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.
Programme

Pre-conference workshop: Monday 13 May

14:00 to 17:00

The secrets of successful case writing

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, Vice Provost, Bath Spa University; 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
<table>
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<tr>
<th>Time</th>
<th>Breakout i: Effective assessment &amp; constructive feed-forward</th>
<th>Breakout ii: Enriching learning through technology</th>
<th>Breakout iii: Outside of the box education</th>
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<tr>
<td>11:20</td>
<td>Formative vs summative assessment: Does motivation for</td>
<td>Can the ‘Global Classroom’ enhance the experience</td>
<td>First impressions count. How do we design induction</td>
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<td>continuous learning lead to better results?</td>
<td>of Transnational (TNE) and home students?</td>
<td>programmes to support students from Day 1?</td>
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<td>Engaging students throughout the module is a challenge for</td>
<td>In this workshop delegates will take part in a</td>
<td>When attending university students face many</td>
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<td>many educators. This paper discusses the use of an interactive</td>
<td>live ‘Global Classroom’ activity with students</td>
<td>challenges and obstacles in fully embedding</td>
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<td>e-book (Revel) to promote continuous engagement and</td>
<td>based in Malaysia. They will reflect on how ‘</td>
<td>themselves in their university lives. This</td>
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<td>participation. The study provides insights into whether or</td>
<td>Global Classroom’ can be used to enhance the</td>
<td>session aims to investigate some of these</td>
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<td>not this innovative method of summative assessment, which</td>
<td>experience of their own students.</td>
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<td>can be facilitated on a mass scale, enriches the learning</td>
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<td>supporting student integration. In this</td>
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<td>Sarah Owens</td>
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<td>first few weeks in supporting students with</td>
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<td>Senior Lecturer, Swansea University</td>
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<td>their studies, their peer groups and</td>
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<td>university life in general. We ask</td>
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<td>Get your thinking caps on: Using Edward De Bono’s 6</td>
<td>Entangled practices: the co-constitution of</td>
<td>Dr Abdul Jabbar</td>
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<td>thinking hats in formative peer assessment &amp; feedback</td>
<td>pedagogy and digital technologies in an online</td>
<td>Director Learning Development, University of</td>
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<td>This stimulating and interactive workshop will introduce</td>
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<td>participants to the idea of using Edward De Bono’s six</td>
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<td>thinking hats as a tool for students conducting peer</td>
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<td>assessment. The sessions will explain how, through the</td>
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<td>assess their peers’ work and provide constructive feedback</td>
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<td>and feedforward. Participants in the workshop will have</td>
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<td>the chance to try the technique for themselves.</td>
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<td>Dr Lucy Gill-Simmen</td>
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<td>Lecturer in Marketing, Royal Holloway, University of London</td>
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<td>30 ways to engage students</td>
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<td>The aim of this session is to share and discuss a range</td>
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<td>of student engagement activities that educators may wish</td>
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<td>to consider using in their own institutions. The examples</td>
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<td>included are easy to use, require minimal preparation and</td>
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<td>can be used with any student, level and subject. Suitable</td>
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<td>Jonathan Sandling</td>
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<td>Head of Academic Studies, CU London - Coventry University</td>
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### Personalised Learning Journeys

Personalised and adaptive learning offer the same benefits to students. Or do they?

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.

**Chris Doran**  
Director, Acrobatiq by VitalSource

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### Post-experience Education

Harmonising assessments to encourage value, rarity, imitability and organization (VRIO) and enhance the potential employability of post-experience students.

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.

**Dr Jan Green**  
Reader, Teaching, Learning and Student Success, Wrexham Glyndwr University

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### Developing Enterprising, Ethical and Work-ready Graduates

Work ready or not? Using innovative pedagogy to build student resilience and enhance leadership competencies for the workplace

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.

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

**Christine Wightman**  
Course Director, Ulster University Business School

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### Transforming Transitions: Personalising Support for School/University Transition

Transformations 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.

**Professor Dan Herbert**  
Director of Education, Birmingham Business School

**Rob Fleming**  
Programme Director, Birmingham Business School

**Dr Helen Mackenzie**  
Doctoral Researcher, Birmingham Business School

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### Exploring Diversity in Business Education

This workshop is a taster of our workshops which use LEGO® SERIOUS PLAY® method and materials to tease out the main contradictions between diversity and inclusion and the consequences in curriculum development. This exposure would be the first step for colleagues who wish to engage with the concepts of Equality & Diversity in their teaching.

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

**Dr Crystal Tsay**  
Senior Lecturer in Human Resources and Organisational Behaviour, University of Greenwich

**Dr Anna Romanova**  
Senior Lecturer, University of Greenwich
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.

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 MOOClight: 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*

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<tr>
<td>12:30</td>
<td>Lunch</td>
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<td>13:30</td>
<td><strong>Afternoon plenary session</strong></td>
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<td><strong>The latest on subject-level TEF</strong></td>
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<td><em>Professor Julia Clarke, Pro-Vice-Chancellor &amp; Dean, Manchester Metropolitan University Business School; Chair, Business and Law Subject Panel, TEF Panel; Chair, Chartered ABS</em></td>
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<td>Time</td>
<td>Breakout I: Effective assessment &amp; constructive feedback</td>
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<td><strong>How we innovate assessment with digital examinations</strong>&lt;br&gt;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.</td>
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<td>Valeria Gorlushko&lt;br&gt;Head of Examination Centre, Kozminski University</td>
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<td>Dr Anja Sisarica&lt;br&gt;User Experience Researcher &amp; Product Strategist, Inspera</td>
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<td><strong>Improving the feedback experience: Usefulness through verbalisation</strong>&lt;br&gt;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 &amp; 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.</td>
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<td>Kirstine Collins&lt;br&gt;Lecturer and Course Director, Stirling Management School</td>
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<td>Lorraine Quinn&lt;br&gt;Senior Lecturer, Learning and Teaching, University of the West of Scotland</td>
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<td>Breakout iv: Personalised learning journeys</td>
<td>Breakout v: Post-experience education</td>
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<td>Adaptive learning: Does it enhance a student’s learning experience? Adaptive learning through computer algorithms has been around 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.</td>
<td>Postgraduate dissertation supervision: Does one size fit all? 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.</td>
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<td>George Hulene Lecturer in Finance, Faculty of Business and Law, Coventry University</td>
<td>Dr Hany Wells Associate Dean - Postgraduate Development, Hertfordshire Business School</td>
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<td>Angela Short Lecturer, Dundalk Institute of Technology</td>
<td>The flexible curriculum: redesigning an online MBA in response to the changing needs of students and business 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.</td>
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<td>Dr Radka Newton MSc Management Programme Director, Lancaster University Management School</td>
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<td>Mapping student journeys 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.</td>
<td>Dr Craig Robinson, Director of Learning and Teaching and Director of MBA Programmes, Edinburgh Business School, Heriot-Watt University</td>
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<td>16:00</td>
<td><strong>Breakout i: Effective assessment &amp; constructive feed-forward</strong>&lt;br&gt;What IF? Designing peer review to exploit internal feedback processes&lt;br&gt;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.&lt;br&gt;Suzanne McCallum&lt;br&gt;Senior Lecturer, University of Glasgow, Adam Smith Business School&lt;br&gt;<strong>Professor David Nicol</strong>&lt;br&gt;Research Professor, University of Glasgow, Adam Smith School of Business&lt;br&gt;&lt;br&gt;<strong>The challenge of grading personal reflection</strong>&lt;br&gt;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.&lt;br&gt;Dawn Harrison&lt;br&gt;Learning &amp; Teaching Lead, Lancashire School of Business &amp; Enterprise, Uclan</td>
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<td><strong>Breakout ii: Enriching learning through technology</strong>&lt;br&gt;Integrating the digital iDEA award into a first year skills module for business and management students&lt;br&gt;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.&lt;br&gt;Dr Suzanne Kane, Lecturer, Salford Business School&lt;br&gt;Dr Opeoluwa Aiyenitaju, Lecturer, Salford University&lt;br&gt;Iain Earle, PhD Researcher, Salford University&lt;br&gt;Jeffrey Clements, HPL, Salford University&lt;br&gt;&lt;br&gt;<strong>Enabling teamwork work using Microsoft Teams and collaborating with EY</strong>&lt;br&gt;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.&lt;br&gt;Gill Holden&lt;br&gt;Lecturer Accounting and Finance, Newcastle University Business School&lt;br&gt;Marc Bennett&lt;br&gt;Learning Technologist, Newcastle University</td>
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<td><strong>Breakout iii: Enriching learning through technology &amp; Outside of the box education</strong>&lt;br&gt;Empowering the digital classroom through smart content &amp; learning analytics&lt;br&gt;Netex Learning, a global leader in e-learning solutions, has developed educator-friendly applications that integrate seamlessly with your ecosystem. During this session, we will see how Smart products and Smart Content enhance and personalize the learning and teaching experience based on modern cognitive science theories and stunning and intuitive user interfaces. We developed advanced analytics that can measure effort, engagement, motivation, knowledge, and learning behaviors using AI and gamification techniques.&lt;br&gt;Mike Byrne&lt;br&gt;UK Country Director, Netex Learning&lt;br&gt;&lt;br&gt;<strong>An unconventional means to a conventional end: a workshop that demonstrates the innovative use of ‘Grand Theft Auto’ to teach academic writing skills.</strong>&lt;br&gt;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.&lt;br&gt;Stewart Hilland&lt;br&gt;Senior Lecturer, Sheffield Business School, Sheffield Hallam University</td>
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<td>16:00</td>
<td>Intellectual challenge in contemporary business education: A phenomenographic study with staff and students</td>
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<td>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.</td>
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<td>Dr Berry O’Donovan Principal Lecturer, Oxford Brookes Business School</td>
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<td>The impact of exogenous and endogenous factors on students’ perceived performance: the case of non-specialist accounting courses</td>
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<td>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.</td>
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<td>Dr Nicholas Tsitsianis Senior Lecturer, Queen Mary University of London</td>
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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, University of Central Lancashire

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

From our experiences teaching and researching enterprise-entrepreneurship-leadership, we invite those seeking alternative forms and collaborations to disturb what we feel are the traditional approaches in these fields and more commonly used methods as these “do not seem to have the capacity to raise and address reflexive and critical questions”. To do so, we are using portfolios as part of our critical and creative practices in capturing student insight together with their creative skillfulness in addressing societal issues.

Dr Pam Seanor, Senior Lecturer in Strategy and Enterprise, University of the West of England
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?

Work experience and experiential projects are key to Nottingham Business School’s 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

We aim to challenge the normative assumptions inherent in current considerations of student employability through roundtable debate focusing on the implications of widening participation in Higher Education for the learning design of curricula and co-curricular activities relating to personal and professional skills development.

Professor Zoe Morrison, Head of Department of Human Resource Management and Organisational Behaviour, University of Greenwich Business School
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
Bath Business School is working with the Venture Matrix scheme at Sheffield Hallam University to develop its new ‘In Practice’ module for its Business and Management degree pathways. This roundtable will demonstrate how via inter-institutional collaboration, best practices from two leading HEIs can be brought together and adapted successfully. It will particularly focus on how technology can be used to support learning, creativity and collaboration between students, employers & academics.

Charmaine Myers, Senior Lecturer, Sheffield Hallam University
Deborah Bowe, Senior Lecturer, Bath Business School

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
#LTSE2019

## Day Two: Wednesday 15 May

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<thead>
<tr>
<th>Time</th>
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<tbody>
<tr>
<td>08:50</td>
<td>Registration and refreshments</td>
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<tr>
<td>09:20</td>
<td><strong>Welcome</strong></td>
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<td>Professor Heather McLaughlin, Dean, Coventry Business School</td>
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<tr>
<td>09:30</td>
<td><strong>Keynote Address</strong></td>
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<td>Dr Phil Newton, Head of Learning and Teaching, Swansea University Medical School</td>
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<td>10:10</td>
<td><strong>Breakout i: Effective assessment &amp; constructive feed-forward</strong></td>
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<td>Breakout ii: Enriching learning through technology</td>
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<td>Breakout iii: Outside of the box education</td>
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**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, Liverpool Business School, Liverpool John Moores University

**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
### Efficient teaching excellence: Peer to peer assessment

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.

**Jennifer Rose**  
Lecturer in Accounting and Finance, University of Manchester

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### Digital capabilities: A model to support learners

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.

**Carole Sutton**  
Faculty Partnership Manager, Academic Partnerships, University of Plymouth

**Emma Purnell**  
Senior Learning Technologist, University of Plymouth

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### Speed dating on dissertation topic and methodology for final year PG students

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.

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

**Dr Sara Hajikazemi**  
Lecturer in Project Management, School of Business, London South Bank University

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### Breakout iv: Personalised learning journeys

*‘We are all misfits now’: Personalising support for students in UK higher education*

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.

**Mary Crossan**  
Senior Lecturer, Coventry University

**Peter Wolstencroft**  
Senior Lecturer, Coventry University

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### Breakout v: Post-experience education

*Leading a geographically dispersed, semi-virtual, autonomous team to deliver a bespoke MSc requires facilitating shared leadership and high emotional intelligence*

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.

**Lori Anderson**  
Lecturer, Alliance Manchester Business School

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### Breakout vi: Effective assessment & constructive feedback

*The spiral of the feedback loop*

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 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.

**Dr Gabriella Cagliesi**  
Principal Lecturer, Faculty of Business of the University of Greenwich
**Personalised learning: Making students ‘business ready’**

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.

Kathy Daniels  
Associate Dean: Learning and Teaching, Aston Business School

**Critical success factors for taking your programmes online**

In this session we explore some of the critical success factors to consider when taking programmes online. Key principles of good practice and considerations to make when designing, developing and delivering online programmes are discussed and 5 key principles are shared. We will share examples of implementation of these key principles from within the University of Sussex/Pearson partnership.

Dr David Walker  
Head of Technology Enhanced Learning, University of Sussex

John Roberts  
Online Learning Consultant, Pearson

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

Virtual Learning Environments provide us with a wealth of metrics on student engagements, but with big data comes great noise that challenges analytical techniques. Introducing topological data analysis we spring from the analysis of a module at Swansea University to discuss what can be learned from such data, what more would be desirable and, maintaining the root in our experience, review how course design can benefit as a consequence.

Dr Simon Rudkin  
Senior Lecturer, School of Management, Swansea University

**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. As a result, student attainment, engagement and feedback improved significantly.

Marcus Simmons, Lecturer in Enterprise and Entrepreneurship, University of Central Lancashire

**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 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 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, University of the West of England
Frances Bathurst, Student Inclusivity Project Officer, University of the West of England
Dr Yvette Morey, Programme Leader and Senior Lecturer, University of the West of England

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 Selvaretnam, Senior Lecturer, University of Glasgow, Adam Smith Business School
Dr Wenya Cheng, Lecturer, University of Glasgow, Adam Smith Business School

11:20 Break
<table>
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<tr>
<th>Time</th>
<th>Breakout i: Effective assessment &amp; constructive feed-forward</th>
<th>Breakout ii: Enriching learning through technology</th>
<th>Breakout iii: Learning beyond the classroom</th>
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<tr>
<td>11:50</td>
<td>Releasing the power of internal feedback: shaping the comparison process</td>
<td>Making group projects work for both the students and lecturer: An assessment of Basecamp as an online tool to aid and monitor collaboration</td>
<td>Bridging the gap: Benefits of a programme of academic skills webinars for executive-level postgraduate students</td>
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<tr>
<td></td>
<td>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?</td>
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|       | Professor David Nicol  
Research Professor: Teaching Excellence Initiative, University of Glasgow |
|       | Student self-regulation and the use of assessment rubrics |
|       | 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. |
|       | Dr Alvise Favotto  
Lecturer in Accounting and Finance, University of Glasgow |
|       | Dr William Finlay  
Lecturer in Accounting and Finance, University of Glasgow |
|       | Dr Minmin Du  
Lecturer in Accounting and Finance, University of Glasgow |
|       | Dr Adam Frost  
Lecturer (Education) in Entrepreneurship, Queen’s Management School |
|       | Using an online business simulation: did the theory work in practice? |
|       | Icarus is a business simulation within an Online MSc with 4,000+ students from over 150 countries participating since July 2016. We share with you some of the useful insights we have gained from student and staff feedback into making it work. We also share with you a hands-on preview of the new app-based version. |
|       | Lynsie Chew  
Programme Director: MSc Professional Accountancy, UCL School of Management |
|       | Professor Alan Parkinson  
Deputy Director (Education), UCL School of Management |
|       | Neil Crimes  
Apprenticeship Manager (leadership and management), Manchester Metropolitan University Business School |
|       | Gender attitudes towards experiential learning on their MBA |
|       | Further details to be announced |
|       | Dr Victoria Jackson  
Senior Lecturer, The University of Central Lancashire |
**Breakout iv: Interdisciplinary collaborations**

**Building intercultural competence through virtual team collaboration across global classrooms**

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.

*Izzy Crawford*, Senior Lecturer and Academic Strategic Lead, School of Creative and Cultural Business, Robert Gordon University

**Carrying Newcastle coals to Amsterdam: the launch and running of a business and management master’s degree at a new international campus**

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.

*Dr Paul Copley*, Senior Lecturer, Northumbria University

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**Breakout v: Developing enterprising, ethical and work-ready graduates**

**Incorporating education for sustainable development in the supply chain management curriculum**

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.

*Dr Stella Despoudi*, Lecturer in Operations & Supply Chain Management, Aston University

**Beyond the BE programme**

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.

*Faye Kilgour*, Business School - Coaching Lead, London Southbank University Business School

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**Breakout vi: Personalised learning**

**Personalising the learning journey: Co-creating knowledge in a diverse classroom through personal reflection of professional work experience**

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.

*Dr Asad Ghalib*, Senior Lecturer in Management Sciences, Liverpool Hope Business School

**Application of the Mental Toughness Framework to measure impact of PPD initiatives: initial findings**

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.

*Nick Dearden*, Head of Education, Faculty of Business and Law, Manchester Metropolitan University

*Toni Molyneux*, Business Psychologist and Project Manager, AQR International

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

**New life for an old trick: Use of live case method for improved impact of business schools**

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.

*Dr Yasser Bhatti*, Lecturer, Innovation and Strategy, Queen Mary University of London

**How to support international students innovatively**

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.

*Dr Yvonne Moogan*, Associate Professor for Online Business Education, Leeds University
13:00 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

14:00 Breakout I. Certified Management & Business Educator (CMBE): Briefing and Q&A
Certified Management & Business Educator (CMBE): Briefing and Q&A
Find out more about the application criteria, how to apply and how to meet your CPD commitment. Meet members of the team and the CMBE working group.

- Dr Toby Watson, Deputy Dean (Education), Durham University Business School
- Sarah Honeychurch, Teaching Excellence Fellow, Adam Smith Business School
- Nicola Scull, Head of Digital Learning & Libraries, The London Institute of Banking & Finance
- Barney Roe, Director of Communications, Chartered Association of Business Schools

14:00 Breakout II, Roundtable Discussions
Participants can select 1 of the 15 roundtable discussions. Each roundtable will last up to 60min

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<thead>
<tr>
<th>Discussion 1: “Escaping” traditional technologies: Generating stimulating learning environments through a OneNote Escape Room game</th>
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<tr>
<td>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.</td>
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<tr>
<td>Dr Emma Thirkell, Senior Lecturer, University of Central Lancashire</td>
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<th>Discussion 2: Digital learning: Obstacles and opportunities for business schools</th>
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<td>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.</td>
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<tr>
<td>Dr Keith Pond, Senior Lecturer in Banking &amp; Economics, Loughborough University, School of Business and Economics</td>
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<th>Discussion 9: Degree apprenticeships: The disciplining nature of the standard</th>
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<td>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.</td>
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<td>Doris Schedlitzki, Associate Professor in Organisational Leadership, University of the West of England</td>
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<th>Discussion 10: Stress reduction programmes at university as an initiative to improve student academic performance, experience and employability</th>
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<tr>
<td>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?</td>
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<tr>
<td>Wioletta Nawrot, Affiliate Professor in the Economics, Law and Social Science, ESCP Europe Business School</td>
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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 Business School
David Chalcraft, Head of Quality and Practice, University of Bedfordshire Business School

Discussion 4: Enhancing international orientation
International students are a positive resource to universities. However, higher levels of recruitment from one or two countries, means that they significantly outnumber other students, which may lead to challenges with the student experience. In this roundtable discussion, we share findings of ongoing research and discuss the current challenges faced by international postgraduate students and what measures (if any) you have in place to better support international students during the cultural transition period.

Dr Jane Lynch, Director of Student Experience, Cardiff Business School
Professor Helen Williams, Associate Dean of Learning and Teaching, Cardiff Business School

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 can we 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
Liz Crolley, Associate Dean (UG), 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 Crony, Director of Recruitment, Outreach and Widening Participation, Newcastle 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 Kutár, Associate Dean Academic for Student Experience, Salford Business School
Nick Dearden, Head of Education, Faculty of Business and Law, Manchester Metropolitan 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 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 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

<table>
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<tr>
<th>Building 5C’s and inclusivity through meaningful learning context</th>
<th>Seeing the wood for the trees: Widening the perceptions of first year accounting students</th>
<th>LISTEN UP! Using the student voice to enhance applied learning</th>
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<td>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.</td>
<td>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.</td>
<td>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.</td>
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<td>Dr Rebecca Wang, Director of Learning, Teaching and Quality, University of Westminster Business School</td>
<td>Katharine Pearce, Senior Lecturer, Nottingham Business School</td>
<td>Dawn McCartie, Lecturer in Marketing, Newcastle University Business School</td>
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<td>Dr Paul Elmer, Associate Head of College (Education and Students), University of Westminster Business School</td>
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<td>Dr Mona Nassar, Teaching Fellow in Marketing, Newcastle University Business School</td>
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<th>Badging the ULMS graduate: Recognition of employability skills through digital badging at the University of Liverpool Management School</th>
<th>Post-graduation employment expectations of level five and six students</th>
<th>Building tutor confidence and aptitude for technology experimentation</th>
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<td>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.</td>
<td>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.</td>
<td>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.</td>
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<td>Will Moindrot, Learning Technologist, University of Liverpool Management School</td>
<td>Professor Zoe Morrison, Head of Department, Human Resources and Organisational Behaviour, Faculty of Business, University of Greenwich</td>
<td>Dr Kellie Vincent, Head of Department for Strategy and Management, University of Bedfordshire Business School</td>
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<td>Claire Mallanaphy, Senior Lecturer and Director of Student Experience, University of Liverpool Management School</td>
<td>Professor Denise Hawkes, Head of Department, International Business and Economics, Faculty of Business, University of Greenwich</td>
<td>Dr Karl Knox, Head of Department for International Business, Marketing and Tourism, University of Bedfordshire Business School</td>
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<td>Chris Barlow, Lecturer in Accounting &amp; Finance, University of Liverpool Management School</td>
<td>Dr Pi-Chi Chen, Lecturer, Department of International Business and Economics, Faculty of Business, University of Greenwich</td>
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<td>Landscape of accounting ethics education</td>
<td>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 Shlief (2013), each phase is examined and key findings presented.</td>
<td>Beth Picton, Senior Teaching Fellow in Accounting, Durham University Business School</td>
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<td>Developing online communication tools to improve student communication and engagement</td>
<td>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.</td>
<td>Zoe Hinton, Lecturer, Fashion Business School, London College of Fashion</td>
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<td>Horseplay: Equine assisted learning in managerial leadership</td>
<td>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.</td>
<td>Nancy Armstrong, Deputy Director of Pedagogy, Grenoble Ecole de Management</td>
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<td>Enhancing employability through meaningful, authentic assessment</td>
<td>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.</td>
<td>Tom Spencer, Assistant Head of Undergraduate Programmes, Nottingham Business School</td>
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<td>Increasing engagement in class discussion and groupwork: an evaluation of mixed digital tools approach to enhance the student blended learning experience</td>
<td>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.</td>
<td>Lissa Monk, Director of Assurance of Learning and Teaching, University of Dundee School of Business</td>
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<td>Co-creating enhanced transitions: engaging students in developing social media supported transitions to the university</td>
<td>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.</td>
<td>Professor Monika Foster, Dean of School of Business and Enterprise, University of the West of Scotland Tim Mulroy, Principal Lecturer, Department of Engineering &amp; Mathematics, Sheffield Hallam University</td>
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<td>Exploring students’ perceptions about the effectiveness of simulation games in Business and Management Online Education</td>
<td>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.</td>
<td>Dr Ioannis Gkiatis, Senior Lecturer, University of London Dr Dionysia Tzavara, Module Leader, University of London Dr Dimitrios Koufopoulos, Director of MBA, University of London</td>
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<td>X-Culture: An international business global-virtual-team collaboration project</td>
<td>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.</td>
<td>Karen Lynden, Lecturer, University of North Carolina at Greensboro</td>
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<td>Slow looking: The use of visual tools in teaching quantitative methods</td>
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<td>Dr Dragos Radu, Teaching Fellow in Economics, King’s College London</td>
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<td>Slow looking: The use of visual tools in teaching quantitative methods</td>
<td>Further details to be announced</td>
<td>Dr Dragos Radu, Teaching Fellow in Economics, King’s College London</td>
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<td>Demographically targeted employability interventions</td>
<td>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. Dr. Catherine Yoon, Lecturer in Accounting and Finance, University of Greenwich</td>
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<td>How the business school at the University of Edinburgh supports the professional development of its students</td>
<td>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. Rona Doig, Head of the Student Development Team, University of Edinburgh Business School</td>
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<td>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?</td>
<td>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. Dawn Reilly, Programme Leader for Undergraduate Accounting and Finance, University of Greenwich</td>
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<td>Using evidence of the lived experience of BAME students to raise attainment &amp; engagement for all</td>
<td>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. Dr Jan Moorhouse, Programme Convenor UG Marketing Programmes, Roehampton Business School</td>
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<td>Collaborative inquiry learning in business school experiences from two undergraduate courses</td>
<td>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. Dr Mirjami Ikonen, Senior Lecturer and Researcher, UEF Business School</td>
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<td>The role of universities in the achievement of the UN sustainable development goals</td>
<td>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. Dr Mohamed Saedy, Senior Lecturer in Accounting and Finance, University of Bedfordshire Business School</td>
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<td>Adding skills and enhancing employability via external qualifications</td>
<td>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. Gill Holden, Lecturer in Accounting and Finance, Newcastle University Business School</td>
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<td>Working towards sustainable consumption: Case study of EQUA’s UK Launch campaign</td>
<td>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. Dr. Catherine Yoon, Senior Lecturer, University of Greenwich</td>
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