Critically Questioning Educational Innovation in Economics and Business: Human Interaction in a Virtualising World
WELCOME TO THE 22ND EDINEB CONFERENCE!

The Educational Innovation in Economics and Business Association welcomes you to the 22nd International EDiNEB Conference held at Brighton Business School, Brighton, UK. We extend our thanks to all the authors, presenters, peer reviewers and speakers who have made today’s event possible. Together, we look forward to sharing three stimulating days packed with thought-provoking speakers, interesting papers and workshop as well as lively debates.

The 22nd conference theme “Critically Questioning Educational Innovation in Economics and Business: Human Interaction in a Virtualising World” invited papers that question our underlying assumptions and sensemaking about our pedagogical practices, however innovative we may consider them to be.

This conference provides a forum in which our latest research and practice will be presented and in which current thinking in business and economics education will be critically explored.

We are honoured to welcome our two keynote speakers: Professor Richard Hall (Head of Enhancing Learning through Technology and Professor of Education and Technology, De Montfort University, Leicester) and Professor Anne L. Cunliffe (Professor of Organisation Studies at Bradford University School of Management). They will be sharing their insights with us on critical business education.

Finally, we extend our thanks to Dr Steve Reeve, Lead Academic for the Brighton Conference and to Christopher Matthews for helping us to organise the conference.

We hope you enjoy the conference.

The EDiNEB Management Team

Dr Kristen Reid
Open University Business School, Chair

Dr Peter Daly
EDHEC Business School, Secretary-General and Content Manager

Dr Patrick Buckley
Kemmy Business School, Treasurer

Dr Steve Reeve
Brighton Business School, Lead Academic 2015 Conference
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ABOUT EDINEB

EDiNEB is an acronym, which stands for Educational Innovation in Economics and Business. The EDiNEB Network was founded by in 1993 by Prof Dr. Wim Gijselaers and Prof. Dr Rick Milter with the aim to support research into problem-based learning (PBL) as an innovative approach to teaching medical and business education. However, with other innovations quickly emerging in the field – such as online learning pedagogies – the network expanded its focus to include other types of educational innovation.

The EDiNEB network hosted its first workshop in 1994 on problem-based learning in business and economics education and began publishing a book series – Educational Innovation in Economics and Business – with Kluwer International. Supported by the EDiNEB Foundation, registered by Maastricht University in the Netherlands and supporting the international board of academics and practitioners of the network, the Network continued to host international conferences of 100-200 participants and smaller, intermediary workshops, as well as annual publications.

In 2009, Rick Milter and Wim Gijselaers stepped down as Chairs of the Executive Board, and the new leadership revised the organisational statutes as a Dutch-registered membership association. The Network continues to host annual international conferences, with conference venues purposely placed within schools of business and economics, and publishes an annual, peer-reviewed book series, Advances in Business Education and Training, with Springer International.

The general aim of the EDiNEB Network is to provide mutual support to members who wish to adapt their curriculum to highly innovative programmes.

The Network has three primary goals:

1. Strengthening of membership institutions in their realisation of innovative programmes; strengthening of faculty capacities related to innovative education;
2. Developing technologies, approaches (such as problem-based learning), methodologies and tools appropriate to curricula;
3. Emphasising applied economics to domestic situations, or curricula especially designed for developing countries focusing on (local) societal needs, or curricula with an orientation to skills training; problem-solving or professional practice.

It does this through:
- Institutional support and capacity building through exchanges, dissemination of information, improved communication and publications;
- Emphasis on partnerships between universities;
- Focus on research and development, in particular regarding questions of relevance to education in economics and business administration.
ORGANISATION

The EDiNEB Management Team

Kristen Reid, EDiNEB Chair
The Open University, UK

Peter Daly, Secretary-General and Content Manager
EDHEC Business School, France

Patrick Buckley, Treasurer
Kemmy Business School, Ireland

Steve Reeve, Conference Lead Academic
Brighton Business School

Conference Organisation

Christopher Matthews
Senior Research and Events Administrator, Brighton Business School

Conference Reviewers

Chris Birch, Greenwich University, UK
Elaine Doyle, Kemmy Business School, Ireland
David Laughton, Sheffield Business School, UK
Jessica Lichy, IDRAC Business School, France
Donald Ropes, InHolland University of Applied Sciences, The Netherlands
CONFERENCE PRESENTATION FORMATS

**Academic papers** seek to theoretically or empirically examine one of the five conference themes. These types of papers should be original, have a robust literature review and well-grounded theoretical underpinnings; provide appropriate, valid and well-executed empirical analyses and findings and a compelling conclusion.

**Practice-based papers** investigate phenomena in order to gain new knowledge by means of practice and the outcomes of practice. They position practice in contemporary business education literature, describe the practice in detail, investigate the practice empirically and provide some key implications for business and economics educators.

**Workshops** are one and a half hour sessions that focus on business education and practice. Workshop facilitators must leverage the knowledge of the participants, and participants will learn from both the facilitator and from other participants. For this year’s conference, workshops will focus on facilitating a discussion that ‘relevates’ a particular topic or phenomenon.

**Flipping the Sessions** combine short papers with a short video and/or recorded presentation (e.g., PowerPoint or Prezi with voice-over). The paper and video are made available to participants one week prior to the conference and the presentation at the conference is 10 minutes with 20 minutes of discussion and debate.

**Debates** comprise of a debate of two to three contrasting perspectives with authors/presenters taking one side or the other. The focus is on debating an issue with well-supported arguments for each side. During the session, each participant presents his/her argument and debates with the co-author(s) for 15 minutes with 15 minutes for discussion with the audience.
SPEAKERS

Wednesday 3 June 2015

Keynote Speaker

Professor Richard Hall
Head of Enhancing Learning through Technology, Professor of Education and Technology
De Montfort University, The Gateway, Leicester, LE1 9BH, United Kingdom
rhall1@dmu.ac.uk

Bio

Richard Hall is Professor of Education and Technology at De Montfort University, Leicester, UK. At DMU he is Head of Enhancing Learning through Technology and leads the Centre for Pedagogic Research. Richard is a National Teaching Fellow and a co-operator at the Social Science Centre in Lincoln, UK. He writes about life in higher education at: http://richard-hall.org.

Keynote Abstract

The global economic crisis of 2008 has been followed by a persistent recession, with low levels of growth, weak aggregate demand, and high levels of underemployment or unemployment. This forced an engagement with the idea that the global economy is witnessing a secular stagnation or crisis, which has in-turn recalibrated the landscape of English higher education, with implications for the idea of the University. This process has amplified the twin forces of marketization and financialisation that are reconstituting the higher education sector for the production, circulation and accumulation of value.

As a result of this restructuring for value, educational innovation has been subsumed under political economic realities, which stipulate that there is no alternative to the logic of choice and competition. This political economy is underscored culturally and pedagogically through an obsession with innovation that includes: redefining academic labour as entrepreneurial or for employment; enforcing a creative curriculum; amplifying the use of data to establish learning gain; co-opting the staff/student relationship as partnership; developing internationalisation strategies through open education.
This keynote will argue that educational innovations might usefully be examined in light of the relationships between: technological and organisational innovation; the dominant political economy that is affecting competing educational providers; the disciplinary role of the State in shaping an educational space for further capital accumulation; and the subsumption of open networks to the realities of performativity and performance management. The argument will situate educational innovations inside-and-against Capital's drive to subsume labour practices inside technologically-mediated forms of coercion, command and control, rather than to enable social mobility or emancipation.

It will be argued that the ways in which such educational innovations and the services that are derived from them are valorised might offer a glimpse of how the processes that drive capital accumulation might themselves be resisted. The argument will draw on the examples of The Post-Crash Economics Society (PCES) at the University of Manchester, the People Political Economy Project in Oxford, the International Student Initiative for Pluralism in Economics (ISIPE), and the Rethinking Economics conference, in order to examine the social relationships that emerge around notionally neutral, educational innovations. We might then ask, is it possible to reclaim human interaction and sociability in a virtualising world?
Friday 5 June 2015

Keynote Speaker

Professor Anne L Cunliffe
Professor of Organisation Studies
Bradford University School of Management
A.Cunliffe@bradford.ac.uk

Bio
Ann L Cunliffe is Professor of Organization Studies at the University of Bradford, UK, having previously held positions at the University of Leeds, UK, the University of New Mexico, and California State University, USA. She also holds Visiting Professor positions at Escola de Administraçâo da Fundaçâo Getulio Vargas, Brazil, and the University of Strathclyde, UK.

Ann’s current research lies at the intersection of organizational studies, philosophy and communications, exploring how leaders and managers shape responsive and ethical organizations. Other interests include: embodied sensemaking, developing the rigour of non-traditional qualitative research, and exploring reflexive approaches to management research, practice and learning.

Her recent publications include the book *A Very Short, Fairly Interesting and Reasonably Cheap Book about Management* (2014) and articles in *Organizational Research Methods, Human Relations, the Journal of Business Ethics, Journal of Management Studies,* and *Organization Studies*. She is Co Editor-in-Chief of *Management Learning*, and organizes the biennial Qualitative Research in Management Conference In New Mexico, USA.

Keynote Abstract

In the midst of corporate, government, media and military scandals, questions have been raised about why leaders and managers behave in unethical ways, especially when they are often in positions open to public scrutiny. Concurrently, business schools have also come under criticism for graduating students who are morally-neutral technicians and for designing MBA programmes that turn managers into “swashbuckling, iconoclastic champion(s) of ‘shareholder value’” (Khurana, 2007: 3) unable to engage in reflective debate and incapable of making morally-informed
judgments. The time has come to critically question the purpose and content of business education. In this keynote I will offer potential reasons for these critiques and explore possibilities for rethinking the role of business education in society, along with issues that we may consider in relation to developing curricula that address major challenges in the world today.
# PROGRAMME OVERVIEW

## WEDNESDAY, 3 JUNE 2015

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<th>Time</th>
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<tr>
<td>08.30-09.00</td>
<td>Welcome/Coffee/Registration</td>
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<td>09.00-09.15</td>
<td>Opening by EDiNEB Board</td>
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<td>09.15-09.30</td>
<td>Welcome by the Director of the Business School</td>
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<tr>
<td>09.30-10.30</td>
<td>Keynote Session: Prof Richard Hall</td>
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<td>10.30-11.00</td>
<td>Break</td>
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<td>11.00-12.00</td>
<td>Parallel Sessions 1.1 and 1.2</td>
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<td>12.00-13.00</td>
<td>Lunch</td>
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<td>13.00-13.30</td>
<td>EDiNEB Members’ Board Meeting</td>
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<td>13.30-14.45</td>
<td>Workshop 1</td>
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<td>14.45-15.15</td>
<td>Break</td>
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<tr>
<td>15.15-16.45</td>
<td>Parallel Sessions 2.1 and 2.2</td>
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<td>16.45-17.00</td>
<td>Short Break</td>
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<td>17.00-18.00</td>
<td>Parallel Sessions 3.1 and 3.2</td>
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<td>19.00-21.30</td>
<td>Conference BBQ</td>
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<td>21.30 onwards</td>
<td>Live Band and Dancing</td>
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## THURSDAY, 4 JUNE 2015

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<td>09.00-10.00</td>
<td>Parallel Sessions 4.1 and 4.2</td>
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<td>10.00-10.30</td>
<td>Break</td>
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<td>10.30-11.45</td>
<td>Parallel Workshops 2 &amp; 3</td>
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<td>11.45-12.45</td>
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<td>12.45-14.15</td>
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<td>14.15-14.45</td>
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<td>14.45-15.45</td>
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<td>15.45-17.45</td>
<td>Pop-up Conference</td>
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<td>19.30 onwards</td>
<td>Conference Dinner</td>
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## FRIDAY, 5 JUNE 2015

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<tr>
<td>09.00-10.00</td>
<td>Keynote Session: Prof Anne L Cunliffe</td>
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<td>10.00-11.15</td>
<td>Parallel Workshop 4 and Debate</td>
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<td>11.15-11.30</td>
<td>Break</td>
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<td>11.30-12.30</td>
<td>Session 7.1</td>
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<td>12.30-13.00</td>
<td>Best Paper Award, Reflections and Close</td>
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<td>13.00 onwards</td>
<td>Lunch</td>
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WEDNESDAY, 3 JUNE 2015

08.30-09.00 WELCOME/COFFEE/REGISTRATION
Venue: The Old Ship Hotel

09.00-09.15 OPENING BY THE EDINEB BOARD
Venue: The Old Ship Hotel

09.15-09.30 WELCOME BY THE DIRECTOR OF THE BUSINESS SCHOOL
Venue: The Old Ship Hotel

Professor Aidan Berry
Director of the Brighton Business School

09.30-10.30 KEYNOTE SESSION: PROF RICHARD HALL
Venue: The Old Ship Hotel

Professor Richard Hall
Head of Learning through Technology, Professor of Education and Technology, De Montfort University, UK

Critically questioning educational innovation in economics and business: Human interaction in a virtualising world

10.30-11.00 BREAK
Venue: The Old Ship Hotel
WEDNESDAY, 3 JUNE 2015 (CONT.)

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<tr>
<td>11.00-12.00</td>
<td>PARALLEL SESSIONS 1.1 and 1.2</td>
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<td>Venue: The Old Ship Hotel</td>
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<tr>
<td>1.1</td>
<td>EVALUATING THE LECTURE</td>
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<td><strong>Chair:</strong> Steve Reeve</td>
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<td><strong>Using apps on mobile devices to enhance student engagement in large lectures</strong></td>
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<td></td>
<td>Trevor Nesbit, Billy O’Steen, Tim Bell</td>
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<td>University of Canterbury, New Zealand</td>
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<td><strong>Is the lecture dead? Challenging pedagogy through social media applications</strong></td>
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<td>Matthew Willett</td>
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<td>Sheffield Business School, UK</td>
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<td>1.2</td>
<td>LEARNING DESIGN FOR EMPLOYABILITY AND PRACTICE</td>
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<td><strong>Chair:</strong> Peter Daly</td>
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<td><strong>Employability for B&amp;M students: Aligning learning design, PDP and employability imperatives</strong></td>
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<td></td>
<td>Roshan Booijhawon, Mike Lucas</td>
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<td>Birmingham Business School, UK, Open University Business School, UK</td>
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<td><strong>DSign4Practice: 4Ps for improving management education</strong></td>
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<td>Lee Schlenker, Sebastien Chantelot</td>
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<td>Groupe ESC Pau, France</td>
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<td>12.00-13.00</td>
<td>LUNCH</td>
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<td>Venue: The Old Ship Hotel</td>
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<tr>
<td>13.00-13.30</td>
<td>EDINEB MEMBERS’ BOARD MEETING</td>
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<td>Venue: The Old Ship Hotel</td>
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<td>All are welcome to attend the Members’ Board Meeting.</td>
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<td>13.30-14.45</td>
<td>WORKSHOP 1</td>
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<td>Venue: The Old Ship Hotel</td>
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<td><strong>WORKSHOP 1: Integrating non-formal learning in formal management education: A workshop to explore possibilities</strong></td>
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<td>Martin Rich, Donald Ropes</td>
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<td>Cass Business School, UK, InHolland University of Applied Sciences, The Netherlands</td>
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WEDNESDAY, 3 JUNE 2015 (CONT.)

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<tr>
<th>Time</th>
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<tr>
<td>14.45-15.15</td>
<td>BREAK</td>
<td>The Old Ship Hotel</td>
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<tr>
<td>15.15-16.45</td>
<td>PARALELL SESSIONS 2.1 and 2.2</td>
<td>The Old Ship Hotel</td>
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### 2.1 PROBLEM-BASED LEARNING

**Chair:** Hans Otting

- **Learner-oriented tutor interventions in a problem-based learning environment**
  Hanneke Assen
  Stenden Hotel Management School, The Netherlands

- **Making the familiar strange: a basic business degree with PBL ethos**
  Sue Greener, Andrea Benn
  Brighton Business School, UK

- **Performance of the seven step procedure in problem based hospitality**
  Wichard Zwaal, Hans Otting
  Stenden Hotel Management School, The Netherlands

### 2.2 SHIFTS IN BUSINESS EDUCATION INNOVATIONS

**Chair:** Kristen Reid

- **Critically questioning learning analytics in a virtualising world - let's not lose the human**
  Terry O'Sullivan, Kristen Reid
  Open University Business School, UK

- **Teaching case study writing: Shifting the challenge to students in an international marketing class**
  Veronique Boulocher-Passet
  Brighton Business School, UK

- **Shifting from instructivism to constructivism - an effective "innovation" in business teaching**
  Christiane Schopf
  Vienna University of Economics and Business, Austria
WEDNESDAY, 3 JUNE 2015 (CONT.)

16:45-17:00 SHORT BREAK  
Venue: The Old Ship Hotel

17.00-18.00 PARALLEL SESSIONS 3.1 and 3.2  
Venue: The Old Ship Hotel

3.1 INNOVATION AND ENTREPRENEURIALISM  
Chair: Jerry Allen

Towards a classification of graduate entrepreneurs  
Jerry Allen  
University of Greenwich, UK

A pedagogical approach to support innovative ecosystems  
Evandro Bocatto, Rhonda Reich, Lyle Benson  
MacEwan University, Canada

3.2 THE EFFECTIVENESS AND REALITY OF MOOCS  
Chair: Jessica Lichy

Effectiveness of MOOCs in HED: the case of IDRAC Business School  
Mounia Benabdallah (presented by Jessica Lichy)  
IDRAC Business School, France

Pushing the boundaries: A practical reality of a MOOC development  
Andrea Benn  
University of Brighton, UK

19.00-21.30 CONFERENCE BBQ  
Venue: Brighton University Art College

21.30-onwards Live Band Itchy Fingers & dancing  
Venue: The Old Ship Hotel
09.00-10.00 PARALLEL SESSIONS 4.1 and 4.2
Venue: The Old Ship Hotel

4.1 CROSS-NATIONAL COMPARISONS AND COOPERATION
Chair: Kristen Reid

A cross-national comparison of business and economic education in Germany, France and Great Britain
Susanne Berger
University of Cologne, Germany

Cooperations between universities and companies: A Hungarian-Romanian case based comparison
Mónika-Anetta Alt, József Berács, Zsuzsa Săplăcan
Babeș-Bolyai University, Romania, Kecskemét College, Hungary

4.2 STUDENT ENGAGEMENT
Chair: Jayne Revill

Moving on and moving up: Challenges of moving from foundation degree to a university top up degree
Rachael Carden
Brighton Business School, UK

A comparative analysis of different in-class voting systems used to engage students
Simon Warwick, Jayne Revill, Jason Ruffell, Tamsin Carr
Sheffield Hallam University, UK

10.00-10.30 BREAK
Venue: The Old Ship Hotel
THURSDAY, 4 JUNE 2015 (CONT.)

10.30-11.45 PARALLEL WORKSHOPS 2 & 3
Venue: The Old Ship Hotel

WORKSHOP 2

Building Expertise Networks for Innovation Training Systems (Benefits)
Chris Birch and Chantal Hurrard
University of Greenwich, UK and Ecole d'Ingenieurs du CESi, Rouen, France

WORKSHOP 3

Critically questioning the educational development practice of business education innovators
David Laughton
Sheffield Business School, UK

11.45-12.45 LUNCH
Venue: The Old Ship Hotel

12.45-14.15 PARALLEL SESSIONS 5.1 and 5.2
Venue: The Old Ship Hotel

5.1 FACETS OF THE ONLINE EXPERIENCE
Chair: Kristen Reid

Good pedagogical innovation? A natural experiment in F2F, Web-enhanced, blended and online courses
Lyle Benson, Rickard Enström
MacEwan University, Canada

The Student voice - listening to what (they think) they want?
Jessica Lichy, Kachour Maher
IDRAC Business School, France

The role of data analytics in the assessment process: its use in moderation, teaching and prediction
Robert Baker, Jayne Revill
Sheffield Hallam University, UK
THURSDAY, 4 JUNE 2015 (CONT.)

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<tr>
<th>12.45-14.15</th>
<th>PARALLEL SESSIONS 5.1 and 5.2 (CONT.)</th>
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<td>Venue:</td>
<td>The Old Ship Hotel</td>
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### 5.2 SKILL AND COMPETENCE DEVELOPMENT

**Chair:** Peter Daly

- **Enhancing creativity understanding in large undergraduate cohorts: The challenges of including and training facilitators**
  Peter Daly, Isabelle Sequeira, Veronique Boulocher-Passet
  EDHEC Business School, France, Brighton Business School, UK

- **The Role of culture and personality play in an authentic online group learning experience**
  Jenna Mittelmeier, Bart Rienties, Denis Whitelock; Yingfei Heliot
  Open University, UK, University of Surrey, UK

- **Developing critical thinking skills by enabling bias correction**
  Patrick Buckley, Elaine Doyle
  Kemmy Business School, Republic of Ireland

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### 6.1 DIALOGUE AND PEER LEARNING

**Chair:** Peter Daly

- **Critical analysis of the World Café Dialogue Method**
  Peter Daly
  EDHEC Business School, France

- **University student peer coaching for development of professional skills and leader self-confidence**
  Robert Gurney, Lyle Benson, Rickard Enström
  MacEwan University, Canada
14.45-15.45 PARALLEL SESSIONS 6.1 and 6.2 (CONT.)
Venue: The Old Ship Hotel

6.2 GAMIFIED LEARNING
Chair: Patrick Buckley

Game on! Student’s perceptions of gamified learning
Patrick Buckley & Elaine Doyle
Kemmy Business School, Republic of Ireland

Evaluating games for learning: A treasure hunt case study
Clare Millington & Maggie Garabedyan
University of Brighton, UK

15.45-17.45 POP-UP CONFERENCE
Venue: The Old Ship Hotel

The EDINEB Brighton Pop-up Conference wants to take the best from open conferencing techniques. It will allow space for the airing of passionately held topics; emergent and nascent ideas; part-formed future papers and wild concepts. Find friends, critics and followers for the issues you wouldn’t normally dare raise at conference. New disciplines could start here!

With its emphasis on energetic conversation, the self-organised pop up conference will generate its own trail of off-the-radar discussions for future reflection and refinement. Unleash the spontaneity and run with the moment, grab this pop up with both hands!

19.30 onwards CONFERENCE DINNER
Venue: Brighton Pavilion
**FRIDAY, 5 JUNE 2015**

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<tr>
<td>09.00-10.00</td>
<td>KEYNOTE SESSION: PROF ANNE L CUNLIFFE</td>
<td>The Old Ship Hotel</td>
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<td>Professor Anne L Cunliffe</td>
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<td>Professor of Organisation Studies, Bradford</td>
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<td>University School of Management</td>
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<td>Rethinking the role of business education in society</td>
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<td>10.00-11.15</td>
<td>PARALLEL WORKSHOP 4 AND DEBATE</td>
<td>The Old Ship Hotel</td>
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<td>DEBATE</td>
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<td>The hapless outcomes of the growing gap between ‘science’ and ‘experience’</td>
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<td>Herman Van den Bosch</td>
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<td>Open Universiteit, The Netherlands</td>
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**Workshop 4**

**Literature and Economics**

Hanna Trojanowska
Siedlce University, Poland
FRIDAY, 5 JUNE 2015 (CONT.)

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### 7.1 TEACHING AND LEARNING IN MANAGEMENT EDUCATION

Chair: Martin Rich

**Integrating non-formal learning in formal management education: theoretical and practical issues**

Martin Rich, Donald Ropes
Cass Business School, UK, InHolland University of Applied Sciences, The Netherlands

**Do Screencasts really work? A study of their effect in teaching of quantitative methods**

Robert Baker, Jayne Revill
Sheffield Hallam University, UK

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ABSTRACTS
(Alphabetical by Author)
Towards a classification of graduate entrepreneurs – short paper work in progress
Jerry Allen, University of Greenwich

This paper nominally offers a typology of graduate entrepreneurship based upon 4 years monitoring of undergraduate and post-graduate students presenting business planning ideas at University of Greenwich. It uses empirical data of 120 student aspirational entrepreneurs to identify their motivations and profiles.

The paper discusses the various classifications of entrepreneurship proffered by Danof (1949), Dana (1995), Baumol (1990) and Douhan et al (2010) and provides a contemporary perspective proposing five classifications proposed for the purpose of stimulating debate.

Entrepreneurs typologies include: The ‘Dabblers’ representing those who experiment with enterprise, often for the first time; the ‘Persistent Pursuers’ emerge with previous experience, but relentlessly pursuing their entrepreneurial aspirations; the ‘Family Followers’, typically with enterprise in their bloodstream keen to equal or outperform their parents’ entrepreneurial achievements; the ‘Deadly Serious’ where the role of entrepreneur is critical to their life success and the ‘Disrupters’ who adopt an alternative view of society where they are driven by an alternative purpose than personal wealth creation.

The typology is used to frame explain the drivers of graduate entrepreneurs and help shape the support they require by enterprise educators. It recognises the limitations of the analysis but provides challenges for further research.

Cooperations between universities and companies: A Hungarian-Romanian case-based comparison
Mónika-Anetta Alt, József Berács, Zsuzsa Sáplăcan
Babeș-Bolyai University, Romania, Kecskemét College, Hungary,

The higher education system in Central and Eastern Europe (CEE) went through dramatic changes during 1990s, after the collapse of communist regimes. The challenges of massification (in a short period of time, the number of students has tripled), the globalization (when the borders opened and the freedom of movement became a reality), the establishment of market economy and many other trends caused an extensive growth in higher education. From time to time, the cooperation of universities and other stakeholders becomes a hot topic for academia and practice. We selected Faculty of Economics and Business Administration at Babeş-Bolyai University in Cluj-Napoca (Romania) and the Kecskeméti College (Hungary) for our qualitative study, in order to identify how practice enters the university education. The present study is a pilot study designed to reveal the faculty’s main cooperation forms with companies, addressed to students during the education process. The results revealed two different forms of cooperation between universities and companies: cooperation with companies within the usual education system and a case of cooperative (dual) education.
Learner-oriented tutor interventions in a problem-based learning environment
Hanneke Assen
Stenden Hotel Management School, The Netherlands

Problem-based learning (PBL) is an example of a learner-oriented approach to teaching in which self-directed learning, constructive learning, contextual learning and collaborative learning are central concepts. The interventions of a tutor in PBL are of great importance. The most effective tutor is supportive and interaction-oriented. The supportive tutor encourages students to take responsibility for their own learning, activates knowledge building, observes the learning process of students and encourages students to evaluate their learning process. The role of the tutor requires more learner-oriented skills than teacher-oriented skills. Using observations, this study demonstrated that tutors use predominantly teacher-oriented interventions. This indicated that tutors insufficiently challenge and encourage students to diagnose, monitor and evaluate different (collaborative) learning and thinking strategies.

Do Screencasts Really Work? A Study of Their Effect in the Teaching of Quantitative Methods
Rob Baker, Jayne Revill
Sheffield Business School

This paper, presented in practice based format, drills down to the core of the 2015 Conference theme. It reports an 'action research' project (Lewin 1948, 1958, Denscombe 2010) evaluating the benefits of screencasts over the learning experience provided by tutor interaction and intervention alone. The recent generation of business tutors have been encouraged to 'innovate' and pursue e-learning methodologies almost without question. The paper raises the teaching team’s perceptual awareness by rethinking their practice in the light of the experimental results.

Screencasts, also known as 'video screen capture', in this case were relatively short (15-20 min.) digital recordings of computer screen capture with audio narration demonstrating facets of Microsoft Excel’s functionality, coding and application. Recorded by the Module Leader using screencast-o-matic, they were made available as virtual learning material and intended for students’ use either at the introduction of the particular topic, its consolidation or for later reference at report-writing time.
Effectiveness of MOOCs in HED: The Case of IDRAC Business School
Mounia Benabdallah
IDRAC School of Management, Lyons, France

The use of technology by young students is undeniable. Higher Education institutions must adapt their functioning based on this new deal. Thus, all business schools seek today to integrate this technology into their teaching.

By this year, IDRAC Business School began implementing MOOCs.

In this research, we were interested in:
1. From a theoretical point of view, what is the place of these moocs in higher education?
2. Do moocs replace face to face teaching?

On the field research, we studied:
1. What courses have been selected to implement MOOCs and why?
2. What was the procedure used to make MOOCs?
3. What was the reaction of students and their parents about the use of these MOOCs?

Our sample consists of 124 students in bachelor and 67 parents. The methodology used was first qualitative where we conducted interviews with the director of the bachelor and the teachers who realized moocs. Furthermore, a quantitative study was used when we established the effectiveness of moocs.

The main results show that moocs are seen as complementary teaching to face to face and not as a replacement. The reasons will be detailed in the final paper (culture, perceived risk, psychological motivation etc.)

Pushing the Boundaries: A Practical Reality of a MOOC Development
Andrea Benn
Brighton Business School, UK

MOOCs have been highlighted as ‘transformational disruption’ (Billsberry, 2013) with high-ranking universities being cited as leaders in their development, leaving others to wonder whether this is just another fad or something to be taken more seriously. In the UK the Open University (OU) is the outstanding leader as a provider of online courses, and with the barrier to entry set to an exemplary high level, it is no wonder why other HEIs have not been tempted to compete. However the new concept of MOOCs appears to be gaining momentum. Many UK HEIs are starting to explore the potential benefits associated with them, which could possibly be fuelling the growth through fear of being left behind. This paper reviews the development stages of a project that incorporates the concept of a MOOC with a specific aim of attracting new students to enrol on a traditional UG degree course, and in the process demonstrates the requirements and expectations of the HEI from all prospective students.
**Good Pedagogical Innovation? A Natural Experiment of F2F, Web-Enhanced, Blended, and Online Courses**
Lyle Benson, Rickard Enström
MacEwan University – School of Business, Canada

With this research, we discuss and assess the extent to which pedagogical innovation in a negotiating class was effective. Specifically, in a natural experiment, based on the degree of technology utilized in the course delivery, as well as the proportion of the course that was delivered online, we analyze the development of students’ negotiation self-confidence among Face-to-Face (F2F), Web-Enhanced (WE), Hybrid Blended Learning (HBL), and Online (OL) courses through a post-then test design. Through a triangulation approach, we contrast the results from the quantitative assessment with qualitative data from students’ written negotiating assignment. As well, sample verbatim students’ comments from their written negotiating assignments are included in this report to illustrate the “inner lived experience” of the students during their negotiating assignments.

**A Cross-National Comparison of Business and Economics Education in Germany, France and Great Britain**
Susanne Berger
University of Cologne, Germany

Referring to the conference track no. 4 “Do our business models and educational institutions work?” this paper presents an international comparative research study examining the official curriculum, enacted at the level of education policy, and its role in teaching practice. Within this cross-national case study, the findings on business and economics education in lower secondary education in theory and teaching practice are compared between the three countries Germany, Great Britain and France. The primary aim of the study is to better understand how the official curriculum in business and economics education is interpreted and shaped by individual teachers. The study will argue that, although there are more differences on the macro-level of the curriculum and education systems of France, Great Britain and Germany, there are more similarities in teaching practice. The differences can be explained, amongst other factors, by the structure and design of initial and further training of teachers. Therefore, the findings do not only have implications for teaching at lower secondary education level, but for teacher training at tertiary education level as well.
Building Expertise Networks for Innovation Training Systems (Benefits)
Chris Birch, University of Greenwich
Chantal, Hurrard, Ecole d'Ingeneurs du CESi

Benefits is an European InterReg IVa funded project, which supports collaborations between adjacent regions, in this case South East England and North West France. The primary focus of the funding stream is to engender sustainable relationships that add ongoing economic and societal value. The project started in 2012 and ends in July 2015. The overarching themes are entrepreneurship and innovation. This paper will outline the activities of the project, discuss their impact and importantly, highlight policy, strategy and operational lessons learnt that will be assimilated into future bids. This is now a pre-requisite of winning future European funding, and anyone who is considering bidding to InterReg V or Horizon 2020 will benefit from sharing these lessons with us. We will have a number of full research reports to hand out during this session which will provide an evidence base to underpin future bids, and will demonstrate two powerful toolkits that will be in the public domain which will provide a useful resource to support SME and learner development.

A Pedagogical Approach to Support Innovation Ecosystems
Evandro Boccato, Rhonda Reich
MacEwan University – School of Business

(First paragraph) Ever since Schumpeter (1951) established a positive correlation between innovation and wealth creation, countries have promoted innovation through policies such as tax reduction, distribution of funds, creation of research centres and incubators, etc. Schumpeter’s work has been re-discussed with new supporting evidences (Hanusch, 2008) that reveal two approaches: one that stresses social redistribution of wealth, Keynesian Economics, and one that emphasizes the role of the entrepreneur and innovation to stimulate economic growth, the Schumpeterian thesis. The former emphasizes the governments’ role in promoting incubators, while the latter stresses the role of the private enterprise. Unfortunately, a definitive recipe for this mix is far from being discovered. What may be assumed, however, is that as social phenomena (Hochgerner, 2011), innovations may flourish from innovation cultures and networks, or innovation ecosystems, and yet from the intersection between business and technology/product/service/process innovations (Davila, Epstein, & Shelton, 2012). With these assumptions in mind, we develop educational ecosystem for innovation. This experiential learning project is based on Kolb’s assumption that people learn best through experience (Kolb, 2014) but also aims to add empirical knowledge to the liaison role of universities and schools of business in connecting institutions and people in order to foster high-tech innovations.
Employability for B&M students: Aligning Learning Design, PDP and Employability Imperatives
Dev K Booijhawon, Birmingham Business School and Mike Lucas, Open University Business School, UK

Employability has been a high priority issue for HE sector, and its implementation has left many HE institutions confounded with balancing their heterogeneous demands of maintaining academic standards, keeping up an avant-garde curriculum whilst reinforcing the development of much-needed graduate skills into the learning journeys of diverse groups of students. These factors have equally affected Business Schools, and the approaches they have adopted to overcome employability-related challenges; shape and integrate employability into the learning experiences of business and management (BM) students.

The paper argues that the case is different for open and distance learning BM students, and this context requires a different way of thinking about skills-related pedagogical innovations, and about how to integrate employability into students’ learning experiences. This paper takes a critical perspective in exploring an academic and institutional journey undertaken by the UG programme at the Open University Business School (OUBS) to design and develop a holistic framework for employability, the ‘Business Management Employability Framework’, and the steps taken to embed it within its online business management programme. In so doing, the paper draws attention to the issues and challenges involved in aligning the threads of employability development within existing curriculum, in supporting the range of diverse BM students within the School, the innovative use of PDP tools, proactively engaging with the University’s Careers Services.

Shifting the challenge to students in an International Marketing class: The value of having students write teaching cases
Véronique Boulocher-Passet, University of Brighton Business School

In this paper, the author describes an experience of assigning Masters students’ in an international marketing class with the writing of a teaching case study and its pedagogical note. The written case was the major deliverable of the term, valued at 75% of the students’ grade. The author sought student insights into the learning benefits they derived from this assignment through a reflective report. Students’ evaluation of the complementary use of teaching case studies, both as a traditional method of analysis in class and as writing one for an assignment, was also assessed. Results show that having students write teaching cases is of great value to students themselves. Students identified as benefits of this experience many of the learning benefits already underlined in the literature on student-written cases. Non-previously identified benefits of writing a teaching case study came also from analysis. Students highlighted how writing a teaching note eased and strengthened their understanding of international marketing concepts, challenged them, provided originality and novelty as well as gave them confidence. They finally emphasized how in class discussion of various teaching case studies was complementary to writing their own teaching case study.
Enhancing creativity understanding in large undergraduate business cohorts: The challenges of including and training facilitators
Véronique Boulocher-Passet, University of Brighton Business School
Peter Daly, Isabelle Sequeira, EDHEC Business School,

This paper addresses the challenges facing three stakeholders (namely a creativity consultant; a seminar coordinator; and a student facilitator) when including and training facilitators during a creativity seminar within a large undergraduate business cohort at a French Business School. This study is positioned with the literature on facilitation training within the creativity process. A case study approach is adopted in order to ascertain the perception of the key stakeholders. The findings are outlined and the educational implications are provided to those wishing to organise a similar initiative in their institution.

Developing Critical Thinking Skills by Enabling Bias Correction
Patrick Buckley, Elaine Doyle, Kemmy Business School, University of Limerick, Republic of Ireland
Email: Patrick.Buckley@ul.ie; Elaine.Doyle@ul.ie

(first paragraph) Critical thinking has an enduring place in the discourse on human thought and intellect. Despite its centrality, a common agreed definition of critical thinking is lacking. Patrick (1986) suggests that extant definitions can be divided into two broad categories. Limited definitions focus on specific cognitive skills such as alternative evaluation, solution optimization and criteria development (Paul, 1984). Strong definitions tend to equate critical thinking with higher order cognitive skills such as decision-making or problem solving. In these definitions, specific cognitive skills are seen as being necessary but not sufficient to develop critical thinking faculties.

Moving on and Moving up: Challenges of moving from a Foundation Degree to a University Top Up Degree
Rachael Carden, Brighton Business School

Personal experience of academic and pastoral leadership on the Foundation degree in Business at a City College Brighton and Hove (an FEC) and current teaching at the Brighton Business School at the University of Brighton suggests that the shift from FdA Business to BSc Business (Top up) in a different institution is challenging. In this small scale case study I will investigate the academic, personal and social transitional and induction experiences of two groups of these articulating students. The research objectives are the analysis and evaluation by the learners of the practices and processes of the two institutions with a view to developing potential improvements of transition for future learners.
Critical Analysis of the World Café Dialogue Method
Peter Daly, EDHEC Business School

This paper addresses the World Café, the large group intervention method used by universities, business schools, organisations, and NGOs. Research into the World Café is first of all outlined prior to using a narrative inquiry method (Clandinin & Connolly, 2000) to collect and analyse interviews, appraisals and stories of World Café use in business education from 5 educators and 5 professionals in order to create a more critical conversation of World Café usage. More specifically, the 7-stage process of World Café usage is interrogated to ascertain the various pitfalls in the execution of this method, and to provide suggestions on how to deal with these pitfalls. This paper concludes by providing the practical implications, which will be of interest to educators wishing to use the World Café either within their teaching or to professionals in other business, government, health, or community settings.

Game On! Students’ Perceptions of Gamified Learning
Patrick Buckley, Elaine Doyle, Kemmy Business School
Shane Doyle, MCCP, Dublin 2, Ireland

Gamification is presented in the literature as a pedagogical innovation that may increase student engagement and enhance learning. This study explores students’ perceptions of a gamified learning intervention deployed in a large undergraduate module and a small postgraduate module. Given the dearth of previous empirical work, an exploratory approach was used. Focus groups with students from each cohort were carried out to develop a nuanced understanding of the students’ perceptions of a gamified learning environment. An analysis revealed six themes: the impact on learning outcomes, motivation, the importance of what is at stake, group dynamics, gender and the challenges gamified learning activities present. The paper contributes by evaluating students’ perceptions of the effectiveness of gamification, providing guidelines for other practitioners deploying gamified learning interventions and identifying outstanding issues and questions that require further research.
Making the familiar strange: a basic business degree with a PBL ethos
Sue Greener, Andrea Benn
University of Brighton

(first paragraph) When we embarked on the process of responding to senior management demands for a distinctive business degree for a small interdisciplinary campus, we took the familiar curriculum and searched for a distinctive, though not necessarily novel, approach to learning. This paper sets out the gestation and delivery of that distinctive degree which was designed as a whole rather than in modular format, and which had problem-based learning principles (Barrows and Tamblyn 1980, Savery and Duffy 1995) at its heart. When “making the familiar strange” (Rosaldo 1989) the point is to see what happened, what new insights resulted and how it changed the process and practice of learning and teaching. We therefore attempt in this paper to do exactly that in order to determine whether anything distinctive did result, and what, if anything, can be gleaned from the experience by the institution in relation to future course design.

University Student Peer Coaching for Development of Professional Skills and Leader Self-Confidence
Robert Gurney, Lyle Benson, Rickard Enström
MacEwan University – School of Business

This pilot study documents the creation of an Advanced Leadership course where university students are peer coaching fellow students in professional skills development. Beginning in the fall semester of 2013 to the winter semester of 2015, over 250 peer coaches and over 500 coachees have participated in the peer coaching of professional skills in the BCOM program at MacEwan University. This pilot study focuses on the peer coaches and coachees from the fall/winter 2013/2014 semesters. With this paper, we describe the functioning of the peer coaching process in the Advanced Leadership course and indicate future research opportunities with the data set. In doing so, we review the literature on peer-coaching, professional skills, and self-confidence.
Critically questioning the educational development practice of business education innovators – reappraising what we do and how we do it
David Laughton
Sheffield Business School UK

Business educators engage in educational development activity. Educational development as both a role and a practice in the UK has been underpinned by a specific ethos and set of values (Thomson and Peat, 2014), but has become increasingly problematised due to the encroaching performativity (Ball, 2000) of the higher education project. This workshop will explore the nature of contemporary educational development practice in a university context by drawing upon the experiences and stories of participants and will reflect on how educational development should be framed and enacted within the complex and conflicted external and internal cultural, political and subject-disciplinary milieu of HEIs.

The student voice – listening to what they (think they) want!
Jessica Lichy & Maher Kachour
IDRAC

The widespread adoption of digital devices has changed our relationship with information. Today’s students in higher education are often more familiar with web 2.0 tools than their teachers. They live in a connected world of Chat Apps, Instant Messaging, Facebook, YouTube, Twitter and other social media in which personal messages are spontaneously broadcast to vast numbers of viewers and, inevitably, many students use electronic devices in the classroom. Whether students use the technology for learning purposes or not, educators need to be aware of evolving trends in technological developments and user expectations. Set in the context of higher education in France, this enquiry examines the issue of technology usage from the student perspective and discusses their expectations regarding ICT preferences for learning purposes. The authors draw attention to the pace of technological change and implications for policy makers regarding the use of electronic devices by students in higher education.
Evaluating games for learning: a treasure hunt case study
Clare Millington, Brighton Business School
Maggie Garabedyan, University of Brighton Students’ Union

In Sept 2014, a group of students designed a treasure hunt game to help new students explore the campus environment. The initiative made use of mobile technologies and was perceived as innovative. In this flipped session we will explore how we could and should evaluate such innovations.

The Role Culture and Personality Play in an Authentic Online Group Learning Experience
Jenna Mittelmeier, The Open University
YingFei Heliot, University of Surrey,
Bart Rienties, The Open University
Denise Whitelock, The Open University

Both educators and students face challenges in successful collaborative work, particularly when students come from a diverse set of backgrounds and cultures. This is especially the case at business schools, which have some of the most diverse student populations in the UK. One explanation for this could be that culture and personality influence behaviour in group work, creating mismatched expectations. This assumption has led to current research focusing upon student reflections and perceptions of these challenges, while few studies objectively explore what influences actual student behaviours in group work. Therefore, this paper describes a learning analytics study of an activity designed to replicate a group learning experience. In a lab environment, 58 students at a UK business school were placed in small groups to work with a Harvard Business School case study using an online chat to communicate with all members of their group. Student contributions were analysed and compared using Hofstede’s Cultural Dimensions (Hofstede, Hofstede, & Minkov, 2010) and the Big Five Ten Item Personality Measure (Gosling, Rentfrow, & Swann, 2003). Our analysis suggests that cultural traits in particular influences and can predict student group work behaviours.
Using Apps on Mobile Devices to Enhance Student Engagement in Large Lectures: Learning Adviser Perspectives
Trevor Nesbit, Billy O’Steen, Tim Bell, University of Canterbury

Much has been written about the desire to increase student interaction and engagement in large lectures. This paper presents a further phase in a study that is being conducted into the use of applications on smart phones, tablets, and laptops to increase student engagement in large lectures. Previous phases of the study have included the interviewing of lecturers and the surveying of students regarding their perceptions regarding this approach to increasing engagement in large lectures. This paper presents the results of interviewing learning advisers across three higher education institutions in New Zealand regarding their perceptions of the benefits and challenges of this approach and how these relate to threads emerging from the literature. The findings from this phase of the study regarding the motivations and benefits are consistent with the literature with challenges relating to some lecturers being resistant to adopting the approach and how to deal with not all students having access to a device to participate with. Dealing with these challenges in the future is important as the positive outcomes being generated by this ongoing study appear to be significant when it comes to enhancing student engagement.

Critically questioning learning analytics in a virtualising world – let's not lose the human.
Terry O’Sullivan, Kristen Reid, The Open University Business School

(First paragraph) Recent accounts of learning analytics (Baer and Campbell, 2102; Norris and Baer, 2013) advance the potential of large amounts of data, appropriately integrated and analysed, to yield insights which will enhance student success. While acknowledging that such ‘big data’ driven learning analytics will, in time, prove capable of supporting effective interventions in the right contexts, some of the expectations of the approach appear to rest on problematic assumptions. The implied model of learning is a black box, whereby measuring and changing inputs will result in improved outputs – with little attempt to understand the role of learners themselves. There is also a sense of remoteness from the learning experience as it is lived – with an emphasis on data and processing power rather than the sociocultural context of learning.
The role of data analytics in the assessment process: its use in moderation, teaching and prediction
Robert Baker, Jayne Revill, Sheffield Hallam University

(First paragraphs) Big Data and Data Analytics are concepts that are commonplace in Business. They are helping businesses to work smarter, become more productive and make better decisions in order to achieve their goals, whatever these may be. Many believe that analytics can be the deciding factor between success and failure for the future.

Learner, Academic and Data Analytics are concepts that are also coming to the forefront of discussion in Higher Education. The drivers for the adoption of these concepts are student experience, increasing sector competition and the need to perform to key performance indicators (KPIs) upon which all Universities are assessed. The volume of data, its velocity and variety that is now collected by institutions is immense and there is increased pressure on Universities to use this data to enhance the learning experience of students. Analytics can bring massive benefits to Higher Education both in terms of student and staff experiences.

This paper reports an empirical study of data analytics in a core module at level 4 (first year Undergraduate) in Sheffield Business School (SBS) at Sheffield Hallam University (SHU). The module, Business Analysis, is a core module in most of the Business Degree programmes at SHU. In it students learn quantitative and statistical analysis using Microsoft Excel as a platform. Assessment spans various pieces of submitted work throughout the academic year.

Integrating non-formal learning in formal management education: theoretical and practical issues
Donald Ropes, Inholland University
Martin Rich, Cass Business School

Traditional teaching and learning models employed by business schools result in a mismatch between what businesses expect from graduates and what they are actually capable of. Integrating aspects of non-formal learning into existing models of teaching and learning might be one way for educators to address the problems of unfulfilled expectations. Although non-formal learning is a topic in management education the views taken are rather narrow, being typically focused on various didactical techniques organized outside of the lecture hall; there is a clear lack of consideration for non-formal learning from different theoretical perspectives on learning and how they might inform didactics and curricula. Furthermore, the interaction and integration of formal and non-formal learning in the management education literature is underdeveloped. The paper contributes to the theory on learning and teaching in management education by developing an integrated framework for understanding the interplay between formal and non-formal learning. This framework can also be used by management educators when designing new curricula, new pedagogies or a combination of both.
Integrating non-formal learning in formal management education: a workshop to explore possibilities
Martin Rich, Cass Business School
Donald Ropes, Inholland University

Management educators need to respond to the demands of an increasingly complex and uncertain world. Established, formal, approaches to management education typically deal with rational and clearly-bounded problems, and therefore are not sufficient to provide students with the skills and understanding necessary to manage in an unpredictable environment. Introducing an element of non-formal learning, which we take to refer to a range of different approaches to learning which deviate from highly structured and transmissive approaches, is one way to offer experiences which prepare learners for a complex world. Non-formal learning challenges participants to deal with difficult problems and to draw on a range of experience and knowledge to deal with these. We are interested in the potential for combining formal and non-formal learning in the same setting so that different educational aims are met through each approach. Within the workshop we are interested in gathering the collective view of a group of experts, and we will use the workshop in tandem with a Delphi study to explore both theoretical and practical issues.

DSign4Practice: 4Ps for improving Management Education
Lee Schlenker, Sébastien Chantelot, Groupe ESC Pau

Despite the increasing attention given to educational technologies in business schools, the structure and objectives of management education have evolved little over the last several decades. Building upon the foundations of the long-standing critiques of business school education and the potential for student-centric learning, the authors propose that the use scenarios deployed in DSign4Practice™ can significantly improve the learning experience. To date the introduction of information technology has not improved management education, it at best seems to reproduce the inductive or deductive logics inherent in the discipline. The authors discuss how the vision of DSign4Practice can positively impact management education by focusing on the 4Ps: Place, Platform, People and Practice. In the conclusion to the article, the authors review the challenges and outcomes of their recent work in business and executive education in France and Great Britain.
Shifting from instructivism to constructivism – an effective “innovation” in business teaching?
Christiane Schopf, WU - Vienna University of Economics and Business, Institute for Business Education

This paper questions the effectiveness of the current trend from an instructivist to a constructivist teaching approach in the Austrian educational system with a focus on business teaching in business schools and academies. After generally discussing the instructivist and constructivist perspectives on teaching and learning, the concept of direct instruction is analysed and extensively supported by theoretical considerations as well as empirical findings. As a conclusion the adoption of a professional teaching strategy that follows the principles of direct instruction and within a sophisticated overall concept combines modern frontal teaching with a wide range of student-centred, activity-oriented methods, is suggested for business teaching at the secondary level. In this context it is argued that teacher explanations are not out of date, but crucial for learning and, thus, explanatory competence is a key to effective teaching. As this issue is currently being neglected in educational policy as well as in scientific research, the author has recently adopted it as a research focus. The aim of this paper is to reason this counter-mainstream decision.

Literature and Economics
Hanna Trojanowska, Siedlce University, Siedlce, Poland
Email: hannamagdalena@wp.pl

(first paragraphs)The aim of my workshop will be to demonstrate the effectiveness of using classical literature in the teaching of marketing and economics, and the relevance of the lessons to be drawn from classical literature to marketing and economic theories.

It is clear from the failure of the vast majority of economists to predict the recent financial crisis that there is a greater need for a more intuitive, imaginative approach to economic analysis, which should place more emphasis on human emotions and fallibility, rather than equations and the assumption of rational behaviour. Classical literature, in particular in the form of short stories, with its many insights into human nature and the timelessness of its lessons, provides an excellent starting point for such an approach.

In my workshop, I will present two examples of classical short stories – “A Joke” by Chekhov, and “The Necklace” by de Maupassant – and invite the participants to discuss among themselves, in small groups, the relevance of these stories to the theory and practice of marketing and economics. I will provide any prompting necessary to lead them to seeing the “sales techniques” and “product lifecycle” so vividly portrayed in Chekhov’s story, and the tragic consequences of strict adherence to economic principles, as depicted in “The Necklace”.
The hapless gap between higher education and practical experience
Herman van den Bosch Open Universiteit

Many higher education institutions do not attain their goals with respect to critical thinking and problem solving. The main reason is the failure to bridge theory and practice as a consequence of their ignorance of the role of experience - or lack of it - for business students. Because of this ignorance they do not differentiate between programs for initial students and for adult working students. This paper is focussing at adult working students. It recalls the six principles of adult learning by Knowles (Knowles, 1990) and elaborates its implications for a dedicated business curriculum. As universities lack significant expertise to implement it, the paper is urging the emergence of local or regional learning networks of business, not-for-profit organizations, consultancy firms, government and universities.

A comparative analysis of different in-class voting systems used to engage learners
Simon Warwick, Jayne Revill, Tamsin Carr, Jason Ruffell
Sheffield Hallam University

How do we engage our learners? How to we make lecture content more relevant and dynamic? How do we assess the level of understanding that our learners achieve in the classroom so as to ensure there are no knowledge gaps?

One way we have tried to answer some of these questions on our undergraduate programme at Sheffield Business School (SBS), one of 4 faculties of Sheffield Hallam University (SHU), is through the use of electronic voting systems (EVS) in lectures and seminars to create an active learning approach. EVS has been used to assess knowledge retention, learner feedback, exam preparation and research, giving learners a chance to contribute using technology in scenarios where previously they may have been unable / reluctant to.

A number of different technologies (web based, applications and physical devices) have been trialled and adopted for this purpose, and this paper will provide a comparative analysis of five of these different systems and look at how ‘testing’ the learners on a regular basis has affected their modular performance. This will be compared and contrasted with the work other institutions have exemplified, and include feedback and quantitative research data from both learners and the academics who delivered the teaching.
Don Tapscott (2009) states, “It’s not what you know anymore that counts; it’s what you can learn.” Increasingly new technology in education is paving the way for open access to both education resources but more importantly accessible learning opportunities. This paper discusses the potential impact of technologies, such as Facebook and Twitter if integrated successfully to enhance teaching, learning and development in Higher Education. Developing rich friendships and social networks has been directly linked to providing a springboard to transition (Lowe and Cooke, 2003; Maunder et al. 2010). With this in mind, social media platforms such as Facebook and Twitter have added a flexible structure to academic courses in a way that traditional pedagogy has struggled to do. This enabled a much greater breadth of learning to take place at through the online support networks students have developed. Through a constant process of reflection and enquiry the topics and theories have been applied in an appropriate context (outside of the traditional classroom environment). Social media has typically been seen in education as ‘student tools’; where students have the technology and we understand the pedagogy. In this sense, there is a dividing wall separating the two elements. This study seeks to show, is that by removing the wall, both areas can blend together to enhance teaching and learning practices. There has been a general consensus coming out of the literature that highlights students reluctance in using their social media applications in a more formalised education setting (Madge et al, 2009; Jones et al, 2010). The research conducted as part of this paper seeks to establish how social media and technology can be integrated in such a way to academic programmes, that student's see the benefits in engaging with it and thus enhancing their experience and learning on programmes. On the academic side the paper will examine how using social media can open up the lecture outside of the four walls and create vibrate, rich learning communities with break down traditional pedagogical barriers in place.

Performance of the Seven-step Procedure in Problem-based Hospitality Management Education
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The study focuses on the seven-step procedure (SSP) in problem-based learning (PBL). The research questions aim at how students rate the performance and importance of the different steps, the amount of time students spend on each step and the perceived quality of execution of the procedure. A survey was administered to a sample of 101 students enrolled in a problem-based hospitality management program. The students consider step six (Collect additional...
information outside the group) to be the most important step, while step one (Clarify terms and concepts not readily comprehensible) is ranked lowest. The highest performance-rating is for step two (Define the problem) and the lowest for step four (Draw a systemic inventory of explanations from step three). Step seven is classified as low in performance and high in importance implicating urgent attention. The average amount of time spent on the seven steps is 133 minutes with the largest part of the time spent on self-study outside the group (42 minutes). The assessment of the execution of a set of specific guidelines (the Blue Card) did not completely match with the overall performance ratings for the seven steps.
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