

Learning and Teaching Festival 2023

Business Education – Into the Future



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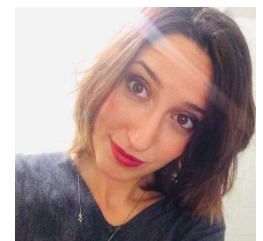
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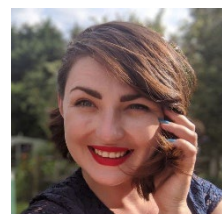
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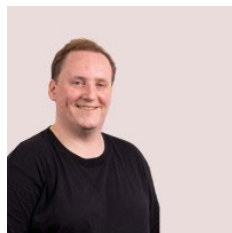
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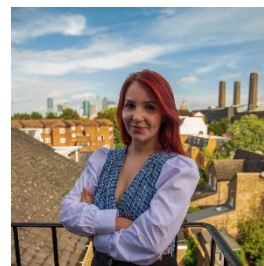
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Welcome to the Learning and Teaching Festival 2023

Dear Colleagues,

Welcome to the Greenwich Business School Learning and Teaching Festival 2023. This year's festival is back on campus as a one-day event. We hope that this will create opportunities for delegates to interact, network and share experiences together.

This year's festival has been organised by SEBE - Scholarship Excellence in Business Education. SEBE is a faculty-wide group with the aim of facilitating the sharing of learning and teaching practices within the faculty and supporting colleagues with an interest in developing their scholarship and practice in business education.

The Greenwich Business School has grown to be bigger and better over the past year, further enriching our diverse community of staff and students. We hope that the celebration of our learning and teaching will therefore be even more encompassing and informative. Just as in previous years, it is our ambition "to make a difference, locally, regionally, nationally, and internationally, with equal intensity", in alignment with the University of Greenwich 2030 Strategy.

The overarching festival theme this year is "Business Education – Into the Future" which we hope will ignite some stimulating discussions on the advances and innovations in sustainable and responsible business education. Two keynote speakers will provide the context for our discussions.

Professor Natascha Radclyffe-Thomas of the British School of Fashion at Glasgow Caledonian University London is the Vice Chair of the UN Principles for Responsible Management Education (PRME) for the UK and Ireland, and a National Teaching Fellow. Natascha will introduce latest pedagogic research and practices focusing on her experiences as an international academic and member of the Impactful 5 (i5) Expert Pedagogy Group, working to implement the Lego Foundation's i5 skills of holistic development and i5 characteristics of playful learning into pedagogical practices for the business school setting.

Professor Peter Bryant, the Co-Director of the Disruptive Innovations in Business Education Research Group at the University of Sydney Business School. Peter is an award-winning academic with international expertise in designing and delivering successful strategic educational change in both business and social sciences institutions. Peter will explore how assessment can be reimagined in the era of generative AI, looking at the potential of platforms like ChatGPT and Midjourney.

Furthermore, the programme includes four informal professional and wellbeing sessions to socialise and explore topics outside of the main conference theme. There will be a Cultural Corner, to share different aspects of culture that we enjoy; a Pet Corner, for animal lovers; a Professional Corner, with information on two professional recognition schemes: the GOLD



scheme for teaching and learning which leads to a category of HEA fellowship; and the UKAT professional recognition of personal tutors.

We encourage you to share your thoughts and impressions by live tweeting using #GRELTF2023. Please also follow us on @SEBE_Greenwich on Twitter. We are offering presenters an opportunity to disseminate their work through blog posts which will be hosted on the SEBE website and the University website and featured on social media. Blog posts will be released after the festival and will enable the presenters to enhance the impact of their presentations.

The remaining pages of this document provide you with all the necessary information to fully enjoy the festival. Before inviting you to turn the page, however, let us take an opportunity to say a huge “thank you” to many colleagues who supported the organisation of this event and made it possible: Huong Nong and the Business IT team, Oktay Asanov, Lauren Gater-Morey, Eirik Thue and Julia Chwalinska. We also thank the presenters, keynotes, hosts/leads, reviewers, and delegates.

The Organising Committee of the Learning and Teaching Festival 2023

Keynotes



Breaking the boundaries between students with active collaborative learning

Professor Natascha Radclyffe-Thomas

Professor of Marketing and Sustainable Business
British School of Fashion, GCU London

Professor Natascha Radclyffe-Thomas EdD FRSA is an advocate for globally responsible education named in The SustainabilityX® Magazine's inaugural Global 50 Women In Sustainability Awards™ 2022. Professor of Marketing and Sustainable Business at Glasgow Caledonian University London, Natascha is Vice Chair of the UN Principles for Responsible Management Education (PRME) for the UK and Ireland, a National Teaching Fellow and a member of the Global Expert Pedagogy Group developing PRME's Impactful 5 (i5) Responsible Leadership Playbook. Editor-in-Chief for Bloomsbury Fashion Business Case Studies, Associate Editor for the International Journal of Sustainable Fashion and Textiles and co-author of Fashion Management: A Strategic Approach. Natascha won the Case Centre 2020 Award for Ethics and Social Responsibility, was Runner-Up in the FT's 2022 Responsible Business Educator Awards and was Highly Commended in the Women in Marketing Awards Scientist category recognising her leadership in teaching and research in marketing education.

Breaking the boundaries between students with active collaborative learning.

The education landscape is a complex one - today's global challenges require students and graduates to use more than cognitive skills, and the jobs of tomorrow require fluency in sustainability and climate science. Professor Radclyffe-Thomas, Vice Chair of the UN Principles for Responsible Management Education UK and Ireland will introduce latest pedagogic research and practices focusing on her experiences as an international academic and member of the Impactful 5 (i5) Expert Pedagogy Group, working to implement the Lego Foundation's i5 skills of holistic development and i5 characteristics of playful learning into pedagogical practices for the business school setting.

Keynotes



Functioning Automatic and Dancing Mechanic? Reimagining assessment in the era of generative AI (and whatever comes next!)

Professor Peter Bryant

Associate Dean (Education)

University of Sydney Business School

Professor Peter Bryant is an award-winning academic with international expertise in designing and delivering successful strategic educational change in both business and social sciences institutions. He has thirty years of teaching and research experience in both the UK and Australia, in the areas of higher education strategy, educational innovation, online learning and creative industries management. He has worked as an academic and educational leader in several leading UK and Australian institutions prior to joining the University of Sydney Business School, including the London School of Economics and Political Science, the University of Greenwich and Middlesex University. He holds a PhD in Management from the University of Technology, Sydney.

Peter is the Co-Director of the Disruptive Innovations in Business Education Research Group. This active and transformative group seeks to better understand the futures of business education in a post-pandemic world and the role of business education is educating leaders for good. He is an active researcher and speaker on innovative teaching and learning, educational spaces, learning technology, the future of Business School education and opportunities of student co-design. Peter is a Trustee of the Association for Learning Technology, which supports the professional and policy development of staff using educational technology. He is the Chair of the Editorial Board for the peer reviewed open access journal Research in Learning Technology.

Functioning Automatic and Dancing Mechanic? Reimagining assessment in the era of generative AI (and whatever comes next!)

Over the last few years higher education has ridden the rips and undercurrents of chaotic change and crisis response. Collectively we created and rapidly deployed innovative online approaches that supported millions of students to continue their studies in middle of a global experience of unprecedented potency. As we transition away from that uncomfortable liminality, the safe spaces in our teaching and learning practices we sought to return to have become challenged again, this time by generative AI. Our approaches have been brought into question by the potentials of AI platforms like ChatGPT and Midjourney. 'Will generative AI change education for ever?' is the wrong question. The keynote will address the questions we as educators should be asking. Can we use generative AI and whatever technologies follow it to help humans make higher education better in ways we could never have imagined possible? Can we redesign assessment to be more authentic and help students to understand and design the significant, existential change necessary to respond to the critical challenges facing society such as sustainability, inclusivity, inequality, and aging? Through the notion of learning forward, I will posit (through examples) how we can reimagine educational opportunities that realise the possibilities we glimpse during crisis and deeply integrate them into the authentic learning, teaching, and assessment experience for our students.

The title of this keynote is adapted from the 1978 Kraftwerk song 'The Robots'.

Schedule

Time (BST)	Schedule		
09.00 - 09.30	QA180	Arrival and coffee	
9.30 - 09:45		Welcome Dr Gary Brown, Associate Dean Student Success, Greenwich Business School	
09:45 - 10:30		Keynote Professor Natasha Radclyffe-Thomas Breaking the boundaries between students with active collaborative learning	
10.30 - 10.45	Break		
10:45 - 11:45	One University, Employability, Enterprise		
	QA180		
	Host: Katherine Leopold		
	One University	Employability	Enterprise
	Presenter: Peter Taylor	The Importance of Social Purpose to Entrepreneurship Presenters: Rachel Brown	Enhancing Employer Engagement and Skills Advice in your teaching: Embedding Industry Relevance Presenters: Elena Moreno and Raluca Marinciu
11.45 - 12.00	Break		

12.00 - 13.00 Presentations – Parallel sessions 1				
	Track 1 QA138	Track 2 QA139	Track 3 QA110	Track 4 QA120
	Chair: Navneet Walia Co-chair: Agnieszka Herdan	Chair: Katherine Leopold Co-chair: Anna Demkovic-Dobrzanska	Chair: Jing Luo	Chair: Sara Gorgoni
12.00 - 12.15	Leading the Way: How ChatGPT is Revolutionizing Responsible Business Education for a Sustainable Future Presenter: Iris-Panagiota Efthymiou	Student Engagement Guidelines: Learning from innovative practices introduced in response to COVID-19 Presenters: Dannie Talbot, Peter Wolstencroft	Refugee Entrepreneurship in Tertiary Education: The University of Sanctuary Presenter: Michael Wynn-Williams	Investigating the Determinants of Value-Added Scores and Attainment Gaps: An Empirical Analysis using University's PAS (Planning & Statistics) Data Presenters: Mahkemeh Ghanei, Francesco Guidi
12.15 - 12.30	Reality versus myth for ChatGPT – a futures-based discussion on ChatGPT's impact on authentic assessment design in higher education Presenters: Emma Connor, Gerhard Kristandl	An exploration of the content of international students' psychological contract in business education – Evidence from UK Presenters: Thu Nguyen, Antonella Russo, Nadia Benbouzid	Understanding mental health stressors for International students Presenter: Chi Maher	University students' views of personal tutoring: a systematic literature review Presenter: Scott Tindall
12.30 - 12.45	"Can it bring out the rubbish, too?" – An Experiment on Using ChatGPT for Marking Student Work Presenter: Gerhard Kristandl	Academics as Educational Influencers Presenter: Aaron Tan	Not Just a Walk in the Park: A UK case study exploring the wellbeing and motivations of students engaged in an experimental park walk Presenters: Nicky Garsten, Valentine Seymour	Whose history of which economic thought? The challenges of teaching HET in UG economics Presenters: Jeff Powell, Yuliya Yurchenko

12.45 - 13.00	Discussion and Questions			
13.00 - 13.30	Lunch break			
13.30 - 13.55	Professional and Wellbeing Sessions			
	Pet Corner QA180	Cultural Corner QA165	GOLD Corner QA138	UKAT Corner QA139
	Host: Raluca Marinciu	Host: Nicky Garsten	Host: Dawn Reilly	Host: Jules Mundair, Nevin Bayoumi-Stefanovic
14.00 - 14.45	QA180 Keynote Professor Peter Bryant Functioning Automatic and Dancing Mechanic? Reimagining assessment in the era of generative AI (and whatever comes next!)			
14.45 - 15.00	Break			
15.00 - 16.00	Presentations – Parallel sessions 2			
	Track 1 QA138	Track 2 QA139	Track 3 QA110	Track 4 QA120
	Chair: Alistair Bogaars Co-chair: Anna Demkovic-Dobrzanska	Chair: Agnieszka Herdan Co-chair: Sara Gorgoni	Chair: Lucien von Schomberg	Chair: Crystal Tsay Co-chair: Sathees Kunjuthamby
15.00 - 15.15	Building Event Design Competencies using Authentic Learning and Assessment: Applied Design Thinking using the #EventCanvas Methodology Presenters: Jessica Templeton, Georgina Kay	Keeping AI at ARMS Length Presenters: Stefano Ghinoi, Kim Bui, Samantha Chaperon, Katharina De Vita, Gary Brown	Educating Environmentally Aware Business Students: An Updated Analysis of UK Business School Offerings Presenter: Grace O'Rourke	Assessment Writing Retreats - A Case Study Presenters: Mazia Yassim, Ewa Krowlikowska-Adamczyk, Klairoong Phairor

15.15 - 15.30	Using experiential learning to promote Egyptian students' industry readiness: A case study from a marketing course Presenter: Ranya Yousif	"Please, ChatGPT, write me an essay in my own words..." Can teachers really tell their own students from bots? Presenters: Guido Conaldi, Francesco Mambrini	Enhancing student success through School and Alumni collaborations Presenters: Helen Kofler, Minh Lam	Actionable Information for Assessment & Student Success Presenter: Navneet Walia
15.30 - 15.45		The role of Technology in Higher education – A Double-edged sword Presenters: Natasha Lawlor-Morrison, Katharina De Vita		
15.45 - 16.00	Discussion and Questions			
16.00 - 16.15	QA180	Close: Dr Sara Gorgoni (Co-Director of SEBE - Scholarship Excellence in Business Education)		

One University, Employability and Enterprise

One University

Presenters: Pete Taylor and Looqman Patni

Employability

Enhancing Employer Engagement and Skills Advice in your teaching: Embedding Industry Relevance

Presenters: Elena Moreno and Raluca Marinciu

Enterprise

The Importance of Social Purpose to Entrepreneurship

Presenter: Rachel Brown



Professional and Wellbeing Sessions

Informal sessions to explore professional development opportunities through GOLD and UKAT accreditation and network with colleagues in the pet and cultural corners

Cultural Corner

"Cultural corner provides a social space for colleagues to share their cultural interests. This year, we will be enjoying presentations of taste, sound and reflection:

1. Hearing Cath Farrant reflecting on her team-based enjoyment of rowing.
2. Listening to Peter Vlachos playing the guitar.
3. Sampling Huda Al Amry's baklava and learning how to make it."

Host: Nicky Garsten



Pet Corner

Embark on a journey of pet-puzzling fun. Can you decipher which staff member's pet belongs to whom? From mischievous cats to playful dogs, our team's furry companions will surely keep you guessing. Engage in friendly banter, share your predictions, and let the excitement build as you uncover the secret bonds between our staff and their adorable pets

Host: Raluca Marinciu

GOLD Scheme

Discover more about the GOLD professional recognition: the GOLD scheme for teaching and learning which leads to a category of HEA fellowship.

Host: Dawn Reilly



UKAT

Discover more about UKAT professional recognition. The UK Advising and Tutoring scheme has three levels of recognition for personal tutors and academic advisors.

Host: Nevin Bayoumi-Stefanovic, Julie Mundair



Parallel Sessions 1

Track One

Chair: Navneet Walia
Co-chair: Agnieszka Herdan

Leading the Way: How ChatGPT is Revolutionizing Responsible Business Education for a Sustainable Future

Presenter: Iris-Panagiota Efthymiou

The world is changing at an unprecedented pace, with social inequality, economic instability, and environmental challenges that require businesses to take an active role in creating a more sustainable future. As such, there is a growing need for responsible leaders who can balance economic success with social and environmental responsibility. Business schools have a critical role to play in shaping these leaders of tomorrow.

In this context, businesses must take on a greater role in promoting responsible practices that support a sustainable future. However, achieving these goals requires a deep understanding of complex issues and challenges, as well as the skills to navigate them effectively. This is where ChatGPT comes in. As a state-of-the-art language model developed by OpenAI, ChatGPT is revolutionizing the field of responsible business education. The innovative approach of ChatGPT, utilizes advanced natural language processing capabilities to create an engaging and interactive learning experience for learners. With its vast knowledge base and sophisticated algorithms, ChatGPT can help learners understand complex issues and apply that understanding to real-world situations.

Moreover, ChatGPT's natural language processing capabilities, by analysing a learner's interests, knowledge level, and preferred learning style, allow learners to engage in personalized and interactive discussions about responsible business practices. This approach not only promotes active learning but also helps learners develop critical thinking and problem-solving skills, which are essential for responsible business leadership.

In addition, ChatGPT's platform provides learners with up-to-date information on sustainable business practices, as well as examples of companies that have successfully implemented responsible business strategies. This information is crucial for learners to understand how responsible business practices can lead to improved financial performance and a more sustainable future for all.

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Reality versus myth for ChatGPT – a futures-based discussion on ChatGPT's impact on authentic assessment design in higher education

Presenters: Emma Connor, Gerhard Kristandl

Building upon the recent contributions of Dwivedi et al. (2023) and De Vita et al. (2023), this paper delivers a critical discussion of the challenges and opportunities associated with the utilization and potential misuse of OpenAI's ChatGPT chatbot in the context of higher education, specifically emphasizing the design and implementation of authentic student assessments. Following a brief evaluation of the impact of early ChatGPT iterations (versions 3.5 and older) on the administration of student evaluations at Greenwich Business School (GBS) in 2023, the authors of this paper posit that current and future versions of generative AI technologies (such as ChatGPT for textual content and DALL-E for visual imagery) are poised to reach levels of sophistication and complexity that have the potential to precipitate a paradigm shift and disruption in "traditional" student assessments.



Initial academic discourse surrounding generative AI predominantly pointed at its potential for academic misconduct and subsequent implications for academic integrity. However, the potential to harness the capabilities afforded by generative AI tools may serve as a driving force for the development of authentic assessment paradigms that fully embrace and integrate current and future AI advancements. As future students may inquire whether academic programmes and/or modules "incorporate AI," embracing this technology may inspire them to leverage AI tools to develop their critical thinking skills, learning experiences, employability, and ethical use.

The pedagogical practices of educators will likely undergo increased scrutiny as the influence of generative AI permeates academic institutions on a wider scale. Within this context, the authors propose a future research agenda in this field, including potential methodologies applicable within the context of pedagogy in higher education.

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"Can it bring out the rubbish, too?" – An Experiment on Using ChatGPT for Marking Student Work

Presenter: Gerhard Kristandl

It is not an understatement to claim that ChatGPT has had an unprecedented impact on academia since it burst onto the public stage in November 2022. While most of the initial concerns revolved around academic integrity and AI's potential to write at least passable essays (Cotton et al., 2023; QAA, 2023), the discussion has since moved on to other areas potentially affected by it, such as ethics (Lund et al., 2023), assessment design (Dwivedi et al., 2023), data privacy and security (Zarsky, 2016), and our own roles as educators (Luckin et al., 2016).

In the context of the latter, this presentation explores the feasibility and effectiveness of using ChatGPT as a second marker for student submissions, alongside human markers, to enhance the assessment marking process. The experiment employs a dataset of 30 student submissions for a small module, trained on a specific set of marking guidelines and applied to an open question portion of the submission.

In the initial stages of the experiment, qualitative analysis provides deeper insights into the discrepancies between an experienced human marker and ChatGPT. Although quantitative analysis and key findings are not yet available, the presentation aims to discuss the preliminary observations and any emerging patterns.



The presentation highlights the potential benefits of utilizing ChatGPT in the marking process, which include increased efficiency, reduction in marker fatigue, and consistent application of marking criteria. At the same time, it acknowledges that the accuracy and effectiveness of ChatGPT as a second or even first marker are contingent upon the quality of the training data, the clarity of the marking guidelines, ethical considerations surrounding questions of data security and privacy, as well as the potential inability of large language models (LLM) to account for nuanced or ambiguous responses.

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Track Two

Chair: Katherine Leopold

Co-chair: Anna Dem-Dobrzanska

Student Engagement Guidelines: Learning from innovative practices introduced in response to COVID-19

Presenters: Dannie Talbot, Peter Wolstencroft

Presentation of the findings of a QAA-funded Collaborative Enhancement Project involving 10 Higher Education Business Schools who have experienced institutional challenges and developed different strategies to maintain positive student experiences and explore avenues for improvements during and after the Covid-19 pandemic. This project investigates student experiences and student engagement in the post-pandemic world of Higher Education in the UK using data collected through a student survey and focus groups conducted at each of the 10 participating universities.

As a result of the survey, we gathered significant quantitative data on students' perspectives on engagement. Participating students ranked the importance of 31 engagement criteria from 'not at all' to 'extremely' important, indicating their priorities for what they view as student engagement. Additional questions around engagement patterns provided insights into the behaviours and student attributes that shaped these perspectives.

In addition, focus groups provided interesting qualitative insights that complement the survey results, allowing students to express their views and opinions on studying before, during and after the pandemic. This revealed compelling findings that elaborate the changes students have undergone during this period, and the reflections they have drawn from these.

A number of interesting findings emerged from this data. These primarily centre around themes including timetabling and commuting students, the need for physical and virtual communities, the importance of recordings for flexible learning, digital literacy and inequalities, and the need to do more to mobilise student voices. Building on these themes, we discuss their meaning in the context of post-pandemic student experiences and the need to rethink the idea of student engagement to extend beyond the synchronous physical classroom experience.

Academics as Educational Influencers

Presenter: Aaron Tan

As time passes Gen Z naturally becomes the more relevant and dominant demographic in higher education. Typically born between 1995 and 2010 (Mahapatra et al, 2022) Gen Z are often labelled as "digital natives" having been born and raised with the internet, smart phones and social media (Salukov,2023).



Yet as educators, the majority of our contact with Gen Z is face to face. Therefore there is a potential disconnect between how we as educators deliver our content, and how it is received by students. Gen Z value self-expression, relatability and authenticity (Salukov,2023). Values which are not easily matched by a textbook and PowerPoint presentation. Given that Gen Z typically spend 3 hours a day on social media (Dixon, 2022) these are values are deemed important when someone from Gen Z decides to follow an Influencer on social media (Lee and Eastin, 2021)

The values of Gen Z are not overwhelmingly different from the values of previous generations. For example Millennials are characterised with a need for achievement, morality and independence; whilst Gen X value diversity, independence and informality (Allen and Allen, 2014). However in order to not lose track or connection with students, it is important to recognise the differences and subtleties between generations.

The presentation will outline some ways in which educators can deliver the curriculum content in manner which resonates with students from Gen Z resulting in a greater interaction with students.

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An exploration of the content of international students' psychological contract in business education – Evidence from UK

Presenters: Thu Nguyen, Antonella Russo, Nadia Benbouzid

Research aim: The research, drawing upon international student psychological contract model by Bordia et al (2015), aims at exploring what international students expect and how fulfilment or breach of these obligations will impact students' educational performance and satisfaction, which might have profound impacts on PTSE.

Research objectives:

- To determine what sources contribute to the formation of the student psychological contract.
- To identify what is the content of the student psychological contract.
- To explore the consequences of fulfilment and breach of the student psychological contract on the PTSE.



Research rationale

Postgraduate international students have a large presence in western universities (Choudaha 2017). Particularly, United Kingdom is among the top five destination countries in the OECD. Seizing the opportunity for expansion, business schools now engage in recruitment via agents in international locations, e.g. China, India (Dodd, 2016). Yet research on what students expect and how business schools can provide for them remains sparse (Bordia et al., 2019). Based on the student psychological contract theory (Koskina, 2013) and the model developed by Bordia et al. (2015), we examine the content, formation, and fulfilment of the PG international students' psychological contract and how these might impact students' educational performance and satisfaction. Previous academic research suggests that a positive socio-educational experience, by way of fulfilled psychological contracts, is important for the viability of international student recruitment and satisfactions (Bordia et al, 2015). The understanding of the PG international students' psychological contract will help the business schools to fulfil their promise and to improve their PTSE results. This research will find out what is expected by international students in UK business schools.

Research design

This research will adopt both surveys and semi-structured interviews to collect the data. Questionnaires will be prepared online and the link will be shared with postgraduate students in two business schools. Participants will then be invited for semi-structure interviews to gain more insights about the issues.

Outcomes/ benefits:

- Supporting the UoG 2030 strategy – part of student success with higher scores on PTSE.
- To provide practical advice to GBS to improve the recruitment process in term of building PG students' expectations and satisfactions.

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Track Three

Chair: Jing Luo

Refugee Entrepreneurship in Tertiary Education: The University of Sanctuary

Presenter: Michael Wynn-Williams

The presentation will look at the refugee crisis through the lens of institutional theory, organisations and the entrepreneurial mindset. The role of host country universities in providing appropriate academic support will be related to the need to rebuild the institutional framework in the home nation. In particular, the University of Sanctuary project will be discussed, with particular regard to the ambitions of the University of Greenwich to actively participate in the scheme.

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Understanding mental health stressors for International students

Presenter: Chi Maher

The purpose of this paper is to examine types of stress experienced by Level 7 international students and the impact it has on their wellbeing. Stress is a process by which an individual or a person react when opened to external or internal problems and challenges. International students are more likely to experience stressful situations due to various reasons, such as, financial challenges, new culture, different academic system, loneliness, language proficiency and a heavy academic workload (Cao, et al., 2021; Forbes-Mewett, et al., 2019; López,2020). However, this present study proposes pragmatic solutions based the research findings, to help and support students to manage stressful experiences whilst studying.

Thus, the research objectives are to:

- i. identify the causes of stress among international students.
- ii. explain how personal academic tutoring and wellbeing service can help and support students.

The research employed a qualitative semi-structured interviews (conducted at UK Universities) to understand the major sources of stress experienced by international students. The findings are important for future organisation of personal academic tutoring and wellbeing support. The research also suggest ways students can actively engage with personal academic tutoring and wellbeing services to reduce levels of stress and to improve general wellbeing..

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Not Just a Walk in the Park: A UK case study exploring the wellbeing and motivations of students engaged in an experimental park walk

Presenters: Nicky Garsten, Valentine Seymour

This talk introduces a QAA-funded student collaborative cross-institutional project aimed at making the language of assessment more inclusive. The project was designed to address concerns that language used in assessment processes may not be sufficiently transparent to students and may contribute to a lack of engagement with assessment tasks, particularly for new students, and to anxiety about assessment. The opaque nature of some assessment terminology may also contribute to awarding gaps, where some students find the language less accessible than others. To date, the project has used a questionnaire to investigate the confidence ratings of over 300 students and staff in their understanding of 21 words and phrases commonly used in assessment briefs, learning outcomes and feedback. Examples of terms include analyse, synthesise and summarise. The questionnaire items were selected following a detailed linguistic analysis of typical assessment briefs, module guides and other assessment related documents across all subject areas and levels of study at each of the four partner universities to identify the most frequently used words and phrases.

From results to date, a clear snapshot is emerging of words that tended to be most easily understood and those that were more challenging, for staff and students respectively. There were indications of agreement between students at the four HEIs suggesting initial findings were reliable. Staff ratings of confidence in students' understanding were also compared with students' own ratings and this suggested another mismatch and some further areas for investigation. Our next steps will include focus groups to explore the issues in more depth, which will feed into the eventual output. Ultimately, the research is aimed at developing a toolkit for staff to use to support students. This project is ongoing, and we welcome feedback and input from colleagues based on their experiences of assessment practice.

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Track Four

Chair: Sara Gorgoni

Investigating the Determinants of Value-Added Scores and Attainment Gaps: An Empirical Analysis using University's PAS (Planning & Statistics) Data

Presenters: Mahkemeh Ghanei, Francesco Guidi

Following our presentation in SHIFT conference in January 2023, we have identified number of factors at Faculty and University levels contributing towards the Value Added (VA) Scores. The VA is measured by the ratio of awarded percentage of a good degree to expected percentage of a good degree. We have reported that there is strong evidence that the VA gap between ethnic minority (EM) and none-ethnic minority (NEM) students is still significantly high. The VA scores at Business School level is considerably higher in comparison to the university level data, which can be either due to the nature of our discipline or our assessment and grading implementation activities.

Furthermore, breaking down EM and NEM data by age, we found that on average VA scores for EM students declined as their age increased although this trend was reverted over the period of 2019-21. When looking at Economics, International Business, and Accounting & Finance programmes there is no clear set trend in terms of either increasing or decreasing VA scores. The good news is that five out of nine years in this timescale EM students had VA score above 1. We are continuing our in-depth investigation to analyse the impact of ethnicity, gender, and age gaps by using panel data methodology on VA score.

University students' views of personal tutoring: a systematic literature review

Presenters: Scott Tindall

Within the United Kingdom (UK) the concept of personal tutoring originated as loco parentis; a tutor to educate, guide, and care for those under their tutelage. In the contemporary context of a mass, marketised, and consumer-driven higher education sector, remnants of this relationship remain but are increasingly multifaceted; combining several roles simultaneously. While much is said about personal tutoring, surprisingly little recent empirical research has examined personal tutoring from the perspective of the student. This systematic literature review examines the recent empirical literature on UK university students' perspectives of personal tutoring. Two databases were searched, GoogleScholar and WebOfScience, limited to published, empirical, peer-reviewed journal articles which drew on data from within the UK between 2011 and 2022. Twenty-two (n=22) papers met the inclusion criteria. An interim analysis of the findings reveals two tensions. First is the nature of the 'personal'. The relationship between tutor and tutee is situated within a context of intersecting power relations in which the personal tutor as an emotionally- and intellectually-invested loco parentis competes with an increasingly transactional, marketised, and commodified higher



education system. Second, the nature of 'tutoring' involves overlapping, sometimes competing, roles: a teacher guiding intellectual development, an administrator enforcing policy compliance, a judge marking or reviewing students' work, and a pastor involved in the emotional and psychological development and wellbeing of the student. The success of negotiating these various roles and positionalities is dependent on how successfully these tensions are managed at the individual level, and the institutional context in which they operate.

Student feedback on the History of Economic Thought through the lens of gender, race and class

Presenter: Jeff Powell, Yuliya Yurchenko

The operationalisation of calls to 'rethink' economics and introduce greater pluralism usually involve an appeal to compulsory inclusion of the history of economic thought (HET) in the curriculum. Apart from the initial difficulty in prising open space for a HET module in the tightly packed curriculum of an undergraduate economics degree, responding to this appeal in practice presents a number of thorny challenges to the educator. First, how to design a module to overcome the white European male bias in the discipline (which recourse to pluralism alone by no means overcomes), and yet neither place other traditions in a HET ghetto, nor leave students feeling they haven't engaged with the texts which, for better or for worse, delineate 'the canon'? Second, which pedagogical approaches will succeed in both providing lasting valuable insights and igniting a passion for the subject in developing young economists from diverse learning backgrounds and aptitudes? This article draws upon the experience of lecturers in their ongoing efforts to teach HET in a meaningful way at a post-92 UK HEI, drawing upon the evaluations of the students themselves.



Parallel Sessions 2

Track One

Chair: Alistair Bogaars

Co-chair: Anna Dem-Dobrzanska

Building Event Design Competencies using Authentic Learning and Assessment: Applied Design Thinking using the #EventCanvas Methodology.

Presenter: Jessica Templeton, Georgina Kay

In Spring 2022, I was awarded funding for a ‘mini student experience project’ to enhance the learning experience of Level 5 BA Events Management students. The project revolved around the delivery of the Event Design Certificate Young Professional Program (EDC YP), designed for universities offering Design Thinking and Event Management programs to teach Event Design using the #EventCanvas methodology and approach to students (Frissen, Janssen, and Luijter, 2016; Orefice, 2018; Criscione-Naylor, 2022). The EDC YP is an international certificate programme for universities recognised by the Events Industry Council (EIC) and participants received a Level 1 Certificate towards becoming accredited as a Certified Event Designer (CED). This certificate also contributes to their Certified Meeting Planner (CMP) accreditation in Domain G: Meeting and Event Design, as defined by the Events Industry Council (EIC). The project was appealing from a number of perspectives, mostly linked to the characteristics of authentic learning and assessment (Pitchford, Owen, & Stevens, 2020; Nachtigall, Shaffer, and Rummel, 2022). First, there was the pursuit of a single, complex task over a period of time. Students were tasked with developing design prototypes for an industry association event (MPI Connects) while learning this collaborative event design methodology over 10 weeks. Second, this project created mutual benefit for the student and the recipient of the knowledge (the MPI UK & Ireland board), not just for the ‘bureaucracy’ or the university machine. It was collaborative and inter-disciplinary in that it involved active collaboration with multiple stakeholder groups across the UK, with links to a global professional and student communities. Thirdly, it contributed to employability through a learning process that led to professional accreditation. Fourth, it involved the production of useful artefacts and outputs in the form of both visual and narrative artefacts (in Mural) to produce an event prototype pitch. Fifth, there was supportive coaching and scaffolding in that I designed and delivered facilitated workshops with the active use by students of large-scale templates on the walls of the classroom and in Mural. Activities were engaging, applied and meaningful both to learning and outputs. My co-presenter (a student) will present the benefits and learning outcomes from this collaborative learning process.

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Using experiential learning to promote Egyptian students' industry readiness: A case study from a marketing course

Presenters: Ranya Yousif

I am an assistant professor in the Marketing and International Business department, Faculty of Management Sciences, Modern Sciences and Arts University (MSA) Egypt. I am the module leader of the Advertising course taught to senior students. The intended learning outcomes of the module focus on demonstrating and familiarize the students with the steps of an advertising campaign, to enable students to build employable practical skills that can be very useful in their future careers.

After teaching advertising for many years, I realized that the more students are involved in practical activities and have the freedom to create ideas and getting constructive feedback, the higher the student performance, and the better the learning gain. I always feel proud seeing my students working in reputable advertising agencies after graduation with potential of becoming the future experts in the field and give me feedback on how the real field, is similar to, what they learned in the course

The proposed case study is a reflection of the teaching and assessment strategies implemented in the module to facilitate students' active participation in constructing their knowledge through activities stimulating practical contexts and exposure to learning experiences that develop their critical thinking and other important skills needed in the marketing profession highlighting the importance of experiential learning which focuses on "learning by doing".

The case will provide real practices across different students' groups and how the course curriculum is developed to achieve its learning outcomes and cope with the market requirements and students' expectations. The development will focus on various areas including teaching methods, assessment techniques in addition to course related activities.



Track Two

Chair: Agnieszka Herdan

Co-chair: Sara Gorgoni

Keeping AI at ARMS Length

Presenter: Stefano Ghinoi, Kim Bui, Samantha Chaperon, Katharina De Vita, Gary Brown

The use of generative Artificial Intelligence (AI) tools in assessments is a growing concern in Higher Education. These tools can produce assessments that appear original and can bypass traditional anti-plagiarism software, leading to unfair advantages for those students who engage in academic misconduct and a decline in academic integrity. To tackle this challenge, the common focus and discussion often remains on detecting academic misconduct. However, we contend that merely 'playing catch-up' with the rapidly developing field of generative AI is not a sustainable solution. Additionally, it neglects the exploration of opportunities to enhance learning, teaching and assessment practices relying on generative AI. We must rethink our approach to assessment and as such, it is imperative that we re-evaluate our current assessments and determine whether they remain fit for purpose in light of the challenge posed by generative AI tools. A key consideration is the design of our assessments, as well-designed and authentic assessments can serve to mitigate the risk of students turning to AI to complete their assignments. By prioritising the development of such assessments, we can foster an academic culture that prioritises originality and maintains the integrity of higher education.

“Please, ChatGPT, write me an essay in my own words...” Can teachers really tell their own students from bots?

Presenter: Guido Conaldi, Francesco Mambrini

The recent availability of free-to-use - or affordable - generative AI bots like ChatGPT and Bing AI is poised to fundamentally change the learning experience in higher education. The ongoing academic debate highlights the need to embrace these tools in the classroom and the potential push that these technological advancements can provide for the adoption of authentic assessment paradigms (De Vita et al. 2023).

While the potential for a pedagogical revolution shows the positive impact of these tools can make in higher education and academia more broadly (Dwivedi, Y.K. et al. 2023), at least in the short-term, generative AI bots also are also calling into question academic integrity and the assessment process. These tools increase the potential for students to submit coursework that they have not authored and tools to detect generative AI authorship (e.g., Gao et al. 2022) seem to be rapidly losing efficacy as more advanced AI models become available.

Initial publications suggest that instructors can use the contextual knowledge of their students – in combination with other methods - to try and attribute authorship (e.g., Cotton et al. 2022). This research investigates the validity of these suggestions by comparing a database of marked coursework submitted by undergraduate and postgraduate students in the year 2020-21 with AI-generated counterparts produced with progressively more sophisticated prompting and training targeting individual writing styles. To test if AI-



generated coursework can be identified with any statistical accuracy standard measures are computed to assess the linguistic complexity of the texts (such as average sentence length and word length), and vocabulary density (Brezina 2018: 38-65). To support more sophisticated analyses to the syntax (Alzetta et al. 2020), state-of-the-art models for part-of-speech tagging and syntactic parsing (Straka 2018) are used, and in-text references are also analysed separately.

This presentation introduces a benchmark corpus to assess the authorship problem, and focuses on preliminary results to gather early feedback on its exploration.

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The role of Technology in High education – A Double-edged sword

Presenters: Natasha Lawlor-Morrison, Katharina De Vita

This paper explores the impact of technology on student engagement and belonging among Chinese Direct Entry (CDE) students in the UK Higher Education sector. Using a mixed methods approach, including an



online survey and semi-structured interviews, the study focuses on the use of technology and its role in facilitating students' engagement and sense of belonging. The survey was completed by 61 CDE students, while 17 students participated in interviews. The quantitative data analysis showed that students' engagement and self-confidence significantly differed based on language proficiency. The interviews revealed that technology has a complex and multi-faceted role in the academic studies and university life of CDE students. Overall, the study highlights the potential of technology to enhance students' experiences and outcomes in education while also emphasising the importance of cautious implementation to align technology use with educational goals and values.

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Track Three

Chair: TBC

Educating Environmentally Aware Business Students: An Updated Analysis of UK Business School Offerings

Presenters: Grace O'Rourke

The purpose of this study was to analyse academic program descriptions available on British university websites to examine how often and to what extent 'environmental sustainability' (as expressed by the occurrence of the following words and phrases: sustainability, natural environment, climate change, environmental issues, environmental impact, green technology, green marketing, responsible consumption, business/corporate responsibility, renewable energy, PRME, circular economy, ecology, conservation) features in academic programs offered by British business schools. Academic program descriptions available on university websites are often the first port of call for prospective students interested in finding out more about university programs and courses. Our study measures the commitment of universities to teach environmental sustainability by looking at how many times selected keywords and phrases related to environmental sustainability are used in the academic program descriptions, how many courses contain those keywords in their titles and descriptions, and whether they are optional or compulsory. A quantitative content analysis was employed to examine marketing and business-related programs and courses offered by business schools in the UK. Thus far, a proportion of the intended sample has been analysed, and specifically, 629 business and business-related programs from 42 British universities will be considered. Some initial results from the first stages of data analysis are presented, and the results are concerning. From the first stage of data analysis, we can see that the majority of academic programs' descriptions (513; or 81.6%) did not contain even one keyword in the general description (Introduction, aims and objectives) of the program. However with regards modules specifically, the results were more promising - 198 programs (31.5%) contained one module; 49 programs (7.8%) contained 2 modules; 22 programs (3.5%) contained 3 modules. The most frequently used keyword was sustainability followed by business/corporate responsibility. Further results will be presented at the festival.

Enhancing student success through School and Alumni collaborations

Presenters: Helen Kofler, Minh Lam

Helen Kofler, Teaching Fellow in Marketing, and Minh Lam, Digital Fundraising Manager Alumni & Fundraising, have developed a framework for collaboration between MGM and Alumni. According to a study by Gigliotti (2015), in creating opportunities for students to network with alumni it develops students' leadership, communication and interpersonal skills. Furthermore, increasing exposure for students to engage with alumni fosters a sense of community and belonging within the student body (Gamlath, 2022). Building alumni networks like these have also been critical to employability outcomes for universities (Gamlath, 2022). We would like to share how we have created these important moments for students and alumni.



In our presentation, we will outline the ways in which we have worked together this year in order to build on the work around the EFMD accreditation. This includes meeting regularly on a monthly basis in order to discuss data, opportunities available and challenges to overcome. Minh will be giving an overview of alumni data for targeted audiences. Helen will share the compelling events programme in which alumni have been involved. We will give insight into the work of the advisory board who support and advise our programme portfolios and other related activity. Finally, we will look at aspirations in terms of the work we want to do together and the fundraising aspect of alumni.

We will end by noting that alumni are far more likely to give back to their university based on the experience they have had and the ways in which they have engaged with alumni whilst at university. It is therefore, crucial that we are working with students from the very start to ensure they have access to alumni support (David et al, 2014). This in turn means we can help build a sense of community and willingness to give back.

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Track Four

Chair: Crystal Tsay

Assessment Writing Retreats - A Case Study

Presenters: Mazia Yassim, Ewa Krowlikowska-Adamczyk, Klairoong Phairor

As an educator, we often hear from our students about their queries and challenges when it comes to assessments. 'How can I write three pieces of assessments within one week?' is arguably the most common concern we get from students. As Murray & Moore (2006) argue, taking a 'snacking' approach to writing is more effective than a 'binging' approach. The snacking approach (writing in small, structured sessions) is not only more productive and effective in terms of developing assignments, but is also more conducive to mental wellbeing. In addition to this, working in a community of practice fosters an inclusive environment for all students to learn effectively (Mortier, 2018). To address these issues, a pilot project on assessment writing retreats has been running since 2021-22 academic year.

The initial pilot was implemented within the MA Marketing suite of programmes in Greenwich Business School. These pilot sessions were designed as online assessment writing retreats. Students were asked to bring in a piece of assessment they wanted to work on and they were required to do some preparation work prior to the session (e.g. read the assessment brief, do some basic reading around the assessment, etc). The feedback from these sessions showed a positive impact on students who attended.

Based on this, the pilot was rolled out to all students in the School of Management and Marketing. With the support of the Academic Support Team in Library Services, these sessions were held in-person during 2022-23 academic year. The extension of the project involving a Librarian and Academic Skills Tutor gave students immediate access to support at the time of need.

This presentation outlines the project's progress and shares some reflections on its impact and plans for progressing this further.

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Actionable Information for Assessment & Student Success

Presenters: Navneet Walia



The need to develop cognisance of relevant and actionable information from learning material for assessment is well established (Carless & Boud, 2018). In order to address this objective and enhance students' understanding of application of taught concepts, I initiated a novel practice for my modules BUSI-1650 Global Integrative Project -1(level 4) and BUSI-1717 Internalisation, Technology & Governments (level 6). First, each lecture is accompanied a valuable resource i.e. pdf or a recorded video namely 'How to use this topic in assessments?'. As the name suggests, this resource elucidates how taught lecture could be effectively employed to answer assessment question. Second, I discuss contents of this resource in every tutorial in order to enlighten students with rudiments of high performance and regular informal feedback, while enhancing student engagement and opportunities to alleviate their doubts (Winstone, Nash, Parker & Rowntree, 2017). Overall, this initiative has not only been very-well received by students but also proved effective in facilitating inclusivity, student-teacher dialogue and student success in their educational endeavours.

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Learning and Teaching Festival 2023

Business Education - Into the Future

Thank you very much

for attending the Learning and Teaching Festival 2023.

We hope you enjoyed the presentations, keynotes and informal professional and wellbeing sessions.

Best wishes from the **#GreLTF2023** Organising Committee!