

# LTSE

## **2019** Learning, Teaching & Student Experience

14–15 May, etc. venues, Manchester

Programme

## LEARNING, TEACHING & STUDENT EXPERIENCE 2019

Delivered by, and for, educators from UK business schools, **LTSE 2019** showcases latest innovations in teaching practice, cutting-edge pedagogic research and inventive student engagement initiatives.

The collegiate atmosphere makes it an ideal opportunity for learning, idea-sharing, personal development and networking.

[CLICK HERE TO VISIT THE WEBSITE AND TO REGISTER](#)

### Who should attend:

LTSE 2019 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 to learn from, and share ideas with, business and management educators from across the UK.

**- 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.

### Venue: etc.venue, Manchester

11 Portland Street, Manchester, M1 3HU

Participants are responsible for making their own accommodation arrangements. [Full details are on the website.](#)

## Keynote Speakers



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



**Professor Rose Luckin**  
Professor of Learner Centred  
Design, UCL Knowledge Lab



**Dr Phil Newton**  
Head of Learning and Teaching  
Swansea University Medical  
School

# Programme

## Pre-conference workshop: Monday 13 May

14:00 **The secrets of successful case writing**

to

17:00 In a relaxed and informal session you will have the opportunity to discuss the essential elements of a good case: how to plan and begin writing your case; sources of inspiration; and the common pitfalls to avoid. You will also discover the common features of bestselling cases, the secret of their success and what can you learn from the award winners and prize-winners. Other key topics will include the importance of teaching notes, how long your case should be in an era when short cases are increasingly in demand, and whether you should write a case, or a case series.

[Trevor Williamson](#), Principal Lecturer, Manchester Metropolitan University Business School and The Case Centre

## Day One: Tuesday 14 May

09:00 Registration and refreshments

09:40 **Welcome**

[Anne Kiem](#), Chief Executive, Chartered ABS

[Professor Georgina Andrews](#), Dean, Bath Business School and Chair, Chartered ABS LTSE Committee

10:00 Keynote address: **Artificial intelligence and education: What do the developments in AI mean for educators?**

AI is being used to support education and training, from personalised adaptive tutoring, to intelligent recommendation systems that find the best resources for us and our students, and much more. However, this is just the tip of the AI iceberg and much, much more is on its way. In this talk Professor Luckin will explain why AI is important to education, how AI is being used in education now and what new innovations we can expect to see over the next few years. She will share her expert insights into how educators can best prepare for this 4th industrial revolution and how we can mitigate some of the risks as well as enjoy the all-important benefits.

[Professor Rose Luckin](#), Professor of Learner Centred Design, UCL Knowledge Lab

10:40 Break

**11:20 Breakout i: Effective assessment & constructive feed-forward**
**Formative vs summative assessment: Does motivation for continuous learning lead to better results?**

Engaging students throughout the module is a challenge for many educators. This paper discusses the use of an interactive e-book (Revel) to promote continuous engagement and participation. The study provides insights into whether or not this innovative method of summative assessment, which can be facilitated on a mass scale, enriches the learning experience and improves marks.

[Sarah Owens](#)  
Senior Lecturer, Swansea University

**Get your thinking caps on: Using Edward De Bono's 6 thinking hats in formative peer assessment & feedback**

This stimulating and interactive workshop will introduce participants to the idea of using Edward De Bono's six thinking hats as a tool for students conducting peer assessment. The sessions will explain how, through the use of this technique, students were able to effectively assess their peers' work and provide constructive feedback and feedforward. Participants in the workshop will have the chance to try the technique for themselves.

[Dr Lucy Gill-Simmen](#)  
Lecturer in Marketing, Royal Holloway, University of London

**Breakout ii: Enriching learning through technology**
**Can the 'Global Classroom' enhance the experience of Transnational (TNE) and home students?**

In this workshop delegates will take part in a live 'Global Classroom' activity with students based in Malaysia. They will reflect on how 'Global Classroom' can be used to enhance the experience of their own students.

[Veronica Earle](#)  
Principal Lecturer, University of Hertfordshire

[Christine Wong](#)  
Senior Manager - Internationalization and Student Development, INTI University and Colleges, Malaysia (*in absentia*)

**Entangled practices: the co-constitution of pedagogy and digital technologies in an online MBA**

This paper presents the findings of large-scale research into MBA students' experiences of online learning and the school's efforts to respond holistically to the identified challenges and opportunities. It highlights the extent to which learning and teaching practices are interwoven with technologies in digital contexts, and outlines an innovative approach to constructing a new environment for online learning.

[Stuart Allan](#)  
Director of Online Learning, Edinburgh Business School, Heriot-Watt University

**Breakout iii: Outside of the box education**
**First impressions count. How do we design induction programmes to support students from Day 1?**

When attending university students face many challenges and obstacles in fully embedding themselves in their university lives. This session aims to investigate some of these challenges and explore solutions in supporting student integration. In this session we emphasise the importance of the first few weeks in supporting students with their studies, their peer groups and university life in general. We ask participants to explore the type of activities that can be used to achieve student outcomes.

[Dr Abdul Jabbar](#)  
Director Learning Development, University of Huddersfield

[Professor Eleanor Davies](#)  
Associate Dean Teaching and Learning University of Huddersfield

**30 ways to engage students**

The aim of this session is to share and discuss a range of student engagement activities that educators may wish to consider using in their own institutions. The examples included are easy to use, require minimal preparation and can be used with any student, level and subject. Suitable for those interested in exploring new ideas for the classroom.

[Jonathan Sandling](#)  
Head of Academic Studies, CU London - Coventry University Group

11:20 Breakout iv: Personalised learning journeys	Breakout v: Post-experience education	Breakout vi: Developing enterprising, ethical and work-ready graduates
<p><b>Personalised and adaptive learning offer the same benefits to students. Or do they?</b></p> <p>Adaptivity is quite the buzz word in online learning but what does it mean? This session differentiates adaptive versus personalized learning and uses fourteen years of research at Carnegie Mellon University to suggest how to use both to maximize learning outcomes. Other online best practices and design principles from their research findings will be reviewed as well.</p> <p><a href="#">Chris Doran</a> Director, Acrobatiq by Vitalsource</p>	<p><b>Harmonising assessments to encourage value, rarity, imitability and organization (VRIO) and enhance the potential employability of post-experience students.</b></p> <p>Situational learning techniques are utilised as a method which encourages students to debate and solve a wicked problem. Skills are developed through the completion of a series of harmonized modular assessments, which provides students with several opportunities to enhance post-experience profiles through the synthesis of the strategic competitive advantage model VRIO.</p> <p><a href="#">Dr Jan Green</a> Reader, Teaching, Learning and Student Success, Wrexham Glyndwr University</p>	<p><b>Work ready or not? Using innovative pedagogy to build student resilience and enhance leadership competencies for the workplace</b></p> <p>This action research presentation will share an evaluation of two pilot modules called the Resilient Graduate and Mindful Leader delivered to level 6 undergraduates. Emancipatory learning methods were designed and implemented to integrate leadership competencies into the curriculum. This is aligned to Ulster University's endeavour to meet employer expectations and enable graduates to meaningfully contribute to professional communities and wider society.</p> <p><a href="#">Nikki McQuillan</a> Course Director, Ulster University Business School</p> <p><a href="#">Christine Wightman</a> Course Director, Ulster University Business School.</p>
<p><b>Transforming transitions: personalising support for school/university transition</b></p> <p>Transitions between stages and institutions in education have received increasing focus in the last 10 years. This HEFCE/OfS funded two-year project focussed on the transition of students with BTEC qualifications into selective universities. We will present the results of interventions developed through the project as well as the wider issues around transition that the project surfaced.</p> <p><a href="#">Professor Dan Herbert</a> Director of Education, Birmingham Business School</p> <p><a href="#">Rob Fleming</a> Programme Director, Birmingham Business School</p> <p><a href="#">Dr Helen Mackenzie</a> Doctoral Researcher, Birmingham Business School</p>	<p><b>How can we work with the apprenticeship KSB standards to achieve deep learning?</b></p> <p>This workshop will immerse participants in a rapid learning experience that introduces them to the Knowledge, Skills and Behaviours (KSBs) which are central to the Level 7 Apprenticeship scheme. Engaging with reflection and coaching techniques used by the Executive MBA, participants will explore their strengths and areas for development whilst experiencing approaches they can use in the classroom.</p> <p><a href="#">Dr Sarah Brooks</a> Lecturer in Organisational Behaviour, Sheffield University Management School</p> <p><a href="#">Dr Stefan Cantore</a> Senior University Teacher in Organisation Development and Change Management, Sheffield University Management School</p>	<p><b>Exploring diversity in business education</b></p> <p><i>Further details to be announced</i></p> <p><a href="#">Dr Alexander Kofinas</a> Principal Lecturer in Strategy, University of Bedfordshire</p> <p><a href="#">Dr Crystal Tsay</a> Senior Lecturer in Human Resources and Organisational Behaviour, University of Greenwich</p> <p><a href="#">Dr Anna Romanova</a> Senior Lecturer, University of Greenwich</p>

**11:20 Breakout vii: Effective assessment & constructive feed-forward**
**Measuring the impact and value of formative peer assessment (FPA) as a student learning experience at Masters level**

In this session we will be discussing the results of a study which explored views and opinions of 200 international MBA students before and after the experience of formative peer assessment (FPA) on their 5 day residencies.

Open student feedback was collected and the results were coded: positive/ negative, then through in vivo text and finally thematically, to highlight any thoughts on cognitive achievement but also affective development such as increased confidence/ motivation and stress reduction.

[Dr Grace Hurford](#)  
Senior Lecturer, University of Cumbria Business School

**Breakout viii: Presentations: Powered by PechaKucha**
**Presentation 1: Five groups of accounting students go mad in Coniston**

This presentation will reflect on the way our first year Accounting and Finance students go on an annual trip to Coniston in the Lake District where we have an outward-bound centre. This gives us the chance to meet and greet our new students and to integrate novel teaching techniques into our curriculum. It helps students and staff to build relationships as well as developing team work and employability skills. I will highlight the good work that is being done and the way it impacts on our students throughout their University life and often beyond.

[Robert Fleming](#), Programme Director of Accounting & Finance Degree, University of Birmingham

**Presentation 2: The story of £2,200 donation**

While the world witnesses the development of new business ideas, new business models and new business leaders, this presentation demonstrates what business school students can do within ten weeks and how the concept of sustainability has been embedded into the mindset of our future business generations.

[Dr Hetty Sun](#), Programme Leader, Principle Lecturer, University of Greenwich  
[Dr Yong Lin](#), Programme Director, Principle Lecturer, University of Greenwich

**Presentation 3: Entrepreneurship and charity collaborations**

Bath Business School Entrepreneurship students have been tackling real world issues by working with a local homeless charity to raise funds and awareness, developing their networking skills, increasing their own confidence and enhancing the reputation of the student body and the University.

[Marc Leverton](#), Senior Lecturer, Bath Business School, Bath Spa University

**Presentation 6: Different but the same: Learning from each other through an interdisciplinary collaboration between management and health**

This PechaKucha will focus on the development of a joint Lancaster University Management School (LUMS) and Faculty of Health and Medicine (FHM) initiative called Teach-Learn-Share.

[Dr Casey Cross](#), Senior Teaching Fellow, Department of Management Science, Associate Dean for Undergraduate Education, Lancaster University Management School

[Dr Sarah Brearley](#), Senior Lecturer in Health Research, Deputy Director of Education, Division of Health Research, Lancaster University

**Presentation 7: Dancing in the MOOCligh: Reflections on being a lead educator**

Helping produce over 16 MOOCs in two years, and my work as lead educator on the FutureLearn MOOC Business Fundamentals Effective Networking has disrupted my thinking about learning, teaching and student experience. Spend no more than 6 minutes 20 seconds finding out how.

[Dr Terry O'Sullivan](#), Senior Lecturer in Management, The Open University Business School

**Presentation 8: Enhancing online learning: developing engaging resources**

Suitable for colleagues thinking about developing online resources, or looking to enhance existing material, this PechaKucha will engage attendees to create stimulating online learning environments. The development of successful educational video, and opportunities offered by different technologies, will be considered, alongside common weaknesses in online course design.

[Rob Jack](#), Placements Team Leader, Southampton Business School

**Presentation 4: Design thinking in the MBA curriculum**

The presentation will demonstrate the application of design thinking in the MBA curriculum. It will show how design thinking methods complement traditional analytical thinking and how this approach equips students with appreciation of creative approach to problem solving.

[Dr Radka Newton](#), MSc Management Programme Director, Lancaster University Management School

**Presentation 5: Engaging employability and employers at Newcastle University Business School**

With a vocational subject such as accounting and finance, the drive to enhance employability skills whilst maximising professional body accreditations can be problematic. This presentation highlights examples of how we are engaging with employability and employers, both within the curricular and through the provision of extracurricular opportunities, to prepare our students for the future of work.

[Dr Andy Holden](#), Senior Lecturer, Newcastle University

**Presentation 9: Knowledge is power: but only if you use it**

The session presents a case study exploring how the HBS MSc Marketing programme has successfully developed a critical curriculum that approaches marketing study from multiple perspectives. Process based, active learning approaches are combined with remaking knowledge as part of critical practice to support students to develop the personalised skills required to succeed in a complex and dynamic business world.

[Diane Morrad](#), Senior Lecturer, University of Hertfordshire

12:30 Lunch

13:30 **Afternoon plenary session**

13:30 **The latest on subject-level TEF**

[Professor Julia Clarke](#), Pro-Vice-Chancellor & Dean, Manchester Metropolitan University Business School; Chair, Business and Law Subject Panel, TEF Panel; Chair, Chartered ABS

**14:20 Breakout i: Effective assessment & constructive feed-forward**
**Breakout ii: Enriching learning through technology**
**Breakout iii: Outside of the box education**
**How we innovate assessment with digital examinations**

Transitioning from paper-based examinations to on-screen delivery and marking has numerous benefits that reform the entire examinations lifecycle, and significantly impact student experience, and both academic and administrative staff. In this session, we will together discuss the most important lessons learned from Kozminski University's implementation experience so far.

[Valeriia Gorlushko](#)

Head of Examination Centre, Kozminski University

[Dr Anja Sisarica](#)

User Experience Researcher & Product Strategist, Inpera

**Improving the feedback experience: Usefulness through verbalisation**

The 2018 NSS reports 73% of students are satisfied with feedback. The goal of this paper is to evaluate the assessment feedback practices at the School of Business & Enterprise at UWS and Stirling Management School. We consider students' perspectives on the usefulness of verbal and written feedback and staff perspectives on the challenges of providing feedback and the methods utilised to do so.

[Kirstine Collins](#)

Lecturer and Course Director, Stirling Management School

[Lorraine Quinn](#)

Senior Lecturer, Learning and Teaching, University of the West of Scotland

**The fish finger sandwich**

During a Friday lunchtime discussion over a fish finger sandwich, we discussed how to introduce first year Marketing students to a realistic market place where they would actively engage with real-time market data. This engagement would need to be tested by industry informed assessments that reflect a student's market understanding. Markstrat is a simulation used predominantly at PG delivery level but here we have an opportunity to provide first year students with a 'first day on your new job' experience.

[Jayne Revill](#)

Principal Lecturer, Sheffield Business School

[Jeanette Baker](#)

Principal Lecturer, Sheffield Business School

**Changing the perception of how digital technologies are adopted into higher education and how to balance the views of both academic staff and management**

Staying up to date with the digital world requires both managers and academic staff to join forces to come up with and deliver a shared vision. Instructors will lead discussion of future considerations and areas for research, such as constructive take on market changes and universities adoption of new strategies.

[Melania Milecka-Forrest](#)

Senior Teaching Fellow, Aston Business School

[Dr Xue Zhou](#)

Assistant Professor, Coventry Business School

**A multipronged approach to improving the performance of international students on a business strategy module**

This 5-year Action Research project aimed to improve the experience of international, particularly Chinese, undergraduates and to narrow performance gaps with domestic students by (a) embedding academic and language support, and (b) applying a business simulation. We present our key findings and invite discussion on applicability to other mixed cohorts at undergraduate and postgraduate levels.

[Clive Kerridge](#)

Teaching Fellow, Aston Business School

[Dr Colin Simpson](#)

Senior Lecturer in International Business Management, University of Gloucestershire

**Finding your management DNA: an approach for first year undergraduates**

We have developed the metaphor of the double helix of DNA to refer to the combination of deep insight, reflective practice, and understanding students' needs as future managers. This workshop combines discussion of how to address wicked problems with deep reflection, as a way to develop these attributes.

[Dr Martin Rich](#)

Senior Lecturer in Information Management, Cass Business School

14:20 Breakout iv: Personalised learning journeys	Breakout v: Post-experience education	Breakout vi: Learning beyond the classroom	Breakout vii: Developing enterprising, ethical and work-ready graduates
<p><b>Adaptive learning: Does it enhance a student's learning experience?</b> Adaptive learning through computer algorithms has been implemented around the world for over 40 years. However, although plenty of research points to how adaptive learning improves student performance, the impact on students learning experience is less clear. In this interactive panel discussion educators invested in the use of learning technology will explore whether adaptive learning enhances a student's learning experience.</p> <p><a href="#">George Hulene</a> Lecturer in Finance, Faculty of Business and Law, Coventry University</p> <p><a href="#">Angela Short</a> Lecturer, Dundalk Institute of Technology</p>	<p><b>Postgraduate dissertation supervision: Does one size fit all?</b> Dissertations are a key component of any postgraduate taught programme. The quality of supervision is crucial to the success and satisfaction of all students. This paper proposes to examine the importance of different types of supervision and the need for a tailored support aiming at different groups of students.</p> <p><a href="#">Dr Hany Wells</a> Associate Dean - Postgraduate Development, Hertfordshire Business School</p> <p><a href="#">Dr Rachelle Andrews</a> Director of Centre for Executive Leadership, Hertfordshire Business School</p>	<p><b>Internationalising the curriculum: A review of the main teaching and learning approaches in leading business management programmes</b> The aim of this paper is to identify the main approaches and activities undertaken by leading business schools across the UK and US in support of internationalisation. In doing so, this study identifies how curriculum internationalisation is operationalised in the business management context and identifies examples of international best practice utilised to engage international students.</p> <p><a href="#">Dr Akis Fragkoulis Akis Papagiannis</a> Senior Lecturer, Liverpool Business School</p>	<p><b>Understanding graduate employability in the UK third sector: An exploratory study of recent graduate experience</b></p> <p><i>Further details to be announced</i></p> <p><a href="#">Dr Jonathan Louw</a> HR Subject Co-ordinator, Oxford Brookes Business School</p>
<p><b>Mapping student journeys</b> Engaging students in their learning journey as partners and co-producers increases their active participation in governance. The workshop will provide a taster of how service design approach contributes to the improvement of student experience. Participants will experiment with a visual method which accentuates the importance of student feelings and emotions that the educators need to engage empathically with student experience design.</p> <p><a href="#">Dr Radka Newton</a> MSc Management Programme Director, Lancaster University Management School</p>	<p><b>The flexible curriculum: redesigning an online MBA in response to the changing needs of students and business</b> This paper outlines the process, framework and rationale used to redesign a large-scale online MBA in response to changing market demands. Drawing on extensive research with students, alumni and business leaders, the presenters will reflect on shifting market expectations and propose ways in which business schools can realign their curricula with current and future needs.</p> <p><a href="#">Stuart Allan</a>, Director of Online Learning, Edinburgh Business School, Heriot-Watt University</p> <p><a href="#">Dr Craig Robinson</a>, Director of Learning and Teaching and Director of MBA Programmes, Edinburgh Business School, Heriot-Watt University</p>	<p><b>Learning beyond the classroom: emerging and developing pre-professional identities</b></p> <p>This developmental research paper aligns to the conference theme of 'Learning beyond the classroom' to draw on student's insights from their experience of working on a multi-country student collaboration project called X-Culture. The focus particularly explores pre-professional identity development as it relates to aspects of the students learning journey through working in a global virtual team.</p> <p><a href="#">Sarah Horton-Walsh</a> Head of School of Marketing and Management, Coventry University</p>	<p><b>Developing visually literate graduates: freehand drawing as a means for visual meaning making in the classroom</b></p> <p>This workshop will demonstrate the benefits of a freehand drawing activity in order to facilitate discussion about a complex social phenomena in a classroom. Participants will create their own visual images and will use these images to support their discussion in a group. Quality of drawings will not be judged and knowledge of drawing techniques is unnecessary.</p> <p><a href="#">David Spoons</a>, Associate Researcher / PhD Student, Newcastle Business School</p> <p><a href="#">Dr Gyuzel Gadelshina</a>, Senior Lecturer, Newcastle Business School</p>

<b>15:30</b> Break			
<b>16:00</b> Breakout i: Effective assessment & constructive feed-forward	Breakout ii: Enriching learning through technology	Breakout iii: Outside of the box education	
<p><b>What IF? Designing peer review to exploit internal feedback processes</b></p> <p>What if feedback provision is not the real problem? What if we shift our attention away from what students say they want to what feedback should achieve? What if we focus on the internal feedback students generate rather than the external feedback we provide? In this session we will explore 'what if' from a peer review perspective.</p> <p><a href="#">Suzanne McCallum</a> Senior Lecturer, University of Glasgow, Adam Smith Business School</p> <p><a href="#">Professor David Nicol</a> Research Professor, University of Glasgow, Adam Smith School of Business</p>	<p><b>Integrating the digital iDEA award into a first year skills module for business and management students</b></p> <p>In 2018 first-year students, from a variety of backgrounds, entered Salford Business School's business and management degree programme. The Duke of York iDEA award was delivered as a supportive approach for digital skills. We present a review of theory and practice.</p> <p><a href="#">Dr Suzanne Kane</a>, Lecturer, Salford Business School  <a href="#">Dr Opeoluwa Aiyenitaju</a>, HPL, Salford University  <a href="#">Iain Earle</a>, PhD Researcher, Salford University  <a href="#">Jeffrey Clements</a>, HPL, Salford University  <a href="#">Lesley Clements</a>, HPL, Salford University</p>	<p><b>An unconventional means to a conventional end: a workshop that demonstrates the innovative use of 'Grand Theft Auto' to teach academic writing skills.</b></p> <p>The workshop opens by setting the scene: the challenge of enhancing academic writing skills in the business curriculum. An interactive experience that is based on the Grand Theft Auto game and uses Socrative software forms the core of the workshop session and this will lead into a post activity discussion plus a brief look at other materials that the presenter has developed.</p> <p><a href="#">Stewart Hilland</a> Senior Lecturer, Sheffield Business School, Sheffield Hallam University</p>	
<p><b>The challenge of grading personal reflection</b></p> <p>Grading is generally a tricky procedure, but with reflection it is complicated by the personal nature of the process – and perhaps for other reasons. This workshop will allow participants to explore a framework which may be used to scaffold the assignment briefing process, provide calibration within marking and offer 'small steps' in formative feedback for students.</p> <p><a href="#">Dawn Harrison</a> Learning &amp; Teaching Lead, Lancashire School of Business &amp; Enterprise, Uclan</p>	<p><b>Enabling teamwork work using Microsoft Teams and collaborating with EY</b></p> <p>An interactive demonstration of how students can use Microsoft Teams to work and learn collaboratively. Collaboration with EY has facilitated module development to incorporate workplace practices to teamwork. Participants will be able to consider working with an employer to enhance student experience in a module and develop transferrable employability skills.</p> <p><a href="#">Gill Holden</a> Lecturer Accounting and Finance, Newcastle University Business School</p> <p><a href="#">Marc Bennett</a> Learning Technologist, Newcastle University</p>	<p><b>Second session to be announced</b></p>	

16:00 Breakout iv: Research informed teaching	Breakout v: Learning beyond the classroom	Breakout vi: Effective assessment & constructive feed-forward	Breakout vii: Developing enterprising, ethical and work-ready graduates
<p><b>Intellectual challenge in contemporary business education: A phenomenographic study with staff and students</b></p> <p>Recent policy discussions on the nature of teaching excellence have highlighted the importance of intellectual challenge in UK higher education. Taking as our case a UK Business School, this presentation will outline the findings from a project funded by BA Leverhulme in which we employ a phenomenographic approach to understand how intellectual challenge is understood, conceptualised and realised. Implications for business education will be discussed.</p> <p><b>Dr Berry O'Donovan</b> Principal Lecturer, Oxford Brookes Business School</p>	<p><b>Practice based teaching: A different type of module</b></p> <p>Mirroring the student experience, participants will discuss co-creation as a teaching methodology and the framework to enable students to work interdependently and develop professional practice based skills. Participants will then produce an activity, using the framework to create a measurement for a skill of their choosing.</p> <p><b>David Soehren</b> Senior Lecturer, Programme Leader Business &amp; HRM, LJMU Liverpool Business School</p> <p><b>Maureen Royce</b> Associate Dean – Education, HR Programmes Leader, LJMU Liverpool Business School</p>	<p><b>Circular student feedback-response model for continuous development</b></p> <p>This research paper introduces the circular student feedback-response (CSFR) model as an innovative model for improving the use of student surveys with a special focus on course feedback that should facilitate an interactive mechanism for collecting feedback along with a responsive action plan. The model ensures a timely response to students' feedback comments as well as evaluating the implemented actions.</p> <p><b>Dr Shereen Nassar</b> Assistant Professor in Business Management, School of Social Sciences, Heriot-Watt University Dubai Campus</p>	<p><b>How live case experiential learning can enhance student's perceptions of their employability skills: A study on 'being honest and ethical' and 'problem solving and critical analysis'</b></p> <p>This paper focus on the report by CMI, Chartered ABS and ISE (2018) entitled '21st Century Leaders' to present research findings of how a live case experiential learning approach to pedagogy can enhance graduate employability, with a particular focus on being honest and ethical and problem solving and critical analysis.</p> <p><b>Katie Gray</b>, Tutor, Newcastle Business School</p>
<p><b>The impact of exogenous and endogenous factors on students' perceived performance: the case of non-specialist accounting courses</b></p> <p>This study evaluates the determinants of perceived academic performance of non-specialist accounting students. Considering actual and initially expected performance, we use two statistical methods and 232 observations to assess the impact of endogenous and the exogenous factors on the students' perceived academic achievement.</p> <p><b>Dr Nicholas Tsitsianis</b> Senior Lecturer, Queen Mary University of London</p>	<p><b>Second session to be announced</b></p>	<p><b>How independent should independent learners be in higher education? How to use scaffolding and gamification to support and enhance open learning?</b></p> <p>This workshop will trigger and drive discussion on what we mean by, our expectations from, and our approach towards, "independent learners". My experience has shown that extensive and explicit guidance and support are vital to the success of student transformation and educational gain generation.</p> <p><b>Dr Dora Chan</b> Principal Lecturer, Sheffield Hallam University</p>	<p><b>Collaborating with employers: Beyond the guest lecture</b></p> <p>This workshop will provide opportunities to understand the role of employer collaboration within teaching. The learning outcomes will focus on increasing the impact of employer led engagement with a focus on how we can develop a sophisticated understanding of employer collaboration and the ways in which this collaboration can effectively be embedded into the curriculum.</p> <p><b>Dr Ali Owrak</b>, Senior Lecturer in Service Systems and Digital Business, Alliance Manchester Business School</p>

16:00

## Breakout viii: Roundtable Discussions

**Discussion 1: Using holistic assessment rubrics in order to increase student attainment and student well-being**

Can use of holistic assessment rubrics help with student attainment and well-being? In this session we attempt to answer this question by presenting the results of a pilot study, explaining briefly what a holistic rubric is and why we decided to use it. Participants will have the opportunity to create their own rubric and discuss the pros and cons of this approach.

[Sarah Honeychurch](#), Teaching Fellow, University of Glasgow, Adam Smith Business School  
[Dr Anna Morgan-Thomas](#), Senior Lecturer, University of Glasgow, Adam Smith Business School

**Discussion 2: Workplace lessons for assessing group activities**

Evolving workplaces and new labour demand patterns require more complex 'groupworking' skills from new graduates. How do HEIs respond to this in terms of developing student capability to collaborate and cooperate with peers? This discussion will explore models of potential response ranging from working together, acting jointly or joining forces to sharing in, pitching in and working side by side.

[Dr Cheryl Gordon](#), Senior Lecturer, UCLAN

**Discussion 3: Exploring group-work and physical space: a case study in factors influencing student success**

We discuss the links between student confidence, learning perspective and classroom space. We propose that the physical space impacts student interaction as 'novice' learners may not fully benefit from teaching innovations relying on technology. By contrast, students with an 'expert' approach to learning are likely to be unfazed by technology and benefit from innovations. Our round table explores how this effect is amplified by physical location.

[Judy Cohen](#), Lecturer in Accounting and Business Education, University of Kent  
[Dr Alison Dean](#), Associate Dean (Education), Kent Business School

**Discussion 4: Opening a space of alternative forms, collaborations and portfolios as part of our critical and creative practices**

*Further details to be announced*

[Dr Pam Seanor](#), Senior Lecturer in Strategy and Enterprise, University of the West of England (UWE)  
[Doris Schedlitzki](#), Associate Professor in Organisational Leadership, University of the West of England

**Discussion 9: Assessment feedback: A waste of time or the road to enlightenment?**

In this roundtable we will explore the following questions: How could I motivate students to read assessment feedback? How could I encourage students to engage with this feedback and act upon it? Would this contribute to an improvement in the course NSS results?

[Stephanie Liberman](#), Acting Course Leader, BA (hons) Buying and Merchandising Course, The London College of Fashion

**Discussion 10: Are we enabling postgraduate students to develop the skills, knowledge and behaviours they need to manage work experience opportunities?**

Nottingham Business School (NBS) has developed a Personalisation initiative which gives its students a personalised experience and produces work-ready graduates. Work experience and experiential projects are key to this personalisation initiative. In this roundtable discussion, we would like to explore how to successfully prepare PGT students for work experience and experiential projects.

[Dr Shelley Clark](#), Principal Lecturer in Personalisation, Nottingham Business School  
[Liza Pybus](#), Principal Lecturer, Assistant Head of PG Programmes, Nottingham Business School

**Discussion 11: Reconceptualising employability: exploring the implications of widening participation in Higher Education for learning design of personal and professional skills development**

*Further details to be announced*

[Professor Zoe Morrison](#), Head of Department of Human Resource Management and Organisational Behaviour, University of Greenwich Business  
[Jon Sibson](#), Pro Vice Chancellor, University of Greenwich, Business School

**Discussion 12: Developing marketing skills in the curriculum: What, where, how, and why?**

Mainly for marketers but open to others pondering what kinds of skills can universities best target to turn out enterprising, ethical and work-ready graduates. Where are skills most usefully developed? How to teach and assess them? And why should skills (rather than knowledge) be so central to teaching and learning? We may not find answers to these questions, but we may find better questions.

[Dr Terry O'Sullivan](#), Senior Lecturer in Management, The Open University Business School

**Discussion 5: Assessed e-journals and benefits for reflective learning**

This roundtable will focus on the use of e-journals and their potential benefit for assessment and reflection. It is based on a project undertaken in Ulster University Business School, where the effectiveness of e-journals was examined through student survey and staff reflective logs. Initial analysis indicates that e-journals encourage independent learning, enhance knowledge and understanding, develop critical reflection and support students with formative feedback.

[Clare Carruthers](#), Senior lecturer, Ulster University Business School

**Discussion 6: The Business Solution Centre is on a road-show: A student led project supporting the Southwark small business community and beyond**

In 2016 the LSBU School of Business embarked upon a new initiative to develop a student-led project with the aim to enhance and further develop the enterprise skills of the business students and to contribute to local business community in Southwark area. In this session we will share our journey thus far and brainstorm how to further refinement and improve the initiative.

[Dr Heba Younis](#), Lecturer Innovation, Enterprise and Entrepreneurship, London South Bank University

**Discussion 7: Ready or not, here they come: Ensuring our Gen Z graduates are ready for the workplace**

The discussion will focus on the challenge of motivating students to engage in the placement/internship process. Our experience at Liverpool Business School suggests that the student's decision whether to engage in the process is a complex one with many influential factors. Participants will be able to share their own experiences and take away examples of good practice.

[Lucy McGrath](#), Programme Manager/Senior Lecturer, Liverpool Business School,  
[Anne Pettitt](#), Placement Learning Support Officer, Liverpool Business School

**Discussion 8: A tale of two cities: Sheffield Hallam & Bath Spa - using technology to support collaboration and creativity between students, employers & academics**

*Further details to be announced*

[Charmaine Myers](#), Senior Lecturer – Academic Development (Employability), Sheffield Hallam University  
[Deborah Bowe](#), Senior Lecturer, Bath Business School

17:10 **End of Day One**

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

**Discussion 13: Is business ethics education effective?**

This roundtable invites and encourages administrators and faculty in business education to reflect on their current approaches to ethics education, the effectiveness of the methods involved and the environmental challenges they face as well as suggesting best practices and possible solution. In debating these key issues of business ethics education participants might find practical solutions to bolster this critical component of the curriculum.

[Dr Andreea Bordianu](#), Postgraduate Head of the Year, Leeds University Business School  
[Jessica Johnson](#), Director of Postgraduate Programmes, Leeds University Business School

**Discussion 14: Understanding degree apprenticeship and the student experience**

This roundtable discusses the nature of the apprenticeship student identity to consider: How do apprentices perceive themselves as developing learners and the impact of these perceptions on their expectations at university? The role of employers/ employment in formation of their learner identity? And what are the implications for managing induction and transition?

[Ayesha Owusu-Barnaby](#), Course Director Apprenticeships, London South Bank University Business School

**Discussion 15: Liberal arts & business education**

What do we think are the essential components of business/management education? What knowledge does one need to have to work in business? For example, does one need to know supply chain management or does one need to know systems and relationships? This roundtable invites an open, tabula rasa exploration of business education reconceived from a liberal arts perspective.

[Jas Ahmad](#), Associate Professor, Middlesex University

## Day Two: Wednesday 15 May

08:50 Registration and refreshments

09:20 **Welcome**

[Professor Georgina Andrews](#), Dean, Bath Business School and Chair, Chartered ABS LTSE Committee

09:30 **Keynote Address**

[Dr Phil Newton](#), Head of Learning and Teaching, Swansea University Medical School

**10:10 Breakout i: Effective assessment & constructive feed-forward**

**Breakout ii: Enriching learning through technology**

**Breakout iii: Outside of the box education**

**Minding the gap: The Team Based Learning (TBL) approach in teaching economics**

We present the results of the application of the Team Based Learning (TBL) approach to a final year undergraduate core economics course, and we demonstrate the main features of this innovative pedagogy by engaging with the participants. Our results show that TBL is a very rewarding and enjoyable experience which not only engaged students but drew us closer to their way of learning.

[Dr Gabriella Cagliesi](#)

Principal Lecturer, Faculty of Business of the University of Greenwich

[Mahkameh Ghanei](#)

Principal Lecturer (Quality Assurance Coordinator), Faculty of Business of the University of Greenwich

**From Manchester to Silicon Valley: Integrating blended, active and authentic learning**

Developing digital skills has never been as important as it is today. This co-hosted session explores how innovative pedagogy and has been used to capture student imagination promoting attendance, engagement, enjoyment and employability. The workshop will provide delegates with practical insight into how students have been successfully encouraged to combine digital marketing theory with hands-on techniques allowing them to create fully functional business apps in practice!

[Paul Davies](#)

Lecturer in Marketing, Swansea University School of Management

[Dr Adam Shore](#)

Director Academic, LJMU

**A global classroom: Evaluation of effectiveness of team-based international virtual collaboration projects**

This study evaluates the effectiveness of global virtual student collaboration projects in international business (IB) education. Through the history of the X-Culture Project, 50,000 students from nearly 160 universities in 43 countries worked in global virtual teams (GVTs) as part of their university courses. Drawing on experiential learning, social learning, and intergroup contact theories, the effectiveness of the experiential GVT-based approach was evaluated. Implications for IB education and suggestions for future research are discussed.

[Karen Lynden](#)

Lecturer, University of North Carolina at Greensboro

<p><b>Efficient teaching excellence: Peer to peer assessment</b></p> <p>Teach your students to take back control of their own learning and assessment and increase their assessment literacy using pre-emptive exemplars and comparative judgement. In this workshop we see teaching and assessment from a student’s point of view and practice peer to peer assessment. We will discuss engaging with students as partners and empowering students to be fully involved in their learning.</p> <p><a href="#">Jennifer Rose</a> Lecture in Accounting and Finance, University of Manchester</p>	<p><b>Digital capabilities: A model to support learners</b></p> <p>The workshop is an interactive demonstration of the Pebblepad Learner Digital Capabilities Toolkit. Attendees will be able to provide feedback and discuss the relevancy of the tools to their own context. Attendees will also have the opportunity to learn about the complexity and issues involved in translating the existing Jisc digital capability framework into a personalised, holistic and workable strategy.</p> <p><a href="#">Carole Sutton</a> Faculty Partnership Manager, Academic Partnerships, University of Plymouth</p> <p><a href="#">Emma Purnell</a> Senior Learning Technologist, University of Plymouth</p>	<p><b>Speed dating on dissertation topic and methodology for final year PG students</b></p> <p>In this workshop we will demonstrate the concept of seeing different things in the same image or topic. We will facilitate one-to-one discussion among the audience on a range of given options. The partners and topics will be changed during the session. At the end we will ask the participants to share their experience on how this activity made them see the same topic from a totally different angle.</p> <p><a href="#">Dr Carrie Rutherford</a> Senior Lecturer, School of Business, London South Bank University</p> <p><a href="#">Dr Sara Hajikazemi</a> Lecturer in Project Management, School of Business, London South Bank University</p>
<p><b>10:10 Breakout iv: Personalised learning journeys</b></p>	<p><b>Breakout v: Post-experience education</b></p>	<p><b>Breakout vi: Effective assessment &amp; constructive feed-forward</b></p>
<p><b>‘We are all misfits now’: Personalising support for students in UK higher education</b></p> <p>This session will look at the support offered to non-traditional students at a UK university that has taken an innovative approach to this issue. The research completed has shown that whilst the centralised support provided is seen in broadly negative terms, what has made the difference has been an approach that stresses the human aspect of support and also an informalisation of the local support mechanisms available. This personalisation process, coupled with a view of transition that covers students’ entire time at university, has ensured that students feel well supported throughout their studies.</p> <p><a href="#">Mary Crossan</a> Senior Lecturer, Coventry University</p> <p><a href="#">Peter Wolstencroft</a> Senior Lecturer, Coventry University</p>	<p><b>Leading a geographically dispersed, semi-virtual, autonomous team to deliver a bespoke MSc requires facilitating shared leadership and high emotional intelligence</b></p> <p>This qualitative case study considers the essential features of leading a geographically dispersed, semi-virtual, autonomous team to deliver a bespoke MSc in Healthcare Leadership. The study takes place over 4 years and utilizes thematic analysis of an autoethnographic approach to the role of Cohort Director and analysis of bespoke student evaluations that assess the programme against key learning outcomes that take into account team-based learning and delivery by a team of colleagues.</p> <p><a href="#">Lori Anderson</a> Lecturer, Alliance Manchester Business School</p>	<p><b>The spiral of the feedback loop</b></p> <p>In this project we adopted the perspective that feedback is a communicative act, and that to be truly developmental, it needs to be interactive, to prompt actions, reflection and opportunities to make changes. In this spirit, we devised a piece of assessment (essay) for which it was possible to submit a preliminary outline and to receive feed-forward comments before submitting the final essay. The process was enriched by adding information of expectation of good performance, self-evaluation, reflection and dialogue into the routine process of submission, marking and feedback. We found consistent learning gains and we received praising feedback from students. We aim to apply ipsative feedback at the programme level and we present our proposal.</p> <p><a href="#">Dr Gabriella Cagliesi</a> Principal Lecturer, Faculty of Business of the University of Greenwich</p>

**Personalised learning: Making students ‘business ready’**

**Second session to be announced**

**Virtual learning environment engagement and outcomes:  
What data can truly reveal**

Postgraduate students need to develop skills to make them ready for employment. A ‘one size fits all’ approach to developing business skills does not work, but how can we tailor it to different student needs? Aston Business School have developed their professional development programme to focus more specifically on business skills, and on giving students the opportunity to work on ‘live’ business projects.

*Further details to be announced*

[Kathy Daniels](#)

Associate Dean: Learning and Teaching, Aston Business School

[Dr Simon Rudkin](#)

Senior Lecturer, Swansea University

**10:10**

**Breakout vi: Presentations: Powered by PechaKucha**

**Presentation 1: Experiential learning: Better results, more fun and more valued**

“A truly rewarding experience...beyond great satisfaction” was how one third year undergraduate described a redesigned module on how to start and run a business. Using a £50 investment each team set up and ran two pop-up shops/events, so learning first-hand what it takes to create their own business. As a result, student attainment, engagement and feedback improved significantly.

[Marcus Simmons](#), Lecturer in Enterprise and Entrepreneurship, University of Central Lancashire

**Presentation 5: An approach to inclusive placement within a business school context**

This presentation will explore how Level 5 students with specific learning difficulties (SpLDs) were supported to achieve success during their sandwich year placement search and subsequent year-long placement experience in industry. We will also identify a set of minimum standards needed to support students with SpLDs who are embarking upon the placement journey.

[Michelle Blackburn](#), Associate Head Student Experience, Sheffield Hallam University

[Susan Jones](#), Associate Head Student Experience, Sheffield Hallam University

**Presentation 2: Reimagining induction: A blended-learning approach to welcoming new students**

Our new approach to student induction delivers high-quality, personalised academic and welfare orientation at scale. Combining a short online (MOOC) course with programme-specific welcome events on campus, we encourage students to develop collaborative and self-led learning techniques from their earliest interactions with us and their peers. We’ll share successes and challenges from both academic and professional services perspectives.

[Dr Alison Truelove](#), Lecturer in Critical Practice, University of Exeter Business School

[Gareth Carey Jones](#), Education Business Partner, University of Exeter Business School

**Presentation 6: Connected, experiential and transformative: Utilising simulation, employer collaboration and an inter-university community of practice to develop work ready and able graduates in an Auditing module**

Our presentation shows how we have structured our Auditing module to develop work ready and able graduates through professional skills development. The practical and subjective nature of the subject has been embraced, embedding simulation within the module’s delivery and assessment, and collaborating with employers and other universities to inform practice, significantly improving student experience and outcomes.

[Dr Susan Whittaker](#), Learning and Teaching Coordinator Accounting, Economics and Finance, University of the West of England

[Nicola Horner](#), Senior Lecturer, University of the West of England

**Presentation 3: Using design thinking methods to revise a personal tutoring system**

A whistle-stop tour of how Coventry University's Faculty of Business and Law reviewed, re-designed and planned the implementation of its personal tutoring system, using a time-constrained, resource efficient, inclusive fast-track approach to problem solving.

[Dr Clare Jones](#), Associate Head - School of Marketing & Management (Student Experience)  
Faculty of Business & Law, Coventry University  
[Dr Paul Cashian](#), Associate Dean (Student Experience), Coventry University

**Presentation 4: Engagement, experience, academic support, learning gain, and acts of God: How can programme leaders meet the challenges of the NSS and TEF?**

With increasing measures being available and used for NSS, TEF and GOS Programme teams need to develop time-saving strategies which allow them to easily identify areas for action on progression, engagement and student experience. Tracking learning gain, via subject stream progression and simple traffic light reporting, can offer programme teams a quick triage solution for identifying students who would benefit from intervention.

[Andrea Beetles](#), Departmental Academic Director, UWE Bristol  
[Frances Bathurst](#), Student Inclusivity Project Officer, UWE, Bristol  
[Dr Yvette Morey](#), Programme Leader and Senior Lecturer UWE, Bristol

**11:20 Break****Presentation 7: Examination without invigilation: A more effective assessment method?**

We hypothesise that there are several benefits of allowing students to bring written materials and have some discussions during assessment – a more effective form of preparation and assessment of relevant knowledge and skills rather than short term memory and coping with pin-drop silent exam halls with invigilators policing against plagiarism.

[Dr Geethanjali Selvaretnamo](#), Senior Lecturer, University of Glasgow, Adam Smith Business School  
[Dr Wenya Cheng](#), Lecturer, University of Glasgow, Adam Smith Business School

11:50 Breakout i: Effective assessment & constructive feed-forward	Breakout ii: Enriching learning through technology	Breakout iii: Learning beyond the classroom
<p><b>Releasing the power of internal feedback: shaping the comparison process</b></p> <p>Comparison is a core mechanism of human thought. It underpins memory, categorisation, abstract/relational thinking, decision-making and inferencing. It also mediates all feedback processes. If students do not compare lecturer-comments against their own work, there is no feedback. However, there are many possible comparators (e.g. peer works, textbook explanations, criteria) and each generates different kinds of internal feedback. What if we took this idea seriously?</p> <p><a href="#">Professor David Nicol</a> Research Professor: Teaching Excellence Initiative, University of Glasgow</p>	<p><b>Making group projects work for both the students and lecturer: An assessment of Basecamp as an online tool to aid and monitor collaboration</b></p> <p>The presentation will discuss a study which has compared group work in two undergraduate modules. In both modules students work in teams, however students on only one of the modules have access to Basecamp (an online project management and communication tool), and their engagement with it and its impact on their experience has been assessed and will be discussed.</p> <p><a href="#">Dr Adam Frost</a> Lecturer (Education) in Entrepreneurship, Queen's Management School</p>	<p><b>Bridging the gap: Benefits of a programme of academic skills webinars for executive-level postgraduate students</b></p> <p>An initiative designed to ease Executive-level postgraduate students back into study is introduced. A formative essay was set during induction, followed by a series of weekly online skills webinars. These webinars not only provided students with a 'soft landing' (back) into the world of academia but helped to ease study anxiety and prolong the sense of community, place and belonging established during induction. Programme design and webinar best practice are discussed.</p> <p><a href="#">Neil Crimes</a> Apprenticeship Manager (leadership and management), Manchester Metropolitan University Business School</p>
<p><b>Student self-regulation and the use of assessment rubrics</b></p> <p>This study investigates students' attitudes towards assessment rubrics. Specifically, we examine whether and how self-regulation affects the way in which students interpret the content of assessment rubrics; students provide inputs to the design of rubrics, and students use rubrics for self-assessment. Our findings may inform colleagues considering the use of assessment rubrics in their teaching and offer advice on design issues.</p> <p><a href="#">Dr Alvise Favotto</a> Lecturer in Accounting and Finance, University of Glasgow</p> <p><a href="#">Dr William Finlay</a> Lecturer in Accounting and Finance, University of Glasgow</p> <p><a href="#">Dr Minmin Du</a> Lecturer in Accounting and Finance, University of Glasgow</p>	<p><b>Using an online business simulation: did the theory work in practice?</b></p> <p><i>Further details to be announced</i></p> <p><a href="#">Lynsie Chew</a> Programme Director: MSc Professional Accountancy, UCL School of Management</p> <p><a href="#">Professor Alan Parkinson</a> Deputy Director (Education), UCL School of Management</p>	<p><b>Gender attitudes towards experiential learning on their MBA</b></p> <p><i>Further details to be announced</i></p> <p><a href="#">Dr Victoria Jackson</a> Senior Lecturer, The University of Central Lancashire</p>

11:50 Breakout iv: Interdisciplinary collaborations	Breakout v: Developing enterprising, ethical and work-ready graduates	Breakout vi: Personalised learning	Breakout vii: Outside of the box education
<p><b>Building intercultural competence through virtual team collaboration across global classrooms</b></p> <p>Collaborative Online International Learning (COIL) projects incorporate globalisation, technological progress, intercultural and interdisciplinary experiential learning. In 2017/18 instructors in four countries delivered a cross-cultural, virtual teams' project involving a diverse range of business management and communication students. The project aimed to improve intercultural competencies, use of digital channels in cross-border communication and team project management skills.</p> <p><a href="#">Izzy Crawford</a>, Senior Lecturer and Academic Strategic Lead, School of Creative and Cultural Business, Robert Gordon University</p>	<p><b>Incorporating education for sustainable development in the supply chain management curriculum</b></p> <p>This research aims to assess current ESD practices of supply chain management courses at Aston University and develop a comprehensive framework for improving ESD in the supply chain management curriculum. A survey questionnaire was employed to University's academic staff for assessing the current state of ESD practices implementation in the supply chain management curriculum and their views about future incorporation of ESD practices in the curriculum.</p> <p><a href="#">Dr Stella Despoudi</a>, Lecturer in Operations &amp; Supply Chain Management, Aston University</p>	<p><b>Personalising the learning journey: Co-creating knowledge in a diverse classroom through personal reflection of professional work experience</b></p> <p>This research explores an innovative approach to learning and teaching Strategic Management at a Business School. The model is built around personalising students' learning journey through cases that they write, based on their own professional experience and the topics covered in class during the term.</p> <p><a href="#">Dr Asad Ghalib</a>, Senior Lecturer in Management Sciences, Liverpool Hope Business School</p>	<p><b>New life for an old trick: Use of live case method for improved impact of business schools</b></p> <p>A renewed attention to the live case can strengthen business school legitimacy through action learning and engaged scholarship. To exemplify this we review the design and impact of an award winning decade-long executive education programme in a top-ranked business school. We discuss ways and challenges for greater use of the live case method.</p> <p><a href="#">Dr Yasser Bhatti</a>, Lecturer, Innovation and Strategy, Queen Mary University of London</p>
<p><b>Carrying Newcastle coals to Amsterdam: the launch and running of a business and management master's degree at a new international campus</b></p> <p>This paper shares the experience of launching an existing master's degree in International Management at a newly formed international campus. The paper looks at the design and implementation processes involved with the MSc Business with International Management degree largely targeted for Dutch conversion (to business) undergraduates seeking to enhance their personal profile and employment prospects.</p> <p><a href="#">Dr Paul Copley</a>, Senior Lecturer, Northumbria University</p>	<p><b>Beyond the BE programme</b></p> <p>This workshop is an interactive session in which participants will both practice coaching skills and learn about London Southbank University's coaching journey over the past three years. Participants will walk away with clarity on the impact a student-coaching programme can have and practical ways positive education can be embedded in the curriculum.</p> <p><a href="#">Faye Kilgour</a>, Business School - Coaching Lead, London Southbank University Business School</p>	<p><b>Application of the Mental Toughness Framework to measure impact of PPD initiatives: initial findings</b></p> <p>Mental Toughness is defined as: "A personality trait which determines, in large part, how people respond to challenge, stress and pressure, irrespective of their circumstances". This session outlines the mental toughness framework and how it has been applied to provide insight to Manchester Metropolitan University Business School.</p> <p><a href="#">Nick Dearden</a>, Head of Education, Faculty of Business and Law, Manchester Metropolitan University</p> <p><a href="#">Toni Molyneux</a>, Business Psychologist and Project Manager, AQR International</p>	<p><b>How to support international students innovatively</b></p> <p>The higher education sector relies upon international students for a variety of reasons. However, it is frequently not a level playing field for these students as they can face numerous challenges along their learning journey. Drawing upon mechanisms introduced by the researcher this paper will highlight some of the tried and tested strategies in supporting international students successfully.</p> <p><a href="#">Dr Yvonne Moogan</a>, Associate Professor for Online Business Education, Leeds University</p>

13:00 Lunch

14:00

## Roundtable Discussions

**Discussion 1: “Escaping” traditional technologies: Generating stimulating learning environments through a OneNote Escape Room game**

This discussion explores how gamification can be used to enrich learning, through technology. An example of a OneNote “Escape Room” will be presented, as a method to challenge and engage students. The discussion poses three fundamental questions relating to (a) the role of Microsoft Office 365 Apps in learning (b) the buy-in of students and (c) the buy-in of tutors/academics.

[Dr Emma Thirkell](#), Senior Lecturer, University of Central Lancashire

**Discussion 2: Digital learning: Obstacles and opportunities for business schools**

Has the digital revolution passed your school by? Are you untouched by online possibilities? This roundtable blends experience of on-line course certification (EFMD) with a discussion on the opportunities and barriers that on-line learning and teaching heralds. Aimed at leaders in learning and teaching this roundtable aims to raise the level of discussion about digital education in our Business Schools.

[Dr Keith Pond](#), Senior Lecturer in Banking & Economics, Loughborough University, School of Business and Economics

**Discussion 3: How has BSIS helped us to improve the quality of and/or increase the number of interdisciplinary collaborations?**

The BSIS process has enabled the University of Bedfordshire Business School to do a 360-degree review of the faculty which was integral to establishing the weave of existing interdisciplinary collaborations. The faculty is now building on this implementing a strategy to improve the connections and activity of both staff and students inside and outside of the immediate environs.

[Samira Hussain](#), Senior Tutor in Law, University of Bedfordshire  
[David Chalcraft](#), Head of Quality and Practice at the University of Bedfordshire Business School (UBBS)

**Discussion 4: Enhancing international orientation**

*Further details to be announced*

[Dr Jane Lynch](#), Director of Student Experience, Cardiff Business School  
[Professor Helen Williams](#), Associate Dean of Learning and Teaching, Cardiff Business School

**Discussion 9: Degree apprenticeships: The disciplining nature of the standard**

This roundtable discussion intends to engender a dialogue around the opportunities and challenges presented to training providers by the new Knowledge, Skills, Behaviours framework of apprenticeship standards at degree level. Of particular interest here are potential opportunities and/or tensions between our goal to develop independent, critical thinkers at degree level and the regulatory, competency framework based nature of Apprenticeship Standards.

[Doris Schedlitzki](#), Associate Professor in Organisational Leadership, University of the West of England

**Discussion 10: Stress reduction programmes at university as an initiative to improve student academic performance, experience and employability**

According to the World Health Organisation, stress is the “health epidemic of the 21st Century”. There is a range of possible stress reduction content which can be included as part of compulsory university modules or extracurricular activities and these vary from purely educational content, through cognitive and behavioural training to regular mindfulness practice. What are the costs-benefits of these programmes and what is the most efficient formula for a business school setting?

[Wioletta Nawrot](#), Affiliate Professor in the Economics, Law and Social Science, ESCP Europe Business School

**Discussion 11: Business student support: Understanding the landscape of personalised learning experiences for a diverse range of students**

Student support includes academic support, pastoral support, and professional and personal development. The take up of different elements of support appears to differ by discipline area, and research suggests that business students have differing drivers for student satisfaction. This roundtable will explore the extent to which business student support needs are currently differentiated. We will discuss the range of interventions applied in practice, including the extent to which personalisation is incorporated into student support, and directions for future research and development will be identified.

[Dr Maria Kutar](#), Associate Dean Academic for Student Experience, Salford Business School  
[Nick Dearden](#), Head of Education, Faculty of Business and Law, Manchester Metropolitan University

**Discussion 5: Bringing placement experience back in to university: Enriching final year in industry students' learning in the classroom**

Work placements give students the opportunity to learn in and through employment. They also offer a space for students to contextualise the theories and frameworks that they study in university. How we can further develop students' learning when they return for their final year of studies after completing their Year in Industry?

[Julia Hodgson](#), Lecturer at the University of Liverpool Management School

**Discussion 6: I really feel part of something**

This roundtable explores our approach to arresting declining NSS metrics within our large UK Business School. We look forward to engaging with colleagues in exploring the effectiveness of peer-assisted learning for developing a sense-of-community and for enriching our students' 'learning beyond the classroom'. The session will provide opportunities to share experiences of 'what works' and 'what doesn't work' in PALS to inform our own scheme and those of others.

[Kate Black](#), Director of Learning and Teaching, Newcastle Business School

[Pam Croney](#), Director of Recruitment, Outreach and Widening Participation, Newcastle Business School

**Discussion 7: A qualitative study into the value of accelerated degrees from students' perspective**

This research proposes to undertake qualitative research in an attempt to articulate the concerns and benefits of accelerated degrees from past students' perspectives. Given there is a scarcity of literature that captures these benefits robustly, the research would generate real value in delving into this area and exploring students' experiences from when they were studying and since completion of the accelerated degree.

[Liz McGrath](#), Senior Lecturer in Marketing, University of the West of England

**Discussion 8: Financial literacy among the students. Is there a problem?**

In this roundtable discussion we will share our thoughts and ideas about the current level of financial literacy among the students and suggest possible strategies to overcome these problems. It will be great to hear from other business schools if they encounter similar problems and what strategies they use.

[Dr Inna Pomorina](#), Senior Lecturer, Bath Business School, Bath Spa University

[Dr. Lu Liu](#), Senior Lecturer, Bath Business School, Bath Spa University

**Discussion 12: Professional management apprenticeships and partnered innovation with blue-chips**

This round table will discuss building successful collaborations for large degree apprenticeship contracts. We examine: Collaborative curriculum design processes and its implications for programme management; formal and informal activities that build collaboration in large employer contracts; re-imagining quality thresholds and communication loops that support contract fulfilment.

[Dr Dane Anderton](#), Deputy Director Management Apprenticeship Programme, Alliance Business School

[Dr Paula Turner](#), Associate Head - Management Apprenticeships, Manchester Metropolitan University Business School

**Discussion 13: Tablet use in teaching: Call for contributions to an attitude scale for academics**

The current literature shows mixed results on the use of tablets as an educational tool in HE. But off-the-shelf tablets fail to take into account the educational requirements of both academics and students, an essential criterion for success. We will be discussing an opportunity to run a Scale Survey across several HE institutions.

[Dr Fadi Safieddine](#), Accreditation Manager / Senior Lecturer, School of Business and Management, Queen Mary University of London

**Discussion 14: Do you have to be so critical? Finding a place for critical skills development in the curriculum**

Critical analysis skills help learners to achieve academic excellence as well as develop important problem-solving techniques important in the workplace. This discussion will table two questions: How can we include the teaching of critical analysis skills in the curriculum? How do we better support the learning of critical analysis skills for learners across all levels (UG – PGR)?

[Dr Sarah Brooks](#), Lecturer in Organisational Behaviour, Sheffield University Management School

[Andrea Ward](#), Associate Dean of Learning & Teaching, Sheffield University Management School

**Discussion 15: Positive education: Breaking new ground in higher education**

The purpose of this roundtable is to discuss and examine ways in which positive education in Business Schools can be successfully integrated into the curriculum and extracurricular activities, and contribute towards breaking new ground for both the student and staff experience.

[Angela Dalrymple](#), Director of Education & Student Experience, LSBU School of Business

[Angela Ellermeier](#), Head of Careers & Professional Partnerships, LSBU School of Business

**15:00 Close of conference**

## Conference Posters

<p><b>Building 5C's and inclusivity through meaningful learning context</b></p> <p>The research examines how meaningful learning contexts, such as international study trips, play a role in enriching student learning experiences. The cases illustrate experiential and practical learning through real life business challenges, which support students to develop 5C's, namely cultural competence, collaboration, communication, critical thinking and creativity.</p> <p><a href="#">Dr Rebecca Wang</a>, Director of Learning, Teaching and Quality, University of Westminster Business School</p> <p><a href="#">Dr Paul Elmer</a>, Associate Head of College (Education and Students), University of Westminster Business School</p>	<p><b>Seeing the wood for the trees: Widening the perceptions of first year accounting students</b></p> <p>This poster summarises the success and challenges of a new SCALE-UP based module: The Accounting Environment. TAE seeks to address an increasingly individualistic, technical, assessment-based focus amongst accounting students. TAE is designed to improve understanding of accounting careers and the wider issues faced by the profession, including sustainability, ethics and technology, whilst building confidence and community through technology-rich group work.</p> <p><a href="#">Katharine Pearce</a>, Senior Lecturer, Nottingham Business School</p>	<p><b>LISTEN UP! Using the student voice to enhance applied learning</b></p> <p>This poster provides an overview of how our 1st Year UG module curriculum has been redesigned by considering students as partners to improve their learning gain. The module, which uses Simulation Software, provides students with gamified, applied learning allowing them to develop both academic and key transferable/professional skills. The poster considers the challenges along the way, the benefits for all stakeholders and the success to date.</p> <p><a href="#">Dawn McCartie</a>, Lecturer in Marketing, Newcastle University Business School</p> <p><a href="#">Dr Mona Nassar</a>, Teaching Fellow in Marketing, Newcastle University Business School</p>
<p><b>Badging the ULMS graduate: Recognition of employability skills through digital badging at the University of Liverpool Management School</b></p> <p>In 2018 a project was initiated to explore how digital badges could be used to help students to visualise and demonstrate the skills and experience that they develop through our programmes. The pilot presented opportunities to underpin engagement activities within modules and co-curricular activities, suggesting a strategic approach to microcredentials, with challenges in streamlining the issuing process and technical implementation.</p> <p><a href="#">Will Moindrot</a>, Learning Technologist, University of Liverpool Management School</p> <p><a href="#">Claire Mallanaphy</a>, Senior Lecturer and Director of Student Experience, University of Liverpool Management School</p> <p>Chris Barlow, Lecturer in Accounting &amp; Finance, University of Liverpool Management School</p>	<p><b>Post-graduation employment expectations of level five and six students</b></p> <p>This is an overview of our research project that investigates undergraduate student perceptions of graduate employment and individual characteristics such as gender and ethnicity that influence student expectations of graduate employment.</p> <p><a href="#">Professor Zoe Morrison</a>, Head of Department, Human Resources and Organisational Behaviour, Faculty of Business, University of Greenwich</p> <p><a href="#">Professor Denise Hawkes</a>, Head of Department, International Business and Economics, Faculty of Business, University of Greenwich</p> <p><a href="#">Dr Pi-Chi Chen</a>, Lecturer, Department of International Business and Economics, Faculty of Business, University of Greenwich</p>	<p><b>Building tutor confidence and aptitude for technology experimentation</b></p> <p>We often find that digital native students are more prepared to experiment with technology for their own learning than tutors are willing to risk. We believe that in order to develop a creative use of technology in teaching and learning there is a prerequisite stage in developing digital curiosity and a willingness to experiment among our academic teams.</p> <p><a href="#">Dr Kellie Vincent</a>, Head of Department for Strategy and Management, University of Bedfordshire Business School</p> <p><a href="#">Dr Karl Knox</a>, Head of Department for International Business, Marketing and Tourism, University of Bedfordshire Business School</p>

<p><b>Landscape of accounting ethics education</b> This poster shows the results of an exploration of accounting ethics education in the UK and Ireland. A mixed methods approach was used, consisting of an initial survey followed up by interviews. Using the pedagogic framework of Apostolou, Dull and Shliefer (2013), each phase is examined and key findings presented.</p> <p><a href="#">Beth Picton</a>, Senior Teaching Fellow in Accounting, Durham University Business School</p>	<p><b>Developing online communication tools to improve student communication and engagement</b> Exploring the use of online sites and systems such as office 365 teams and Padlet throughout the year 1 cohort enabled teaching staff to better engage with students throughout their first term.</p> <p><a href="#">Zoe Hinton</a>, Lecturer, Fashion Business School, London College of Fashion</p>	<p><b>Horseplay: Equine assisted learning in managerial leadership</b> Addressing the question ‘Can leadership be taught?’, Horseplay is an experiential and sensorial pedagogical approach to Managerial Leadership in business. While defining arguable correlations between the social and behavioral traits of Man and the Horse, participants consider the merits and characteristics of cooperative working relationships and by analogy, draw parallels between horse-human relations and Organizational Behaviors and Leadership in the workplace.</p> <p><a href="#">Nancy Armstrong</a>, Deputy Director of Pedagogy. Grenoble Ecole de Management</p>
<p><b>Enhancing employability through meaningful, authentic assessment</b> Building on feedback from the LTSE 2017 conference this poster focuses on the ongoing development of authentic assessment as part of a final year module for accounting and finance students. Working on strategic leadership challenges set by external organisations, students use attributes such as analytical skills, commercial awareness and leadership to present their recommendations directly to the organisations as part of a specially organised exhibition.</p> <p><a href="#">Tom Spencer</a>, Assistant Head of Undergraduate Programmes, Nottingham Business School</p>	<p><b>Increasing engagement in class discussion and groupwork: an evaluation of mixed digital tools approach to enhance the student blended learning experience</b> To increase engagement and preparation for seminars, relevant reading material and case studies will be sent out in advance accompanied by online quizzes for students to complete before lectures in order to: Encourage students to read over the material before coming to class; generate reports on who has completed the quiz and how well they have understood the material; and allow lecturers to focus in on areas that require further discussion during contact time.</p> <p><a href="#">Lissa Monk</a>, Director of Assurance of Learning and Teaching, University of Dundee School of Business <a href="#">Paolo Monachello</a>, Associate Lecturer, University of Dundee School of Business</p>	<p><b>Co-creating enhanced transitions: engaging students in developing social media supported transitions to the university</b> Enhancing the student experience at University can be achieved by increasing the sense of belonging within the student cohort through social and academic engagement. The use of social media to ease the transition to Higher Education, together with the provision of online Peer and Mentor support, is the subject of this poster.</p> <p><a href="#">Professor Monika Foster</a>, Dean of School of Business and Enterprise, University of the West of Scotland <a href="#">Tim Mulroy</a>, Principal Lecturer, Department of Engineering &amp; Mathematics, Sheffield Hallam University</p>
<p><b>Exploring students’ perceptions about the effectiveness of simulation games in Business and Management Online Education</b> The study explores the unusual situation where students are using an online simulation in an online learning format. Much research looking at simulations considers more traditional face-to-face learning environments. In the case of the Icarus simulation, students are widely distributed across the Globe and only interact at a distance with each other.</p> <p><a href="#">Dr Ioannis Gkliatis</a>, Senior Lecturer, University of London <a href="#">Dr Dionysia Tzavara</a>, Module Leader, University of London <a href="#">Dr Dimitrios Koufopoulos</a>, Director of MBA, University of London</p>	<p><b>X-Culture: An international business global-virtual-team collaboration project</b> Working in Global-Virtual-Teams over an 8-week period, students experience first-hand the complexities -and learn best practices of international collaboration and business plan development skills. This poster will highlight: the student experience; faculty experience; example business challenges; success stories; and research and collaboration opportunities.</p> <p><a href="#">Karen Lynden</a>, Lecturer, University of North Carolina at Greensboro</p>	<p><b>Slow looking: The use of visual tools in teaching quantitative methods</b></p> <p><i>Further details to be announced</i></p> <p><a href="#">Dr Dragos Radu</a>, Teaching Fellow in Economics, King's College London</p>

<p><b>Demographically targeted employability interventions</b> The poster summarises a demographic analysis of our business graduate outcomes from 2015-2017, which showed that Asian or Asian British Bangladeshi women had a 50 per cent lower likelihood to report highly-skilled employment or postgraduate study than their white counterparts. In response, the School commissioned a qualitative study into the careers-related experiences of Bangladeshi women graduates, employing an innovative peer-to-peer design. The principal outcome was the BreakThrough! project, involving a series of mobile Women’s Cafés during 2019, run by the original researchers.</p> <p><a href="#">Dr Patrick McGurk</a>, Director of Skills and Employer Engagement, School of Business and Management, Queen Mary University of London</p>	<p><b>How the business school at the University of Edinburgh supports the professional development of its students</b> The Edinburgh Award for Professional Development, now in its fifth year, is an extra-curricula programme that students can undertake alongside their academic programme at the Business School. The Award is used to support the professional development of students and to prepare them for their professional lives beyond their programme; encouraging greater self-awareness and enhancing students’ abilities to articulate professional skills.</p> <p><a href="#">Rona Doig</a>, Head of the Student Development Team, University of Edinburgh Business School</p> <p><a href="#">Marco Rossi</a>, Student Development Manager, University of Edinburgh Business School</p>	<p><b>An investigation of self-efficacy: Can it help us to understand and improve the retention and progression of our students in the era of subject level TEF?</b> This is the initial stage of a project connected to improving the retention, progression and attainment of business students. Drawing on Bandura (1982), we use student focus groups and Byrne et al.’s (2014) self-efficacy survey to gather data from Year one undergraduate students regarding their perceived levels of confidence across a range of academic areas.</p> <p><a href="#">Dawn Reilly</a>, Programme Leader for Undergraduate Accounting and Finance, University of Greenwich</p> <p><a href="#">Liz Warren</a>, Director of Learning and Teaching, University of Greenwich Business School</p>
<p><b>Using evidence of the lived experience of BAME students to raise attainment &amp; engagement for all</b> We explore the lived experience of BAME students so that effective interventions to raise attainment can be imagined and brought into reality with (rather than to) students. Students’ perspectives are taken to be an important and legitimate source of evidence. The process of active listening is empowering – hence the project has emancipatory outcomes, as well as providing evidence to inform education policy and practice at RBS and beyond.</p> <p><a href="#">Dr Jan Moorhouse</a>, Programme Convenor UG Marketing Programmes, Roehampton Business School</p>	<p><b>Collaborative inquiry learning in business school experiences from two undergraduate courses</b> This poster shows how the pedagogy of collaborative inquiry learning meets the learning objectives of two undergraduate courses by promoting researcher-like behaviour. The intensive case study utilized a mixed-methods approach. For example, the pedagogy of the flipped classroom is helpful while teaching collaboration, communication, and critical and creative thinking skills for future business professionals.</p> <p><a href="#">Dr Mirjami Ikonen</a>, Senior Lecturer and Researcher, UEF Business School.</p>	<p><b>The role of universities in the achievement of the UN sustainable development goals</b> This poster aims to illustrate some approaches that could be used to manage the achievement of the UN sustainable development goals in higher education institutions. More importantly, it suggests some institutional tools to manage the achievements of these goals and help business organisations to explore more profitable business opportunities from achieving these goals.</p> <p><a href="#">Dr Mohamed Saeudy</a> Senior Lecturer in Accounting and Finance, University of Bedfordshire Business School</p>
<p><b>Adding skills and enhancing employability via external qualifications</b> At Newcastle University Business School Accounting and Finance students have the opportunity to self-study the CIMA accredited Sage Qualification. The value of the qualification goes beyond the skill they gain in using Sage accountancy software. It also enables them to demonstrate to an employer that they have valuable transferrable skills such as a willingness to learn, self-motivation and time management.</p> <p><a href="#">Gill Holden</a>, Lecturer in Accounting and Finance, Newcastle University Business School</p>	<p><b>Working towards sustainable consumption: Case study of EQUA's UK Launch campaign</b> This poster illustrates the processes, delivery, outcome and the student feedback about working with a Slovenian company EQUA for their UK launch campaign. Focusing on sustainable consumption, a live brief from EQUA (reusable bottle) was used to design MA Developing Advertising and Promotional Strategies module at University of Greenwich.</p> <p><a href="#">Dr. Catherine Yoon</a>, Senior Lecturer, University of Greenwich</p>	

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14–15 May, etc. venues, Manchester