

L&T:21

Showcase – Session 1 Stream 1

Nov 17 , 2021



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JamBoard

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<https://bit.ly/3mFmuli>



Showcase 1: Stream 1

Robyn Martin

Lecturer in Academic

Development & Leadership,

Deputy Vice Chancellor

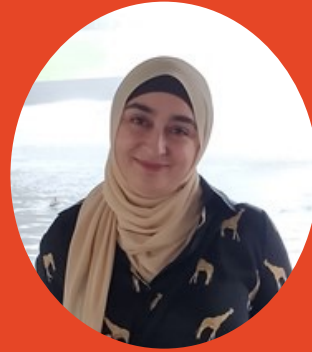
Education Portfolio, University of
Sydney and The University of
Sydney Business School




Showcase 1

Using Pencast Videos to Teach Core Concepts in Accounting

— Dewa Wardak, Olga Gouveros,
Janine Coupe & Christopher David





Using Pencast Videos to Teach Core Concepts in Accounting

Dewa Wardak
Olga Gouveros
Janine Coupe
Christopher David



Original design

- 2-hour recorded lectures
- Lecture notes
- Activity sheets



Module 1 - Lecture Notes

Review the lecture notes below. You can pause the video when you need to review a particular slide or undertake an activity. All the links in the lecture videos can also be found in the Activities document. I have also placed a copy of the PDF slides (3 pages per page) below (without audio).

** Slides Updated 10th August 2020



[Module 1 Lecture 1](#)



(please ignore the last 36 seconds of Module 1 Lecture 1 - it has no audio and my technology self tried but failed to trim the last 36 seconds)



[Message of Support](#)



Redesigned unit

- Shorter focused videos
- Embedded activities
- Opportunity to check own understanding
- Immediate response



After you complete that, here is a quick revision question to test your understanding of the different types of enterprise.

Drag the words into the correct boxes for each sentence.

1. businesses purchase goods for resale to their customers
2. are merchandising businesses that sell their goods to retailers or other commercial users.
3. businesses make their products and then sell these products to their customers.
4. refers to the funds a business needs to operate or expand operations.

 Check

Merchandising

Manufacturing

Capital

Wholesalers

Check your understating

Try this poll question now: Which statement do you think reflects a positive psychological perspective of failure in a business:

Which statement do you think reflects a positive psychological perspective of failure in a business?



Successful companies respond to change by identifying only positive aspects that need improvement	10%
Successful companies respond to failure as opportunities for change	89%
7 votes	1%
Growth after failure is only possible when starting from scratch	1%

Change Vote

Votes 1,017

Check your understanding

Complete this activity to test your understanding of the steps involved in planning a new business.

Drag the words into the correct boxes for each sentence.

1. Instead of rushing into a business right away, it is wise to develop a .
2. refers to the uncertainty about the future operations of a business.
3. is money that investors will receive back from their investment and credit decisions.
4. The shows how the business will make sales and how it will influence and respond to market conditions.
5. The describes how the business will promote, price and distribute the product.
6. The business operations section of the business plan helps evaluate the entrepreneur's ability to successfully carry out the idea.
7. The ection of a business plan identifies the business' capital requirements and sources of capital, as well as describing the business' projected financial performance.
8. is the business' funding.
9. It is important that the financial plan is with the information in the other sections of the business plan.

Check

Microsoft Word

$$\begin{array}{ccccc} \text{Assets} & = & \text{Liabilities} & + & \text{Owner's Equity} \\ 17\text{m} & & 12\text{m} & & 5\text{m} \end{array}$$



What students say

- *“I did buss1030 last sem (semester 2,2020) and it had nothing to do with this semester. I’m really enjoying it and the modules are so much better. Last sem we had huge 2 hours videos and it was just so boring and hard to keep up. 150 times better the way it had been reconstructed”. (Student survey – S1 2021)*
- *“seeing the little videos in each module is extremely helpful, it avoids having to, when you see like an hour and 30 recorded lecture, it’s so demotivating to see that. Whereas, if you see like little modules and just work through it, and you check off, almost like a check point for each one, yeah, it’s more like, much more motivating to get through it all” (Focus group 1 – S1 2021)*
- *“I really love how the BUSS1030 has organised its content, and then it follows like we can catch up. We can go back to review it every time we want, and then it doesn’t include very long, an hour, half an hour videos. It will be easier, and then it doesn’t feel like a sense of pressure when I saw the time, it’s just like five minutes, 10 minutes, so I know I can go through it fairly quickly. I believe it works well for me” (Focus group 2 – S1 2021)*

Thank you!

Questions?

Question?



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Showcase 2

At the Turn of the Tide – Teaching Python in Real-Time at Scale

— Stephen Tierney & Alison Wong





At the Turn of the Tide

Teaching Python in Real-Time at Scale

Stephen Tierney and Alison Wong

“we can reach any student, no matter their location, timezone or computing device, with a real-time collaborative coding environment”

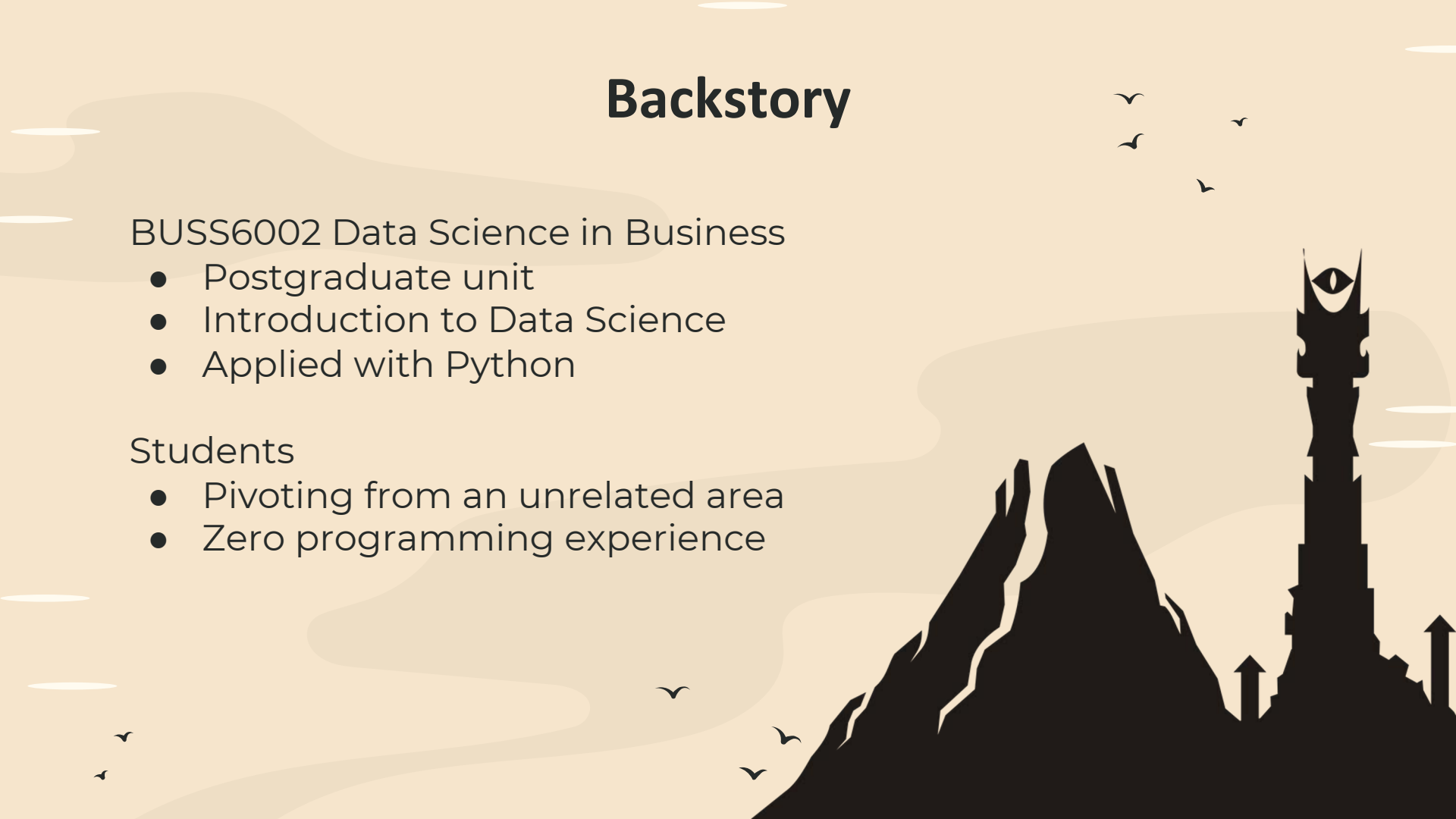
Backstory

BUSS6002 Data Science in Business

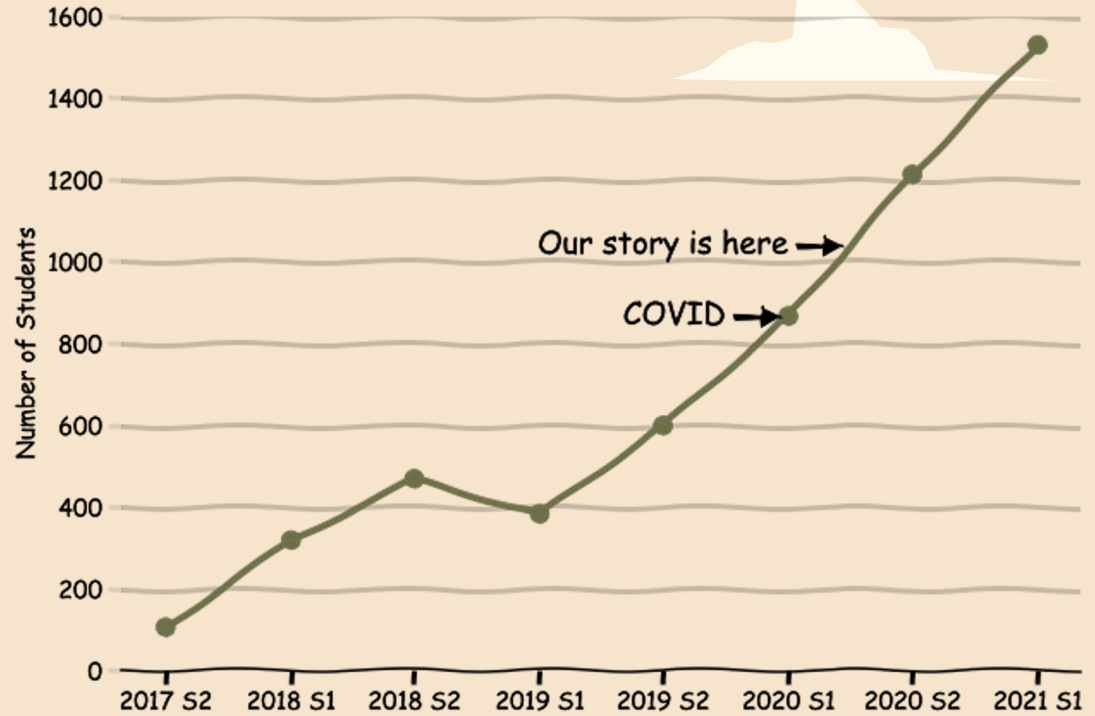
- Postgraduate unit
- Introduction to Data Science
- Applied with Python

Students

- Pivoting from an unrelated area
- Zero programming experience



**Middle earth
stands upon the
brink of
destruction.**



Ed Lessons

ed Middle Earth – Lessons

< Lessons Slides Prev Next

How do you get to Mordor? ★ Challenge Submissions Solution (hidden) Edit Slide

The Fellowship of the Ring

- One ring to rule them all ✓
- Concerning hobbits ✓
- Happy eleventy first birthday! ✓
- Light the firecracker! ✓
- The Prancing Pony ✓
- Second breakfast ✓
- Morgul blades ✓
- How do you get to Mordor? ✓
- The council of Elrond
- List the members of the fellowship
- What do you see in Galadriel's mirror?
- Who got what from Lady Galadriel?
- Thou shall not pass!
- Defeat the Balrog!
- The breaking of the fellowship


Description

How do you get to Mordor?

The council of Elrond have decided that The One Ring must be taken deep into Mordor and cast back into the fiery chasm of Mount Doom to be unmade. But how do they get to Mordor?

Write a program that asks the user, *How do you get to Mordor?*

If the user types *walk*, then your program should say, *One does not simply walk into Mordor*. Otherwise your program should say, *That's not a way to get to Mordor!*



Examples

How do you get to Mordor? **Walk**
One does not simply walk into Mordor

How do you get to Mordor? **Fly**
That's not a way to get to Mordor!

mordor.py

```
1 travel = input("How do you get to Mordor? ")
2
3 if travel == 'Walk':
4     print("One does not simply walk into Mordor")
5 else:
6     print("That's not a way to get to Mordor!")
```

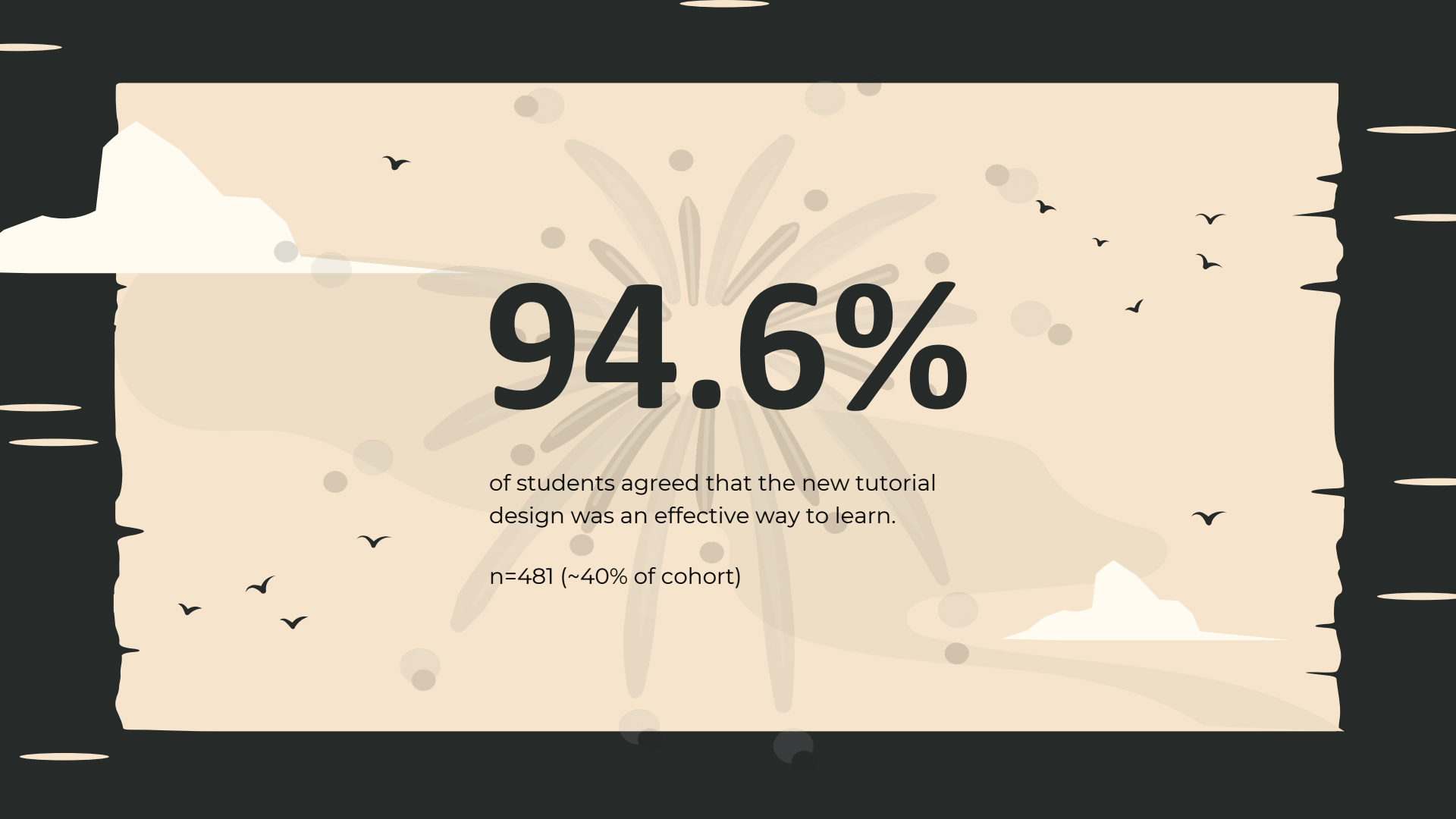
/home/mordor.py Spaces: 4 (Auto) All changes saved

Console

How do you get to Mordor?

**Shall I describe it to
you?
Or would you like me
to find you a box?**





94.6%

of students agreed that the new tutorial
design was an effective way to learn.

n=481 (~40% of cohort)



“I think Ed is a magic platform”

“I love ed for tutorials, it is super clear!”

“ED is an awesome material! It is just like a game. It make me feel more challenge and excited to learn to program”

Hope remains while the company is true.

Priyanka Cheema

Mahnaz Montazerolghaem

Daniel Hey

David Sweeney



Thanks

Talk inspired by “Django Against the Dark Arts”
<https://2018.pycon-au.org/talks/45196-django-against-the-dark-arts/>

CREDITS: This presentation template was created **by Slidesgo**, including icons **by Flaticon**, infographics & images **by Freepik**



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Showcase 3

Exploring Change: Students' expectations of team-based experiential learning when transitioning from

face-to-face to online learning

— Eliza Wu, Kaiying Ji & Rachael Hains-Wesson



Exploring Change: Students' expectations of team-based experiential learning when transitioning from face-to-face to online learning

By Kaiying Ji, Rachael Hains-Wesson & **Eliza Wu**

*2021 USYD Business School L&T Forum:
'Reimagine L&T: Possibilities and Practicalities'*



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Background

- **Experiential learning was predominantly delivered in person prior to the COVID-19 pandemic;**
- **Instrumental for preparing graduates to function effectively in the working environment (Billett, 2009);**
- **Challenging period to transit team-based WIL online (with travel bans and social distancing);**
- **Our ongoing research explores students' perceptions of team-based experiential learning and informs our WIL teaching practice:**

- Students enrolled in WIL and capstone units
- Mixed methods study
- Pre- and post-survey and focus group interviews
- N=62 (27% online learning mode, 63% female, 65% international students, 48% postgraduate)

Challenges with online team-based EL

- **Team-based EL is more challenging delivered online**
 - A clear shift from students perceiving the group work from “quite challenging” to “challenging” or “extremely challenging”;
 - Team members in different time zones;
 - Diverse cultural, language and disciplinary backgrounds;
 - Virtual communication reliance;
 - Managing conflicts;
 - Different levels of motivations and contributions within groups;
 - Technical difficulties faced.
- **Female international students find team-based EL online most challenging**
 - Lack of confidence to communicate ideas effectively;
 - Feel reserved to question the input of other team members

Practical implications

What to do when designing team-based EL tasks in an online setting?

- **Clearer instructions and guidance using multi-media**
 - Oral / Aural – in-class
 - Visual / Written – canvas, detailed project briefs and tasks, authentic video recordings supporting WIL projects, include transcript to videos
- **Engagement with industry partner**
 - Motivation and inspiration
 - Effective, relevant and meaningful feedback
 - Role-play based WIL
- **On-going support mechanisms**
 - Closer supervision and provide empathetic support
 - Feedback – encouraging peer feedback and cooperative learning is particularly effective
 - Troubleshooting

LOUD takeaways from student responses

- **Need more engagement from industry practitioners**
 - “I will need professional support or guide from a professional in order to successfully complete the group assessment/s.”
 - “effective feedback from professionals”
 - “More guidance from industry”
 - “Support [from] industry partner - clearly explaining the brief.”
- **Need more empathy, security and supportive interventions**
 - “There definitely needs to be a lecturer willing to step in as a final resort if the group members fail to participate...”
 - “Reassurance that open discussions and questioning of each others’ ideas is part of the process.”
 - “Can choose like-minded teammates by ourselves”

Connect with us

WIL Hub Research Group:

<https://www.sydney.edu.au/business/our-research/research-areas/employability-and-work-integrated-learning-research.html>



Insert social media handles



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Next sessions

See the L &T Forum website for zoom registration links to the next concurrent sessions:

■ 2:15 – 3.00pm

Showcase – session 2- Stream 1:
Zoom meeting ID - [884 6479 9274](#)

Showcase – session 2- Stream 2:
Zoom meeting ID - [870 7274 0287](#)

Showcase – session 2- Stream 3:
Zoom meeting ID - [813 2506 0329](#)



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Thank you!



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