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Celebrating Success

Teaching Research and Development

This special edition of the BMAF Magazine celebrates the success of the Teaching Research and Development Grants which have been awarded over the past nine years to those involved in Business Education.

These grants have made a significant contribution to pedagogic research, resulting in a wealth of resources and case studies which can be used by all those involved in teaching, learning and assessment, curriculum development, and enhancing the student experience. The grants have provided an opportunity for both experienced and new researchers to complete a project which not only supports their own teaching, but also brings new ideas to the delivery and development of business education. Each grant is normally for a maximum of £3,500 with the expectation that the researcher's institution match-funds the project. In many cases, the grants provided seed corn funding for major research projects subsequently funded by either the institution or other research organisations.

Since 2001, 73 grants have been awarded to researchers in over 50 different universities. Fifty six of these were awarded by BMAF Network and the remaining 17 by its predecessor, LTSN-BMA (Business, Management and Accountancy), which became known as BEST. For a full list of all the grants awarded, fund holders and their institutions, see page 24.

The areas of research for grant applications have reflected the key issues facing business education, and have included:

- internationalisation
- teaching and learning
- assessment, feedback and academic integrity
- inclusive curriculum
- research-teaching linkages
- student experience
- graduates for the 21st Century
- employability
- education for sustainable development
- recruitment and retention
- staff development
- HE in FE

The response to each annual funding round has been enthusiastic and in recent years the ratio of applications to grants awarded has been higher than seven to one, making the task of selecting the most appropriate projects extremely difficult.

During 2010, an evaluation of the projects was undertaken, and a full report is available at:
www.heacademy.ac.uk/business/funding/trdg_success

Brenda Eade, Associate Director, BMAF Network

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Personal reflections from some of our grant holders

Several of our grant holders have commented on their experiences of completing a TRDG project highlighting not only the impact of the project on enhancing the student experience, but also on how the research has affected their career progression and their personal development. Some of their comments are set out below.

The research encouraged authors to review their own teaching practices with a view to embedding the VLE into a more coherent teaching and learning strategy.

Nadine Fry, University of Bristol

A year on from when I received my BMAF grant to evaluate my work based learning courses, I would like to say how valuable it was. It enabled an in-depth study of a piece of curriculum development which has many dimensions relating to current agendas: employability, part-time student work as a rich learning resource, authenticity in student assignments, flexible curriculum delivery and the challenges of blended learning for first year students . . .

Chrissy Olgivy, Manchester Metropolitan University

Many grant holders stated that the award of the initial TRDG had given them confidence to take their research further, as illustrated below:

The success of the research project prompted (me) to apply for a university teaching fellowship to support further research . . .

Wai Mun Lim, University of Plymouth

Small grants, such as those offered by BMAF, enable academics to “cut their teeth” on research.

David Chalcraft, Westminster Business School

Involvement in this project enhanced the interest of authors in the student experience and led to some analysis of the student profile, particularly black and ethnic minority students . . . This in turn led to their (the authors) involvement in the HEA programme examining the degree attainment of black and ethnic minority students.

Linda Johnson, London Metropolitan University

As a result of this research project, my colleagues within the business faculty are starting to build their interest and confidence in conducting pedagogic research. Some of them have made their first attempt to bid for external funding, especially the small grants.

Lim Teoh, Winchester Business School

Other grant holders wished to acknowledge the excellent support offered by the BMAF team which helped them to feel confident about their research activities. This is reflected in the following statement:

The success of my research, following the award of one of the BMAF TRDGs, is partly due to the supportiveness of one of the Assistant Directors, Richard Atfield, and Julia Pointon from the Internationalisation Special Interest Group.

Rachel Wicaksono, University of York

The opportunity to share research output and to network with researchers in other institutions was another positive experience for many grant holders. This is illustrated by the following comments:

. . . further personal benefit: enabled (the author) to extend (her) network within (her) own University and externally – mutually beneficial knowledge-sharing process.

Christina Evans, Roehampton University

. . . the study has allowed some sharing of experiences between a number of Universities in England, Wales and Northern Ireland . . .

Win Yang Hill, Glasgow Caledonian University

The grant has provided an excellent opportunity to network (e.g. with TIS). I was a novice before I applied for the grant, I now feel confident as a researcher in the international arena.

Julia Pointon, Leicester Business School

Learning, teaching and assessment resources

All grant holders are required to complete an interim and final report for their project. Many have gone on to write journal articles, give papers at national and international conferences, as well as running workshops and staff development sessions in their own institutions. In addition, many projects have had resource-based outcomes, and a selection of these is set out below:

- an on-line interactive accounting game to enhance students' understanding of the fundamental accounting principles
- a website demonstrating an e-news game used in the delivery of an accounting module, together with a good practice guide for designing news/event based e-games
- six case studies for students interested in gaining insights into the real-life experiences of authors of high quality PhD theses
- a toolkit for developing enquiry-based learning materials
- a 20-credit unit designed around generic organisation and management issues which students can apply to their own part-time work
- a resource pack for using peer assessment
- an evaluation of electronic submission of course work using Gradebook
- an analysis of the knowledge gap between academics' understanding of pre-entry qualifications and students' needs in relation to their prior learning
- a model of practice using a curriculum framework to embed re-usable learning objects (RLOs) and workshop materials to support a learning development plan (LDP)

- two case studies relating to employability skills:

good practice in the development of personal learning and development skills of postgraduate students

embedding the development of postgraduate students' employability skills in the curriculum

- mini-case studies on "dealing with free riders" in group assessments
- an evaluation of the appropriateness of using Facebook in business education
- briefing guide for graduate employers on business ethics learning and teaching in HE
- good practice guide for developing web based materials for placement students
- an investigation into why students leave university
- a set of resources for recruitment, induction and professional development of part-time teachers
- recommendations for enhancing the early student experience
- good practice in using wikis to enhance learning, student support and retention for business students
- an exploration of the relationship between the new generation of students and new technology (Web 2)

Some of these resources can be accessed via the BMAF website at:

www.heacademy.ac.uk/business/funding/development

Others are available, on request, from the grant holders.

Selected case studies

In response to the evaluation project last year, 17 case studies have been written which highlight the contribution the Teaching Research and Development Grants have made to enhancing the student experience. We hope you will find them useful for reflecting on your own practice and for future research projects.

BMAF would like to thank all those who contributed to the production of these case studies.

Are the skills needs of international undergraduate students being met by the traditional methods of assessment and feedback?

Claire McCann, University of Ulster, 2008/9

Claire is a Lecturer in Finance in the Department of Business, Retail and Financial Services at the University of Ulster.

When asked about the grant Claire said:

“This teaching research and development grant gave me the confidence to engage in pedagogic teaching research. It has been a valuable experience and helped encourage my colleagues as well.”

This project focused on three cohorts of Chinese students, who entered the second and final years of the undergraduate finance degree at the University of Ulster. They were asked to give their perspectives on their learning experience at the University. The proportion of Chinese students on this finance degree has increased over the years (now 25%) and the Department has made great efforts to take account of the learning needs of these students, as identified in the project.

One of the impacts of the research is that academics from the University of Ulster, who teach the students for 2 weeks during the first years of their programme in China, have a greater understanding of the students' requirements and for the need to develop the students' awareness of how the UK education system works.

The success of the project has been marked firstly by personal recommendations from Chinese students to their peers in China to come and study at the University of Ulster. Secondly, staff have a stronger appreciation of the importance of asking international students for feedback and how that helps students feel that staff are interested in their progress.

Several of the Chinese students have won prizes for achieving the highest marks on their courses, whilst others have won awards on Dragon's Den type competitions. Furthermore, many of the Chinese students stay on for a further year at the University to complete a postgraduate master's programme in finance.

For Claire, the grant gave her the opportunity to become involved in pedagogic research and she now shares her enthusiasm by working with other teams of researchers at the University.

Conferences

April 2009: BMAF Annual Conference 2009:

Engaging Employers. St David's Hotel, Cardiff, Wales.

Are the skills needs of international undergraduate students being met by the traditional methods of assessment and feedback?

A full report on the project is available at:

www.heacademy.ac.uk/business/ourwork/projects/development/2008-09

From expectation to experience: An investigation to identify the prior expectations held by international students of their preparedness for postgraduate study in a UK university, compared to the reality experienced post arrival

Dr Julia Pointon, DeMontfort University, 2006/7

Julia is a Principal Lecturer in the Human Resource Management Department at Leicester Business School, DeMontfort University.

Julia's initial research grant sought to explore the perceptions of UK higher education held by students who had applied but not yet arrived in the UK.

Research context

If the UK is to continue to successfully compete globally for international students, and in turn reap the benefits that an international student cohort brings, it is important to have a good understanding of how satisfied international students are with all aspects of the university experience, including the quality of the teaching offered to them, and the skills and knowledge they obtain as a result of that teaching. Much of the research on the international



student cohort has examined cultural differences in approaches to teaching and learning, and on issues that might interfere with a positive student experience. The key issue raised in the literature is that international students are often

less engaged (Tompson & Tompson, 1996; Chalmers & Volet, 1997; Choi, 1997; Hellsten & Prescott, 2004; Krause et al., 2005). It has been argued that this is because many international students are passive learners or not intellectually or critically engaged in the course material (Chalmers and Volet, 1997) but other research suggests it may simply be due to feelings of awkwardness (Krause et al., 2005), unrealistic expectations about the education system (Chalmers & Volet, 1997), language difficulties (Hellsten & Prescott, 2004) and the need to make massive social and cultural adjustments. Bamford (2008) referred to the fact that institutions have a social responsibility to design learning environments which foster students' developments on intercultural adaptability. This research project sought to uncover the reality of these perceptions from the perspective of the students.

On a personal level, the success of the initial research grant enabled Julia to justify the continuation of her research into the perceived and lived realities of UK HE for international students. The research has now expanded into four areas:

- What do international students expect?
- How is it for them now they are in the UK?
- What are their views of UK education now they are back in their own country and have been working for 2 years?
- What do employers expect of international students?

Research method

Using a mixture of phenomenographic approaches to research and narrative analysis the aim was to elicit, prior to their arrival in the UK, student expectations of life as a UK higher education postgraduate student. Firstly, interviews were

undertaken in India with ten Indian graduates who had applied to study in the UK. Part two involved ten international students maintaining an individual diary in which they recorded their actual lived experiences as they studied here in the UK. Part three involved undertaking ten semi-structured interviews in India with past UK postgraduate students. The focus was on their reflected experiences of their study. Each student had returned to their home country of India and was in full-time paid employment. Finally, employers in India and Ghana were interviewed to find out what they required from master's students.

Research findings

The first part of the research revealed the extent to which international postgraduate students were unaware of and relatively unprepared for the conventions of UK academic life and had, in fact, given little thought to what everyday life would be like. Their objective was to secure an offer and obtain a visa, and beyond very basic assumptions, conceptions about what the process of education remained vague and somewhat distant. The findings drew attention to the need for the host university to ensure appropriate pre-departure arrangements and that immediate support is made available to all international postgraduate students to ensure they were briefed about what to expect and how to manage their life as a student in the UK.

Part two of the research highlighted themes of cultural and social pressures which affected the postgraduate student's ability and motivation to study. It became apparent that issues relating to home life and loneliness, underpinned by a lack of financial and home security, adversely affected their ability to progress and succeed in their chosen studies. Sadly, the diaries also recorded entries which spoke of racism and bullying, and highlighted the need for the host institutions to remain vigilant in identifying and dealing with such issues.

Part three brought to the fore positive reflections of the students' time in the UK. Postgraduates identified a level of self-reliance, personal self-confidence and maturity which the students suggested they would not otherwise have realised. They reflected on their enhanced business skills, for example those of communication, team working, time management and report writing, and on the benefits derived from an international exposure to multiple cultures and lifestyles. However, their

reflections also included reference to the continuing Western focus of the curricula and, despite the frequent use of module and programme labels which contained the heading “international”, “global” or “multicultural”, the graduates considered the material they received to be UK or US focused and did not regard it as representing an internationalised postgraduate curriculum.

Part four involved interviewing 20 employers from Ghana and India to identify what skills, knowledge and competences they sought from students who had completed their master’s studies overseas. The results indicated employers sought transferability of knowledge from a Western context to the actual working and cultural environment to which they returned. Employers spoke of the students “knowing the lessons” but being unable to apply them to the “lived reality”. To illustrate, employers spoke of students remaining “culturally naive and insensitive”, of developing a business communication strategy that assumed all workers where illiterate or that email was available 24/7, when in fact in Ghana many employees were unable to read and write, and the internet was a feature of dreams not reality. The employers urged us, as Western educators, to be more aware and mindful of the realities of the constraints in terms of the role of women, the role of children, levels of corruption, the impact of natural occurrences such as monsoons, and of the implications of tribal and political instability, when teaching about “how to do business” and to assist students recognise such constraints and factor them into their learning.

Research implications

The research findings related to the experiences and understandings of UK higher education and held implications for pre-departure activities, student support on arrival, induction arrangements, and learning and teaching. The findings also brought into focus the need for host universities to ensure the curricula reflects the international teaching and learning dimensions it purports to enshrine. In the process of evaluating the research findings the need to “internationalise learning” became clear and for universities to provide graduates with a new set of skills, called variously international literacy, international consciousness, global awareness or global perspective.

Preparing postgraduate students to develop these skills and the accompanying change in

consciousness will require universities to think carefully about a methodology of internationalisation. In brief, we need to ask ourselves: how will our postgraduate students acquire the internationalised skills and knowledge contemporary life requires? It is this level of practice, of internationalising learning within the curriculum, which has emerged as the next area of development in Julia’s effort to contribute towards an internationalisation of the postgraduate curriculum.

Most significantly, the level of interest among the academic community in pedagogic developments to support international students prompted Julia to apply for funding to establish a community of practice. As a consequence, she has set up the International Special Interest Group (SIG) for BMAF. The work of this group is highly regarded within the academic community and their Annual Conferences have proved extremely popular. The SIG has provided an excellent forum to enable Julia and others to share best practice, experiences, challenges and rewards of teaching international students.

Some of the workshops organised and supported by BMAF and the SIG include:

- November 2007: Recruitment, admissions and induction. Oxford Brookes University.
- March 2008: International students: Teaching and learning. South Bank University.
- June 2008: Assessment, employability and the cost benefits of international students. York St John University.
- November 2008: Multi-cultural learning. University of West Scotland.
- March 2009: Internationalisation of the curriculum. Regent’s College London.
- April 2009: International dimensions: Issues related to teaching international students in the UK. Cardiff University.
- June 2009: Aspects of internationalisation. Lancaster University Management School.
- March 2010: Internationalisation: Staff, students expectations and experiences (ITALIS & SIG Joint Event). De Montfort University Business School.
- March 2010: Student perspectives on internationalisation. Cardiff University Business School.
- June 2010: Internationalisation: Where next. Bournemouth University.

June 2010: International student expectations and experiences. Durham University.

August 2010: Teaching project management and integrating international students (SKEMA). Lille, France.

November 2010: Internationalisation: Same, same but different. Manchester Metropolitan University.

A full report on the project is available at: www.heacademy.ac.uk/business/ourwork/projects/development/2006-07

Full references can be accessed on the website: www.heacademy.ac.uk/business/publications/bmag

Disseminating the CEM model: From contextualisation, embedding and mapping to promoting adoption and evaluation of the model within higher education

Dr Diane Sloan and Elizabeth Porter, University of Northumbria (2009/10)



Dr Sloan is Programme Director for Learning Support and Enhancement at Newcastle Business School, Northumbria

University. Her research on supporting the integration and learning skills of international students has attracted internal and external funding, with the findings delivered at national and international conferences, publications, and workshops for universities and the Association of Business Schools.

Elizabeth Porter is an Academic Skills (ASK) tutor based in Newcastle Business School, Northumbria University. She has extensive experience of pre-sessional and in-sessional teaching, along with the development of staff development programmes and consultancy in both the UK and Europe.

This project contributes to an area of major concern in higher education: identifying processes to support further development in the teaching and mapping of English language and study skills for international students (Turner, 2005).

The CEM model supports the understanding of the language used in specific academic contexts and advocates organising the student learning around subject specific, purposeful activities (Dudley-Evans & St John, 1998).

It was recognised that existing pedagogic delivery of English for Academic Purposes (EAP) might not support specificity. The project aimed to disseminate and evaluate an innovative teaching and learning model, and provide evidence of improved practice in both teaching and the student learning experience.

The CEM model has already been adopted institutionally within Newcastle Business School and later adopted as an exemplar of pedagogic practice at Northumbria. This project provided the opportunity to link with two other HE institutions - Heriot-Watt University (School of Management and Languages) and the University of Gloucestershire (Business School) - to encourage adoption and evaluation of the model. Heriot-Watt intends to implement the model within the university during 2010.

Diane believes that winning a TRDG award:

“gave kudos to the project and was a huge bonus for those involved as it gave the research external recognition.”

Recognition of the work by HEA and being a grant holder was one of the contributions supporting Diane's successful application to become the first Learning and Teaching Fellow within Newcastle Business School.

The research featured in the February (2010) edition of the *Times Higher*, and the work has been published in the *International Journal of Management Education* and *Journal of English for Academic Purposes*.

Staff and student response to the implementation of the model has been positive, with student

attendance of the EAP classes in the first year of implementation of the CEM Model with Newcastle Business School improving by 500% and figures since showing a sustained level of attendance at the sessions. Staff feedback includes:

“we get very positive feedback from students who attend the sessions, we get real assurance that what is being provided in those sessions integrates well with what the management programmes are about, whereas obviously previously, it was more like an English language course which was delivered, which had little direct relevance to what we were doing and wasn't perceived to be particularly needed by the students...”

Students also appreciate the CEM Model:

It's quite relevant to other subjects because we can totally understand how to go on with that exactly. It really helps us with writing assignments. *Egyptian student*

The Associate Dean for Learning and Teaching, Ian Shell, made the following statement:

The potential impact of the CEM model on international student engagement and performance cannot be underestimated. It represents a way of thinking that focuses on the needs of the student on their learning journey, and is eminently transferable to other aspects of HE skills development. The development of the model has significantly transformed thinking within the School in relation to enabling students to engage in the learning process.

Newcastle Business School has subsequently provided additional funding to take the research a stage further. The work has also related areas of research in the areas of the language of assessment, designing appropriate dissertation writing support material and supporting student induction. All these areas of research are ongoing with the CEM model, dissertation work, etc., now being presented through consultancy, conferences and publication. The authors welcome discussion and collaborative partnerships.

Publications

- Sloan, D., & Porter, E. (2009). *The CEM model: Developing an operational model and strategic framework to support the in-session delivery of academic literacy to international students*. RECAP Series Paper 30. Northumbria University, England: MARCET Staff Development Resource Centre.
- Sloan, D., & Porter, E. (2009). Work in progress: Newcastle Business School at Northumbria University research into the design, development and language of assessment. *Research Digest*, 4, 7. Available from www.northumbria.ac.uk/static/5007/cetlpdf/issue4.pdf
- Sloan, D., & Porter, E. (2009). Contextualising, Embedding and Mapping (CEM): A model and framework for rethinking the design and delivery of an in-session academic literacy programme support. *EMERGE*, 1, 1-15

Conferences

- February 2010: English Language Teaching Conference: The challenge of teaching EAP to low level learners. University of St Andrews, St Andrews, Fife, Scotland.
The challenge of the dissertation. The Dissertation Game: a new approach to support the international student in understanding the language and structure of the dissertation.
- March 2010: PCAPL Mini-Conference: Diversity and innovation in assessment – examples from Northumbria University.
Improving your ability to design and develop the accessible assessment brief.
- June 2010: European Learning Styles Information Network (ELSIN) Conference: Exploring styles to enhance learning and teaching in diverse contexts. University of Aveiro, Portugal.
Putting research into practice – the design and development of the Dissertation Game Model to support staff and students in the delivery of dissertation preparation activities.
- September 2010: Fifth Biennial Northumbria/EARLI SIG Assessment Conference: Assessment for learners. Saley Hall Hotel, Northumberland, England.
It's all foreign to me. Helping the international student understand the language of assessment.

A full report on the project is available at:
www.heacademy.ac.uk/business/ourwork/projects/development/2009-10

Formative aspects of summative assessment

Colston Sanger, London South Bank University
(2009/10)

Colston is a part-time Lecturer in the Department of Management at London South Bank University, where he teaches how to manage projects to MBA students. He also works part-time at the University of Portsmouth Business School.

“Becoming skilled at evaluating their own and others’ work or points of view is a core 21st century graduate attribute.”
(Extract from interim report)

This project attempted to analyse how effectively students could assess their own and other’s project work, and whether they could “learn” to do this more effectively. The research focused on an MBA project management module where students choose their own project and manage it to fruition as the summative assessment for the module. Peer and self-assessment of various stages of the project contribute to the formative assessment for the module.

Colleagues from the University of West of England collaborated in the project by comparing their assessment of the formative work with the evaluations undertaken by the students.

The project will act as a pilot study for further research on identifying pedagogic processes that facilitate and enhance the benefits of student formative assessment.

Dissemination of the project outcomes has taken place through presentations to faculty staff at London South Bank University, at the BMAF Annual Conference in Newcastle, 2010, and at the University of Portsmouth’s Learning and Teaching conference.

A full report on the project is available at:
www.heacademy.ac.uk/business/ourwork/projects/development/2009-10

Feedback on assessment via Gradebook - an electronic coursework submission system

Sabina Siebert, Glasgow Caledonian University
(2008/9)

Dr Sabina Siebert is a Lecturer in the Department of Cultural Business at Glasgow Caledonian University. She is a module leader for Policy in the Cultural Sector and Professional Practice and Employability. Her interests range from the development of work-based learning provision in higher education, to various aspects of human resource management and organisational studies. Sabina works closely with the Scottish Centre for Work Based Learning.

A TRDG grant from BMAF in 2008/9 enabled Sabina to develop an innovative way of both assessing and providing feedback to students involved in work-based learning programmes, through a system called “Gradebook”. This was set up, with the help of an e-learning specialist, via the Blackboard learning platform, and enables students both on and off campus to submit their assessment on-line and receive feedback electronically.

The Scottish Centre for Work Based Learning, at Glasgow Caledonian, now uses Gradebook as the vehicle for managing the assessment process for work-based learning and for the recognition of prior learning (RPL).

The implementation of this system has encouraged students to focus on an in-depth reflection of their learning achievements rather than providing a paper-based trail of evidence. It has also removed the need for the high volume of paperwork often associated with work-based learning programmes. Feedback from students following the initial pilot of the project, once they had been shown how to use the system, was very positive.

Sabina is now working in the Department of Cultural Business at Glasgow Caledonian, which offers courses in Events Management, Media, Journalism and Sport. Drawing on her findings from the BMAF project, she promoted the electronic submission system to other colleagues who have since used it successfully on most programmes

within the Department. The Department is planning to use Gradebook for recognition of prior learning and for work-based learning programmes.

There is huge potential for developing courses and programmes which will support those involved in the Commonwealth Games which will be held in Glasgow in 2014. The Department also plans to provide an HND top up and a work-based learning postgraduate degree, all of which will use electronic submission and feedback. Undergraduate students in the Business School already have the opportunity to complete a Professional Practice module which is assessed using Gradebook.

In Sabina's view, the grant made it possible for her to set aside the time required to analyse Gradebook. The opportunity to pilot Gradebook with Glasgow Caledonian University students deepened her understanding of how it could best be used to meet their particular needs. Without the support of the grant, Sabina feels it would have been difficult for her to find the time needed to properly evaluate Gradebook and to reflect on how it might be customised to the needs of her students.

The framework is transportable to other universities and could prove very beneficial to them in terms of providing effective and immediate feedback to student, reducing the volume of paperwork for work based learning programmes, and giving access to external examiners to samples of student assessments.

Publications

Mills, V., Siebert, S., & Tuff, C. (2008). *Emerging models of work-based learning in Scottish higher education*.

Mansfield, England: QAA. Available from

www.sacca.ac.uk/documents/Workbased_learning_in_SHE.pdf

Siebert, S. (2008, July). Professionalism or managerialism? Conflict of values in reflection at work. *Proceedings of the University Association of Lifelong Learning Annual Conference: Contested values in work based learning*. Cardiff, Wales: UALL.

Siebert, S., & Cowan, J. (2009). IT for External Assessors? *British Journal of Educational Technology*, 40(5), 948-950.

Siebert, S., Tuff, C., & Mills, V. (2009). Pedagogy of work-based learning: The role of the learning group. *Journal of Workplace Learning*, 21(6), 443-454.

Conferences and Workshops

December 2008: Society for Research into Higher Education Conference. Adelphi Hotel, Liverpool, England.

Professionalism or managerialism? Conflict of values in reflection at work (with Carol Costley)

April 2009: The BMAF Annual Conference 2009: Engaging Employers. St David's Hotel, Cardiff, Wales.

Feedback on assessment via Gradebook.

July 2009: University Association of Lifelong Learning Work Based Learning Network Conference, University of the West of England, Bristol.

The role of work based learning in promoting inter-organisational learning: A pedagogical perspective.

April 2010: The BMAF Annual Conference 2010: Assessment and Assessment Standards: Challenges for Business Education. Newcastle Marriott Gosforth Park, Newcastle upon Tyne, England.

Assessment of reflection in work-based learning.

Other related TRDG projects

In 2010 Sabina Siebert was been awarded a Teaching Research and Development Grant to conduct a project on "Voluntary work experience in Events Management – a guide to selecting voluntary placement opportunities".

A full report on the project is available at:

www.heacademy.ac.uk/business/ourwork/projects/development/2008-09

How do different learning activities contribute to marketing students' perceived understanding of marketing? A longitudinal study using on-line diarying

David Chalcraft and Lorna Walker, University of Westminster (2009/10)

David Chalcraft is a Principal Lecturer in Marketing at the University of Westminster. Lorna Walker also lectures in Marketing at the University of Westminster and at another private University. This project followed on from some initial research undertaken for the Academy of Marketing and Higher Education Academy in 2007/8.

The focus of the research was on two Introduction to Marketing modules which were, and continue to be, delivered to over 1,000 students on the two different campuses at the University of Westminster.

The objective of the study was to better understand how different learning activities and other critical incidents, such as experiences beyond the classroom, contribute to marketing students' perceived understanding of marketing. Linked to this was the desire to understand students' awareness of when learning takes place more fully.

The initial student survey that formed part of the earlier research project was rerun, giving some comparative data for this project. This was complimented by students keeping a diary of their

learning activities in relation to marketing, which they emailed to their tutors each week. Many of the student anecdotes from these diaries helped to identify areas of good teaching practice.

David has been able to use some of the outcomes of the research in his learning and teaching role within the School. Lorna has used the findings from the research to change the way she delivers her Principles of Marketing module and also in her teaching outside the University.

The framework is transportable across other modules.

A paper was presented to the 5th BMAF Annual Conference in Newcastle, giving an opportunity for dissemination to academics from other universities. Some of the findings were presented to the University of Westminster Learning and Teaching Conference in June 2010, and also at the Academy of Marketing conference in Coventry in July 2010.

A full report on the project is available at: www.heacademy.ac.uk/business/ourwork/projects/development/2009-10

An investigation of the purpose and use made by students of reusable learning objects within a blended learning curriculum designed to support progression and academic competence

Lyn Greaves, Thames Valley University (2007/8)



Lyn Greaves is a National Teaching Fellow and Senior Lecturer in the Faculty of Professional Studies: Business and Management. E-enhanced learning is

her current area of research interest.

The main focus of the project was to introduce reusable learning objects (RLOs) as part of the learning development pathway (LDP) curriculum designed for developing academic competence. The use made of RLOs and student perceptions of their effectiveness were studied.

Four multimedia learning objects developed by the RLO-CETL at London Metropolitan University (London Met) were selected to be reused within the module. The objects had been developed within a consortium of institutions - Cambridge, Nottingham and London Metropolitan Universities - as part of the Centres for Excellence in Teaching & Learning initiative funded by the Higher Education Funding Council in the UK, and were thus freely

available for the academic community to use. The four learning objects selected were on referencing books, referencing journals, referencing websites and reflective writing.

The project team was really excited by the impact that this blended learning approach had on further improving the gains in student learning and progression that have been achieved since the learning development pathway was introduced into the module.

A second cohort of students appeared to have a deeper and more coherent learning experience as a result of the introduction of the RLOs.

Student evaluation of the project has shown both that the VLE and the RLOs have been useful and helpful; and that they have in fact made use of them. The VLE helped them to keep on track with their work as it acted as a central store of information and resources, and enabled them to collaborate and share ideas and resources with others (an unexpected outcome).

The embedded RLOs developed by London Metropolitan are available as part of the CETL initiative. The repository is accessible through www.rlo-cetl.ac.uk As part of the JISC re-purposing and re-use of digital university-level content and evaluation (RePRODUCE) project, TVU's successful submission BL4ACE has extended the use of the module and the RLOs across a number of other courses and subject disciplines. More recently, the JISC LTIG funded Anytime Learning Literacies Environment (ALLE) project, has brought together the outputs of a number of linked projects - www.academy.gcal.ac.uk/llida; www.glomaker.org; <http://bl4ace.tvu.ac.uk> - to create a Digital Learner Journey to support students in critical skill development and deployment.

The Digital Learner Journey, and related on-line materials, are freely available to the community for use and customisation using the GLO Maker Tool. A model of practice using a concept framework to embed LOs and case-study materials to support a

curriculum redesign are also available through the <http://alle.tvu.ac.uk> weblog.

Publications

Bradley, C., Cook, J., Greaves, L., & Holley, D. (2009).

You can take out of it what you want; how learning objects within blended learning designs encourage personalised learning. In J. O'Donoghue (Ed.), *Technology supported environment for personalised learning: Methods and case studies*. Hershey, PA: IGI Global Publications.

Greaves, L. (2009). Enhancing learning opportunities through the development of flexible and personalised modes of delivery. *Journal of Teaching and Learning*, 6(Special Edition). Published by the Faculty of Professional Studies, Thames Valley University.

Greaves, L. & Bradley C. (2008). Purpose and students' use of reusable learning objects. *BMAF Magazine*, 5, 7-8. Available from: www.heacademy.ac.uk/assets/bmaf/documents/publications/BMAG/bmag5.pdf

Conferences and Workshops

April 2008: The BMAF Annual Conference 2008: The Learning and Teaching Agenda in the UK: National Perspectives but Common Concerns? George Hotel, Edinburgh, Scotland.

An investigation of the purpose and use made by students of Reusable Learning Objects within a blended learning curriculum, designed to support progression and academic competence (with Claire Bradley & John Cook)

June 2008: ED-MEDIA: World Conference on Educational Multimedia, Hypermedia & Telecommunications. Vienna, Austria.

A Blended Learning Design to Support Student Learning (with Claire Bradley & John Cook)

March 2010: OER10. Clare College, Cambridge University, England.

Repurposing with a purpose – a story with a happy ending (with Claire Bradley & Sibel Roller)

A full report on the project is available at: www.heacademy.ac.uk/business/ourwork/projects/development/2007-08

A new generation of students and new technology: Exploring the relationship

Martin Rich, CASS Business School, City University
(2007/8)

Martin Rich is a Lecturer in the Department of Management at CASS Business School. He is one of City University's Teaching and Learning Fellows, and has used this to pursue particular interests in the scholarship of teaching and learning as applied to management education.



This research project explored students' needs in the light of generational changes and connected these with the technology that they use from day to day. In particular it focused on identifying the type of technological tools which members of the current generation of students - typically those born since 1982, the age group identified by Howe and Strauss (1999) - feel most comfortable with, and how these can be applied to learning and teaching in higher education.

The project has already started to inform practice at City University in at least two areas. One area comprised the approaches adopted for incorporating technology into student learning, both at the undergraduate level and also on postgraduate programmes, which take many students fresh from their undergraduate studies. In this context, the presentation at the London scholarship of teaching and learning conference was notable because it drew a connection between work under the auspices of this project and work on the changing nature of students' first year experience.

The other area comprised the types of web tool that would be used by the University in the future. This included the virtual learning environment and some very strong messages have emerged about the features and types of web tools that are likely to be useful in the next generation of virtual

learning environments. Discussions have taken place with the Business School web team about, for example, the use of blogs by academic staff to replace or supplement much of their existing web material.

As part of their final year project, one student applied the framework of the research to begin to assess the links between different generations of technology and how it is used by employees in the workplace. The research project also provided the material for a workshop at the Ford Motor Company on generational issues in using IT.

Martin is highly supportive of BMAF and is recognised both nationally and internationally for his work in pedagogic research.

Publications

Rich, M. (2008). Millennial students and technology choices for information searching. *Electronic Journal of Business Research Methods*, 6(1),73-76.

Conferences and Workshops

December 2007: Society for Research in Higher Education Conference (work in progress).

April 2008: The BMAF Annual Conference 2008: The learning and teaching agenda in the UK: National perspectives but common concerns? George Hotel, Edinburgh, Scotland.

A new generation of students and new technology: Some emerging issues. (Poster session)

May 2008: London Scholarship of Teaching and Learning International Conference.

April 2010: The BMAF Annual Conference 2010: Assessment and assessment standards: Challenges in business education. Newcastle Marriott Gosforth Park, Newcastle upon Tyne, England.

Assessing millennial students: Technology choices and competences.

He has also presented at a City University Teaching Scholars' Day and a BMAF Key Contacts symposium in London.

A full report on the project is available at:
www.heacademy.ac.uk/business/ourwork/projects/development/2007-08

Good practice in using wikis to enhance learning, student support and retention for business students

Dr Marija Cubric, University of Hertfordshire
(2006/7)



Marija Cubric is a Reader in E-Learning at the University of Hertfordshire where she teaches information systems, e-business and project management related subjects. Following her successful research project with BMAF

she was appointed as a member of the UH Blended Learning Unit (incorporated in the UH Learning and Teaching Unit in 2009), a group that promotes the use of technologies and innovative learning and teaching practices across the University.

The main purpose of this project was to assess to what extent wikis can support students learning and improve the quality of their work. This was done through on-line reviews of work of other students and collaborative creation of learning content.

The project was set in the context of a summative assessment involving groups of 10 to 40 MSc Business school students.

The most interesting result of the project was the formulation and implementation of a truly blended learning process (“feedback-driven process”, as described in Cubric, 2007b) supported by the use of wiki technology and founded on the principles of constructivist learning (e.g., Vigotsky’s theory of social development, Laurillard’s “conversational learning”, Novak’s “just-in-time teaching”).

The idea of on-line coursework development and using students as reviewers has been particularly interesting and has helped in enhancing students’ learning experience and the overall quality of their work.

Students’ response to the above teaching and learning method was very positive and was documented in the module feedback and reflection,

and in publications (see list below)

Following the successful BMAF project, internal funding was secured in 2007/8 from UH Blended Learning Unit (Cubric et al., 2008) to extend the trial to include participants from various non-IT related subject-areas such as accounting, business problem analysis, project management, operational research and marketing; and to include large student groups (40 to 180 students).

Marija, who was a researcher before joining UH, particularly enjoyed the opportunity to engage in the practical research opportunity offered by the award of the TRDG. She is now trying to establish an education research group within the Hertfordshire Business School Research Unit.

Publications

- Cubric M. (2007a). *Using wikis for summative and formative assessment*. Case-Study Library of the REAP International Online Conference: Assessment design for learner responsibility. Available from www.reap.ac.uk/reap/reap07/CaseStudyLibrary/tabid/89/Default.html
- Cubric, M. (2007b). Wiki-based framework for blended learning. *Proceedings of the 2007 International Symposium on Wikis, Montreal* (pp. 11-24). New York: ACM.
doi:10.1145/1296951.1296953
- Cubric, M. (2008). Agile learning and teaching with wikis: building a pattern. *Proceedings of The 2008 International Symposium on Wikis, Porto* (Article 28). New York: ACM.
doi:10.1145/1822258.1822296
- Cubric, M., Banks, M., Fletcher, J., Hobson, J., Luz, S., & Robins K. (2009). Scaling up wiki-based blended learning environment. In T. Subhi-Yamin (Ed.), *Excellence in Education 2008: Future Minds and Creativity*. Proceedings of the Annual Conference of the International Centre for Innovation in Education (ICIE). Ulm-Germany: ICIE. Available from <http://icieworld.net/conf/files/Conference%20Proceedings%202008.pdf>
- Cubric M., & Luz S. (2009, June). *The benefits and challenges of developing collaborative writing skills to support students’ learning*. Paper presented at the Fourth International Blended Learning Conference, University of Hertfordshire, Hatfield, England.

Talks, Seminars and Workshops

June 2007: Faculty of Business and Law Staff Workshop, De Montfort University, Leicester.
Good practices in using wikis to enhance students' learning, support and retention.

October 2007: British Columbia Institute of Technology, Learning and Teaching Centre, Vancouver, Canada.
What's a wiki and what are its advantages for learning?

June 2008: Third International Blended Learning Conference, University of Hertfordshire.
Classroom 2.0: "Flattening the walls" (with A. Oliver, LTDU). Available from <http://bit.ly/CuWNQ>

November 2008: BMAF Network Blended Learning Workshop on Increasing Student Engagement, University of Hertfordshire.
Supporting group work with wikis.

December 2008: West Herts College.
Wikis in learning and teaching: Why and how? (with A. Oliver, LTDU).

January 2009: Public Seminar, University of Oxford, Department of Education.
Scaling-up wiki framework for blended learning.
Abstract available from: <http://bit.ly/7qvPK>

February 2009: Association of Business School Learning and Teaching Event, University of Hertfordshire.
Wikis for blended learning in the business school.

July 2009: HEA/JISC Workshop on Supporting Progression and Pedagogy & the Role of Technology in Enhancing Student Retention, Aston Business School, Birmingham.
Developing transferable and digital literacy skills with wiki-based learning activities. Available from <http://bit.ly/YDGt2>

September 2009: Business School, St.Mary's University College London.
Staff workshop on using wikis for teaching and assessment.

June 2010:
Higher Education Academy Professional Learning and Teaching Practice Evidence Based Practice seminar: A Blended Learning Approach to Enhancing Learning and Teaching practice, University of Hertfordshire.
Using wikis to enhance students learning experience.

A full report on the project is available at: www.heacademy.ac.uk/business/ourwork/projects/development/2006-07

Understanding student needs through addressing the knowledge gap of academic staff regarding university pre-entry qualifications and student learning

Helen Fee and Kate Greenan, University of Ulster (2007/8)

Miss Helen Fee is a Lecturer in Accounting at Ulster Business School. Kate Greenan is a Professor of Management Education. Both are recognised for their research into pedagogic issues in business education.

This project critically evaluated the student learning experience at 'A' level and investigated how the qualifications gained by accounting and business studies students before they entered HE might affect their perceptions and performance during their first year of study at university.

Following on from the outcomes of the research, the first year study skills module for accounting students has been revised to incorporate skills such as time management, essay writing and referencing. A similar study skills module may also be rolled out across other first year courses.

Teaching staff were directly involved in the research and gained valuable insights into the different types of learning experience students may have had prior to joining the University. Tutors now have more empathy with student concerns, offer greater assistance in exam preparation, and provide structured support for learning, through regular and constructive feedback on coursework for example. There has also been a university-wide initiative to ensure that at least one module in the first year provides small group teaching (15 in a group) to provide the opportunity for students to be more closely supported in the development of the skills necessary to cope with studying at HE level.

The findings from the research have been disseminated to staff within the Department of Accounting, and the Ulster Business School in general, and to other groups/disciplines across the University of Ulster, to help them to understand the issues facing students in their transition from

secondary to higher education.

Involvement in the Teaching Research and Development Grants has contributed to raising the status of pedagogic research within the Ulster Business School. The University of Ulster has also recently established a Centre for Higher Education Practice which focuses on teaching and pedagogic research. The Centre published the first issue of its teaching and learning journal, *Perspectives on Pedagogy and Practice*, in September 2010, and Kate Greenan has been appointed to the position of Director of the Centre for Higher Education Practice.

Future projects are planned to evaluate how different forms of assessment, such as open book examinations, will affect student learning, particularly in terms of their expectations and skills.

Publications

Fee, H., Greenan, K., & Wall, T. (2009). An investigation into secondary school exit standards: implications for university lecturers. *International Journal of Management Education*, 8(2), 43-52. doi:10.3794/ijme.82.269

Conferences and Workshops

2008: Department of Business Retail and Financial Services, University of Ulster, Coleraine.
'A' levels – the true story?

May 2008: BAA Accounting Education SIG Annual Conference, Seville.

Understanding student needs through addressing the knowledge gap of academic staff regarding university pre-entry qualifications and student learning.

2009: Teaching and Learning Symposium, Faculty of Art Design and the Built Environment, University of Ulster.

The truth about 'A' levels.

June 2009: BMAF workshop on Students in Transition – Issues and Solutions, University of Ulster.

'A' levels – the true story? An investigation into changes in higher education entry requirements.

A full report on the project is available at:

www.heacademy.ac.uk/business/ourwork/projects/development/2007-08

GO! Get Organised: An evaluation of pre-arrival online induction materials that support business school students to prepare for study in higher education

Catherine McConnell, University of Brighton
(2009/10)

Catherine McConnell is a Lecturer in the Centre for Learning and Teaching (CLT) at the University of Brighton. Her remit within the CLT is to develop and co-ordinate enhanced study support for students across the University.



Students were asked to fill out an initial survey and then two focus groups were conducted with students to gain some deeper insights. So far the impact of the research has been seen at the University, particularly with the New Student Area (the online pre-arrival resources available to new students) working group, who considered the findings and have revised the content of the online resource.

The BMAF project was specifically conducted with the Brighton Business School, but the findings now are reaching across other faculties and schools to inform colleagues of the challenges and successes of launching pre-arrival learning materials.

At a national level, Catherine and her project partner Julie Fowlie presented interim findings from the project at the Association of Learning Development in Higher Education (ALDinHE) Annual Symposium held in Nottingham in March 2010. This enabled the dissemination of the

This research project evaluated pre-arrival induction materials, specifically the Go! Get Organised resources available at the University.

outcomes of the project to a wider network of colleagues and promoted the work of the BMAF Subject Centre.

Catherine believes the BMAF Grant has helped her in a professional capacity and she stated:

“the BMAF Teaching Research and Development Grant has helped me to evidence my learning development practice. In particular this is helpful when I presenting my professional opinion in meetings at committee level. In other words,

senior colleagues do tend to ‘sit up and listen’ if you explain that your practice is underpinned by externally supported research funds. I have since had the confidence to apply for and be awarded two other small educational research and development grants with a CETL and another HEA Subject Centre.”

A full report on the project is available at: www.heacademy.ac.uk/business/ourwork/projects/development/2009-10

Evaluation of a structured model in teaching and learning of business methods based on Kolb's experiential learning theory

Jon B Simon, University of Hull (2008/9)



Jon Simon is a Senior Lecturer in Accounting and until July 2009 was Head of Department of the Accounting and Finance Subject Group in the Hull University Business School.

For some years Jon has been involved in the teaching of business research methods both on the MBA and to all business school undergraduates in a second year module that supports students in their final year project/dissertation. He found that students at all levels had difficulties getting a handle on the overall research process and therefore experimented with a number of different models for doing so before focusing on one based on Kolb's influential experiential learning cycle. He used Kolb's learning cycle to form the structure for his TRDG project. Kolb's cycle was chosen as it is a well known in many areas of management education and taught to business school students in many introductory study skills modules.

This project involved developing and evaluating the model to assist students in a number of important tasks. First, in constructing their own business research proposals, which form the major element of assessment for many undergraduate and MBA research methods modules and the plans for

further independent study. Second, in summarising and understanding empirical research papers students are required to study when developing literature reviews and essays. Third, in providing support in helping students structure their own research projects.

The model not only provides students with an overall picture of a business research project but also guidance as to what aspects need to be covered and how they are related. For illustration, the model places equal emphasis on understanding the business context the student has chosen to study, reflecting on the purpose and how the student relates to the topic, critically appraising the prior literature, and the selection of appropriate research methods with appropriate methodology.

The model has been tested with undergraduate students studying for a variety of subjects, both quantitative and qualitative based, as well as with MBA students in many areas of business and management. Students generally liked the model and found it helpful. Some students have successfully used the model to help them structure short presentations of their research ideas prior to writing up their proposals. The model has recently been used as a gateway for the Hull University MBA research methods electronic module resource, which is accessed by students in the UK, Hong Kong, Singapore, Bahrain and Oman.

While this project involved using and evaluating the model with second year undergraduates and has been used with MBA students, Jon suggests it can be used as effectively with diploma, MSc and PhD students, who are all required to prepare a research

proposal and evaluate research papers. Jon has also adapted the model to encompass critical thinking and essay writing, and won a second TRDG to explore and evaluate this critical thinking adaptation in 2010/11.

Jon has produced a Hull University Research Memorandum available to any interested reader, which includes several cases illustrating how the approach works.

Conferences and Workshops

April 2009: The BMAF Annual Conference 2009: Engaging employers. St David's Hotel, Cardiff, Wales.

April 2010: The BMAF Annual Conference 2010: Assessment and assessment standards: Challenges in business education. Newcastle Marriott Gosforth Park, Newcastle upon Tyne, England.

Business research methods: Using a structured model based upon Kolb's experiential learning theory to assist students in constructing research proposals and projects

May 2009: Presentation at the BAA AE SIG Conference

Workshops at the University of Hull (2009 and 2010) and the University of Portsmouth (2009).

A full report on the project is available at:

www.heacademy.ac.uk/business/ourwork/projects/development/2007-08

Development of materials for advanced research methods teaching and learning for postgraduate students in international business

Jeremy Clegg, University of Leeds (2008/9)



Jeremy Clegg is a Professor in International Business at Leeds University Business School (LUBS). He is a member of the Academy of International Business, UK and Ireland Chapter (AIB-UKI), which has been one of the channels through which the project outcomes have been disseminated. His co-researchers were Dr Hanna Gajewska-De Mattos (LUBS) and Dr Eva Alfoldi (Manchester Business School).

This project focused on the development of advanced research methods materials for PhD students, with a specific focus on research training in international business. The project identified a gap in research methods training in international business and an inadequacy in materials tailored to the specific needs of students in this area. The materials developed include cases, teaching resources and conference presentations that international business students can relate to.

A key aspect of the project was to embed research methods training with research-led teaching. This was achieved through case studies and analysis of research examples drawn from the literature. This was done to enable students to gain a deeper understanding of the meaning of the research findings of the state-of-the-art research by the national and international experts that they encounter within their taught programmes, and to equip them with the necessary tools to conduct high quality research of their own.

Materials from the project have been incorporated in the Understanding Your Discipline seminars, delivered annually to the first year PhD students at LUBS. In addition, the materials have formed part of the Research Methods and Data Collection module, delivered annually to Master's students at Manchester Business School.

Special panel sessions were held at the 2009 and 2010 AIB-UKI conferences, which were very well attended and received by academics and students in international business. They indicated that the resources guide and case studies, which were produced as part of the project, addressed a very relevant need for improved methodological support for research students in international business which is focused rather than generic.

The deliverables from the project have the potential

to be accessed by a wide academic community, including the British Library and the AIB Chapter. There has also been considerable interest from colleagues at various UK and European institutions to apply the outputs from the project to their research training activities.

This valuable output can be built on in the future, both by the original project team and through the potential involvement of further academic collaborators. Ideas for sustainability include applications for further funding to produce and develop a wider range of materials building on the outputs of this project.

It is planned that the outcomes of the project will serve as an exemplar of good practice that could be taken up within the international business teaching and research community in the UK. The outcomes of the research have been welcomed by the Chair of AIB UK & Ireland Chapter, Professor Frank McDonald, and members of the Chapter.

Publications

Jeremy has published a magazine article and will be submitting articles to the *British Educational Research Journal* and the *Journal of Teaching in International Business*.

Conferences and Workshops

April 2009: Special panel session at the Academy of International Business 36th Annual Conference: Resources, Efficiency and Globalisation, University of Glasgow, Scotland.

April 2010: Special panel session at the Academy of International Business 37th Annual Conference: Regionalism and Globalisation, Trinity College Dublin, Ireland.

A further panel session is planned for the AIB-UKI 2011 conference on how the project's outputs have been used for teaching

A full report on the project is available at:

www.heacademy.ac.uk/business/ourwork/projects/development/2008-09

How can we teach entrepreneurship? - A student perspective

Stephanie Macht, Northumbria University (2009/10)

Dr Stephanie Macht is a Senior Lecturer in Strategic Management and International Business at Newcastle Business School.



This project explored students' views on how entrepreneurship can be taught in a higher education institution, and contributed to the ongoing debate about whether and how students can be taught entrepreneurship in an HE context.

From the student responses it was found that the main way in which entrepreneurship is being learned by students is through a balanced combination of traditional teaching, informal guidance, guest speakers and being offered the opportunity to experience the practical hands-on aspects of business start-up and management. Each of these areas is expanded on in the final report.

Some changes have been made to the delivery and

assessment of the module in response to student comments regarding guest speakers and reflective assessment.

As an outcome of the project a guide booklet, *How to teach entrepreneurship – The Students' Perspective*, has been written. This highlights the students' opinions on how entrepreneurship can be taught at an HE institution and the booklet is available online. The guide can be used by entrepreneurship educators for the purpose of:

- developing entrepreneurship modules or programmes
- developing the curriculum of entrepreneurship courses
- developing the teaching approaches for entrepreneurship courses
- identifying the teaching approaches most valued by entrepreneurship students
- providing future entrepreneurship students at various levels (e.g. Further Education or Higher Education undergraduate and postgraduate levels) with a positive learning experience based on previous students' comments

Stephanie commented:

“I am still thrilled to have been given a BMAF grant as I am a fairly new researcher and still at the beginning of my career. Being able to have such an achievement on my CV is great. I have learned a lot from this research project and I have already co-authored another bid this year. I also hope that the papers and other dissemination material from the BMAF-funded project will help establish myself in the field of pedagogic research for the future. At the same time though I am very pleased with the findings as they allow us to make changes to our entrepreneurship teaching and thus hopefully enable us to improve the student learning and experience.”

Conferences and Workshops

April 2010: BMAF Annual Conference 2010:

Assessment and Assessment Standards: Challenges for Business Education. Newcastle Marriott Gosforth Park, Newcastle upon Tyne, England.

Conference paper: The challenges of assessing entrepreneurship courses: An exploration of the constructive alignment of authentic learning, instruction and assessment in the entrepreneurship context (with J. Robinson).

Poster presentation: Assessment and feedback in entrepreneurship courses: how ‘entrepreneurial’ should they be? (with J. Robinson).

July 2010: *How to teach entrepreneurship: The students’ perspective.* Staff development workshop delivered to enterprise and pedagogic staff at Northumbria and Newcastle Universities. Newcastle Business School, Newcastle upon Tyne, England.

A full report on the project is available at:

www.heacademy.ac.uk/business/ourwork/projects/development/2009-10

Accounting simulation game: Development of a web-based interactive accounting principles simulation game

Stephen McNamee, University of Ulster (2008/9)



Stephen is a Lecturer in Accounting in the Department of Accounting at the University of Ulster.

This grant enabled Stephen to create an innovative approach to helping first year students to

understand the principles of double entry bookkeeping. Double entry bookkeeping is the fundamental principle under which all financial accounts are prepared.

An interactive simulation game has been developed. In the game, students pick one of three retail outlets (shops) - music, fashion or sport - based on their own personal interests. Students are then

presented with four rounds of weekly transactions for the shop. The student draws up the financial accounts for the shop by “dragging and dropping” the debit and credit for each transaction to the appropriate place on the income statement and balance sheet.

The simulation also contains mini-games, between each week’s transactions, and video tutorials on key accounting principles.

The initial pilot with 40 students received very positive feedback from both students and tutors, including the following student quotes:

“I believe these are fun ways to learn about topics and also quite addictive to complete, so the motivation and determination to complete the game will drive the user to learn more”

“I found the game very difficult. However, now that I have completed it I actually know what I am doing. Previously I had not got a clue how the balance sheet worked, but now I understand where the credits and debits for different dealings are placed.”

Students’ use of and success at the game is transferred to a spreadsheet. This provides valuable information to tutors regarding each individual student’s understanding of the principles of double entry.

The game will be rolled out to a group of 180 first year accounting and business studies students in the coming academic year. Tutors have been keen to adopt the new software and the project has raised awareness of how simulation games can support student learning. Screen shots from the accounting game form part of the appendices for the Final Project Report.

The project was completed by Stephen in conjunction with multi-media developers from Access and Distributed Learning at the University

of Ulster and it is hoped that the simulation game will be accessible to other tutors teaching accounting.

Conferences and Workshops

April 2010: BMAF Annual Conference 2010:

Assessment and Assessment Standards: Challenges for Business Education. Newcastle Marriott Gosforth Park, Newcastle upon Tyne, England.

Double trouble: Development and use of a web based interactive accounting game (with R. Beggs & P. O’Neill).

May 2010: Irish Accounting and Finance Association Annual Conference. University of Ulster, Belfast, Ireland.

June 2010: SOLSTICE Conference: Teaching Enhanced Learning and the Student Experience. Edge Hill University, Lancashire, England.

Development and use of a web based interactive accounting game.

A full report on the project is available at:

www.heacademy.ac.uk/business/ourwork/projects/development/2008-09

Starter, main course and dessert: What should be the sequence in accounting education?

Lim Keong Teoh, University of Winchester (2007/8)

Lim applied for the BMAF grant whilst he was working at Coventry University. He has continued the research at his current university, Winchester, where he is Senior Lecturer in Accounting/Corporate Social Responsibility and Ethics.



The research investigates how the sequencing of topics in a financial accounting module may aid student understanding. The project compiles the lists of sequencing orders from various accounting textbooks and compares them with the topical sequence proposed by academics in the field.

The outcomes from the project have impacted on

how Lim delivers the financial accounting module. The lists of topical sequence are useful for future instructional design and improving the practice of teaching and learning in accounting education. Lim has used the initial research undertaken through the project to contribute to his PhD, which will compare the three differing perspectives of authors, academics and students on the sequencing of financial accounting topics.

In 2008 he presented the findings of the project at the BMAF Annual Conference in Edinburgh and the British Accounting Association (BAA) South West Area Group Annual Conference in Southampton. After receiving constructive feedback from the conferences, Lim is currently finalising a paper to be submitted for publication in the Journal of Accounting Education.

On a personal note, Lim believes that the grant has helped him in his career change, from being “just a lecturer” to starting a research portfolio based on the underpinning pedagogy of his subject area. It

has changed his perception of research, enabling him to confidently embark on a PhD. He has built on his own success in obtaining the BMAF grant by supporting other colleagues to apply for research funding.

Lim's research also contributed to his success in gaining fellowship of the Higher Education Academy. A full report on the project is available at: www.heacademy.ac.uk/business/ourwork/projects/development/2007-08

Evaluating the effectiveness of using work-based learning as a vehicle for the study of organisations and management

Chrissy Ogilvie, Manchester Metropolitan University (2008/9)

Chrissy is a Senior Lecturer in Management at Manchester Metropolitan University Business School, and teaches work-based learning (WBL) across a range of programmes.



Being awarded the TRDG funding enabled Chrissy to develop and evaluate a 20-credit module designed around generic organisation and management issues which students applied to their own workplace.

The module was aimed, initially, at full-time first year students who were in part-time jobs to fund their education, providing an opportunity to use their employment to learn about organisations and management.

“The challenge was to design a unit that was flexible enough to be achievable through a variety of work patterns, including self employment and voluntary work, in organisations of any size, while still having coherence and academic substance.” (Extract from final report)

Evaluation demonstrated that student part-time employment can be used as an effective arena of learning for full-time business students, while delivering a range of other benefits to key stakeholders, including employers and staff at the University.

A cohort of 84 students took the module and when interviewed, as part of the research, they were **“very positive about their learning experiences on the WBL unit. It had met their expectations, been relevant, interesting and they valued learning within a ‘real’ context”**. (Extract from final report)

Although very demanding in terms of time, Chrissy believes that undertaking the BMAF research project enabled her, as a part-time lecturer, to engage in pedagogic research. Her success with this project contributed to her being appointed as a full-time Senior Lecturer in the Business School.

Further modules are being developed to support the work-based learning agenda at Manchester Metropolitan University.

Conferences and Publications

April 2009: BMAF Annual Conference: Engaging Employers. St David's Hotel, Cardiff, Wales. *What's in it for us? Mobilising employer support in informal work based learning* (with G. Homan).

June 2009: 10th International Conference on Human Resource Development. Newcastle Business School, Newcastle upon Tyne, England. *Everybody wins? Using the workplace as an arena for learning.*

Shaw, S., & Ogilvie, C. (2010). Making a virtue out of a necessity: Part time work as a site for undergraduate work-based learning. *Journal of European Industrial Training*, 34(8/9), 805-821.

A full report on the project is available at: www.heacademy.ac.uk/business/ourwork/projects/development/2008-09

Projects funded by Subject Centre (LTSN-BMA/BEST) Grants 2002/05

- An extension to student-centred learning to incorporate an interactive coursework and virtual learning environment. *George Allan, assisted by Andrew Perrins, University of Portsmouth.*
- Lecturers' attitudes towards new teaching methods. *Roger Bennett, London Guildhall University.*
- Variability of student ratings of accounting teaching. *Christopher Coles, University of Abertay Dundee.*
- Risk management demonstration tool. *Peter Case-Upton, Liverpool John Moores University.*
- Pilot trials of group process support to aid student-centred module evaluation. *Sam Groves, Tony Gear, Cath Jones and Jane Prince, University of Glamorgan, and Martin Read, University of Portsmouth.*
- Research methods courses in undergraduate business programmes. *Jane Harrington and Charles Booth, University of the West of England.*
- The effectiveness of peer observation of teaching initiatives in UK business schools. *Myra Hodgkinson, Nottingham Trent University.*
- Models of e-learning. *Sandie Meredith, Becci Newton, Stephen Flowers & Steve Reeve, University of Brighton.*
- An investigation into the pedagogic challenges facing business and management lecturers working in the UK higher education. *Bruce Macfarlane, City University, and Roger Ottewill, University of Southampton.*
- Reluctant hosts and disappointed guests? *Abby Cathcart, John Dixon-Dawson, Robert Hall, Sunderland University.*
- The business curriculum and employability. *Lyn Greaves, Mike Mortimer, James Wilkinson and Lotta Lindberg, Thames Valley University.*
- Reflective writing in MBM programmes. *Fiona Oldham and Iain Henderson, Napier University Business School.*
- An analysis of the QAA Business and Management Subject Review Reports 2000-2001. *Roger Ottewill, University of Southampton, and Bruce Macfarlane, Thames Valley University.*
- Transferable skills - development and assessment. *Charles Dennis, Brunel University.*
- The impact of entrepreneurship education in HE. *Laura Galloway, Heriot-Watt University, Maggie Anderson, Napier University, Wendy Brown, University of Strathclyde, and Geoff Whittham, University of Paisley.*
- Admissions planning and recruitment. *Andrew Pressy and Keith Fletcher, University of East Anglia.*
- The performing art of management (in conjunction with PALATINE). *Martin Beirne, University of Glasgow, and Stephanie Knight, Queen Margaret University College.*

Teaching Research and Development Grants 2005/06

- Assessing the value of simulation games in marketing education. *Niki Hynes and Nicola Beasley, Napier University.*
- Chinese student approaches to learning. *Paul Higgins, Middlesex University, and Luting Li, Ying Language Academy.*
- Enhancing the early student experience. *Eileen Trotter, University of Salford.*
- An evaluation of the contribution of part-time hourly paid lecturers to teaching, learning and innovation in business, management and accountancy. *Valerie Anderson, University of Portsmouth.*
- Managing the student expectations of the HE experience in the face of widening access, increasing student diversity and institutional change. *Roger Bennett, Rita Kottasz and John Shaw, London Metropolitan University.*
- Plagiarism: Overcoming the cultural issues associated with plagiarism for international students. *Charles Juwah, David Lal and Ahmed Beloucif, Robert Gordon University.*
- Developing employability and career management skills within the HE curriculum. *Christina Evans, Roehampton University.*

Teaching Research and Development Grants 2006/07

- Assessing international MA students with mini-vivas. *Susan Sayce, Bournemouth University.*
- Assessing multicultural groups. *Rachel Wicaksono, York St John University.*
- Business tutors' perceptions of a virtual learning environment. *Nadine Fry, University of the West of England.*
- An evaluation of the priorities of the international students and learning support programmes. *Miao Zhang, Kingston University.*
- An investigation to identify the prior expectations held by international students of their preparedness for postgraduate study in a UK university compared to the reality experienced post arrival. *Julia Pointon, De Montfort University.*
- Good practice in using wikis to enhance learning, student support and retention for business students. *Marija Cubric, University of Hertfordshire.*
- Improving group work in accounting. *Martin Roberts, Sheffield Hallam University.*
- Introducing multi-cultural learning sets to enhance the learning experience of MBA international students. *Kok Leong Choo, University of Wales Institute, Cardiff.*
- An investigation into online resources to support work placements. *Beverly Leeds, University of Central Lancashire.*
- Plagiarism - whose fault is it anyway? *Louise Gracia, Warwick University.*
- The placing of skills in accounting degree programmes in higher education. *Wan Ying Hill and Margaret Moore Milner, University of Glasgow.*
- The revolving door: An investigation into the reasons why students leave. *Frances Trought, London South Bank University.*
- Teaching applied business skills within the large class context: Entrepreneurship models. *Laura Galloway, Heriot-Watt University.*
- Translating business ethics into graduate employability. *Julia Clarke, University of Leeds.*

Teaching Research and Development Grants 2007/08

- Assessed group work: Dealing with "free riders". *Bob Perry, University of Wolverhampton.*
- Embracing the Web 2.0 culture in business education. *Alice Szwelnik, Oxford Brookes University.*
- Establishing enquiry based learning approaches within a staff team and across 3 final year undergraduate business and management modules. *Louise Grisoni, University of the West of England.*
- Expectations and experiences of postgraduates' employability skills: Employers' perspectives. *Dorothy Macfarlane, Glasgow Caledonian University.*

- How students work - an exploration of how business school students in the IT age work together in individual assessed coursework assignments. *David Taylor, University of Leeds.*
- Investigating the conditions under which a positive intercultural group assignment experience can be realised. *Wai Mun Lim, University of Plymouth.*
- An investigation of the purpose and use made by students of reusable learning objects within a blended learning curriculum, designed to support progression and academic competence. *Lyn Greaves, Thames Valley University.*
- "ISM" - Information Systems for Management. *James Shearer, University of Westminster.*
- A new generation of students and new technology: Exploring the relationship. *Martin Rich, Cass Business School, City University.*
- A new use for portfolios in management education? *Simon Mollen, York St John University.*
- Starter, main course and dessert: What should be the sequence in accounting education? *Lim Keong Teoh, Coventry University.*
- Stringing a simple sentence together: Business graduates' writing skills and employability. *Roger Johnston and Ben Kotzee, Queen Mary, University of London.*
- Understanding student needs through addressing the knowledge gap of academic staff regarding university pre-entry qualifications and student learning. *Helen Fee, University of Ulster.*
- Using computer-assisted audit tools (CAATs) as a teaching tool for audit and IT modules. *Marlene Davies, University of Glamorgan.*
- What's the use of lectures? (in blended learning). *Jennifer Rowley and Sally Sambrook, Bangor University.*

Teaching Research and Development Grants 2008/09

- Electronic coursework submission system. *Sabina Siebert, Glasgow Caledonian University.*
- Are the skills needs of international students being met by the traditional methods of assessment and feedback? *Claire McCann, University of Ulster.*
- Peer assessment: Easy to say, hard to do. *Lynne Powell, University of Northumbria.*
- Accounting simulation game - development of a web-based interactive accounting principles simulation game. *Stephen McNamee, University of Ulster.*
- The use of real life news/event based e-games in supporting learning and teaching in finance. *Charlie Cai, University of Leeds.*
- Engagement and attendance initiatives. *Linda Johnson, London Metropolitan University.*
- Development of a toolkit for enquiry based learning materials for BMAF disciplines. *Peter Morrison, Abertay Dundee University.*
- Fostering pride in authorship through the use of plagiarism detection software in international students studying financial management. *Siegrid Beck, University of Hertfordshire.*
- Evaluation of a structured model in the teaching and learning of business research methods. *Jon Simon, University of Hull.*
- Development of learning materials for advanced research methods teaching and learning for postgraduate students in international business. *Jeremy Clegg, University of Leeds.*
- The linkage between Knowledge Transfer Partnership based research and business and management teaching. *Brian Telford, University of Glamorgan.*
- Evaluating the effectiveness of using work-based learning as a vehicle for the study of organisations and management. *Chris Ogilvie, Manchester Metropolitan University.*
- Developing as a professional. *Phaik Leng Tan, University of the West of England.*

Teaching Research and Development Grants 2009/10

- Formative aspects of summative assessment. *Colston Sanger, London South Bank University.*
- How can we teach entrepreneurship? *Stephanie Macht, Northumbria University.*
- Perfect protocols: Refreshing case study teaching. *Ollie Jones, Leeds Metropolitan University.*
- The first year experience and student recruitment and retention. *Gary Bell, London South Bank University.*
- An evaluation of pre-arrival online induction materials that support business school students to prepare for HE study. *Catherine McConnell, University of Brighton.*
- Disseminating the CEM model: From Contextualisation, Embedding and Mapping to promoting adoption and evaluation of the model within higher education. *Diane Sloan, Northumbria University.*
- UK business programmes delivered overseas - best practice in teaching and assessment. *Alice Szwelnik, Oxford Brookes University.*
- How do different learning activities contribute to marketing students' perceived understanding of marketing? *David Chalcraft and Linda Walker, University of Westminster.*

Teaching Research and Development Grants 2010/11

- International staff in UK business schools: Difficulties and student perception. *Magda Abou-Seada, University of Essex.*
- Notions of belonging: The student perspective. *Linda Johnson, London Metropolitan University.*
- Exploring perceptions and experiences of first year international students in relation to persistence and proposed withdrawal from Business degree courses. *Jennifer Jones, University of Brighton.*
- Collaborative action learning to support the development of 21st century students. *Hazel Messenger, University of Hertfordshire.*
- A comparative study of new UK-domiciled and non-domiciled students' expectations, experiences, knowledge/practice outcomes on practice-based distance learning management courses. *Ruslan Ramanau, Open University.*
- Cultural equivalence in the assessment of reflective writing. *Diane Rushton, Sheffield Hallam University.*
- The impact of learning maths on studying accounting and finance course at university level. *Xin Shi, Manchester Metropolitan University.*
- Voluntary work experience in events management - a guide to selecting voluntary placement opportunities. *Sabina Siebert, University of Glasgow.*
- Evaluation of a structured model to assist business school students develop critical thinking skills. *Jon Simon, University of Hull.*
- Developing and trialling an online distance learning resource to support students in understanding the content and structure of writing a dissertation. *Diane Sloan, Northumbria University.*
- Role of research reputation in marketing of undergraduate business degrees in the UK. *Ibrahim Sirkci, Regent's College, European Business School London.*