LTSE 2022

CONFERENCE PROCEEDINGS

CMBE CERTIFIED MANAGEMENT & BUSINESS EDUCATOR

CABS CHARTERED ASSOCIATION OF BUSINESS SCHOOLS

CONTENTS

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ADOPTING A DESIGN THINKING FRAMEWORK TO EMPOWER STAFF TO EMBED THE SUSTAINABLE DEVELOPMENT GOALS IN CURRICULA

Summary

The conference session included a brief overview of a Master of Education module of learning that proved to be an empowering catalyst for staff to confidently integrate ESD (Education for Sustainable Development) into the mainstream curricula. The CPD module, titled *Leading Team-based Curricular Design*, was delivered as a project-based learning module and utilised design thinking as a problem-solving framework to facilitate the ideation and execution of ESD curricular designs.

The subsequent products included two specific ESD case studies that shared the design and development processes.

A Carbon Neutral Toolkit Case Study

1. Development and integration of a 'carbon neutral event management' concept into the existing degree programme of Event Management. Facilitated by working in partnership with event companies, funders, local councils and customers to co-design applied sustainability problems and projects
2. Concrete examples of sustainable development in the curriculum at each programme level in terms of both content about sustainability and skills of management to deliver sustainable events
3. A visual representation to present, reassure and inspire new ideas to integrate sustainable development into programme structures

A visual representation to present, reassure and inspire new ideas to integrate sustainable development into programme structures

Embedding sustainable development in MSc Advanced Accounting

Real-world case studies highlighting the growing importance of sustainability for accountants.

1. Refreshed module learning outcomes, creating specific links to sustainable development and sustainability reporting
2. A sustainability workshop, with guest speakers discussing sustainability from a professional body, industry, and advisory perspective, thereby challenging how students think about sustainability
3. A group assessment examining how sustainability reporting can be effectively embedded and integrated within the annual reporting framework

Learning outcomes and take-aways

- An overview of the Enquiry-Based Learning approach that guided the learning outcomes, assessment strategy, and the integration of the ESD competencies
- The sequenced processes of a design-thinking framework to facilitate innovative and creative problem-solving and developed ESD solutions
- Two case studies developed during the module; *A Carbon Neutral Toolkit for BSc Event Management and Embedding Sustainable Development in MSc Advanced Accounting curriculum*
- Reflections of the CPD experience from all the stakeholders' perspectives

Key Take-aways

The pursuit of embedding ESD into business school education exposed the following insights:

- The identification and engagement with all stakeholders enabled complex sustainable development challenges to be embedded into module content, including investigative ESD problems/projects
- The establishment of partnerships with employers and the professional body helped to harness the influence and expertise of our networks, allowing us to link the competencies and skills developed through ESD to valuable graduate skills and attitudes that can benefit the students the economy, and society
- The selection of ESD-inducing pedagogies, such as Enquiry-Based Learning, facilitated students' engagement with the sustainability curriculum by reflecting on current ESD developments and innovations
- The CPD module provided to be an innovation space for staff to develop their own transformative ESD curricular solutions. Despite this workload, management proved problematic. Suggesting further exploration for scalable and flexible CPD solutions to enable staff to pursue ESD

Personal reflections

Dr Harriet Purkis, Lecturer: The presentation enabled me to synthesise and consolidate my work. It gave me a sense of achievement and confidence in work done. The presentation allowed a public and enjoyable articulation of this work as an Ulster University small team.

Helen McGuffin, Lecturer: Presenting at this year's Learning, Teaching & Student Experience conference was a positive and reassuring experience. The warmth, support and encouragement of the attendees (not just at our session, but all the others) made the event both enjoyable and interesting. It would encourage me to attend and present again. It was great to see so many people in person too.

Colette Murphy, UUBS Curriculum Consultant: The session reinforced the impact of relevant professional development solutions and the importance of meaningful connections and partnerships with faculty peers.

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BEING AN EFFECTIVE PROGRAMME LEADER: CHALLENGES, DEVELOPMENTS AND OPPORTUNITIES

Summary

The aim of this workshop was to explore the role of programme leaders in delivering good student outcomes and an effective learning experience. Programme leaders must engage with a diverse range of stakeholders and are often placed in the role with little or no training or guidance beforehand.

The role does not usually confer line management or operational authority, but tends to be the focal point for students through their learning journey. Thus, various tensions and challenges exist that programme leaders are not automatically equipped to deal with. In order to be effective, however, programme leaders need to be able to overcome these challenges and work effectively with all stakeholder groups.

Furthermore, programme leaders form a critical part of a school's wider management infrastructure, often sitting on committees that make decisions on policy, and feeding into the work of more senior colleagues in education-focused roles at both school and institution level.

Research on programme leadership suggests that such roles are ubiquitous and essential to effective university operations (Murphy & Curtis, 2013). The nature of the role may vary between, and within, institutions, with activities such as 'curriculum development, teaching, technical support, financial planning and management, quality assurance, marketing, human relations, line management of staff, pastoral care of students, and innovation within the programme' (Aitken & O'Carroll, 2020) being part of the remit.

The role is sometimes seen as a 'career killer' that colleagues try to exit from as quickly as possible (Vilkinas & Ladyshewsky, 2012), given the time and energy required to lead a programme effectively. More fundamentally, the practice of leadership within higher education 'may be experienced as conflicting with ideals of collegiality, academic freedom, education and scholarship' (Bolden et al., 2014).

The need to balance views of different stakeholders and the challenges in doing so emerged strongly during the discussion.

Learning outcomes and take-aways

Attendees at the workshop ranged from new to experienced programme leaders, associate deans and former programme leaders, and those with an interest in the role more generally. Discussion at the workshop revolved around three questions, with answers from attendees collected on a padlet and are summarised below. In short, business schools (and universities more widely) have work to do if the programme leaders are to be better supported.

Q1 – Who are the main stakeholders that programme leaders need to engage with?

Key stakeholders mentioned include students, module leaders, heads of department, education deans/associate deans, admissions teams, programme support teams, library colleagues, accrediting bodies, and business organisations. The need to balance views of different stakeholders and the challenges in doing so emerged strongly during the discussion.

Q2 – What do you see as the biggest challenges in being a programme leader?

Again, managing tensions and balancing views from different stakeholders were clear themes to the discussion of this aspect. The need to influence and persuade colleagues through a process of change is a critical issue that programme leaders face, which requires strong interpersonal and negotiation skills. Increasing student expectations and the need to provide pastoral care were also identified.

Q3 – What development resources did you access when you became a programme leader? What more could be done in this area?

Current practice in this area appears to be highly variable. Some colleagues had no support when taking up the role, while others had attended leadership courses, either internally or externally, to facilitate the transition into the role. Others spoke of regular meetings with predecessors and peer support groups of other programme directors who meet regularly to discuss challenges and share solutions.

Personal reflections

It was useful to hear from other business school colleagues about their experiences of programme leadership, which were not dissimilar to my own. A key final question posed at the workshop gave cause for reflection – 'what does it mean to be effective as a programme leader, and what does success look like?' Discussion here brought out the importance of establishing a sense of community, managing the tensions identified above to ensure that students are both satisfied with their experience and able to achieve the outcomes intended during and after the programme.

The importance of staff relationships was also highlighted. Since the workshop, I have worked on formulating a research project internally on the experience of programme leaders and have run a similar workshop with colleagues from different faculties across my institution. A number of resources from the Staff and Educational Development Association (SEDA) are available to support those in programme leadership roles and a recent collection of papers about programme leadership (Lawrence et al., 2022) contains a variety of interesting examples of good practice from the UK and further afield.

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BUILDING BELONGING AND PERSISTENCE AMONGST LEVEL 4 BUSINESS SCHOOL STUDENTS

Summary

Guided by Tinto's (2017:256) updated model of Student Motivation and Persistence, two projects were implemented at Hertfordshire Business School, aimed at increasing self-efficacy, belonging and retention among Level 4 students.

The Student Engagement Champions project recruited and trained 11 Level 5 and 6 students to work as paid peer mentors, telephoning a cohort of around 70 students each per week throughout their first year of undergraduate study. Each champion developed supportive professional relationships with their cohort, imparting their own experiences and delivering necessary information regarding social activities, support services available, and procedures such as requesting extensions and claiming serious adverse circumstances. Initial evaluation showed 95% student satisfaction with the calling service, resulting in 137 referrals to tutors and other services in the first semester.

The emotional resilience project aimed to embed the resilience competency into the Level 4 curriculum by running a workshop for students in their compulsory credit-bearing skills module. The emotional resilience skill was taught by the module leader, who was supported fully with teaching material and resources and was also offered training to deliver the sessions themselves.

More than 65% of Level 4 students at Hertfordshire Business School had attended an emotional resilience session within the first six weeks of starting university and three modules out of the eight that embedded the sessions chose to test the learning in their students' reflective assignment.

Reflecting on the skills that they had developed since starting university, 80% of students from one module mentioned emotional resilience skills as being their more enhanced skill. It was also one of the most viewed units of their module's virtual page.

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Learning outcomes and take-aways

The session explored the set-up process for both projects, the associated costings and the time required to implement, oversee and evaluate the projects. Links were drawn between Tinto's (1987; 1993; 2017) recommendations for early support throughout the transition to university and the two projects which were embedded in the first semester of the first year.

Other relevant research publications (McIntosh and Shaw, 2017; Stallman, 2011; Thomas, 2019) were also highlighted as being important drivers for the projects being embedded during the first days of the first semester for Level 4 students in this large business school.

Session participants were shown a step-by-step process for the implementation of these projects and were offered suggestions for adaptation to different contexts and budgets.

Personal reflections

The session included five minutes for questions, with lively participant engagement. Retention statistics from the first year of implementation were discussed as inconclusive, due to the impact of hybrid learning throughout the pandemic and the diminished sense of on-campus community during the Covid-19 pandemic and aftermath. Further evaluation is required during the coming academic year, with a return to 100% on-campus student experience, an intention to commence the Student Engagement Champion calling before enrolment (Tinto 2017:3) and the potential for the Champions to meet their cohorts face to face at on-campus community-building events during the first semester.

It was important to share the need to address some of the growing number of concerns about the wellbeing of students in higher education and being able to present a project that goes some way to addressing this concern. Further ways in which student transformation can be measured following the emotional resilience sessions will be explored going forward, alongside methods of ensuring that it becomes more firmly embedded across the whole school. Materials will also be updated to use more engaging technology and to deliver to a growing postgraduate cohort.

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Supporting information

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COLLABORATIVE ONLINE INTERNATIONAL LEARNING (COIL) PROJECTS: SUPPORTING DISADVANTAGED AND UNDERREPRESENTED BUSINESS STUDENTS AS A SUBSTITUTE FOR STUDY ABROAD

The American and Ukrainian students from the autumn 2021 semester's COIL built new friendships. They continued keeping in touch with one another after the completion of the COIL project.

Summary

Collaborative online international learning (COIL) is a way for two classes from two countries to meet virtually and work on a project together in cross-cultural teams. Thus, via COIL, every student (not just those who are financially able to study abroad) can experience a virtual study abroad. In addition, disadvantaged and underrepresented students are better engaged. The authors and their classes (an MBA class and a class in international statistics) completed a COIL project in the autumn 2021 semester. The two classes met on Zoom twice (at the beginning and at the end of the semester), and the seven Ukraine/USA student teams worked independently both synchronously and asynchronously throughout the semester to prepare their projects. The business librarian from one of the universities presented in class on how to find relevant resources for the project. All projects were presented in the form of PowerPoint presentations at the end of the semester. Topics included overviews of the salmon industry in the USA, the oyster industry in the Ukraine, the alternative dairy industry in the USA, BloombergForEducation.com's Commodities Trading etc.

Learning outcomes and take-aways

Students practised inter-cultural communication skills, English-as-a-foreign-language skills, online and library research skills, Bloomberg terminal usage skills, presentation skills and time management skills. The major take-aways for the conference participants were that they could use the resources from the State University of New York's COIL centre (SUNY COIL) at https://coil.suny.edu/ and from Kansai University's COIL centre (KU COIL) at https://coil.suny.edu/. These two centres organise quarterly online partnering fairs and online COIL training workshops, among others.

Personal reflections

The two authors prepared a digital pre-record and did not attend the LTSE 2022 conference in person. As a next step, they plan to continue their COIL partnership in the autumn 2022 semester with two of their classes. The American and Ukrainian students from the autumn 2021 semester's COIL built new friendships. They continued keeping in touch with one another after the completion of the COIL project. In future, some of the students may participate in Fulbright student visits to the other country (https://us.fulbrightonline.org/). The two authors plan to apply for grants that support COIL endeavours.

Supporting information

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CRITICAL REFLECTION TO DEVELOP RESILIENT AND ADAPTABLE PROFESSIONALS? INSIGHTS FROM CROSS-DISCIPLINARY PEDAGOGIC RESEARCH INTO PROFESSIONAL IDENTITY FORMATION

Summary

Ecological, economic and societal sustainability has become central to business school education (CABS 2021). Our cross-disciplinary study is concerned with resilience among professionals as a facet of economic and societal sustainability. Stress and attrition are major issues in many professions (Lopes et al 2017; Madigan & Kim 2021), leading to staff shortages and concerns about their longer-term viability.

Research in the health sciences suggests that by triggering transformative learning, critical reflection supports professional identity formation, fostering resilience and wellbeing among professionals (Wald 2015). Building on this premise, our study examined assessed reflective student work to identify how to 'do' critical reflection effectively. The result is a framework consisting of reflective resources, reflective practices and reflective outcomes that enables educators to explain the practical steps promoting critical reflection.

Our study derives from veterinary education, a profession concerned about attrition and wellbeing (eg, Veterinary Record 2016; Arbe-Montoya et al. 2019). Veterinary curricula therefore require students to reflect critically on their practice and development to foster professional identity formation, resilience and wellbeing. The paper introduces a framework for 'doing' critical reflection that is transferable to other educational or professional contexts, such as subjects commonly taught in business schools. The research will thus interest business school educators seeking to scaffold their students' ability to reflect critically for professional identity formation, resilience and wellbeing.

Transferring insights from pedagogic research conducted in other disciplines – such as our framework – into business schools can benefit educators and students alike.

Learning outcomes and take-aways

Deriving from an analysis of a summative reflective assignment in which veterinary students were asked to 'reflect on your skills in communication, teamwork or ethical reasoning since starting the veterinary course, and explain how this skill will support your development towards being a veterinary surgeon', we propose a framework consisting of the following three elements:

(1) 'Reflective resources' was the code given to the tools used by students to analyse and learn from their experiences, eg description of a situation, emotional responses, learning materials.

(2) 'Reflective practices' was used to describe the different ways that students used reflective resources to consider and learn from their experiences. 'Mechanistic reflective practice' refers to the normative application of learning materials, a focus on problem-solving and skills development, but limited engagement in how the complexities of the situation may complicate the application of learning. 'Catalytic reflective practice' involves revisiting the experience after engaging with learning materials to understand what had happened in the situation and to identify the implications of students' future development and practice.

(3) 'Reflective outcomes' describes what the students achieved as they sought to make sense of their experience, being oriented towards personal emotions (emotion-based), knowledge and skills acquisition (skills-based), or coping with difficult situations (core).

The research has been published as: Armitage-Chan E and Reissner SC (2020), How do veterinary students engage when reflecting on their development towards being veterinary students? Veterinary Record, 187 (9): e77, DOI: 10.1136/vr.105692.

Personal reflections

Our research fosters cross-fertilisation between health sciences and business school education. In the health sciences, pedagogic practices that support professional identity formation, resilience, and wellbeing – including critical reflection – have long been established. Transferring insights from pedagogic research conducted in other disciplines – such as our framework – into business schools can benefit educators and students alike. Business school educators can learn from established practices that foster critical reflection as they educate and develop professionals and business leaders.

While research findings may be specific to a particular discipline, theorising typically identifies more general mechanisms of learning that can be transferred across disciplines and included – where appropriate in slightly amended form – in business school courses and modules. Business school students can benefit from more explicit and strategic development, and scaffolding of key skills, such as critical reflection, to support their professional development and practice for a sustainable future.

We were delighted to receive excellent feedback on our work and will continue to engage with a range of professional educators who wish to scaffold their students' ability to reflect critically for growth and wellbeing.

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Supporting information

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DESIGN THINKING AS A TOOL FOR PREPARING BUSINESS AND MANAGEMENT STUDENTS FOR EMPLOYABILITY

Summary

Design thinking can be described as "a discipline that uses the designer's sensibility and methods to match people's needs with what is technologically feasible and what a viable business strategy can convert into customer value and market opportunity" (Brown, 2009, p86). Traditionally rooted in the development of psychological studies on creativity, design thinking has found its way into several disciplines. Over time, it has become a tool for innovation in all aspects of the corporate world and, increasingly, the social sector. Its place in management education, however, is not a recent phenomenon. As early as 2006, it was argued that design thinking could radically improve a business school education (Dunne and Martin, 2006). More recently, Glen et al. (2014) proposed that the skills and methods underpinning design thinking address deficits in business school education. Despite this, design thinking in business education is still largely underutilised (Vaugh et al., 2020). Its value in business education is great, since student engagement in design activities enhances their level of understanding, their level of reflection and heightens self-regulation (Liljeström et al., 2013). We argue that based on these outcomes, design thinking lends itself well as a tool for career planning and for developing key employability skills. Confronting students with design problems is a valuable way to foster 21st-century learning since it comprises complex problem-solving and reflection (Lawson, 2006).

The bespoke design thinking workshop offered participants the opportunity to explore the use of design thinking as a tool for preparing students to gain meaningful employment in today's workplace. Participants were introduced to the concept and process of design thinking and specifically were introduced to first-hand experience of the empathy phase of the process.

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Learning outcomes and take-aways

Main learning outcomes

1. Offer participants the opportunity to explore the use of design thinking as a tool for preparing students to gain meaningful employment in today's workplace.

2. Introduce participants to the concept and process of design thinking and highlight how the concept can help prepare graduates for the world of work.

Key take-aways

- The design thinking process nurtures creativity and critical thinking within participants.

  Design thinking dispels the myth that only certain people are creative (Liedtka et al., 2013). This view was confirmed in this workshop where each group was provided with a brown bag with unrelated items inside the bag such as postcards, paracetamol, and a magnifying glass. One group of participants demonstrated their creativity and critical thinking by questioning whether the owner of the items in this bag might have been waiting for someone to return from a trip. This group looked beyond the items themselves and described a sense of nostalgia around the belongings in the bag.

- Design thinking process fosters participants' observation skills, curiosity, and non-judgmental mindset.

  Current literature defined design thinking as mindset, process and toolbox (Brenner et al., 2016). In this workshop, participants demonstrated questioning and observation skills as well as curiosity and non-judgemental mindset during the group activity whilst engaged in the design thinking process. For example, one group who had been given a brown bag with a hair band, lip balm and other items, questioned that the owner of this bag might have a partner or a girlfriend who owned the hair band and lipstick. The same group also suggested that the owner of the bag could be any gender but has long hair and likes to take care of him/herself/themselves. The discussion highlights the non-judgmental and curiosity mindset of participants in this activity.

Personal reflections

- Empty phase of the workshop needs to be longer

  Participants were given a 10-minute presentation on the concept and process of design thinking, then a 20-minute experiential learning activity on 'whose life is it?'. After some reflection, we found that the length of time for this workshop (30 minutes) was too short for all groups to fully share their findings with everyone. If we were to repeat the workshop, we would allocate an hour for the empathy phase. This would allow all groups to share and discuss similarities and differences between their findings.

- Potential collaboration with other UK universities

  The workshop was very well received and attended by more than 30 participants. At the end of the workshop, we invited interested participants to pilot the workshop at their respective institutions. We were approached by a few interested parties from other UK universities, with whom we shall follow up.

- Pilot in different partner universities and expand the workshop to integrate other stages of the design thinking process.

  The next step in this research is to pilot the workshop at several UK universities in the next academic year, where data will be collected before, during and after this bespoke workshop to measure the impact on students' preparedness for the workplace. We hope to report the results and share good practices in the LTSE 2023 conference.

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Supporting information

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DEVELOPING ETHICAL HUMAN RESOURCES GRADUATES

Summary

This session focused on the gap between the demands of the HR profession and the learning outcomes of HR graduates. Specifically, it identified a mismatch between the ethical behaviours set out in the Chartered Institute of Personnel and Development (CIPD) Code of Conduct, and the knowledge, skills and behaviours developed in graduates of Level 7 HR qualifications.

This session opened by justifying why ethics is important for HR professionals and therefore HR graduates. One argument runs that the fundamental, the only, purpose of business is to make money. Therefore, the role of business managers, including HR managers, is to develop practices that maximise profits. This puts business outside the moral sphere since what determines whether an action is right is if it maximises profits.

However, this conflicts with our moral intuitions. We think that there are better and worse ways of doing business. And these judgments are moral judgments. Our assessments of HR leaders point toward there being good and bad HR practices. Not just in terms of profit-making, but morally-speaking. The CIPD endorses this view. Their code of conduct contains ethical standards and the very purpose of the CIPD – 'championing better work and working lives' – is a value-laden statement.

The key take-away was that the CIPD is clear that ethical behaviour is core to an HR professional, and that more could be done in teaching practice to focus explicitly on ethical issues.

Desk-based research on the marketing materials for twenty high-ranking HR Master's programmes in the UK found that it is rare for terms such as 'ethics', 'moral' and so on to be mentioned in marketing materials; 40% of the marketing materials for the programmes reviewed do not mention HR-related ethics. Few give HR-related ethics a prominent place in programme design; only two sets of marketing materials for the programmes reviewed had ethics as significant content or learning outcomes. Leading to the conclusion that there is a gap between the ethical demands of professional practice and Level 7 HR course content.

Learning outcomes and take-aways

The key learning from this session was that the CIPD are clear that ethical behaviour is core to an HR professional, yet early research into level 7 HR programme content reveals a lack of explicit focus on ethical issues in the content delivered.

This session outlined methods that designers of level 7 HR programmes can use to more effectively align HR education with the standards of the profession, therefore developing graduates to be better equipped to deal with ethical demands.

The main learning outcomes were:

1. Identification of a gap between the ethical demands of professional practice and Level 7 course content in Human Resources.
2. Practical outcome: recommendation that programme content should be reviewed to ensure that HR graduates are equipped with the knowledge, skills and behaviours to face ethical dilemmas in the workplace.
3. Practical outcome: methods of teaching ethics to HR students, including use of relevant examples, the importance of narrative and story-telling, discussion of personal ethical dilemmas, and identification of personal values.

4. Research outcome: identification of further research opportunities, including empirical research into the types of ethical dilemmas faced by HR professionals to use in teaching and the efficacy of methods of teaching ethics to HR students, and further conceptual research, such as, what is a good HR professional.

The key take-away was that the CIPD is clear that ethical behaviour is core to an HR professional, and that more could be done in teaching practice to focus explicitly on ethical issues in Level 7 HR programmes to better prepare graduates for the workplace. This potentially extends to the practice of business schools in general, in teaching ethics in the HR discipline at all levels.

Personal reflections

My passion is bringing the 'human' back into human resources and the PechaKucha presentation format was ideal for sharing this and telling that story. Ethics and HR, although growing in prominence, is still a somewhat niche topic, again lending itself to this format; a short hook to get people interested in the subject and inspire further research.

I made the most of the 6 minutes 40 seconds by having a simple structure – comprising three sections: telling the story of why ethics is important to the HR profession, what the problem is (that we are not adequately preparing graduates for facing ethical dilemmas), and what we can do about it (how do we get students thinking about ethical implications). The challenge of creating this simple structure was an interesting learning experience, forcing a tight focus on the key points and the narrative connection between them.

The next steps for the research presented are threefold. First, I drew on research by Kristjánsson et al (2017) in my analysis of current research into ethical character development of business students. A promising area identified for future research is to replicate that study for HR postgraduates to investigate whether the findings are the same for HR students as for business students overall. Second, to expand the line of research into the most effective methods of teaching ethics and the role that universities should play in developing the character of postgraduate students. Third, an area of development of my own teaching practice is to review my own programme design; for example, I have already created and delivered a new session on ethics for the programme.

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DEVELOPING SELF-REGULATED LEARNERS USING A UNIQUE REFLECTIVE SUMMATIVE ASSESSMENT

Summary

In our presentation we discussed the design of the assessment where students completed a challenging task in the form of a formative assessment, and reflected on their experience using a scaffolded survey questionnaire. We then shared with students a video and a detailed solution written by an expert. After this, they were asked to reflect on their answer through another survey questionnaire. Both reflections were part of the summative assessment.

The survey questionnaires were designed carefully with open- and closed-ended questions to enable students to generate their own feedback and tease out the learning that occurs when students compare their own answers with that of an expert. This adds to the strand of new literature on generating inner feedback through resource comparison (Nicol, 2020). Such skills will be valuable to students to be able to generate their own feedback about their work and self-regulate their learning. These learning skills contribute to sustainable and lifelong learning as well as student wellbeing.

Our design of reflection is a transformative approach to learning that supports deep, active, and lifelong learning (Kalantzis and Cope, 2008). Unlike standard assessments, it is based on uncertainty (Boud, 1999) and thus helps students to realise what they don't know.
In scaffolding our reflective assessment by providing a clear structure and marking criteria effectively, we enable students' critical thinking about theory and practice (Lay and Peters, 2009). Many authors have proposed ways to facilitate reflection and we used these to design our own assessment (Grossman, 2008).

We embedded counselling into curriculum through continuous learning, encouraging students to notice links between their own learning and real world (Steuer et al. 2008) and designing formative activity that helps students prepare for summative assessment (Houghton et.al. 2017).

Students' responses show that this design enabled development of soft skills such as confidence, independence and spontaneity as our design focuses on process of learning rather than the result.

Learning outcomes and take-aways

Our audience will learn a new way of using formative and summative assessment together as we discuss the design of our assessment, the research methodology, results and its value. This will help them develop ways to directly interlink formative and summative assessments so that students can engage with tasks that they find challenging without feeling overwhelmed. This also increases students' participation in formative activities, which usually suffers from non-engagement.

We presented the effectiveness of a reflective assessment in generating inner feedback and developing transferable skills. This is particularly conducive for diverse learning styles and inclusiveness (EDI). Our design achieves this in two ways. First, by connecting theory to the real world and getting better grasp of practical knowledge, especially related to areas of improvement. Second, by interlinking formative and summative assessments, students engage more deeply with formative assessments and in doing so they can improve their understanding of more complicated tasks in the future.

Students' responses show that this design enabled development of soft skills such as confidence, independence and spontaneity as our design focuses on process of learning rather than the result. This revises their perception about performance and helps them identify areas of improvement. This presentation would be of interest to teachers of any discipline. The methodology can transcend disciplines and courses, especially those which have a problem-solving requirement.

Personal reflections

We have created a form of assessment and feedback that highlights the importance of involving students in identifying areas of development through reflection, inner and external feedback process; reviewing their perception and adjusting their expectations of teachers' feedback; and engaging students in formative activity without overwhelming them. It also highlights the importance of teachers' feedback in supporting students to get more specific help and reinforcing instructions that students might have ignored given plethora of information.

This research continues to evolve our approach towards learning and teaching. We are engaging with student-centred activities that focus on active learning. It has set an example for transforming assessment and feedback that helps student develop different skills and grow professionally. This analysis sheds light on the value of experts' videos (and written document) as a comparator to facilitate feedback generation. We find that reflection is a useful skill to reinforce learning, develop insights about self, and regulate own learning.

This methodology can transcend disciplines and courses which especially have a problem-solving requirement. This assessment approach is valuable to teaching and learning communities in higher education institutions.

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ENCOURAGING THE STUDENT VOICE DURING INDUCTION THROUGH PLAYFULNESS: USING PLAYMOBIL.PRO TO ELICIT CONVERSATION, LAUGHTER AND UNDERSTANDING.

Summary

From years of working in the higher education context, we have found that students can be timid, quiet and hold back during their induction sessions. During the first week of the higher education journey, students need to take in a lot of information. Additionally, they do not know each other or the environment they suddenly found themselves in. This can be very intimidating. The Higher Education Funding Council for England (HEFCE) (2019) suggested a successful induction can improve the experience, wellbeing, satisfaction and retention of students.

Our induction programme has a playful approach using Playmobil. Students model themselves, selecting items they feel represent aspects of their personality and life best. This visualisation and role modelling in the third person encourages students' interaction, allows them to make bonds with their peers and raise any concerns about their university's journey. As the result of the activity, staff can signpost support and gain a greater understanding of the cohort's needs.

Workshop participants appreciated how playfulness coupled with good facilitation allows for relaxed atmosphere and candid dialogue, as well as how this can elicit great insight which can inform decision making.

The LTSE 2022 Session details (30-minute workshop):

- Participants sat at one of four tables that had been set up with the Playmobil.pro kits. The session started off looking at the importance of the student voice and how successful inductions can support more cohesive cohorts, reveal insights, reduce anxiety and support retention.
- Participants were instructed to select a figure that represented themselves and then select items that represented themselves professionally and personally. As facilitators, we observed the interactions at each table, interacted as required and just enjoyed seeing the participants enjoy themselves.
- Participants were invited to share their models with the room. Several spoke up, revealing information about themselves.
- Other examples of current practices involving Playmobil.pro and playfulness activities taking place at Staffordshire Business School were presented.

Learning outcomes and take-aways

The workshop, a pseudo induction session, allowed the participants to experience the induction session from the students' point of view and reflect on how to create a similar induction session or adapt the playful methodology to other sessions.

Being in a similar position to the students (unfamiliar context and environment) really helped the participants experience the playfulness of the induction. The actual session was relaxed and elicited laughter as items were discovered in the Playmobil.pro boxes. Conversations flowed on the tables as participants explained their boards. As the session moved to individuals talking to the whole room about their models, the participants could see how the methodology worked, with deep and meaningful conversations happening very quickly. Advanced-HE (2020) asserted that the use of student voice should be a routine part of good practice.

The workshop also demonstrated that the sessions can be easy to run as well as how insights can be gained quickly. The final part of our PowerPoint presentation described other Playmobil.pro sessions we have developed and successfully run. Participants really liked the further examples so they could visualise how they could adapt Playmobil.pro for other areas of their teaching.

Workshop participants appreciated how playfulness coupled with good facilitation allows for relaxed atmosphere and candid dialogue, as well as how this can elicit great insight which can inform decision making.

Student benefits:

- A relaxed atmosphere in their induction
- Ease of talking about a model than themselves because they used a third-person approach
- Creates laughter and less fear
- Ease of identifying like-minded individuals in the cohort or people with the same interests
- Highlight needs from each other, how to support each other and become part of a group
- Everyone can have a voice.

Personal reflections

Personally, we gained a lot from presenting at the LTSE 2022 conference. The opportunity given to us to run the workshop was a reassurance that what we are doing is an example of good and innovative practice. As soon as we arrived at the conference, we could feel the supportive atmosphere from like-minded people focused on teaching and students

The keynote sessions were really thought-provoking and inspiring. We came away with a list of ideas, good practice, areas to re-explore or knowledge that what we are already doing is good practice.

Running the sessions: The set-up was very straightforward with good support and facilities. The sessions involved small groups, were easy to facilitate and were not overwhelming. It was great to run a session that the participants enjoyed – seeing smiles and hearing laughter was very rewarding.

After the session, there were some great follow-up conversations. These have extended into opportunities for collaboration, where we were invited to demonstrate our best practice to other universities and to run guest lectures. The feedback also allowed us to reflect on our practice and to think about the ideas for future Playmobil.pro sessions.

What we learned at the conference will be used to support our teaching practices, re-affirm some of our current practice, and to share examples of best practice with our colleagues.

I would really recommend applying to run a session.

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ETHICS AND ACCOUNTING AND BUSINESS SCHOOL EDUCATION- FINDINGS FROM UK BUSINESS SCHOOL FINAL YEAR STUDENTS (FYSS) AND EARLY CAREER PROFESSIONALS (ECPS)

Summary

The presentation follows from a mixed-methods PhD titled: Is accounting education/training overly focused on profit/wealth maximisation at the expense of ethics and society?

Research question: What are the values taught in accounting education/training from the perspective of final-year students (FYSs) and early career professionals (ECPs)?

My PhD stemmed from the 2008 financial crisis and the realisation that most of the directors of organisations responsible for the failure had studied a degree and/or postgraduate at business school. The presentation at the Chartered ABS LTSE conference in Belfast detailed some of the findings through the lenses of final-year students and early career professionals to understand better the values taught in business school courses.

The descriptive summary from 460 FYSs and 110 ECPs surveyed between 2019-2020.

The most comprehensive questionnaires to date in ethics and accounting at university business schools/deparments. The ECPs (working in Accounting & Finance) survey contained 51 questions; the FYSs (from more than 100 UK university business schools/departments) asked 33 questions. The questions/statements were mainly answered via a five-point Likert scale (strongly disagree to strongly agree) and explored sentiments which ranged from personal opinion to the accounting profession. The following section discloses the key descriptive results from both cohorts and a cross-comparison.

Most ECPs believe their employer is ethical and that they would confront their line manager if he/she were making an unethical decision.

Learning outcomes and take-aways

Concerning profit/wealth maximisation, maximising salary was a key priority of FYSs in UK business schools/departments, with a mean of almost 4.00. Similarly, and interestingly, they also believe that 'there is a large gap between what companies want and what is good for society' and that the 'CSR and ethical credentials of their future employers' is vital to FYSs. The final statement is the dependent variable, and the findings from FYSs and ECPs are somewhat surprising, when they were asked: 'Finally: I feel university courses focus too much on profit/wealth maximisation and not enough on ethics and society', they both agreed.

In exploring ECPs further, almost all are members of a professional accounting body, with the ACCA being the most prominent. Most ECPs believe their employer is ethical and that they would confront their line manager if he/she were making an unethical decision. Likewise, they also agree that fraud and corruption are being effectively addressed by the accounting profession.

ECPs neither agree nor disagree with the statements: 'it is ethical for accountants to seek to minimise the tax burden of our clients' and 'my lecturers stressed the importance of ethics at university'.

Unlike the FYSs, the ECPs had two final statements, which acted as the dependent variables for the regression followed and discussed here. To 'My employer focuses too much on profit/wealth maximisation and not enough on ethics and society', they neither agree nor disagree. As opposed to the same statement concerning their university course – they agree.

Evidence from the FYS survey results in comparison with ECP sentiments that more ethics taught in courses. Further cross-comparison reveals that maximising salary is more prominent with FYSs than ECPs. Both cohorts believe university degree courses are too focused on profit and wealth maximisation at the expense of ethics.

Personal reflections

Presenting at the Chartered ABS LTSE conference for the first time was an honour. It allowed me to disclose further and outline the complete research, which was undertaken using a variety of methods. The contributions and questions from the small audience were both insightful and interesting.

As such, they are justifying further planned work focusing on the business school academic, which is currently under way and a bursary for further research approved by QMUL.

Whereas the LTSE 2022 presentation focused on the finding from a single chapter, the next stop is the Guggenheim Museum, Bilbao, and 'the Olympics of business ethics', where I will be presenting the findings of two chapters from my PhD thesis. The International Society of Business, Economics, and Ethics will host the event.

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Supporting information

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EXPERIENCES OF BELONGING: A COMPARATIVE CASE STUDY BETWEEN CHINA-DOMICILED AND UK-DOMICILED HIGHER EDUCATION STUDENTS

Summary

The session sought to report findings from a recent study that investigated contributors to the persistent 10% awarding gap between UK and China domiciled students graduating from business and management subjects at UK higher education institutions (HEIs). (Crawford & Wang, 2015; Smith, 2020). It challenged the common assumption that China-domiciled students are academically disadvantaged by a 'passive, unparticipative, and uncritical' approach to learning (Lomer & Mittlemeier, 2021) and investigated the complex contributors to the gap, such as feelings of belonging.

A sense of belonging is achieved for students when they feel accepted for who they are by their peers and the structures of the HEI.

A sense of belonging is achieved for students when they feel accepted for who they are by their peers and the structures of the HEI. A secure sense of belonging sits at the heart of student attainment (Guyotte et al., 2019; Pedler et al., 2021). However, research suggests that China-domiciled students often find it more difficult to integrate into university culture than their European counterparts (Yu & Moskal, 2019).

Four dimensions of belonging have been identified in the literature (Ahn & Davis, 2020). Some dimensions have a limited impact on each other, eg, social belonging tends not to affect academic belonging, whilst others have a profound impact e.g. physical surroundings (such as proximity to campus) and academic belonging (Bartolic et al., 2022). The various, independent and interconnected dimensions of belonging, combined with its fluctuating nature (Strayhorn, 2018), add to the complexity of the experience being investigated.

The Covid-19 pandemic created unprecedented changes to student belonging. Disrupting the daily life of HE practice (Graham, 2020), and students' physical sense of belonging (Gravett & Ajjawi, 2021), resulting in a focus on online belonging (Chang et al., 2021), surfacing many pre-existing challenges to establishing belonging in a diverse cohort.

Learning outcomes and take-aways

The study highlighted the importance of belonging for all students and emphasised how students from the comparator groups had both overlapping and independent experiences of belonging. Findings were presented, aligned to four themes of belonging (Ahn & Davis, 2020):

Academic: most students lacked confidence interacting with others academically, and this was accentuated during the pandemic when teaching and learning were online.

Social: the lack of physical proximity during the pandemic led to a sense of isolation. However, this had a differential impact, with some students reporting that they compensated through other interactions, e.g. with family, friends, and others both in person and digitally. Chinese students typically socialised with other Chinese students both before and during the pandemic, largely due to a lack of language confidence and barriers to engaging in broader university activities, eg, social media platforms used to disseminate information are not familiar to Chinese students.

Student surroundings: secure accommodation is critical to a sense of belonging and can affect a student's whole academic experience. Many students reported a growing remoteness as they moved from the campus to the local town. The dislocation caused by the pandemic made it difficult for some students to re-establish a sense of physical belonging at the business school when face to face teaching resumed.

Personal: Both Chinese students and non-traditional UK students had at times internalised negative stereotypes, rather than celebrating their strengths, with some students seeking to change themselves to 'fit in' or accepting a different form of belonging outside of mainstream university culture.

Recommendations:
Introduce initiatives to recognise the heterogeneity of the student cohort
Engage with a continuous transition process
Develop a deeper understanding

Personal reflections

Presenting our work at the conference enabled us to benefit from feedback from attendees, helping to shape our outputs and future research in this area. In particular, we received feedback on developing quantitative analysis, through the creation of student surveys, to complement our qualitative data. We also received suggestions on extending our research to the postgraduate experience of belonging. This feedback chimed with thoughts we were already having on developing the project. The LTSE conference corroborated these thoughts and connected us to members of the academic community who could support the project going forward.

The project was funded by a Leverhulme/British Academy grant and the following outputs have been achieved, are in progress, or are planned:
- Research paper is currently under review by an educational journal
- Blog for ICAEW Academia and Education Community
- Report for the business school, with an action plan to support findings from the study
- Research paper 2 in development

At a business school level, the work has already influenced our plans and practice as we seek to nuance our approach to the student experience to reflect our cohort rather than offer a one size fits all approach.

Beyond the business school, this research has been shared across the university and has helped influence initiatives in other schools regarding improved international student transition provision, particularly with regard to building students' digital capacities. This provision will be implemented in the autumn 2022 intake.

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EXPLORING THE USE OF EDUCATIONAL DIGITAL STORYTELLING WITH MULTILINGUAL AND MULTICULTURAL BUSINESS STUDENTS: IMPLICATIONS FOR ENHANCING LEARNERS' ACADEMIC WRITING SKILLS

Summary

According to research, Educational Digital Storytelling (EDS) is a pioneering, learning-oriented, technology-enhanced approach which allows students to develop a wide range of academic and professional skills (Yildiz Durak, 2018). Barrett (2019) claims that EDS combines four student-centred learning strategies: student engagement, reflection for deep learning, project-based learning, and the effective integration of technology into instruction.

EDS is also renowned because it promotes reflection (Jamissen et al., 2017) and collaboration. The current study explored the use of EDS with undergraduate business school students to develop multilingual and multicultural students' writing skills and enhance their motivation towards learning in the post-Covid era.

50 Level 4 students were randomly asked to participate in this study in terms of an undergraduate module (Digital Business Management and Emerging Technologies). These students were asked to tell their own digital stories using either blogs, websites or video presentations and were engaged in interactive seminars for a whole academic semester. EDS provides an opportunity for students to solve problems and develop their digital skills while becoming more confident with technology through experimentation. This study intended to investigate how to use EDS activities to facilitate students' digital literacy in HE.

The overall aim of the current study was to explore the potential benefits of EDS in business schools and ultimately to promote its use with business and management students as it fosters strategic thinking, self-reflection, teamwork, and the development of digital and professional skills. The results will hopefully advance the understanding of digital literacy development through EDS activities in multicultural and multilingual HE classrooms.

Students were asked to tell their own digital stories using either blogs, websites or video presentations and were engaged in interactive seminars for a whole academic semester.

Learning outcomes and take-aways

The findings of this study showed that EDS is a promising approach for improving writing skills. Considering the need for immediate change for multi-modal writing skills in current HEI classes, the findings of this study can indicate ways in which educators can implement this technology-enhanced learning method in terms of which students can exchange ideas and improve their writing skills using both verbal and non-verbal elements.

Educators in 21st-century HEIs can benefit from this highly interactive approach to help students develop their academic skills while they engage in the development of engaging stories which allow them to put the theory they have learnt into practice. Learners feel flattered because they have a real audience and spend considerable time studying theories and applying them, creating real-life scenarios which may help them to develop their professional skills.

Therefore, in terms of the EDS-integrated instruction, students find the development of academic skills, ie, writing more meaningfully and engagingly, and are willing to reflect on their work and that of their peers as they strive to improve each other's skills to achieve their final learning goals.

However, educators need to be cautious when using this exciting new technique. Students face considerable problems using this tool when they have limited access to the internet or technology. Some of them, especially mature students, have limited knowledge and experience in using digital skills in their everyday life. Therefore, educators should provide necessary training and continuous support before and while using it to avoid any kind of discrimination. In conclusion, EDS seems to be a viable tool for HEI lecturers who would like to enrich traditional undergraduate courses and allow students to have access to and become proficient in 21st- century multi-modal literacies.

Personal reflections

Presenting at LTSE 2022 was a valuable experience as I was able to expand my network and receive constructive feedback from colleagues. I was able to find people who work in similar projects and exchange ideas. I will continue experimenting with EDS and possibly use it with postgraduate students as well. I have submitted my article for publication to a Scopus-indexed, peer-reviewed journal. I look forward to seeing it published so that it can guide and support more colleagues who would like to implement EDS in their classes.

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GET SUST! WORKING IN PARTNERSHIP WITH STUDENTS TO CO-DEVELOP A BOARD GAME FOR RAISING STUDENT AWARENESS OF SUSTAINABLE DEVELOPMENT

Summary

It is widely acknowledged that higher education has a role to play in creating sustainable futures through ensuring graduates are ready for addressing the global challenges that the world faces – including, but not limited to, environmental, economic and social factors (QAA, 2020). This is not simply teaching students about sustainability and sustainable development but encouraging them to consider concepts of global citizenship, environmental stewardship, social justice, ethics and wellbeing in the context of their own discipline and in their future professional and personal lives both now and in the future (UNESCO, 2017). These sustainable development competencies are increasingly recognised and valued by employers.

In this case study presentation, we provided an overview of how, in response to this context, we worked in partnership with students to develop a game-based learning approach to engage business school students with sustainable development and the UN Sustainable Development Goals. The aim of a game-based approach was to facilitate a social and developmental learning experience which would not only introduce the students to sustainable development but would also help with community building with a particular emphasis on the value of different perspectives and experiences.

Central to this process was a desire by the team to design an evaluation process in order to assess if the game met its objectives. We provided insight into the development of our evaluation process which looked to assess the impact of the game relative to the objectives and reported our initial findings. We discussed next steps for the project which involves developing a wider framework for raising student awareness of sustainable development in the student experience.

We provided insight into the development of our evaluation process which looked to assess the impact of the game relative to the objectives and reported our initial findings.

Learning outcomes and take-aways

Against a backdrop of increased emphasis for business schools to integrate sustainable development into the curriculum and wider student experience (PRME, 2020), we will present a case study of working in partnership with students to co-develop a board game for raising student awareness of sustainable development.

This contributes to the theme of sustainability through exploring the potential of game-based learning/gamification to promote sustainable development awareness and competencies among business school students. There is strong linkage between the aims and objectives of Get Sust! and the growing need for graduates who are attuned to not only the UN Sustainable Development Goals, but also their own involvement in – and reflection on – sustainable development. Our work contributes to and extends practices and scholarship relevant to business school education by providing a novel approach to students engaging with sustainable development and the embedding of sustainable development in the student experience, through gamification and social learning opportunities.

It also examines the potential of the game-based approach for community building and promoting the value of different perspectives and experiences.

Following the session participants will understand:

1. How we worked in partnership with students to co-develop a game-based approach
2. Our approach to implementing and embedding the game into the student experience
3. Our evaluation of the impact of the game on raising awareness of sustainable development and cohort community building

Personal reflections

Presenting at the LTSE 2022 was valuable, not only for the feedback on our own work but also for the opportunity to hear about other projects and consider the ways in which this might shape our project in the future.

Building on this, our next steps are:

1. Developing an open access online version of the game and related materials through creative commons/canvas commons.
2. Consider how the game might be further embedded into the student experience and facilitate student engagement with wider interdisciplinary learning opportunities related to sustainable development.
3. Ongoing embedding and evaluation of the game across the business school.

Supporting information

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HOW CAN WE DESIGN DIGITAL LEARNING RESOURCES TO SUPPORT DIVERSITY, EQUALITY AND INCLUSION?

Summary

With an increasing need to design and use digital learning resources, it is important that creators understand how equality, diversity and inclusion can be included within their design.

Students are now attending university with a range of prior qualifications, speaking several languages and commuting. In addition, the current intake has spent almost two years learning online and are experienced creators of digital content on social media platforms. This means they have high expectations about the standard of materials.

It has been shown that students' sense of belonging at university is affected by their academic confidence, the flexibility of their course and their sense of inclusion (Pearson and WonkHE, 2022). Well-designed digital learning resources can help with all these aspects.

In short materials need to:

- Look like students
- Sound like students
- Be interesting and relevant
- Be interactive with a purpose – help build knowledge, skills and attitude (to learning)
- Appeal to a range of learning styles
- Be accessible on a range of technologies.

These design concepts are the result of having recently developed a digital learning resource for Pearson which is totally interactive and has been written as a digital resource rather than a book that can be digitised.

A sample chapter was used with a pilot group in my own institution (not a cohort taught by me) and the feedback was positive. The majority of students agreed or strongly agreed that the format had a positive impact on their learning (65%), and it was more engaging than a print textbook (74%).

A pop-up glossary aims to develop the vocabulary of all students whether English is their first language or not.

Learning outcomes and take-aways

Accepting that many students do not like reading, photographs and graphics need to be inserted to break up text. These also make the chapters look less daunting when using a phone to access them as there are shorter blocks to scroll through. Photos must represent a range of ethnicities, ages, physical disabilities and also show women (of all backgrounds) in positions of power.

Using simple and concise language helps to build engagement but concepts and theories should not be "dumbed down". A pop-up glossary aims to develop the vocabulary of all students whether English is their first language or not. This allows students to access it without effort and without feeling awkward or embarrassed that they are not familiar with the terminology.

Students want activities, but they must have a purpose, be interesting and relevant/ current. Exploring existing knowledge and understanding, checking learning, and providing feedback are all key. Feedback allows students to see where they may need to go back and review the materials in more depth if they have made mistakes or have answered incorrectly. Embedding academic skills such as referencing and finding reliable sources is equally important. Critical thinking exercises have also been used to show students that having valid opinions that are supported by evidence-based arguments is acceptable when studying at university. This has proved vital when teaching students from Asia and the Indian sub-continent who are more used to the concept of the "correct answer". Encouraging personal reflection is also important so that all learning styles are catered for and so that this key skill is developed.

Personal reflections

I enjoyed being able to share my experience of designing engaging digital resources with others and hope that they found my insights useful. The session provoked some interesting questions about the potential and importance of student co-creation and the need to show students that business topics can be nuanced and that a correct answer is not always possible or desirable.

As the product is (hopefully) used in more institutions it will be key to incorporate feedback. I am especially looking forward to hearing student feedback as the initial pilot group was small.

As the pandemic recedes it will be interesting to see the results of research into its effect on working life and whether the Covid content that is included needs to be removed or added to in order to ensure the content remains current and relevant.

Supporting information

https://charteredabs.org/wp-content/uploads/gravity_forms/333-a8ffc074f653caa78d70d995d442a511/2022/05/CABS-presentation.pdf

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HOW DO I START WITH PROGRAMME DESIGN, DEVELOPMENT AND REVIEW? STRATEGIES FOR NEW PROGRAMME LEADERS

Summary

Formal training for new programme (or course) leaders about how to develop or redevelop programmes is often lacking or missing entirely, leaving new programme leaders unsure of where to start the process. In this workshop, we introduced and discussed effective strategies for developing programmes, drawing on relevant frameworks in the HE sector.

Participants were first invited to reflect on the skills, behaviours, attributes, and knowledge that characterise a graduate in their field and institution, adopting a student-focused rather than subject-focused framework for programme development. As part of this activity, participants were encouraged to consider graduates within their field with a view to integrating these aspects within the design and structure of the programme.

Short presentations introduced some relevant standards and frameworks in HE and the role they play in programme development, including the Framework for Higher Education Qualifications (FHEQ), subject benchmark statements from the QAA, and the new guidance from the Office for Students (OfS), particularly the 'B Conditions' around quality, reliable standards and positive outcomes for all students, set out in the 'Initial and general ongoing conditions for registration for HE providers'.

Participants then reflected on and discussed the implications of these frameworks for the desired characteristics of their graduates and their programmes.

Finally, the presenters offered 'Top Tips for Programme Development' based on their own experiences, from both an academic and quality perspective. The aim of this was to help participants to learn from mistakes made and to build on their own experience of programme development, highlighting practical considerations around time and resource management, and stakeholder engagement.

The workshop offered an opportunity for new and experienced programme leaders to exchange experiences and compare the different approaches taken in their respective universities.

Learning outcomes and take-aways

The key learning outcomes from this session were: an overview of the core quality aspects and essential practical considerations of programme development, and peer exchange and networking with fellow programme leaders.

Participants were introduced to, or reminded of, the principal quality frameworks for programme development in the sector. In particular, the guidance from the OfS is very recent and there will have been few opportunities for programme leaders to familiarise themselves with the aspects of the document most relevant for programme development. Understanding and knowledge of these 'B Conditions' will be vital for programme leaders in the coming years, especially with the increasing oversight from the OfS.

Practical considerations based on the presenters' experiences of developing programmes highlighted the importance of working with the quality and Learning & Teaching teams within the institution, consulting with students and employers, and taking a team approach to development of programmes.

The workshop offered an opportunity for new and experienced programme leaders to exchange experiences and compare the different approaches taken in their respective universities, allowing them to gain a broader perspective, and gather new ideas, as well as developing their professional networks.

Personal reflections

Our original proposal was for a 60-minute workshop where we would have aimed to address programme design, development and review. As we only had a 30-minute slot at the conference, we decided to retain the interactive approach but narrow our focus on programme development only. We were pleased about good attendance numbers and especially about participants' willingness to engage in the activities – it was evident that they appreciated the opportunity for an exchange with colleagues in comparable roles. In retrospect, even 60 minutes could easily have been filled just focusing on this one aspect, so our original proposal was probably too ambitious.

We both moved between and joined several of the discussion groups, which allowed us to develop our understanding of the very differing approaches in other institutions. There was a particularly noticeable difference between the more traditional, research-focused universities and newer, more student-focused institutions.

Our next step will be to develop the originally planned workshop more fully, probably into a three-hour workshop, which can alternatively be delivered as three one-hour workshops, addressing respectively programme design, development and review. We will then offer this as part of the internal CPD offer at our university to support the professional development of new programme leaders and will also look for opportunities to work with programme leaders and teams in other institutions. There is also the potential for these workshops to be extended to support the CABS professional development programme, especially in terms of supporting the Certified Management & Business Educator (CMBE) CPD activities.

While our focus is initially on developing and enhancing professional practice, we also aim to evaluate this work from a theoretical perspective and eventually write an academic paper.

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HOW WE CREATED A STUDENT INFLUENCER MOVEMENT ON THE BUSINESS MANAGEMENT PROGRAMME AT DE MONTFORT UNIVERSITY

Summary

This case study shares the lessons learned from creating a voluntary student influencer movement on the Business Management Programme at De Montfort University in 2021. It provides contextual insights on the factors inspiring the need for this form of student voice. It further showcases the steps taken to create the movement, as well as the wins and setbacks along the way. This work contributes to the theme of 'encouraging and engaging the student voice' by juxtaposing the effect of student influencers against other more popular avenues of student voice such as student body-elected course representatives.

Student engagement is largely conceptualised as the extent to which students demonstrate positive attributes of curiosity, interest, passion and motivation in their learning. We concede, however, that there are several meanings of student engagement (Ashwin & McVitty, 2015) that must be considered in our efforts to encourage holistic encouragement. Of the plethora of meanings available to draw on, we embrace the meaning of engagement as agency (Klemenčič, 2015). In this adoption, we make an assumption that students seek to exert some influence on their education, future, and social surroundings. We hypothesise that there is a direct relationship between students being able to exercise their agency and their demonstration of positive engagement (curiosity, interest, passion and motivation).

Student engagement is largely conceptualised as the extent to which students demonstrate positive attributes of curiosity, interest, passion and motivation in their learning.

Our case study is therefore predicated on understanding how this agency can be encouraged and, in turn, student engagement. We use the student voice as a proxy for measuring the magnitude of student agency. In our case study, we mirror some of the key questions and themes on what the student voice actually is, as captured in the Higher Education Policy Institute Report 140 (HEPI Report 140) (Natzler, 2021).

Learning outcomes and take-aways

Benefits of practice for students:

- Fills in the void of voice that persists despite student unionism
- Contributes to student development of an identity of belonging
- Opportunity to convey emotion not typically captured in surveys
- Co-creation of learning experience
- Creation of a safe space for difficult and unsettling ideas
- Minimises the gaslighting of student experiences
- Meaningful participation in quality assurance and enhancement processes
- Improvement in student achievement
- Holistic engagement (intellectual, emotional, behavioural, physical, and social)
- Developing leadership skills
- Making friends
- Building respectful relationships, connections and belonging
- Developing personal and social capabilities
- Personalised learning
- Student empowerment
- Increased sense of self-worth

Benefits of practice for universities:

- Keep in step with the ever-changing needs of students as captured in their engagement and representation
- Increases awareness of unseen inequalities and therefore opportunities to address them
- Raises issues of concern that do not get through other means of engagement and voice
- Mechanism for managing communication on unprecedented chaos
- Understanding the emotion that accompanies voice
- Delivering on the UK Quality Code for Higher Education
- Strategically led yet student-driven and widely-owned engagement
- Support for enhancements, innovation, and transformation in the university community
- Recognition and response to the diversity of the student body
- Facilitates regular student input
- Drawing on the untapped expertise and knowledge of students that can bring renewed relevance and authenticity to classrooms and school reform efforts
- Development of mutual trust and respect

Personal reflections

As a result of presenting at the LTSE 2022 conference, we are able to share the best practice and mistakes we learned at each point of our journey.

Getting the word out – we used the programme welcome induction/re-induction sections: This was convenient for us and positioned the movement as equal in standing with other voice mechanisms, although not all students attend these events;

Value addition incentives – links to the HEAR Report: This provided a sense of reward, however we did not detail how much involvement would be considered tangible for reflection in the report;

Bringing the influencers together – the safety of a group on online platforms, however, this caused inevitable group work problems including shirking responsibility, dominance of some members. We hoped allocating specific media within the group would alleviate these group problems;

Onboarding the influencers – expectation setting; drew on some Gen Z-friendly literature, had a coffee meeting to unpack what was being asked of them HOWEVER this should have been preceded by one-to-one meetings with individual volunteers to ensure that they had full understanding of the role and that they intended to commit by participating throughout the academic year;

Identity creation – getting the group to set the tone of who they were; this took a long time despite deadlines being given for these actions. As it was the first time such a movement was being initiated, providing more structure that volunteers had the options of amending would have been more useful;

Task allocation – as and when required – as a result, this meant that volunteers were unable to plan their time ahead for influencer activity and that some work done was a last-minute rush around led by the PL rather than students;

Check-ins and follow-ups – unstructured, and unfortunately resulted in limited feedback and some volunteers falling through the cracks.

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IN PRAISE OF WELL-DESIGNED, EMBEDDED WORK EXPERIENCE MODULES… AND NOTES OF CAUTION FOR THOSE PLANNING THEM

Summary

The competition for graduate marketing roles is intense and so recruiters filter for 'relevant work experience'. This is a coarse measure of employability which disadvantages employable graduates of post-1992 business schools who cannot undertake unpaid internships. A parsimonious solution is to embed relevant work experience into curriculum modules, which develops employability attributes for whole cohorts (Jackson & Bridgstock, 2021).

A well-designed, embedded work experience module presents students with a complex commercial problem that must be solved over the course of a 10-week delivery. It involves a brief presented by a client; deeper discussion of the challenge and how it can be addressed; research or other hands-on activity; application of subject knowledge culminating in student recommendations to the client and project-based assessment. A successful delivery benefits client, student, and faculty.

Business schools can deliver competence in this way to tackle today's challenges but must also deliver the 'graduateness' that enables students to deal with future uncertainties. The literature argues that such perceived self-efficacy is an outcome of evaluation and reflection, the ability to synthesise current knowledge, intellectual and generic skills, emotional intelligence, career management skills and experience (Bandura, 1997; Dacre Pool & Sewell, 2007; Yorke, 2006; Yorke and Knight, 2006).

Our marketing students benefit from embedded cases at every level, and those who achieve interviews and/or acceptance attribute their success to the ability to demonstrate competence acquired this way. But those reflective discussions also elicit dawning perceived self-efficacy. So, to ensure an effective return from the additional input required, we argue that the full benefits should be drawn out through systematic evaluation and reflection at a programme level.

To ensure an effective return from the additional input required, we argue that the full benefits should be drawn out through systematic evaluation and reflection at a programme level.

Learning outcomes and take-aways

Including embedded work experience modules in the curriculum has positive and negative impacts.

For academic faculty the modules improve course quality and teaching experience because they:

- Encourage innovation and ensure knowledge currency
- Widen the range of assessment methods across the programme
- Provide integrative subject context
- Deliver specific competence that can be evidenced by students.

But they require:

- Much additional administration and preparation.
- Programme level co-ordination to ensure necessary prior learning is in place.
- Nerves of steel – by their nature, live case studies have uncertain outcomes.

For students, the modules have positive impact on employability and student experience. They:

- Provide evidence of competence
- Widen awareness of available career opportunities
- Offer more engaging content and challenging assessment
- Develop perceived self-efficacy.

However, students may need additional support because:

- The 'unconventional' requirements of the teaching and learning can trigger uncertainty avoidance. (This may be beneficial if learners later discover that they can do what they initially believed they couldn't.)
- The workload may be heavier than normal, particularly for learners with family commitments.

We offer two take-aways:

1. For academics, the advice is to establish whether the potential benefits outweigh the additional work required to design and run live cases.
2. Our evidence clearly reflects metacognition in action, when triggered by our interviews. If this type of module is planned, further research is required to consider how graduate employability outcomes can best be systematically elicited, particularly to inform the integration, communication and use of personal development planning or its alternatives at a programme level.

Personal reflections

We are passionate advocates for embedded work experience modules, and in presenting our practise at the LTSE 2022 conference we found ourselves among many converts. The response to our session was extremely supportive, and discussions with colleagues travelling along the same path affirmed our approach.

We heard about the pitfalls and advantages in teaching and learning with live cases at postgraduate level, and about other embedded and extra-curricular approaches, and from colleagues working with far larger student cohorts than ours. Importantly, findings from our student interviews were closely replicated in other work we saw presented.

Our main conclusion from our student interviews is that embedded work experience modules are highly beneficial in delivering workplace competence directly, but that developing 'graduateness' is not possible from a single module, even with an embedded case. To elicit the full benefit, the literature suggests that students need a mechanism to systematically evaluate and reflect on their total learning. The usual approach is a personal development portfolio and over the course of the conference we had the chance to compare experiences of several styles of development plans, and other interventions.

Our aim now is to create an employability module to incorporate workplace competence, career planning tools and importantly a personal development portfolio, with a live case vehicle. We will research the impact of this module using benchmarks developed from the graduate employability literature (e.g. Römgens et al. 2020), and hope to present findings at the conference next year.

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INCORPORATING GAMES, PROBES AND PROPS TO TACKLE EDUCATIONAL INEQUITY OF UNDERREPRESENTED STUDENT GROUPS

Summary

The aim of this session was to highlight how the use of games, probes and props can be used to enhance student progression for underrepresented groups, by making learning participative and encouraging peer learning.

By using the learner's own words combined with the skill of gentle probing, suitable props and intuitive games, this session aims to demonstrate how these teaching aids can help support disadvantaged and underrepresented groups.

The session would aim to demonstrate how lecturers can support and encourage learning through fun, creative methods to allow for an inclusive approach, recognising the VARK model that suggests that the four main types of styles to learn are: Visual, Auditory, Reading/writing, and Kinaesthetic (Fleming, 2001). Students adopt unique learning and studying approaches (Hawk and Shah, 2007) which we should embrace within our lecture theatres and classrooms while recognising that students learn best when the methods and activities match their strengths and align with the learning outcomes and assessment (McMahon and Thakore, 2006). This different style of teaching is aimed to be inclusive for students from minority groups. Teaching interventions will be used with the aim to reinforce to participants that students learn best when teaching methods and learning activities match their learning styles, strengths and preferences.

To build on the theoretical underpinnings, my session included two workshop activities of ten minutes each;

- How to use gemstones to create inclusion
- Using a new game: Research Methods Roadmap to enhance the understanding of a complex topic area

The session concluded with a 10-minute question and answer section.

At a personal level, this was wonderful for building confidence to take risks and be brave to embrace ideas for innovative teaching methods.

Learning outcomes and take-aways

I hope that my delivery encouraged participants to use different aids more creatively in their lectures by stimulating ideas and the use of affordable and often self-generated resources to allow for active progression towards decolonisation and inclusion.

Several participants exchanged contact details and offered to trial the Research Methods Roadmap. I have had contact since the conference from some participants who were offered a free licence to trial the resource.

Most flattering was the fact that some participants called colleagues out of other sessions to come and participate in the workshop. Many photographs were taken of the resources, which I believe must be a testament to an indication of a desire for onwards adoption.

Feedback was extremely positive and although it was my intention to only use one of the three Research Roadmap games in the session, high levels of interest resulted in the sharing of all three roadmaps.

Personal reflections

Let's start with one word: unbelievable!

Participants provided constructive feedback, shared ideas for improvement and provided overwhelmingly positive feedback.

At a personal level, this was wonderful for building confidence to take risks and be brave to embrace ideas for innovative teaching methods.

I was provided with contact details from various participants who offered support to develop and enhance my workshop ideas further.

In addition, my professional network grew significantly.

Ending in two words: thank you!

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INTEGRATING THE LEARNING OF WORKPLACE TECHNOLOGIES IN AN UNDERGRADUATE DEGREE COURSE

Summary

Literature suggests that students on professional degrees, desire the opportunity to explore the workplace technologies or specialist software relevant to their future career (Beetham and McGill, 2016). Students studying an undergraduate degree in Accounting and Finance, can expect to use specialised technology such as accounting systems and spreadsheets in their future careers, so it is essential that they are offered the opportunity to become familiar with these during their studies.

Student feedback on the undergraduate degree in Accounting and Finance at Manchester Metropolitan University also highlighted this area as a gap. With a large cohort of students (approximately 450 students per year), providing all students with the opportunity to use this type of specialist software is challenging. To meet this need, we designed a new unit of study, Digital Skills for Business Professionals, aimed at bridging this gap and providing students with some of the key skills highly relevant to their future careers.

In this session I outlined why MMU chose to partner with Sage Qualifications and shared some of the important considerations which drove our approach. I explained how the new online course in Sage Business Cloud Accounting was designed, embedding this into one of our core units of study, and I discussed how we delivered the unit through blended learning.

A key feature was the use of an innovative automatic marking tool which provides regular individual feedback for each student. I demonstrated how this works and discussed how the students used this formative feedback to progress their learning.

Finally, I offered an honest appraisal of the benefits and challenges we found in implementing this workplace software within our degree and shared the feedback we received from students about how they viewed this opportunity to develop their employability skills.

The independent way in which students worked through the course helped develop both time management and problem-solving skills, and students very quickly learning the importance of accuracy in accounting records.

Learning outcomes and take-aways

The key learning outcome from this session was that it is possible to embed the learning of workplace technologies into an undergraduate degree, even with very large cohorts of students.

Although many other institutions do offer their business students the opportunity to learn accounting software, this is generally not cloud-based software and is usually with much smaller numbers of students. With our large cohorts of students, it would not have been possible for us to offer this opportunity to our students without the innovation of the Sage Auto-marker providing regular personalised feedback, and therefore allowing students to work much more independently through the course.

Although monitoring a large group of students and driving student progress through the course was challenging, we did find some unexpected benefits in addition to the employability skills that students developed. The independent way in which students worked through the course helped develop both time management and problem-solving skills, and students very quickly learned the importance of accuracy in accounting records! In addition, most students aimed high in the final assessment so that they could achieve the externally accredited Sage/AAT Certificate; therefore the end of unit results were very good.

Feedback from our students showed:

- Few had ever used this type of workplace software before and their confidence with the software grew throughout the unit.
- They appreciated the employability benefits of learning the accounting software.
- They enjoyed the independent nature of the course and found the regular individual feedback very useful.

I hope that sharing this case study will have encouraged academics from other institutions, who also have large cohorts of students, to investigate the possibility of making similar opportunities available for their students.

Personal reflections

Presenting this case study at the LTSE 2022 conference was very helpful as it enabled a constructive discussion with colleagues from several other institutions about the challenges and benefits of including the learning of workplace software within an undergraduate degree.

During the Q&A section at the end of the session, participants asked lots of questions and I was able to share further insights into the way in which our unit of study worked on a practical level and the benefits our students gained. Participants were also happy to share their own experiences of trying to provide students with the opportunity to learn workplace software. This provided valuable insight into some of the different challenges faced and, in some cases, how these were overcome.

The undergraduate unit, which includes this opportunity for students to learn workplace software, will be running again in the academic year 2022/23. Both the act of my preparing the presentation, and the feedback and discussion provided by participants at the LTSE 2022 conference, have provided really useful insights which I will include in my unit planning moving forward.

Overall, it has been a very beneficial experience.

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LEADING INNOVATIVE LEARNING & TEACHING TEAMS IN A LEADING BUSINESS SCHOOL: THE CASE OF BABM SUITE OF COURSES AT THE UNIVERSITY OF HUDDERSFIELD

Summary

This session outlined the specific ethos, strategies and corresponding best practices behind the successful coordination and operation of the BA Business Management (BABM) suite of courses at the University of Huddersfield Business School, which serves more than 500 students with a team of over 50 academics.

Amid the complexity of this operation exacerbated by the recent pandemic, our teams have worked diligently to come up with innovative ways in facing these challenges through the development of collective social capital in managing stress, nurturing staff wellbeing, developing resilience, and importantly putting our students first.

The lessons covered in this presentation, therefore, were relevant to any business and management learning and teaching team at a higher education institution. In this case study session, we told a story that was relatable to many academics in business management teaching and learning teams that were present in the session. It was the story of how a large-scale, complex suite of courses is led and managed over an academic year and the people, relationships, and practices that made it possible.

We first focused on the ethos and the guiding principles that governed the management of our teaching and learning team.

We first focused on the ethos and the guiding principles that governed the management of our teaching and learning team. This was followed by looking at how these abstract ideas were boiled down to practical weekly activities. Notably, we covered our inclusive and informal bi-weekly, semi-structured team 'huddles' that have been instrumental in making our teams highly effective in coordinating and operationalising course-level activities.

We demonstrated, that the team huddle approach, which was first utilised in nursing education (Di Vincenzo, 2017; Johnson, 2018) with its roots in team management theory (Schreiber, 1996), is a highly useful activity that business management teaching and learning teams can incorporate into their operations.

Learning outcomes and take-aways

The huddles have been a place where we can have candid, brisk, and honest conversations. A place in which we can collectively reflect on our activities, co-create (Frow et al., 2015), share best practices, improve our communication competence (Thompson, 2009) and a source of relevant information, and a collective stress reliever (Lansisalmi et al., 2000; Rodriguez et al., 2019).

Along with this, we also use a small set of gatherings known as 'yuddles', which involves the core course team that comes together bi-weekly. It is this orchestrated coordination between the huddles and yuddles that we shared with our audience.

Getting people involved in huddles requires a unique approach compared to traditional meetings. Therefore, the first key outcome of this session was the precise articulation of how these elements can be operationalised.

Secondly, the facilitation of the sessions also requires a unique approach. One that focuses on collective responsibility, candid information sharing, and a solution-oriented pragmatic approach. In this session, we covered how this unique style of facilitation works.

Thirdly, we shared insights on how huddles have incubated innovative team practices and unique coping strategies during the online and hybrid working setups we have been accustomed to in the past two years. This work demonstrated how insights from team management theory and practices from other educational domains (ie, nursing) can be useful in leading and managing learning and teaching teams in modern business schools.

Given our suite of courses is one of the first such operations to utilise this, we provided unique insights that will be valuable to any academic team that is interested in improving the effectiveness of their teaching and learning teams.

Personal reflections

The reason we wanted to present this work at LTSE 2022 was the realisation many business school course teams have experienced (or continue to experience) the same problems we faced before bringing in the huddles and yuddles. Some of these issues included: uncoordinated/disconnected teams, lack of cohesion, isolation, disempowerment, lack of ownership, lack of shared responsibility, and instances of learned helplessness.

As such we wanted to demonstrate how we overcame these issues through concerted effort and to outline how to do it through very practical and actionable steps. As anticipated, both during the session and after the session many colleagues from other institutions shared their own experiences and how relatable our predicaments were.

The sense we got out of this session was how important our work is for many teams in modern institutions. We also realised that perhaps leadership ('buy-in') is also a factor that needs to be considered. Though it was not a major issue in our case, we realised in some teams this is a key issue. We were heartened to see that many found the session highly useful (some have shared their details to speak more about these activities).

The next step for this research is to finish and submit a full research article using some detailed findings we are gathering showing the effectiveness of the interventions we have shared in the session. We also hope these proceedings (and accompanying material) will help to further propagate the message and get further conversations started.

We would very much like to help/collaborate with any teaching and learning teams that would like to explore these ideas further (or are looking to implement these in their teams). We are also planning to develop a practical toolkit for teaching and learning teams based on the work presented at LTSE 2022.

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LEARNING ON(THE)LINE: EFFECTS OF COVID-19 ON STUDENTS DURING AND AFTER LOCKDOWN

Summary

This study was brought to bear following the unprecedented disruption and fundamental changes to higher education caused by the Covid-19 pandemic and associated lockdowns. Having to sustain provision of teaching and learning within virtual learning settings of synchronous online delivery during the Covid-19 pandemic at Brunel Business School resulted in developing considerable experience and reskilling of its academic community.

However, traditional approaches to evaluate student satisfaction and effectives of learning seemed to underperform the school's expectations. In our case study we demonstrate the design and findings of a survey project undertaken to investigate the students' view on the impact of various approaches to online teaching and learning adopted across the school and determine critical factors and challenges that shaped the students' learning experience.

Sharing our experience and insights from our survey contributes to the development of a knowledge base that could inform future teaching and learning practice in online and hybrid delivery going forward.

Three cohorts were surveyed on their educational experience of learning online within synchronous online and hybrid-teaching learning environments. We also accessed the relevant wellbeing implications.

Three cohorts were surveyed on their educational experience of learning online within synchronous online and hybrid-teaching learning environments.

Learning outcomes and take-aways

With academics and higher education institutions having to respond to the sudden impact of the pandemic without being allowed time to research, evaluate alternatives, and identify optimal methods of online delivery of teaching and assessment, there has been considerable disruption on what seemed to be established methods of securing the provision of a positive learning experience, within the context of campus-based teaching.

This disruption, however, is also providing an opportunity to develop evidence-based insights on what can work well for learners within online and hybrid settings of teaching and learning.

While having identified a wide range of factors affecting the quality of our students' learning experience, the areas where we contribute include emotional and psychological challenges occurring due to the learners' diminished opportunities to develop socially within an online learning setting. We will also tackle issues related to the performance of academics and the reasons some learners considered it to have been compromised.

Results showed that students reported higher levels of concern with online teaching at the start of the pandemic – it appears a combination of improved online delivery by staff and acceptance of 'the new normal' lessened this dissatisfaction for the later cohorts. However, discontent in the ability to interact effectively with peers rose as time went by; combining this with stark figures on student loneliness presents cause for concern regarding student wellbeing.

Personal reflections

Our presentation initiated discussion on how new insights can be recorded, reorganised and developed beyond the level of individual academic or institutional experiences, hence forming a robust platform for the sharing of best practice among business educators.

The questions and feedback that we received from the audience were found to be very useful in enhancing and broadening our understanding of the topic and gave us increased confidence in pursuing our study further toward a publication on a suitable platform.

This research, therefore, does not mark the end of our surveying into the student learning experience and a new survey is currently being prepared for the next cohort of students who will be the first to return to an entirely in-person learning since the pandemic struck.

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LET'S FACE THE MUSIC: THE IMPACT OF CLASSROOM MUSIC ON STUDENT EXPERIENCE AND ANXIETY FOR NON-SPECIALIST ACCOUNTING & FINANCE UNDERGRADUATES.

Summary

'The non-specialist students are anxious about this module: they don't want to be accountants, and numbers often scare them. How can we make Accounting and Finance a better experience for them?'

This was often-repeated feedback of tutors at Nottingham Trent University (NTU) on the Accounting & Finance for Managers (AFM) module, a compulsory first-year undergraduate module for many courses in the business school. Previous studies show that stress and anxiety can prevent effective learning (Willis, 2007) and that music can potentially help to relieve stress (Trappe, 2012).

In order to triangulate these concepts, the presented case study discussed whether non-specialist students did experience anxiety about the subject, whether the use of music in the classroom would indeed reduce student anxiety, and the potential impact of this on student experience, learning and perceived performance in the subject.

Participants of this presentation learned how music was introduced to two seminar groups across a three-week period and the benefits and disadvantages of the technique, identified through the feedback of the non-specialist accounting students using questionnaires, research diary entries and interviews.

The presentation commenced with the playing of upbeat music, to illustrate how this had been used to engage and enliven as the lessons started. The audience was later asked to read some thematic analysis results of the student feedback while listening to a piece of calming background music, which had also been used in the case study.

Participants were able to consider its impact on their mood and concentration, and how they might use the technique in their own teaching. Finally, the function of music to humanise and break down barriers was discussed, together with the inhibitions of the tutor and considering tutors' potential concerns for appearing unprofessional.

The function of music to humanise and break down barriers was discussed, together with the inhibitions of the tutor and considering tutors' potential concerns of appearing unprofessional.

Learning outcomes and take-aways

The findings of the case study were presented. A baseline questionnaire to 1,200 AFM students received 109 responses and indicated significant anxiety was indeed experienced by students on the module. It also indicated a high level of belief among respondents that music would help and calm them (69%), and make the lessons more enjoyable (68%). Some students (37%) even felt it could improve their attendance or performance in the subject.

The presenter discussed the science behind some of the songs chosen, for example, that a rhythm of 60 beats per minute is regulating, as it mirrors a relaxed healthy resting adult pulse (Trappe, 2012) and an anxious heartbeat can begin to slow to match that of the music. This slow beat music, without distracting lyrics or predictable choruses, was used as 'white noise' background while students were concentrating on formative tasks, with very positive feedback. Two seminar groups undertook the experiment where music was played in class, with diary entries submitted from 19 students, and detailed interviews with three students, generating the following take-aways:

- There was a strong preference for seminars with music
- All interview participants said they believed music would calm anxieties, could increase enjoyment and attendance and potentially improve academic performance
- Students suggested that silent seminars felt more like exams which increased their anxiety
- Some students felt music should be avoided in 'high stakes' tasks, with potential impact of distraction
- Keep upbeat music to the beginning of a lesson, with relaxing music during formative tasks
- Asking students for music choices for the 'setting up' part of the seminar increased engagement and reduced tutor inhibitions
- Do not use music in every lesson: part of the attraction was the novelty value.

Personal reflections

The presenter was delighted to share their findings at the conference, and to realise that other tutors had also either used music themselves, or were interested in trying it with their students.

More than one audience member commented that they had also noted anxiety in their non-specialist accounting and finance students and were searching for solutions to this. The presenter's reflections on the inhibitions of the Accounting and Finance Lecturer were shared by others: it is a balance to keep a professional appearance while breaking down barriers between the tutor and student through a shared experience of something like music, which ostensibly does not have a direct relevance to the subject being taught. Student feedback would however suggest that attempting to integrate music into classes is well worth the effort.

One key piece of audience feedback was to investigate whether any tangible research was possible into the impact of music on academic performance, other than the perceived performance noted by the students themselves. This could be via attempting low-stakes formative assessments using control groups who did not receive the music. This will be an interesting next step, but had not been covered in the current research, due to the significant number of variables which would need to be addressed to isolate the impact of music on student assessment results.

The presenter would like to thank the audience, and those who have been in contact since with their comments and further discussion points. It has been a very motivating experience to share this case study and receive useful feedback and suggestions for further research.

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MORE THAN A WIFE AND A MOTHER: DO BRITISH WOMEN OF SOUTH ASIAN ORIGIN STUDY FOR BUSINESS AND MANAGEMENT UNDERGRADUATE DEGREES TO SECURE EMPLOYMENT?

Summary

While some studies have covered the entrance of mature female students from sub-minority ethnic (SME) communities at undergraduate level study in the United Kingdom (Connor et al; 2004), there remains a significant research gap.

In particular, the above study took stock of the issue in 2004, after which, what is considered to be an area of significant interest in the equality, diversity, and inclusion (EDI) framework, the topic has remained under-researched. Furthermore, while some efforts have been extended, studies centred on mature females from SME communities are limited. Bhopal (2010; 2016) and Hussain and Bagguley (2007; 2016) have presented a series of papers relating to the attainment gaps affecting SME students.

However, unlike others, the research extends to investigating Higher Education in England (HEE) participation with a particular focus on female segment of the said communities, more specifically, through a British South Asian female lens. Bhopal (2010; 2016) suggests regardless of the educational trajectory (traditional or non-traditional), this particular sub-group is faced with additional complexities to achieve academic and employment success.

As applications from SME students to HEE have increased (Bunce et al., 2019; Gov.UK, 2019; AdvancedHE, 2011; Bagguley and Hussain, 2007) by 60% (Campion, 2020). Bagguley and Hussain (2007) proposed Bangladeshi and Pakistani women in particular are more likely to apply to a post-1992 university, suggesting such HEIs are more welcoming to SME applicants.

Therefore, on arrival and throughout their studies, the 'new university' will be required to implement fit for purpose student success strategies by engaging students in conversations and assessing what works (UUK, 2019) for them. As such, how are HEE supporting and facilitating positive graduate outcomes to meet the new Office for Students (OfS) requirements in 2022?

Attendees acknowledged more could be done and a framework to tailor support for sub minority ethnic groups could provide an opportunity to have a platform to adjust to meet the relevant sub-group needs.

Learning outcomes and take-aways

The roundtable discussion posed three main questions:

1. What are the motivational drivers for British women of South Asian origin to pursue a business management degree?
2. In a post-Brexit and pandemic environment, how can employers connect with degree-graduating British women of South Asian origin to add value to their workforce as part of their EDI charter?
3. Among British women of South Asian origin, does business and management degree qualification give rise to entrepreneurial intentions?

These questions were influenced by the OfS report published by Stevenson et al., (2019): Understanding and overcoming the challenges of targeting students from underrepresented and disadvantaged ethnic backgrounds.

What emerged was a common theme of support being implemented by HEIs with a similar recognition of the gap in research, directed support being implemented and unknown data to determine successful impact and outcomes.

Support being provided was similar and tailored to meet the specific HEI agendas. Attendees acknowledged more could be done and a framework to tailor support for sub minority ethnic groups could provide an opportunity to have a platform to adjust to meet the relevant sub-group needs.

However, the overriding take-away from the session was a lack of inspirational peers in any one HEI to share their experiences and motivate members from the same SME group. As such, members from the roundtable have shared their contact details to bring together a cross-HEI inspirational online event to encourage, support and maintain academic motivation for the SME students identified in this discussion to achieve their qualification and facilitate the women achieving their personal goals and ambitions.

Personal reflections

Overall, the experience was positive. There is a real determination to support our students and an acknowledgement of the challenges faced by underrepresented groups. Colleagues, regardless of HEI, have or are developing support to enable high-level academic success for all students.

It was pleasing to meet like-minded individuals who want to support and collaborate on future projects and initiatives.

Since the conference, I have been in regular contact with a colleague to discuss piloting a cross-HEI SME women's academic inspirational event. While in the early stages of discussion, we feel this is an opportunity to share a future CABS LTSE platform to present our achievement and encourage future collaborations.

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ONLINE AND HYBRID COMPUTER LABS FOR BUSINESS AND MANAGEMENT STUDENTS: EXPERIENCES FROM UK BUSINESS SCHOOLS

Summary

Online teaching has become an important part of a lecturer's skillset since the pandemic. Some forms of teaching, however, proved particularly challenging to transfer online. Our presentation considered the example of computer laboratories in business and management education. Such computer labs would normally take place in dedicated computer rooms, where students use desktop computers to practice the use of software for analysing data.

During the pandemic, these sessions had to be moved to an online, and later to a hybrid format. While there was already extensive literature on online teaching and learning (Kim & Bonk, 2006; Martin, Ritzhaupt, Kumar, & Budhrani, 2019; Martin, Sun, & Westine, 2020; Mishra, Gupta, & Shree, 2020; Razmerita, Kirchner, Hockerts, & Tan, 2020), little published research existed on online computer labs specifically.

Moreover, none of this research was in the setting of business and management education, but rather related to technology-based courses (Chao, 2007) or computer science (Bouabid, Vidal, & Broisin, 2012). Existing research often focused on students' perceptions of using technology (Watson, 1998), or effects of online versus on-campus computer labs (Ismail, Mahmood, Babiker, & Abdelmaboud, 2019), rather than practical aspects of running online computer labs.

Based on the experiences of the five co-authors, our case presentation described our approaches for online and hybrid computer labs. We explained our reasoning behind the approaches and what we have learnt. We considered the use of synchronous (live online computer labs) versus asynchronous online material (in the form of pre-recorded tutorial videos demonstrating to students how to use various computer software), besides technical aspects of using video-conferencing software such as Zoom. We also discussed our later experiences with hybrid computer labs with some students online.

An important aim was to recreate in the online format as far as possible some of the key benefits of the labs in computer rooms.

Learning outcomes and take-aways

Our experiences suggest some relevant lessons. From the outset, an important aim was to recreate in the online format as far as possible some of the key benefits of the labs in computer rooms. This included the use of breakout rooms in the software Zoom in an attempt to partially recreate the physical computer lab situation where students can discuss with each other, and often the more advanced students help other students.

The use of breakout rooms also facilitated the online analogue of our practice of 'walking around' in the classroom to help students at their desktops. Specifically, during the online computer labs we would visit each breakout room to check if students had questions, and invite them to share their screen with us to demonstrate their work and explain where they got stuck.

Overall, the approaches were partially successful. In practice, supporting collaboration and discussion among online students in the same way as it would take place in a classroom session proved challenging. Although in some cases the approached worked as intended, breakout room discussions also often involved some students not engaging and keeping their cameras and microphones off.

Additional aspects also became more salient in the less controlled setting of online computer labs as compared with computer room teaching with a standardised set-up of desktop computers. For instance, with students relying on their own computers, differences between Windows computers and MacBooks also become highly relevant for teaching.

One clear success story was pre-recorded video tutorials, which proved very popular with students. In these video tutorials, the teacher would record a session in Zoom running through the different steps of using the software, rather than uploading slides with screenshots of the steps. Video tutorials have remained as a permanent feature of our computer lab teaching.

Personal reflections

From the outset, we realised the unique pedagogical aspects of online computer labs and were planning how to run the labs, and discussing and codifying our experiences afterwards. The case presentation at the conference was very useful in further articulating and illustrating our experiences, not least in hearing about the experiences from colleagues in the audience.

The discussion brought out further aspects such as strategies for engaging students in breakout rooms, and the potential challenges online students may face when attempting both to follow the lecturer and do their exercises on the same screen, compared with a computer room setting where the lecturer is standing in front of them and they have their desktop computers.

Going forward, we intend to further elaborate on our experiences in a full article for a teaching journal. While our case presentation had a very practical focus, in the article we could further explore the theoretical aspects of the setting, possibly building on Actor Network Theory that has already found application in educational research (Fenwick & Edwards, 2011), but which seems especially interesting in a setting such as computer labs given its focus on the interaction between humans and non-human objects.

To conclude, an extensive pedagogical literature exists on online teaching, which has expanded even more recently in response to educational challenges during the pandemic. However, to our knowledge, there is little previous literature on approaches for teaching online computer labs, and no literature relating to business and management students specifically. Our reflections can provide useful advice for others facing the challenging task of teaching online computer labs. While our own labs have now returned to campus, hybrid teaching may continue and the lessons from our case study could also be relevant for fully online programmes.

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QUANTITY AND QUALITY: ENGAGING STUDENTS AS PEER-TUTORS IN QUANTITATIVE METHODS

Summary

Quantitative modules ranging from introductory statistics to advanced econometrics are widespread across the curriculum of business schools. We teach these disciplines via mathematical and statistical tools, contrary to how students expect to achieve their learning outcomes. Students' understanding suffers from early exposure to quantitative methods because their learning and sense-making is qualitative. They find it difficult to link models to real data and actual business or policy questions.

In response to these challenges, we partnered with students and introduced a peer-tutoring scheme at King's Business School for students taking introductory modules in statistics and econometrics.

Our contribution evaluates the scheme focusing on guiding principles for its success and sustainability. We cover the organisation of the scheme, the selection and hiring of tutors, the allocation of tutees, the benefits for both groups and the wider effect on the students as partners ethos across departments. We reflect on the impact of peer-tutoring schemes in multidisciplinary programmes where a tension arises between quantitative and qualitative disciplines. The peer-tutoring scheme can help in addressing challenges due to:

- a shift of focus from learning to acquiring techniques and predetermined outcomes
- disengagement, passive learning, discouraged curiosity
- forms of anxiety and exclusion.

We collate information from peer-tutors, tutees, lecturers and the education experience team. Tutees gain confidence in their abilities, support to overcome anxieties and knowledge gaps and communicate with peers. Peer-tutors gain teaching experience, develop communication and presentation skills and engage more with faculty members. They help to identify gaps and communication problems in large and diverse cohorts, in delivering more interactive materials and in closing attainment gaps.

We reflect on the impact of peer-tutoring schemes in multidisciplinary programmes where a tension arises between quantitative and qualitative disciplines.

Learning outcomes and take-aways

Our observations on the peer-tutoring scheme implemented at King's College London confirm previous findings about the benefits and limitations of engaging students as partners and the wider impacts of student-faculty partnerships (O'Shea et al., 2017; HEA, 2014).

The feedback from tutees (first-year statistics and second-year econometrics students) and peer-tutors (final-year students selected based on their results and after interviews) provides specific insights about integrating data science and quantitative methods modules in the business school curriculum.

These refer to the organisation of interactive classes and the design of new teaching methods (eg, the structure of lab sessions, the use of real-life data and of visualisation techniques). Peer-tutors play an important role in implementing such pedagogic innovations in statistics and econometrics classes (Calder, 2021; Kassens, 2019; Carter et al., 2017; Angrist and Pischke, 2017).

For tutees, the impact of peer-tutoring is both qualitative (deeper understanding of the material, focus on sense-making, improved argumentation skills, change in attitudes towards the programme and the faculty) and quantitative (improved performance reflected in their position in the grade distribution compared to previous quant modules). They are more likely to engage with student-led research (undergrad project).

- "[My tutor] … had a way of explaining things that just clicked. It was obvious she knew what she was doing and I'm very grateful to King's for providing me with help from her!"
- "Learning the subject became a lot more easier and far less intimidating."
- "Very helpful especially with stats. Excellent explanations when help is needed."
- "It's always good to have somebody out there... My tutor is always inspiring and willing to help!!"

Personal reflections

Our session discussed the relevance of feedback from peer-tutors as one of the most effective ways to collect information about how the learning material should be best divided between in-person classes and online content in the post-pandemic context. Contributions from session participants highlighted how this feedback led to a better allocation of time in workshops and computer labs or to adjustments of the material delivered in subsequent lectures.

Experiences at other universities stressed the contribution of peer-tutors to designing assessments and marking criteria and the potential spill-over effects to other areas such as curriculum design or other forms of student-led and collaborative teaching and research (Seery et al, 2021; Sharma et al., 2021). Further data and research are needed to better understand the use of students as partners in education. Student-faculty partnerships were a great support for remote and hybrid forms of teaching and contribute to the creation of more inclusive learning environments.

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Supporting information

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RECOGNISING AND SUPPORTING SUSTAINABLE MARKETER BEHAVIOUR IN THEORY AND IN PRACTICE

Summary

The session was set up to provide a summary of work undertaken into what the authors refer to, and term, sustainable (or responsible) marketer behaviour. All the authors work at Nottingham Business School and are members of the course team of the BA (Hons) Marketing course, which is recognised by the Chartered Institute of Marketing (CIM), and/or they are module leaders and tutors on the course.

Selected insights to theory and practice were identified and used to guide the presentation of a framework developed by the authors. This framework is being used to support and guide their current and future research, work and scholarship. This will benefit the outcomes of students, and will have wider relevance and potential impact in the sector and beyond.

Selected insights to theory and practice were identified and used to guide the presentation of a framework developed by the authors.

Discussion of some of the findings from research undertaken with students on the BA (Hons) Marketing course (published and unpublished) was provided. This sought to illustrate some of the elements from the framework and the journey of the research to this point, and what next.

The different perspectives and outcomes included were of value because:

Subject – What sustainable marketing means is open to interpretation and this, in turn, can prove problematic (eg, for assessments of what to do and why, let alone how?)

Programme – Professional outcomes offer opportunities and some barriers and integrating what is 'needed' (eg, for stakeholders including students and employers) can be a complex balancing act, particularly when faced with the needs of society and marketers and potential conflicts

Scholarship – While Education for Sustainable Development (ESD) guidance from QAA (2021) is valuable, the operationalisation of this (in light of the above and related theory) can/may be a challenge.

Learning outcomes and take-aways

Subject – Comment related to sustainable marketing and sustainability in marketing and the challenges and opportunities presented as a result of recent developments in literature. Different conceptualisations of sustainable marketing and its definition and interpreted. Discussed what this may mean – particularly when it comes to the approach to our work and practice (for example, as a result of the attention to transformations in the context of student outcomes and the/our subject areas).

Programme – The notion of marketer behaviour (after Woodall and Hiller, 2022) was identified as an important consideration for the design of programmes/ courses and their outcomes. For marketing specifically (but relevant to other subjects and professions) – recognising marketer behaviour as a subject for study and research was key. Discussion of marketer behaviour was located alongside graduate attributes, as outcomes, and how these are identified, prioritised and conceptualised. The role(s) of organisations, academics and their institutions, students/learners and other stakeholders were identified as important. For BA Marketing specifically, the Chartered Institute of Marketing and its competence framework further informs what it intended to. Connections to the recent Quality Assurance Agency for Higher Education (QAAHE) guidance and the ESD competences was also made.

Scholarship – In light of the QAAHE ESD guidance (and future benchmarks), there was some attention paid to what ESD means. Of specific relevance to outcomes (and the design of inputs) is the consideration of 'ways of thinking'; 'ways of practising'; and 'ways of being' and, for example, how this may challenge current approaches and practices (and outcomes). To further support learner transformations the need to consider the role of teachers, students and places (Tasler and Dale, 2021) was identified as of value.

Personal reflections

It was of great value to share the work in progress and the feedback provided was really useful. This has already led to some outcomes and subsequent discussions have supported opportunities to engage the ongoing research of others in this important area.

The opportunity to organise our thinking through the use of the framework was beneficial and will help to inform what comes next and what the priorities are.

It was clear that we sought to include too much in the actual session and it would have been useful/better to have provided the overall framework and then illustrate two or three specific examples from our work and research – rather than remaining at the wider conceptual level. This would have helped with engagement and the overall take-aways from the session.

The opportunity to network and discuss our work outside our session, and to gain insight through other sessions and panel discussions, was of real value and gave further support to our work and focus.

We look forward to sharing what has followed in our work at a future conference.

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SUSTAINABILITY: INTEGRATING INTO THE MARKETING CURRICULUM

Summary

It has been widely recognised that sustainability should be included in all university activities, for ensuring education for sustainable development (Lozano et al., 2013). As stated by Millar et al (2012), greater consideration is needed in how academic and practitioner bodies can move the sustainability agenda forward in business. Arguably, it is now educators' responsibility to do this, particularly as universities can be seen as central players in the achievement of the UN Sustainable Development Goals (SDGs). If graduates recognise the importance of a more sustainable society, it is more likely to happen (Chang and Lien, 2020). Hence, sustainable and responsible education are regarded as important issues to integrate and embed into business studies and, particularly, marketing curricula.

This session outlined the research's aim in addressing a gap in pedagogical knowledge, on how sustainability can be integrated within teaching programmes or modules to enhance sustainability, which forms part of the professional formation of students (Reid and Petocz, 2006). In addition, it presented some initial quantitative and qualitative findings highlighting and evaluating effective ways to incorporate sustainability into the marketing curriculum.

Data from the initial quantitative inquiry allowed categorisation using cluster analysis of 121 UK HEIs into four groups, based on their characteristics, resources and number of sustainability modules offered in UG and PG marketing programmes. The second phase of the research project consisted of a qualitative inquiry, involving 25 in-depth interviews. The sampling at this stage was purposely selected from the database developed from secondary data collection, aiming to represent the various clusters emerging from the quantitative stage. Included in the session were initial findings indicating variations in approach to sustainability.

This session outlined the research's aim in addressing a gap in pedagogical knowledge, on how sustainability can be integrated within teaching programmes or modules to enhance sustainability.

Learning outcomes and take-aways

Given the importance of the subject matter and HEIs' commitment to the UN SDGs, it is considered that this research has potential for significant impact and supports HEIs' mission to put sustainable development goals at the heart of education. Since the research is still ongoing, the outcomes of the research are expected to provide some insights on how sustainability is embedded in UG and PG marketing programmes across UK HEIs.

The key learning outcomes and take-aways from the session were aimed at considering the importance of extending the knowledge on the value-based driving factors and approaches in developing sustainability modules within marketing curricula. It was designed to provide some initial insight into alignment between university sustainability values and impact on the curriculum and consider the benefits of holistically embedding sustainability into the marketing curriculum versus creating specialist modules. The aim was also to provide some understanding of the key drivers and potential challenges that may be faced. The findings from this research are expected to provide an understanding of how sustainability can be integrated into the curriculum in other business studies subject areas beyond marketing.

Personal reflections

Our personal reflections of the conference centre around it being a fantastic, supportive, collegiate space for discussion about teaching and learning initiatives. It was extremely beneficial to experience other presentations discussing areas of sustainability initiatives and also participate in the key panel discussions, where many areas that are driving the future of HEIs, were openly and frankly discussed.

It was great to have the opportunity to discuss our research with other academics, who are researching in the same area and to find colleagues who were willing to participate in our research.

The session we presented provided some excellent feedback on our research project and prompted further ideas for development, giving consideration of previous studies in the area of skill development.

We had a positive response from academic in the marketing subject area with special interest from those in the business subject area. Several colleagues were keen to consider findings from our research and look at developing the project into other subject areas which corresponded with one of our research aims.

Presenting at LTSE 2022, provided us with a constructive arena to present the first stages and preliminary findings from our research. It confirmed our initial observations, that there is a distinct appetite for research in this area and supports our findings of a research gap in approaches to embedding sustainability in the marketing curriculum.

The feedback and discussion from the workshop will provide further impetus for continuing with our research and undertaking a detailed analysis of our qualitative data. It has also provided us with the opportunity to use our research findings to consider how we further embed sustainability into the marketing curriculum in our own institutions and drive the sustainability agenda further.

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THE CRITICALITY OF BLENDED COMMUNITIES IN EMPOWERING LEARNER TRANSITION IN HIGHER EDUCATION

Summary

This session reflects upon an initiative called 'Ready for your Management School', which was developed initially in response to the pandemic to assist students in transitioning into higher education.

Successful transition is a key factor in enabling students to 'navigate the academic landscape and journey from arrival to graduation at their institution of choice' (Parkin, Brown, 2020). However, the disruption that many students have experienced through Covid in their educational journey may mean than many students are not prepared (mentally and educationally) for university life as usual and this leads to feelings of not belonging and/or imposter syndrome (Pownall, Harris & Blundell-Birtill, 2021), which will impact negatively on their initial transition and beyond.

Students pre-pandemic found induction overwhelming and structured in such a way that it was difficult to revisit and find relevant information, providing them with little support in later stages of their transition. The need to pivot to online only in 2020-21, required a process of rethinking of what transition is, how and when it needs to be delivered, and how can it create the most valuable experience for incoming as well as returning students.

The first iteration focused mostly on providing students with relevant information but certainly lacked in community building, which became apparent in retrospect. The second iteration of the project, where the experience was enhanced by in-person contact with the academic departments, other students and university services created a more rounded student experience.

Students pre-pandemic found induction overwhelming and structured in such a way that it was difficult to revisit and find relevant information, providing them with little support in later stages of their transition.

Learning outcomes and take-aways

The authors discovered that application of a blended approach is the most beneficial to both students and academic colleagues. Transition is an ongoing process, where levels of support should be adjusted accordingly (Jindal-Snape, 2010) as learners develop. The project also revealed the importance of developing cross-departmental resources suitable for all cohorts to ensure consistent presentation of information across courses and departments, ensuring equality to all students.

Engagement online and active forms of interaction (Dahl, 2018) between students, led not only to a better attainment of information but also create a more long-lasting effect, where students become advocates for supporting others on the same journey for their own and future cohorts.

Benefits for student cohorts

- Availability of information in pre-arrival period, with interest from new students starting five weeks before the academic year starts
- Lowered anxiety over accessibility of information post-induction period
- Early intervention for nurturing of communities of learning and connecting of incoming and returning students

Benefits for academic colleagues

- Availability of curated content for programme teams, lowering pressure for delivery of all required details during induction period
- Easy signposting to the resource throughout the academic year
- Benefit of more meaningful in person contact with students during induction.

Disadvantages observed

- Relinquish of control over what information students consume during induction
- Ensuring consistency and currency of materials, which would be suitable for various programmes of study.

The key lessons from this project are the challenges of engaging learners and university colleagues to ensure development and sustained participation in the blended communities.

Personal reflections

Through two iterations of the project completed so far, we have learnt that the blended approach to transition is the most beneficial for both students and university colleagues. It is important, however, to recognise that the best outcomes can only be achieved by engagement with the wide community rather than a selected small group of university colleagues (academic and professional services).

Involvement with the wider audience will reap the benefits of well-prepared materials provided in a timely manner. By engaging the entire community, better relationships between all involved will develop, turning students into co-creators of their community of learners.

Next steps would be to explore in a greater detail the challenges identified with the aim of embedding mechanisms to improve the next delivery phase of the project throughout the Faculty and beyond.

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THE OMNICHANNEL EDUCATION REVOLUTION: A BUSINESS SCHOOL'S PERSPECTIVE

Summary

The session aimed to explore the omnichannel education (OE) revolution and its impact on business schools, with industry insight.

Ulster University Business School (UUBS) recognises future executive education participants will demand courses that are truly channel-agnostic, meaning they can deliver equal value whether attended in person or online (Sawhney, 2021). The session showcased how UUBS incorporates the principles of OE into learning and teaching. It was structured around three themes:

Origins: Definitions of OE were explored, determining it as a multi-channel approach to pedagogy that aims to provide the learner with a seamless learning experience. An enhanced definition was offered reflecting the complexity of the approach. 'Omnichannel education enables learning across multiple channels anywhere and at any time, providing learners with a consistent, fully integrated and impactful learning experience.' (McCoy, McKenna, Shields, 2022.)

The origins of OE, seated in the fundamentals of omnichannel marketing and retailing, were considered and the inevitability of the omnichannel revolution extending to high education was acknowledged.

OE and UUBS's L&T Strategy: Innovations such as integrating OE into learning and teaching at UUBS are seen as a key lever for sustainable growth. Factors such as the impact of Covid-19, digitisation, globalisation, and advances in education technology further influenced the adoption of an OE. The session considered the demands of the future learner and employers with the development of business acumen and leadership capability in a tech-powered world as the central agenda.

Industry perspective: Industry expertise from PwC provided an insight into the current and future role of OE from a strategic and people perspective. Industry and academic collaboration to facilitate enhanced and impactful educational experiences were showcased.

Industry expertise from PwC provided an insight into the current and future role of OE from a strategic and people perspective.

Learning outcomes and take-aways

Session participants had the opportunity to:

- Critically reflect upon the scope and significance and potential impact of OE
- Understand the evolution of OE and key principles and practices
- Review the presenters' enhanced definition of OE
- Gain insight into the current role and the potential of omnichannel executive education in higher education, with the purpose of developing a learning design approach for business schools.
- Explore how educators can layer further value into their executive education solutions by embracing the omnichannel revolution.
- Consider how the business school might build a coherent and flexible student learning experience across devices, platforms, and channels.
- Gain an expert industry perspective on drivers of OE and the potential for impactful learning

- Recognition of how business schools, working in partnership with industry, can re-imagine executive education to co-create (and co-deliver) exceptional learning experiences drawing on omnichannel principles and methodologies.
- Recognise the imminent existential threat as well as the opportunity presented by the omnichannel revolution to business schools and explore possible strategic responses.

Personal reflections

A key objective was to test out the adequacy of our definition of the relatively new concept of Omnichannel Education (OE) with a peer group of academics. Given that we did not receive any challenge or critique, we will further explore the concept in a future publication.

We were pleased to have the opportunity to share what we consider to be next practice in the co-creation and co-delivery of curriculum for professional development with a strategic learning partner where the desire was to develop business acumen and leadership capability in a tech-powered world.

To further develop our research in this emerging field, the intention is to carry out a scoping review that will inform a meta-analysis of the literature on OE and identify gaps for future investigation.

In parallel with building our understanding of latest thinking, field research will be carried out among key international players to identify how theories are being adopted and adapted by business schools globally, and what lessons may be learned from these early adopters.

Importantly, lessons will be fed back internally to inform Ulster's Integrated Curriculum Design Framework that provides a template for curriculum and programme innovation. The level of debate generated by the presentation was gratifying and provided us with a sense that the work was relevant and important and that we were leading the way in building a new and exciting research agenda that had real relevance.

Finally, the session served to validate our conviction that OE will continue to gain momentum until new multidimensional teaching and learning content is embedded across devices, platforms and channels responding to the changing needs of future learners and employers alike.

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THE ROLE OF EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD) ON MANAGEMENT EDUCATION PRACTICES: AN EMPIRICAL REVIEW FROM A NATIONAL AND AN INTERNATIONAL CASE STUDY

The research has focused on best practice examples of HEIs' commitment and transformation towards sustainability.

Summary

Fifty years have passed since the Stockholm Conference call to protect and improve the human environment, establishing increasing concerns about future generations (United Nations, 1972). This call established the importance of multi-level and cross-sectoral approaches to sustainability. Within this, it was suggested that there should be a strong focal role on education as a key enabler towards sustainable development (WCED, 1987). Higher education institutions (HEIs) have been described as multipliers of sustainable development, due to their fundamental role in educating future leaders, as well as conducting and generating new knowledge and insights into models of sustainability within and beyond the organisation (Bauer et al., 2018). In this regard, the United Nations (UN) has set a target to ensure that all learners acquire the knowledge and skills needed, in which education for sustainable development (ESD) is mainstreamed at all levels (UN, 2022).

There has also been a growing interest in the literature exploring the role and impact of sustainability at both macro and micro levels for HEIs. Among other things, the research has focused on best practice examples of HEIs' commitment and transformation towards sustainability, across their operations, teaching & learning, governance, research and community outreach (Huckle and Sterling, 2016, Lozano et al., 2015). As both Sekhar (2020) and Aikens et al. (2016) remind us, there needs to be an increased focus on understanding the role of sustainability across HEIs more generally, and, more specifically within developing countries. The emphasis, to date, has been predominantly on the 'global north'. This research paper aimed to examine how ESD is understood and reflected within business and management schools, through the lens of stakeholder management theory (Freeman, 1984). Two schools were chosen, from the UK and Saudi Arabia.

Learning outcomes and take-aways

- There is a growing and sustained interest in sustainability across business and management schools, both in terms of the curricula and in research activities. Multiple motivations are driving this transformation towards sustainability.

These include:

- The vision to ensure that graduates are interested in and become responsible future leaders.
- Responding to local, national, and global movements towards sustainability.
- Meeting the demands of national and international accreditation and ranking bodies' requirements.

- Embedding sustainability into the curriculum is not without its challenges. This paper emphasised mapping the concept of sustainability and dealing with multiple targets and measures coming from multiple stakeholders.

- Sustainability as a concept is comprehensive and holistic, concentrating on social, economic, and environmental aspects and their interconnections. Consequently, this breadth and depth needs to be reflected throughout multiple subjects delivered within business and management schools.

- Business and management schools incorporating sustainability into their practices often have to deal with complex and competing key performance indicators, which are not easily addressed.

- Although one of the ultimate objectives is to have future-ready leaders, several fundamental concerns remain questionable, such as the capability of current students, staff and materials to address sustainability.

- All the above demonstrate the influential role of the wide range of stakeholders involved. At its heart, this requires sound stakeholder management in terms of creating a shared understanding of sustainability in terms of both vision and practice; setting strategies and targets; and leading the development of academic programmes and courses that are receptive and responsive to changing external environments.

Personal reflections

Attending and presenting in person at the LTSE 2022 was a powerful learning experience. From my perspective as a PhD candidate, this was the first time that I had the opportunity to attend the LTSE conference, and I have been left with the impression that this is the type of conference I should continue to target for knowledge exchange, networking and sharing experiences, within a friendly and supportive atmosphere.

We had two full days of informative keynote speakers and sessions, presented by experienced academics and professionals, coming from leading universities from all over the UK and beyond. The level of attendance at each of the sessions was great. This facilitated and enriched discussions, raising valuable questions and sharing personal experiences after each session.

The opening of the conference stressed the importance of 'sustainability', which has been added to LTSE conference themes for the first time. CABS' effective use of technology to manage a paperless conference demonstrates its interest in showing how sustainability is being reflected in business and management schools, not only on pedagogical approaches but also, in the practical conduct of sustainability. All this interest and care about sustainability was visible, and therefore, reflected in the interesting sessions tackling sustainability issues comprehensively.

Honestly, I felt confident that our paper, which focused on key challenges and opportunities of incorporating sustainability into curricula, interlinked with many other interesting sessions delivered and contributed to the conference. This increased my enthusiasm and confidence to continue with my PhD journey and our current research focused on the meaning and practices of sustainability in higher education institutions.

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THE USE OF ROBOTIC PLAYERS IN ONLINE GAMES

Summary

Short interactive games allow students to gain first-hand experience of incentives and their impact on decision-making. However, the move to an online teaching environment due to Covid-19 presented challenges for the use of games, as they typically require synchronous human-human interaction.

Consequently, the widespread adoption of asynchronous activities means that students cannot play such interactive games against one another. An alternative is to run them where students play against robotic players that make decisions according to some pre-programmed rules. The aim of our study is to investigate how student engagement and in-game behaviour changes when robotic players are used.

We used the webinars in a core first-year microeconomics module to play the Prisoner's Dilemma game. In the version of the game we played, students were paired with the same player for several rounds. This environment creates the classic tension between cheating and cooperating: joint pay-offs are maximised through cooperation, but each player has an incentive to cheat in any given round. We used the webinars to implement four different treatments: students were either knowingly or unknowingly paired with other students or robotic players. This method allowed us to identify any differences in the propensity to cooperate. Participants were also required to complete questionnaires about their perceptions of the usefulness of the game.

With respect to student engagement, our results show that the perceptions of the game were similar across all treatment groups. However, in-game behaviour did change. Using a Probit model, we found that students were less likely to cooperate when knowingly playing against a robotic player. In particular, students were more likely to cheat when cooperation had been established in the previous round.

Short interactive games allow students to gain first-hand experience of incentives and the impact on decision-making.

Learning outcomes and take-aways

Online games with robotic players are one possible solution for running interactive games in an asynchronous learning environment. However, there is the potential risk for the tutor that students a) will find the game less engaging and b) behave differently when playing against a robot, ie, levels of cooperation may differ. The impact on levels of cooperation is not easy to predict. This was clearly demonstrated by the results of an online survey undertaken during our presentation. It captured the heterogeneity of attendees' expectations about whether playing against a robotic player will either foster or reduce levels of cooperation.

What are the reasons for these potential differences? One possible explanation could be a labelling effect: students may act differently because they do not feel the same level of empathy towards robots. Alternatively, people may perceive robotic players to be more predictable and less likely to suffer from emotional biases. This could have a positive impact on the levels of cooperation.

Additionally, there could be a behavioural effect. The sequence of decisions resulting from the computer algorithm may differ from that of human participants. Subsequently, students may react differently. We found evidence of both effects.

Our findings suggest that some of the behavioural differences of human players could be reduced by refining the robotic behaviour and presence. For example, more empathy towards the robot could be developed by giving the robots names, an avatar, and a background story. Furthermore, a more human-like behaviour can be imposed by using dynamic tit-for-tat strategies and delaying the response time of the robotic player. Finally, tutors need to take care when setting-up robotic players that the results do not become too predictable and still capture the heterogeneity of using human participants.

Personal reflections

A common theme throughout the LTSE 2022 conference was the problem academics face with declining levels of student engagement since the pandemic. Many different ideas/methods were presented to boost student engagement, such as peer-assisted learning, peer-match services, and even escape-room games.

In our presentation, we focused on promoting active learning in an asynchronous environment. More specifically, we investigated the impact of robotic players on a) student engagement and b) levels of cooperation during the game. Feedback from the audience highlighted that the approach we used to measure students' engagement via three simple survey questions was too limited.

To measure student engagement more effectively, audience members suggested using a more detailed survey. In particular, questions should be included about the strategies on which the decisions were based upon, the number of students selecting the exam question that refers to the in-class game, and students' assessment performance.

More analysis is also required in evaluating students' perception about the other player, eg, to what extent did students realise that they were playing against a robotic player, even though they were told that it was a human player? The feedback received helped us to improve our research design for re-running our research experiment.

Going forward, we believe low levels of engagement with asynchronous teaching material can be overcome by making it more interactive. The use of chatbots on websites is becoming increasingly popular, therefore many students are familiar with communicating with a computer algorithm. This should facilitate interaction between students and robotic players. While interacting with a robotic player is not a perfect substitute for interacting with humans, our results and feedback suggest it can potentially improve students' learning experience.

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THE UTILISATION OF PEER ASSISTED LEARNING/ MENTORING (PALM) AND TRANSLANGUAGING AS INCLUSIVE LEARNING STRATEGIES FOR UNDERGRADUATE BAME, MATURE AND MULTILINGUAL STUDENTS IN BUSINESS AND MANAGEMENT EDUCATION

Summary

Peer learning has extensively been used in education to facilitate and maximise students' academic performance (Micallef & Slater, 2018). However, the use of peer-assisted learning/ mentoring (PALM) as an inclusive learning strategy in undergraduate education to support multilingual, BAME and mature students' transition into higher education (HE) and enhance their wellbeing in the post-Covid era has not been widely explored.

Lecturers express their concern regarding the additional mental health issues – due to the Covid-19 pandemic – that an increasing number of students in higher education are facing lately. In terms of the present study, 80 students were involved in weekly PALM tasks, which allowed learners to use their mother tongue along with their target language (TL) for one semester, fostering inclusion for multilingual, BAME and mature students.

Findings indicated that students enjoyed the experience since it helped them feel psychologically safe as they gradually developed a personal relation with their peers which enabled them to improve their academic performance. Some learners also confessed that they felt uneasy at the beginning, but they soon overcame their concerns as the activities were carefully structured and their lecturer supervised the whole procedure closely.

In response to the need for more information in terms of using PALM activities and translanguaging (TL) with multilingual, BAME and mature students, this study will contribute a students' voice regarding the use of PALM and TL as inclusive strategies within undergraduate year practice which so far has been absent. This study intended to help the participants of the current conference move away from an elitist and exclusive mindset (based on power and privilege claims) towards a more democratic and inclusive one (based on justice and human rights claims) (Blessinger & Stefani, 2017; Connell, 2019).

Some learners also confessed that they felt uneasy at the beginning, but they soon overcame their concerns as the activities were carefully structured and their lecturer supervised the whole procedure closely.

Learning outcomes and take-aways

Peer-assisted learning/mentoring (PALM) and translanguaging (TL) have been 'hot topics' in higher education for quite some time, both in terms of their relevance for students, lecturers, and educational institutions internationally as well as when it comes to research projects. While PALM research has grown exponentially with the increasing focus on the social aspects of teaching and learning, the notion of TL is currently widely used when responding to multilingual students' needs in the increasingly plurilingual universities (García & Lin, 2017).

The simultaneous use of PALM and TL closes the gap among students from different linguistic and cultural backgrounds and allows learners to recognise and use linguistic and cultural diversity as a resource for learning which can help all students prepare for globally connected societies and changing working styles.

The current study addressed calls about ways in which TL and PALM can be successfully implemented in education (Canagarajah, 2011). The use of these two approaches allowed students to make cross-linguistic friendships as multilingualism and multiculturalism was promoted (Van der Wildt et al., 2015) increasing students' motivation and positive attitudes towards learning.

Therefore, higher education institutions should consider training their staff in adopting these practices more widely because their consistent use by educators can increase multilingual students' (who are the majority in many higher education institutions in the UK) comprehension, support their language and academic development and encourage their socio-emotional wellbeing. PALM and TL can act as scaffolds for multilingual, BAME and mature students' emotional wellbeing minimising learning anxiety and behavioural issues, and allowing emotional scaffolding (Park, 2014) in addition to improving acquisition of content cultivating a sense of emotional wellbeing.

Personal reflections

Presenting at the LTSE conference allowed me to get valuable insights into colleagues' work. These colleagues implemented closely related methods in their classes and we were able to engage in meaningful conversations. I was able to reflect on my work as an educator and on some of the comments provided by colleagues. I was also fortunate to form partnerships and discuss how I could collaborate with colleagues on a relevant project and help them inform their practice and that of the educators working in their institution. My next step in my research is to work on a funded project which will explore higher education educators' peer learning and multilingual literacy and create resources to help them address some of the challenges they face in their everyday practice.

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TWO INNOVATIONS TO IMPROVE PEER-TO-PEER STUDENT INTERACTION

Summary

Student mental health is an increasingly important concern, especially with the advent of the pandemic (Auerbach et al. 2018, The Conversation 2021). To help ease this problem, one potential avenue involves improving opportunities for peer-to-peer student interaction within an inclusive learning community. This is likely to improve students' wellbeing, sense of belonging, and academic development.

To enhance such interaction, this case study presented two innovations. The innovations are easy to implement and widely applicable across different subjects and formats.

The first innovation boosts student interaction outside teaching sessions through a novel 'peer match-up service'. At the start of term, I invited students who did not know many other students within a large, final-year module to sign up to the service. The service aimed to introduce any signed-up students to a small group of their peers who had also opted into the service. Within the first few weeks of term, I then allocated any submissions into groups of four to six students. I sent an email to each group to introduce the group members to each other and to encourage them to organise an initial meet-up.

The second innovation involves a form of activity within teaching sessions where students are simply encouraged to talk with each other, especially those that they do not already know. To free up some time to complete the activity within the teaching sessions, I used a form of flipped-classroom approach by supplying students with short on-demand videos to watch before/after attending. Within each session, I then devoted around five to 10 minutes to encourage the students to simply talk with each other. To help start conversations, potential topics for discussion were provided in each session (eg, which modules are you taking this semester? what are you finding hard on this module?).

The second innovation involves a form of activity within teaching sessions where students are simply encouraged to talk with each other, especially those that they do not already know.

Learning outcomes and take-aways

The session had two aims. Firstly, it planned to enable the session participants to incorporate the innovations into their own teaching practice. It presented details about the methods of the two innovations and offered practical reflections and tips. Secondly, the session discussed some quantitative evidence from a set of surveys that were conducted on the students to evaluate the two innovations.

A quick summary of the survey evidence and reflections are as follows.

Peer Match-Up Service: The sign-up rate for the service was around 10%. From the survey respondents, 91% rated it as 'Really Good' or 'Good'. Overall, on reflection, I found the service easy to implement. However, next time, I plan to further consider how to best structure the groups and whether to supply some suggested ice-breaker activities.

Teaching Session Activity: Out of the survey respondents, 76% of students rated it as 'Really Good' or 'Good'. The survey also suggested that students most valued being able to meet those that they had not before and hearing how others were managing.

A follow-up survey later was also conducted at the end of term to see if the benefits were long-lasting. More than 60% of the respondents agreed that the activity had given them lasting benefits to their wellbeing and relationships. However, the survey results also indicated some issues. For instance, a small proportion of students found the activity uncomfortable or showed a preference for the time to be spent on academic content instead. Hence it is important to not push students to participate or to over-use the activity.

The responses also indicated that the suggested topics of conversation helped students to partake in the activity.

Personal reflections

The response from the audience was really helpful. Several members of the audience gave their experiences of using related activities, and the other talk within the conference session gave some interesting, complementary experience in student mentoring. As a result, I made some useful contacts and received some beneficial feedback.

Since the conference, I have won a small grant from my institution to expand the peer match-up service across a large range of modules within my business school. This will help to evidence its effectiveness more rigorously and allow me to analyse which types of modules and students are best suited to the service.

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Supporting information

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USE OF A REFLECTIVE PORTFOLIO TO ENCOURAGE LEARNING AND TO ASSESS INTENDED LEARNING OUTCOMES IN A FIRST-YEAR ACCOUNTANCY COURSE

Summary

The Accountancy Profession (TAP) course aims to start the process of socialisation of potential professional accountants and to equip students with key skills for their future studies, such as reflective writing. Traditional assessment methods were tried but found to be limited in their ability to assess intended learning outcomes. An eportfolio was trialled and found to offer significant benefits by including a variety of tasks and encouraging continuous learning. This was the first time that this method of assessment was used on the B Acc and it was judged to be effective. We shared our rationale for using an eportfolio, the approach we used and our findings.

The course exposed students to a range of topics relevant to the accountancy profession and to guest speakers.

The design of TAP was informed by the literature on 'enculturation', ie, the idea that professional attitudes and behaviour are developed via exposure to a community of practice (Lave & Wenger, 1991; Cruess et al, 2019).

We took as the foundation for our assessment method theories of deep learning which emphasise the crucial role of reflection (Hassall & Joyce, 2014). We also recognised the influence of assessment methods on learning strategies (Hand et al. 1996) and more recent work on the use of eportfolios (Deneen et al., 2018; Watty et al., 2016).

The course exposed students to a range of topics relevant to the accountancy profession and to guest speakers. Feedback from students suggested that they found it difficult to demonstrate achievement of the learning outcomes in essay-based exams.

We piloted the use of an eportfolio to replace the final exam and to better support the students' learning. Students were given a range of tasks to complete and reflect on during the course. There was no final exam and instead the portfolio was graded. We demonstrated the eportfolio tool and shared the guidance we gave to students and the results of our survey into its effectiveness.

Learning outcomes and take-aways

The intervention in The Accountancy Profession course shows that it is possible to think creatively about assessment methods and to learn from other disciplines. When we were researching the use of eportfolios, we found that most of the literature covered practice-based learning, eg, for veterinary students, but we wanted to use it for aspiring professional accountants who were not yet in the workplace. The eportfolio is now the main assessment method for the course and it is popular with students and the teaching team.

At the end of the course, feedback was gathered via a survey and assessment results were compared with the results of the previous essay-based exam. This showed us that overall, students preferred the portfolio: they liked the variety and clarity of the tasks and they liked the reduction in exams. Students are clearer now about what is expected of them and they are able to demonstrate skills that critical essays do not highlight. The eportfolio requires students to reflect on their learning and this should encourage deeper learning (Kolb, 1984).

This is an innovative use of the eportfolio for assessment in a traditional university course. It encourages students to reflect on a range of relevant issues such as ethics which are associated with becoming a professional accountant. This case demonstrated to participants that eportfolios are an effective means of assessing many business school courses where the focus of the course is preparing the student for the workplace. Based on our evaluation of the pilot, the eportfolio is now being used as the main assessment method for the course. We showed that it is an effective way of assessing many business school courses where the focus of the course is preparing the student for the workplace.

Personal reflections

Presenting at the LTSE 2022 conference gave us a more specialist audience to demonstrate our work to. Previously we had presented at an accounting education conference. While that was very useful, having a wider business school audience offered us the chance to draw on broader experience and receive feedback from those in other disciplines.

By presenting we confirmed that there is indeed little literature and research on the use of eportfolios in business and accounting education, and importantly that there is an appetite from others to learn about this form of assessment. It has also given us the confidence to articulate more strongly the potential benefits of the work we discussed. The response from those present confirmed that many business schools are attempting to move away from traditional essay-based exams and develop more innovative assessments which allow students to better demonstrate their achievement of the learning outcomes.

The feedback we received gave us very useful guidance on how to make better use of e-portfolio system Mahara, other similar tools we could use instead of Mahara, and some issues we should consider related to the marking and feedback of the eportfolios. Now that we have presented our work we are beginning the final write-up, and we can now see where we require to do additional reading and reflection before submitting our paper to a journal.

Our teaching practice will evolve as a result of our presentation in a number of ways. In general we will have more confidence to try new assessments, and specifically we now have a greater knowledge of tools we can utilise to enable the students to get even more benefit from the eportfolios.

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USING SOCIAL MEDIA TO SUSTAIN HIGH-QUALITY EDUCATION AND STUDENT EXPERIENCE

Summary

This conversation aims to consider how social media could be used to support teaching and learning practices during and beyond the Covid-19 conditions. It suggests some practical approaches to using social media in a satisfying and sustainable way. It explores how social media could be deployed to promote high-quality education and student experience and enrich business and management education. It explores future opportunities for using social media beyond the Covid-19 conditions to support the student experience.

The power of using social media during and beyond the Covid-19 pandemic became a topical debate. One of the most contemporary topics in the HE sector is to understand the implications of the Covid-19 pandemic for people's everyday lives. This pandemic created new normal realities for the decision-making of educators, students, customers, managers, shareholders, lenders, suppliers and employees.

A growing range of issues have a bearing on this new world, including human wellbeing, remote learning, value for education, online teaching, and increased expectations on HE institutions with regard to student satisfaction, staff wellbeing and creating effective online communications.

In order to address these challenges, many universities are increasingly turning to offering short courses and online blended learning degrees. These degrees are intended to help academics and students to get more involved with many social media platforms to build up effective online capabilities and conduct their institutional communications.

This pandemic created new normal realities for the decision-making of educators, students, customers, managers, shareholders, lenders, suppliers and employees.

Learning outcomes and take-aways

In response to the growing recognition that universities must respond to the post-Covid-19 conditions, a number of social media platforms have been used over the past year to guide and manage student learning at a different level. These include using social media platforms in teaching and learning and supporting student engagement.

There are several benefits that could be achieved from using social media in teaching and learning such as exploring the leading edge and contemporary topics and enhancing the digital pedagogy. These benefits involve allowing students to create wider learning communities to get different insights from practitioners, academics, professionals and related stakeholders toward certain contemporary topics such as climate-friendly products, the United Nations Sustainable Development Goals, accounting for human rights, modern slavery, sustainable business education, and green HRM.

There are some challenges to the risks to using social media. For example, how students use their personal social media accounts to develop their learning experience according to the university research ethical approval requirements. Furthermore, the General Data Protection Regulations presented another valid level of challenges that should be considered to control social media communications.

We offered the following questions to clarify how social media could be used to sustain high-quality education and student experience:

1. What are the main social media platforms that could be used in teaching and learning in HE? And how do you use them?

2. What benefits can academics and students find in using social media in teaching and learning?
3. What are the main roles of using social media in supporting Education for Sustainable Development?
4. How can you integrate social media into your curriculum design and planning?

Personal reflections

We learned from this conversation how social media could help us to build up safe online learning communities to develop our students learning capabilities and competencies beyond the Covid-19 pandemic. Social media could be used more widely to create more visibility, listening, engagement, relationship opportunities for students (Middleton and Beckingham, 2019).

In the next step, social media could be used in teaching and learning to achieve the following learning gains:

1. Share content on social networks such as practitioners, policy-makers, academics, business owners, entrepreneurs and change-makers.
2. Create socially inclusive learning communities.
3. Develop life-wide and lifelong learning experiences.
4. Enhance digital literacies and manage big data challenges.
5. Offer new learning opportunities across rich and multiple media platforms.
6. Promote the culture of self-regulated education.
7. Help students to create peer and critical cooperation skills outside their networks.
8. Develop more interactive and open educational resources for future generations.
9. Manage the main limitations and challenges of using social media in teaching and learning.

Recommended links:

- Saeudy, M. and Stevens, M., 2022 Dynamic Conversion on Using Social Media in Learning and Teaching, Chartered Association of Business Schools (CABS), 21st January 2022.
- A quick guide to managing organisational social media accounts https://markcarrigan.net/2018/05/01/a-quick-guide-to-managing-institutional-social-media-accounts/
- Call for Participants – Digital Inequality in Education: Pasts, Presents and Futures
- How has the pandemic changed internet use in the UK?

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WELCOME, INTERACT AND LEARN: ANALYSIS OF A GROUP ASSESSMENT IN A LARGE CLASS

Students maybe more willing to try group work earlier in the degree when there is less pressure for grades and to develop these skills to be used in the honours years and beyond.

Summary

This study is about a summative group assessment in a second year Economics course which ran in the first semester of 2021/22. Figure 1 shows how it fits into the whole assessment. This is a large class of 474 students, of whom around 30% are international students who enter directly into the second year from a feeder institution. Given the size of the new influx, there seems to be a lack of interaction with the existing students. Not only is such interaction beneficial to those who are new to settle down into the new learning environment, but also to all students to develop multicultural skills.

Team-working skills are essential in the job market but students usually don't seem to like group work because of free-riding and interaction. Students maybe more willing to try group work earlier in the degree when there is less pressure for grades and to develop these skills to be used in the honours years and beyond.

We introduced two group assessments (10% each) before each of the individual exams, as revision opportunity. The group size was six members. All groups comprised students from the new and existing groups. The group assessments were designed with the following objectives: revision opportunity for the individual exams; opportunity for active learning; group skill development; facilitate interaction across students from different backgrounds; enable reflection on the benefits of group work and how to overcome challenges; deter free-riding.

All students completed a survey questionnaire to elicit information about participation, learning and interaction, which has the necessary ethics approval. We focus on the responses about Group MCQ 1.

Learning outcomes and take-aways

The survey had six Likert questions asking to choose from strongly agree, agree, neutral, weak, strongly disagree; two open-ended questions which asked students to reflect on the benefits and challenges of working in a group and one question to learn about free-riders. The percentage of Strongly Agree/Agree to the questions given below indicate the usefulness of this design.

My group members contributed well to complete this assessment – 93%

The opportunity to do these questions as a group enhanced my understanding of the material – 84%

I would get a better grade because we did the assessment as a group – 70%

I will continue to interact with at least some of my group members – 74%

I benefited by this opportunity to interact with students from diverse cultural backgrounds which may not have happened otherwise – 76%

Before the group discussion, I had myself attempted the questions – 78%

The responses to the open-ended questions are summarised into categories with the number of comments.

Benefits

Developed confidence, clear communication and persuasion skills – 53

Share ideas and discuss – 63

Group work planning and accomplishing – 92

Improve content knowledge and learn different approaches – 56

Compare, discuss and choose the best answer which enhances understanding – 74

Meet, interact and support each other – 51

Challenges

Meeting as a group because of different time zones – 86

Meeting in person – 2

Coming to an agreement on the answer – 53

Embarrassment or nervousness of lack of knowledge – 3

Some disengaged members and unequal contribution – 28

Language barrier – 11

Finding a suitable communication method for everyone, and technical difficulties – 13

Personal reflections

There is a dearth of studies about the efforts made to welcome and integrate students who come directly into the second year, to which this research contributes. The assessment design, group formation, survey questionnaires and results to the survey questionnaire have worked well. I am now confident that having such interventions is important to make the newcomers feel welcome as well as develop interaction among diverse groups. There are benefits of having group assessments early in the degree programmes and ensuring students are comfortable to work with those whom they had not worked with before. If I teach a similar course, I will continue some of these good practices.

Students who were identified as being unengaged were contacted to establish the reality, and if so, were not awarded the grade. We could have reiterated that some students lost the grade because of non-engagement after group assessment 1, which may have improved engagement in the second one. In the future, I will personally meet such students to encourage them.

I would like to check how these students perform in future group work by contacting the course coordinators of a couple of honours courses with group work next year.

I will develop this study into an academic journal article. I will include the analysis of the responses about the second group assessment which will give some insight about how the group assessments helped the students with the individual exam and group skill development.

Supporting information

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