## PRESENTATIONS

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Re-imagining a brave new world for business education: design for learning, embedding standards and developing pathways

Wednesday November 14th 2-4.30pm
Swanston Academic Building Bld 80, Level 7, Room 9

ABSTRACTS

Dr Kathy Henschke (School of Business IT & Logistics)

The emergence of “I”, “you” and “us” identities for, in and through work placements

A study was conducted into the perceptions of key stakeholders involved in a 12 month co-operative education (co-op) placement program within a business information systems degree found in an Australian-based university. Uncovered was the diversity of co-op placement settings, the uniqueness and value differentiation of individuals involved, and the breadth of opportunities for learning, professional formation and individual development. There was evidence to suggest students developed senses of self through actively engaging in the co-constructed and co-participative practice of exercising agency, to emerge as young professionals. It is proposed universities look to preparing their students for co-op with curriculum design that builds self-awareness of “I” identities through guided reflection; facilitate the development of ‘you’ identities through active engagement with others; and promote opportunities for developing the “us” identities through nurturing and growing communities and practice. Such a model necessitates the involvement of organisations and universities at local (micro), workgroup (meso) and management (macro) levels.

Dr France Cheong & Dr Christopher Cheong (School of Business IT & Logistics)

Re-imagining 21st century learning and teaching through the lens of gamification.

Currently there is a mismatch between teaching and learning approaches that can be largely attributed to the ubiquity of technology in our daily lives. In particular, students are keen users of emerging technologies in most aspects of their lives while teaching methods have not evolved much to account for this shift in society. Due to this mismatch, students become unmotivated and disengaged with their learning. Gamification is an approach that can be used to influence an individual's behaviour. It has the potential to motivate and engage learners to improve their learning outcomes.

In this preliminary work, we use gamification to enhance learning and teaching activities. We developed and trialled a software tool, Quick Quiz, to conduct gamified quizzes to better engage students with course materials and provide them with immediate feedback of their performance. Results showed students to be favourable of the use of gamification for learning. Many students found Quick Quiz to be effective for learning and would like to use it in other courses.

Associate Professor Elspeth McKay (School of Business IT & Logistics)

An intelligent software –AGENT: Innovates adaptive workplace e-Training tools

As the government sector relies on continual employee reskilling, cost effective eLearning designing and developing advanced information and communications technology (ICT) to enhance work-place training with assured predictable outcomes is timely. This ARC Linkage grant to develop an intelligent software-AGENT that innovates adaptive workplace eTraining tools. Commencing in 2009 and working with industry partner James Boldiston, Managing Director NetEffective Media Group Inc, the project is focused on improving efficiencies and effectiveness of existing IT training resources. The ‘Advanced Repurposing Pilot System’ provides a reusable online instructional tool that will enable employee’s knowledge development to be personalized through flexible online learning. Improved IT governance will serve to motivate disinterested trainees and energize frustrated management.
Dr Kathy Douglas & Meg Colasante (Graduate School of Business)

**Blended learning: using annotated video technology: challenges for staff in adapting to a blended model**

The use of blended learning is growing in university education. Blended learning is the use of both face to face and online mediums. In this paper we explore the ways that blended learning has been adopted using an online tool the media annotation tool (MAT). This tool has been used in a variety of contexts throughout RMIT and its integration across disciplines was funded by a 2011 Learning and teaching investment grant. One example of the application of MAT is the teaching of communication skills, particularly advocacy skills in the Juris Doctor program in the Graduate School of Business and Law. Advocacy is part of the communication threshold learning outcomes identified in new standards in law as part of the AQF. Through the use of MAT Juris Doctor students learn of advocacy skills through collaboratively annotating a video of moot court proceedings. This learning was later put into practice by students when they engaged in face to face role-plays in a court room simulation. Evaluative data of the MAT project includes teacher insights about the various blends learning. This paper canvasses insights into the challenges of combining face to face and online learning.

Lila Kemlo & Dr Jacinta Ryan (Learning Skills Unit)

**Early Intervention for Student Success and Retention**

Extensive literature exists about the importance of first year in Higher Education – and the need for students to feel confidently engaged with their studies and to have a sense of belonging as they make new friends. Jacinta and I have developed a framework and implemented a model for ‘early intervention for student success’ that supports students with these first-year transition challenges. Our intervention model helps the student develop more positive attitudes towards the university and themselves as a student. It helps the student learn strategies to approach new academic and social situations, and, as a result, it helps the students feel more in control of their lives as students at our institution.

Dr Heather Douglas (School of Management)

**Designing co-teaching as professional development**

Commonly, teaching and learning professional development is provided via seminars, yet teaching requires skills as well as knowledge. The results of a recent study indicate considerable value in co-teaching with another team member. Co-teaching is when two or more staff concurrently teach a class, with each staff member contributing aspects of the learning activities. In addition to actively learning while watching a colleague interact with students, staff involved in this study report this teaching mode offered considerable value in that the discussions necessarily involved while preparing the classes. These discussions promoted analysis of personal values and preferred teaching methods, which offered valuable new understandings.
Professor Margaret Jackson (Graduate School of Business)

*Professional Entry Courses in Accounting and Law*

This project set out to explore how professional masters programs in accounting and law differed from similar undergraduate programs. We found that many programs found it difficult to demonstrate how they achieved Masters level learning outcomes and that with the recent developments in the quality framework for universities the mechanisms for addressing this needed to be developed. We identified the key characteristics of a Masters coursework program and developed a model of teaching and learning standards for use in course design which encapsulates the requirements of the Australian Qualifications Framework. This model provides a crucial link between the recent work in threshold learning outcomes in the discipline areas and the AQF.

Professor Brendan O’Connell & Professor Paul de Lange (School; of Accounting)

*The brave new world of teaching and learning standards (Accounting)*

We will report results from a workshop designed to develop shared understanding of national threshold learning standards (TLS) within Australia by a cohort of external reviewers. The process involves consensus moderation of students’ work within the accounting discipline from ten Australian universities. Supported by significant funding provided by a range of external stakeholders this project seeks to develop a sustainable model for assuring achievement of accounting TLS using external peer reviewers. To be effective such a model relies on the calibration of assessment standards across reviewers. Based on this project aim, this study sought to answer two key research questions. First, does participation in the workshops lead to reduced disparity in the assessment of learning outcomes relating to written communication skills of students? Second, does participation in the workshops lead to greater confidence by reviewers in their ability to assess written communication skills of students?

Dr Paul Cerotti & Dr Claire Davison (School of Business IT & Logistics)

*Using cultural metaphors to teach cross-cultural management to engage large postgraduate classes.*

The internationalisation of Australian Education has grown exponentially since 1987 with the Colombo program. With emphasis on global capabilities and skills, educators are finding it necessary to support and encourage cross-cultural management within the classroom. New pedagogical skills are needed to facilitate the diverse learning environments and allow for students to develop appropriate skills for the workforce of the future. This case study presents a series of exercises that have been developed based on the theories of Gannon, Hall, Trompenaars and Hoefstede. Students create a metaphor to explain their home culture to business people and present and justify their choice to their peers. This development encourages both cross-cultural understanding and builds confidence in students who are new to the cultural environment. Thereby strengthening their networking and improving their communication skills.

Professor Sandra Jones, Dr Jacinta Ryan and Ian Woodruff (School of Management)

*Facilitating student engagement in group work-can an online tool assist?*

The importance of graduating students with teamwork capability is clear, less so is the appropriate learning design for graduating students with this capability. Assessment that includes a group activity is often regarded as an effective practice learning approach through which students develop teamwork skills. However, students are less positive about the effectiveness of such activities, particularly in large class contexts.
The aim of this project was to design and implement an on-line tutorial assistance tool (OTA_G) that would provide flexible and timely assistance to students working in groups. A survey of the students’ experience with group work confirmed that students agree on the value of active engagement in group work, however their usage of the OTA_G was minimal. This presentation will discuss the implications for future learning design aimed at developing student teamwork skills.

POSTERS

Dr Heather Douglas, School of Management
Collaborative entrepreneurship

Associate Professor Elspeth McKay School of Business IT & Logistics
Courseware Creation

Professor Sandra Jones
Benchmarking distributed leadership in Australian Higher Education Institutions