

L&T:21

Showcase – Session 1 Stream 3

Nov 17, 2021



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Showcase 1: Stream 3

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Showcase 1

Meaningful engagement with course readings: IBUS5003 pilot study

— Sandris Zeivots, Vikas Kumar & Courtney Shalavin



The University of Sydney
Business School

Meaningful engagement with course readings: IBUS5003 pilot study

Sandris Zeivots, Vikas Kumar & Courtney
Shalavin



IBUS5003 Global Business

- Students: 377 (S1), 1,500 (S2)
- International: ~95%
- Unit transitioning to a stronger online presence through CLaS codesign project

Course readings:

- Readings before 2020
- Course readings are important, but only 20-30% of students read them (Deale & Lee 2021)
- How to engage students with readings more meaningfully?

Welcome to IBUS5003

Global Business

Why do some firms succeed while others fail in international markets? IBUS5003 Global Business unit will help you understand the strategies of entering and operating in international markets. Use our Quick Links list to access your learning or visit [Modules](#).



What we did

Created manageable, structured reading activities embedded into weekly modules.

1. **Must-read pages:** Embedded PDF equal to 10%
2. **Check your understanding:** Discussion activity promoting critical thinking
3. **Review and skim the whole paper:** Embedded links directly to Leganto

1.1 Required reading

What does the literature say?

Engaging in the weekly readings is crucial to succeeding in IBUS5003. We have carefully selected literature to expand your understanding of the key concepts and thinking behind global business. All readings can be found in the [Reading List](#).

How do I engage with the weekly readings?

Each week you are expected to complete three tasks:

1. **Read the must-read pages** - you must thoroughly read the highlighted 1-2 must-read pages. These pages will be embedded as a PDF on the required reading page for each week. See Week 1 pages below.
2. **Complete a short online activity** - you will then need to complete a brief online activity about the must-read pages to check and expand your understanding.
3. **Review and skim the full reading e** - you are expected to engage with the full reading each week. Access these readings via the [Reading List](#).

Reviewing and skimming the full reading is highly recommended. We encourage students to read it through and highlight important parts. You can access the [reading e](#) via the Reading List.

Check your understanding of the reading

In your opinion, what are the two most important benefits of opening borders for trade?

Participate in the discussion activity below by adding a response using the textbox or by commenting on and liking other students' posts. If this is your first time participating in an online discussion activity, you will need to click Authorize to participate. For more information on how to participate in discussions, click on the heading below.

(Select ▶ to reveal)

• Tips for contributing to online discussions

Explain two of the most important benefits of opening borders for trade based on the required reading for this week.



Vikas Kumar 3 months ago



55

opening borders can allow for knowledge-intensive activities of foreign multinational enterprises to be performed in the home market, which can then lead to knowledge spillover and transfer to local companies ultimately leading to greater innovation potential

Reply Report

What we learnt?

(1) How useful was to engage with Weekly Readings?

Based on:

1. Mini-survey on Week 3
2. Student survey on Week 8
3. Student focus group on Week 9

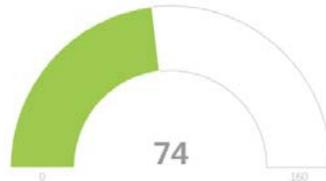


■ Not at all useful ■ Slightly useful ■ Moderately useful ■ Very useful ■ Extremely useful

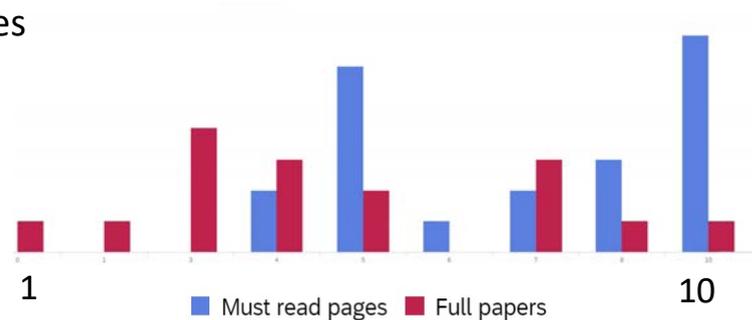
(2) In the first 7 weeks of IBUS5003 how many must-read pages and full readings did you read?



Must read pages



Full papers

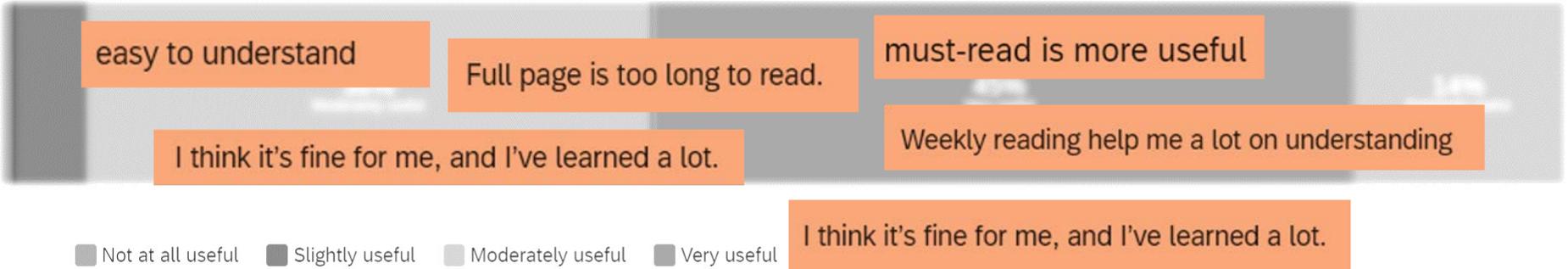


What we learnt?

Based on:

1. Mini-survey on Week 3
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(1) How useful was to engage with Weekly Readings?



(2) In the first 7 weeks of IBUS5003 how many must-read pages and full readings did you read?



Thank you.

Any questions?

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Showcase 2

Active Learning using online collaborative visualisation tools such as Mural

— Amer Khan



Question?



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Showcase 3

**Design and development of a large
Business School core interdisciplinary
unit to foster blended learning during
the Pandemic**

— **Thea Werkhoven & Abdul Razeed**

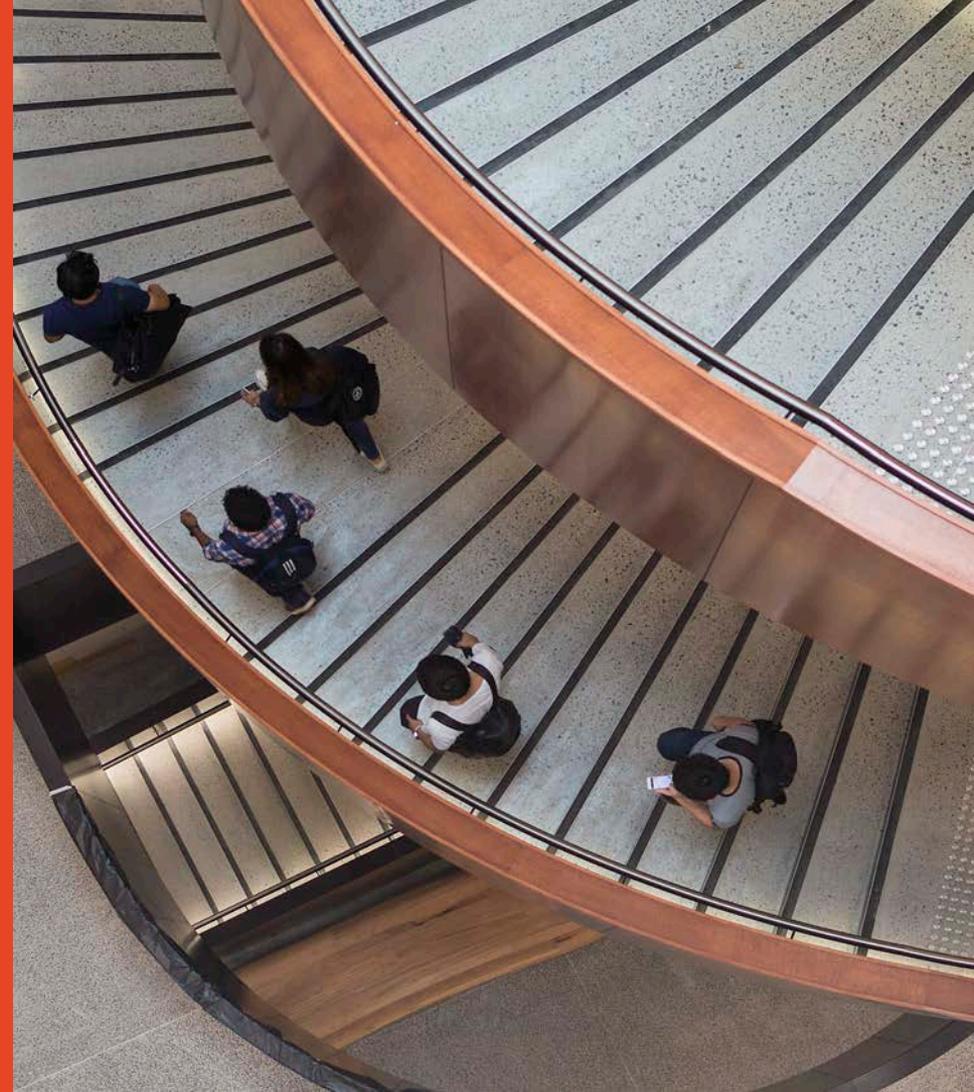


2021 Teaching And Learning Forum

**Design and development of a large
Business School core interdisciplinary
unit to foster blended learning during
the Pandemic**

By

**Dr Thea Werkhoven
Dr Abdul Razeed**



Introduction

- The Future of Jobs Report (2020) report emphasises creative, critical thinking, analytical and problem-solving skills as vital to meet the challenges of employment in future.
- The Unit' was developed with these skills in mind. The pandemic has caused disruption in many facets of everyday lives including shifting the learning to an online mode.
- The challenge became one of focusing on the design of the unit to ensure that regardless of where the students are based, they are able to get a consistent experience in the development of these skills.

Top 10 skills

in 2020

1. Complex Problem Solving
2. Critical Thinking
3. Creativity
4. People Management
5. Coordinating with Others
6. Emotional Intelligence
7. Judgment and Decision Making
8. Service Orientation
9. Negotiation
10. Cognitive Flexibility

in 2015

1. Complex Problem Solving
2. Coordinating with Others
3. People Management
4. Critical Thinking
5. Negotiation
6. Quality Control
7. Service Orientation
8. Judgment and Decision Making
9. Active Listening
10. Creativity



Top 10 skills of 2025

- Analytical thinking and innovation
- Active learning and learning strategies
- Complex problem-solving
- Critical thinking and analysis
- Creativity, originality and initiative
- Leadership and social influence
- Technology use, monitoring and control
- Technology design and programming
- Resilience, stress tolerance and flexibility
- Reasoning, problem-solving and ideation

Type of skill

- Problem-solving
- Self-management
- Working with people
- Technology use and development

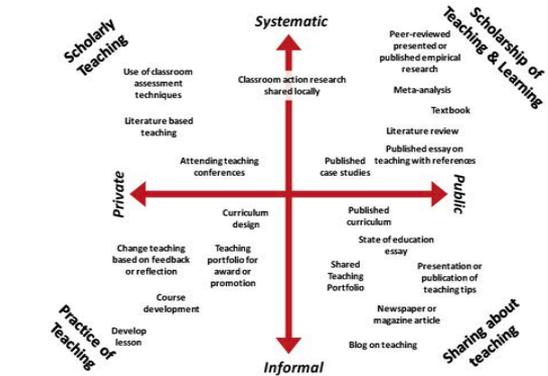
Sharing our practice

- The unit develops the creative and analytical mindsets as complimentary by taking a multidisciplinary approach to curriculum design.
- Outline the theoretical frameworks applied in the curriculum design and development and the approaches to teaching and learning, especially during the Pandemic
- It is hoped that other academics and learning design teams will be able to draw inspiration that they can apply to their contexts.
- It is possible that the challenges that have arisen during this process may be applicable and have been experienced by other teaching teams in higher education institutions and certainly during the emergence of online learning during the Pandemic

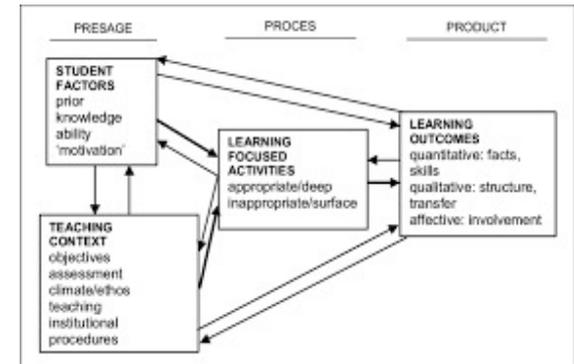


Our design approach

- A multidisciplinary curriculum involves studying a topic from more than one viewpoint and adopting a multidisciplinary approach to problem-solving (Klaassen, 2018).
- The focus in our unit design was one of invoking a multidisciplinary curriculum involving creative and analytical mindsets.
- A multidisciplinary unit encourages deeper thinking, analyses information, and integrates critical ideas in a context situated in a disciplinary foundation and connected to life experiences (Doyle & Bozzone, 2018).
- Curriculum design, informed by the Scholarship of Teaching and Learning (SoTL) Principles and Biggs' 3P's model of teaching and learning

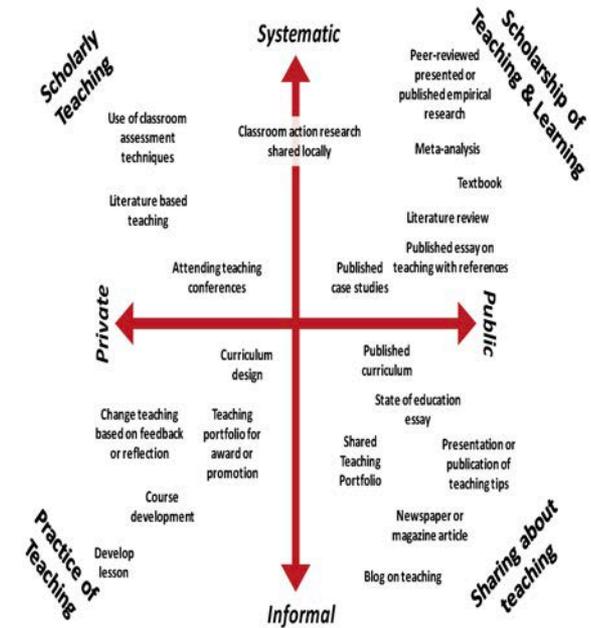


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SoTL

- Scholarship of teaching and learning (SoTL) is growing in its "systematic, deliberate and methodological inquiry into teaching behaviours, practices, attitudes, and values" (Institute for the Scholarship of Teaching and Learning, 2021).
- Its objective is to explore, implement, and reflect on teaching practices to improve student learning (Potter & Kustra, 2011).
- SoTL also enables application not just in a single course (Shreeve, 2011) and hence allows a multidisciplinary knowledge base to be mobilised (Felten, 2013).
- Objective 1 - SoTL aims to improve student learning by providing a better and more engaging approach to teaching;
- Objective 2 - to enable a scholarly approach to invest classroom practices, including the effectiveness of these practices; and
- Objective 3 - to create a knowledge base through which other scholars can draw up to inform their practices (Potter & Kustra, 2011).



Kern, B., Mettetal, G., Dixon, M., & Morgan, R. (2015). The Role of SoTL in the Academy: Upon the 25th Anniversary of Boyer's Scholarship Reconsidered. *Journal of the Scholarship of Teaching and Learning*, 15(3), 1-14.

Briggs 3 'P' model

- While the SoTL framework was drawn to inform us on the development of core course content, Biggs' 3P's model was selected to inform better design principles for the various activities that reinforce course content and assisted with designing a consistent learning experience for all students.
- Biggs' 3P's model - 1) Presage, 2) Process, and 3) Product (Biggs, 2003).
- All three aspects of this model are interconnected and encourage students to engage with content if the instructor has designed content and activities appropriately
- Presage factor - guides learning by taking student factors into account, such as preferred approaches to learning, level of knowledge, and the context in which teaching occurs (Biggs, 2003)
- Process factor - follows presage measures student approaches to learning and the context in which they engage with content (Biggs, 2003).
- Product factor - strongly linked to Process (Biggs, 2003).

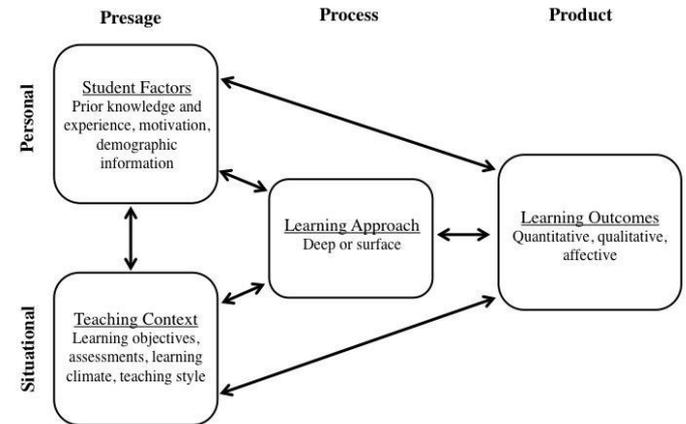


Image source - [Lauren Remenick](#)

How we applied SoTL and Biggs 3 'P' model

- Workshops were designed to allow students to:
 - ask questions from previous weeks' content and activities
 - engage in a series of hands-on activities
 - provide an opportunity for students to reflect on the activities covered in the workshop, and
 - for the groups to come together to connect, support each other and develop the group business case.
- Connecting with what students feel is vital for their engagement in their learning process and mental and physical health (Cruz & Grodziak, 2021).
- Cruz and Grodziak (2021) also note reflecting and sharing teaching and learning practices creates a shared experience of teaching and learning in 2020. They argue that such a vehicle is congruent with SoTL principles, encouraging teachers to share their experiences to support others through challenges such as the Pandemic.
- Akin to the process phase of Biggs' model of teaching and learning where students can either move towards the surface or deeper levels of learning, workshops were designed to enhance students' understanding of key concepts by permitting them to work through problems and case studies (Kanashiro et al., 2020).

References

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Thank you for listening!



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Question?



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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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