaigns.

Justin O'Brien, Senior Lecturer, Royal Holloway School of Management

Personalising feed forward through verbalisation

Verbal feed forward can actively support students learning and development. Developments in educational technology allow staff not only to speed up but personalise feedforward provision thus encouraging greater student engagement with the feedforward process.

Lorraine Quinn, Senior Lecturer, UWS Business School

[The performance of students undertaking non-specialist accounting modules in light of endogenous and exogenous factors. An empirical approach](#)

Dr Nicholas Tsitsianis, Director of Student Experience and Engagement Senior Lecturer in Accounting, Queen Mary University of London, School of Business and Management

[A concepts-based approach for the teaching of an introductory accounting module](#)

David Kolitz, Senior Lecturer in Financial Accounting, University of Exeter Business School

Coaching alumni to mentor students: a mentoring model

This is an overview of the second phase of an Employability Mentoring Scheme (EMS). The objectives of the overall programme focus on the understanding required to create a sustainable mentoring programme to enable a potential rollout across a business school.

Dr Carrie Rutherford, Senior Lecturer and Coach, London South Bank University, School of Business

Ayesha Owusu-Barnaby, Lecturer, London South Bank University, School of Business

The evaluation of an innovative delivery approach for the MSc programmes of a UK university

This poster introduces University of Bedfordshire Business School's innovative block teaching model for delivering its Masters Programmes.

Dr Yongmei Bentley, Principal Lecturer, University of Bedfordshire Business School

[The use of gamification for enhancing student engagement and learning in higher education](#)

Professor Khalid Hafeez, Head of Division, Abertay University, Dundee Business School

Exploring alternative assessment approaches to the MSc dissertations in management education at ULMS

Dr Ronald Dyer, Lecturer, Project Management, University of Liverpool Management School

What is intellectual stimulation? Staff and student perceptions within undergraduate study in the UK.

The annual NSS asks students to rate the extent to which their course was intellectually stimulating (Q3). Academic staff are often charged with responding to this rating, but do both stakeholders interpret the construct of intellectual stimulation in the same way?

Mark Dransfield, Educational Developer, York St John University
Glyn Littlewood, Senior Lecturer in Strategic Management, Sheffield Business School, Sheffield Hallam University

Examining graduate employability through course design: a comparative analysis of employability promises across three UK higher education institutions

This study adopts a cross institutional comparative analysis to analyse the embedding of employability skills assessment within undergraduate degree programmes that are delivered at three different business schools.

Sarah Horton-Walsh, Head of School of Marketing and Management, Coventry Business School

Dr Sarah Montano, School Director of Transnational Education, University of Birmingham

Dr Clare Jones, Associate Head of School for Student Experience, Coventry Business School

[Applying accredited CPD Events within Regent's University London co-curricular Masters Programme](#)

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.

Azam Ali, Principal Lecturer, Regent's Business School, London

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