

# L&T:21

## Showcase – session 2 Stream 3

Nov 17, 2021



<sup>BIZ</sup>  
**connect** <sup>ED</sup>  
^



# Showcase 2: Stream 3

## Geoffrey Clifton

Senior Lecturer in Transport and Logistics  
Management, The University of Sydney Business  
School



# JamBoard

Record your key insights from each speakers' presentations on their Jamboard page –

<https://bit.ly/31k6Sl6>



# Showcase 1

Teaching through animated  
mind maps

— Danilo Lopomo Beteto



# Teaching through Animated Mind Maps

Danilo Lopomo Beteto

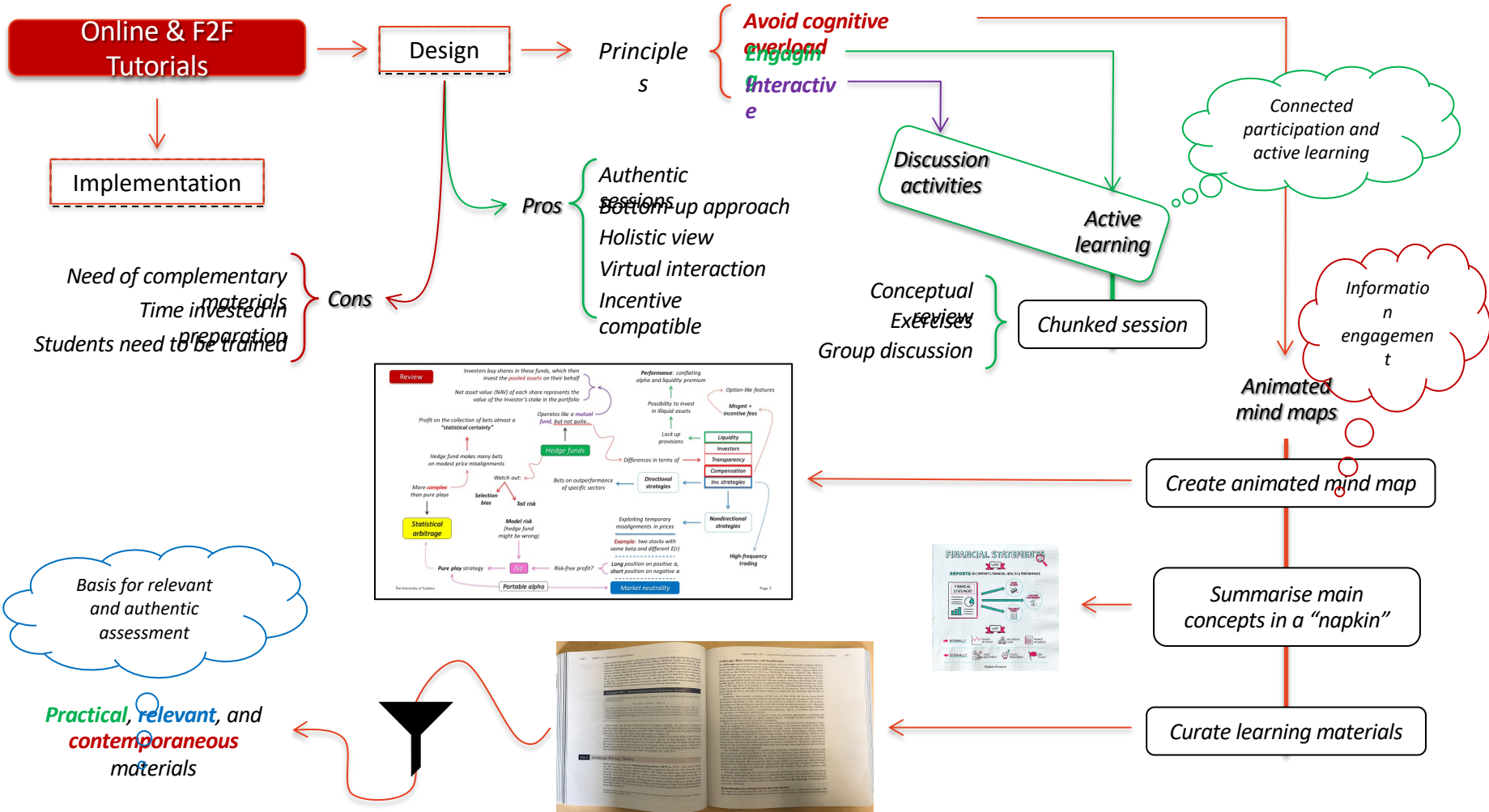
L&T Forum 2021



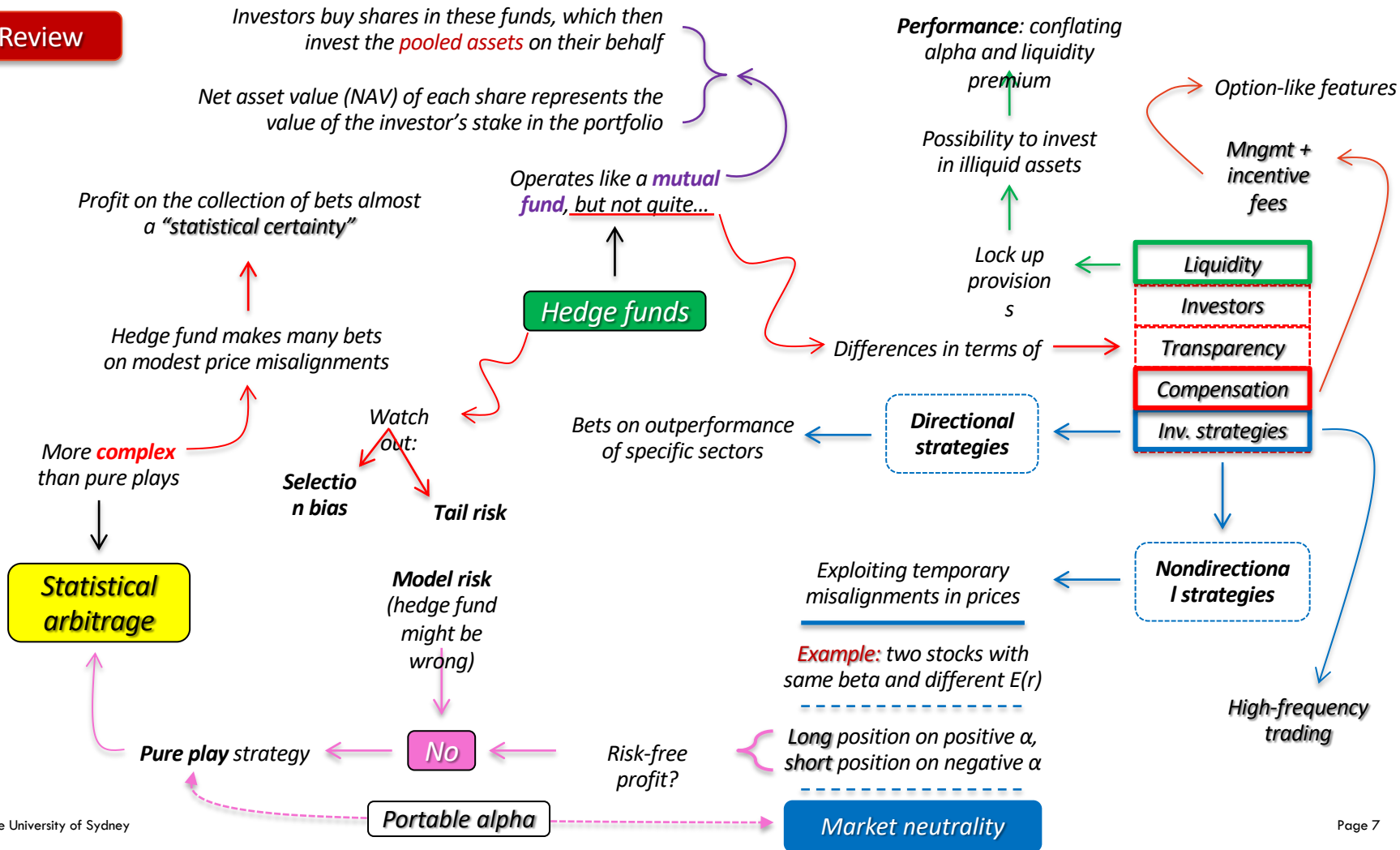
THE UNIVERSITY OF  
SYDNEY

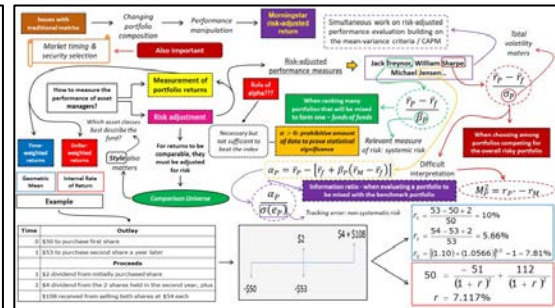
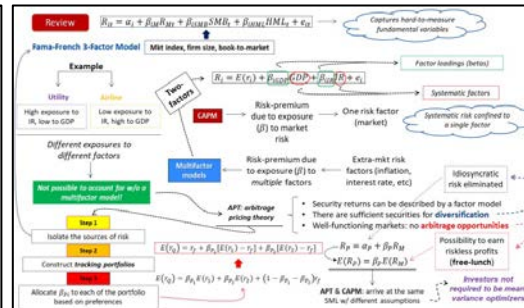
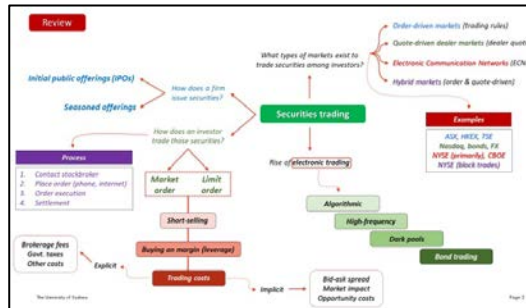
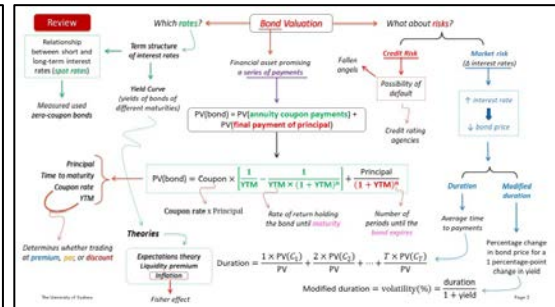
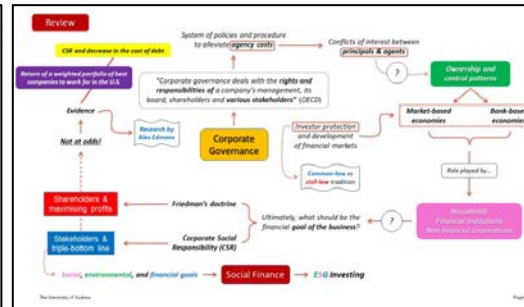
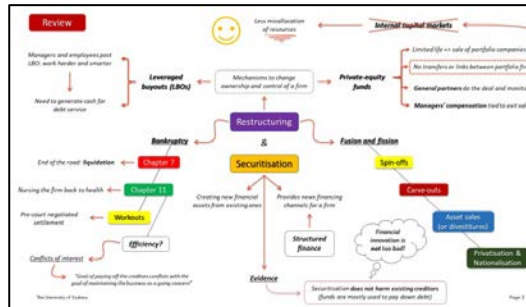
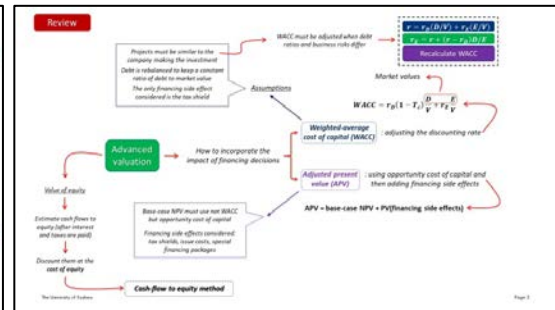
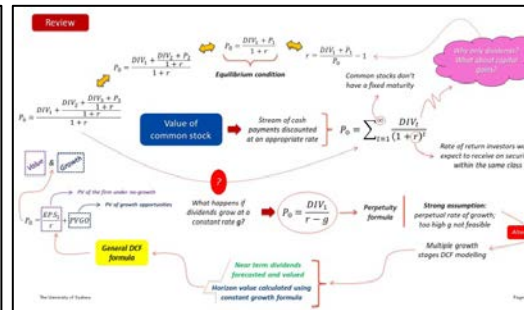
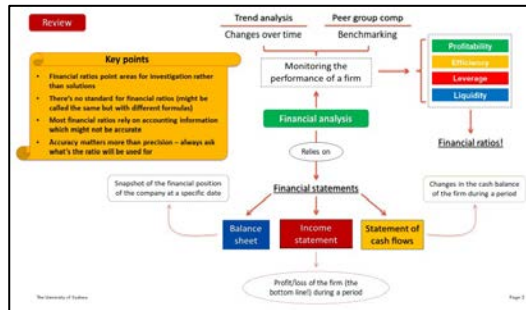






## Review







**Thank you!**



THE UNIVERSITY OF  
**SYDNEY**



# Question?



THE UNIVERSITY OF  
SYDNEY

<sup>BIZ</sup>  
connect <sub>ED</sub>

# Showcase 2

**From embedding more technologies to  
juxtaposing more human interactions:  
Transitioning from the Flipped Class to  
a Virtual Class**

— Geoff Frost & Reaven Yu

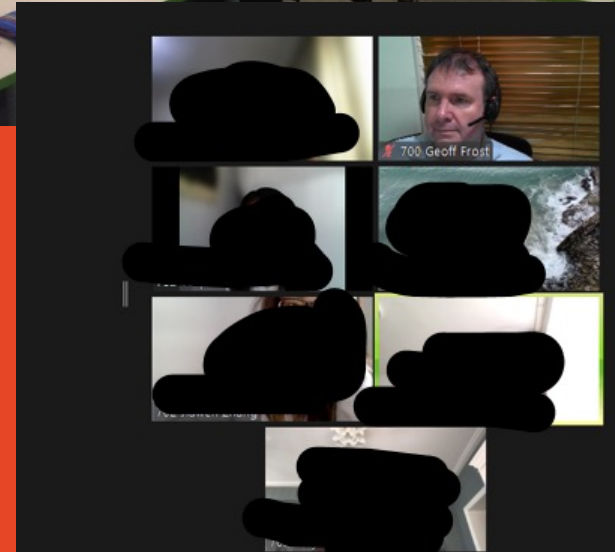
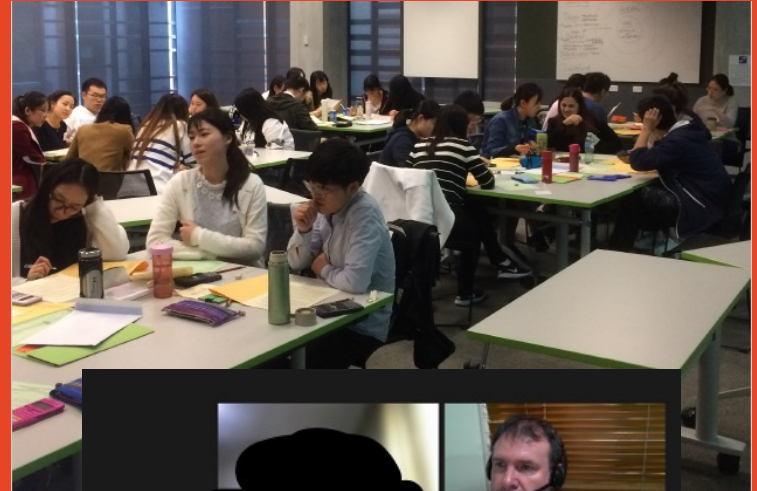


# ACCT6008

## Managerial Accounting and Decision Making

From embedding more  
technologies to juxtaposing  
more human interactions:  
Transitioning from the flipped  
class to a virtual class

Geoff Frost  
Reaven Yu  
L & T Forum 2021



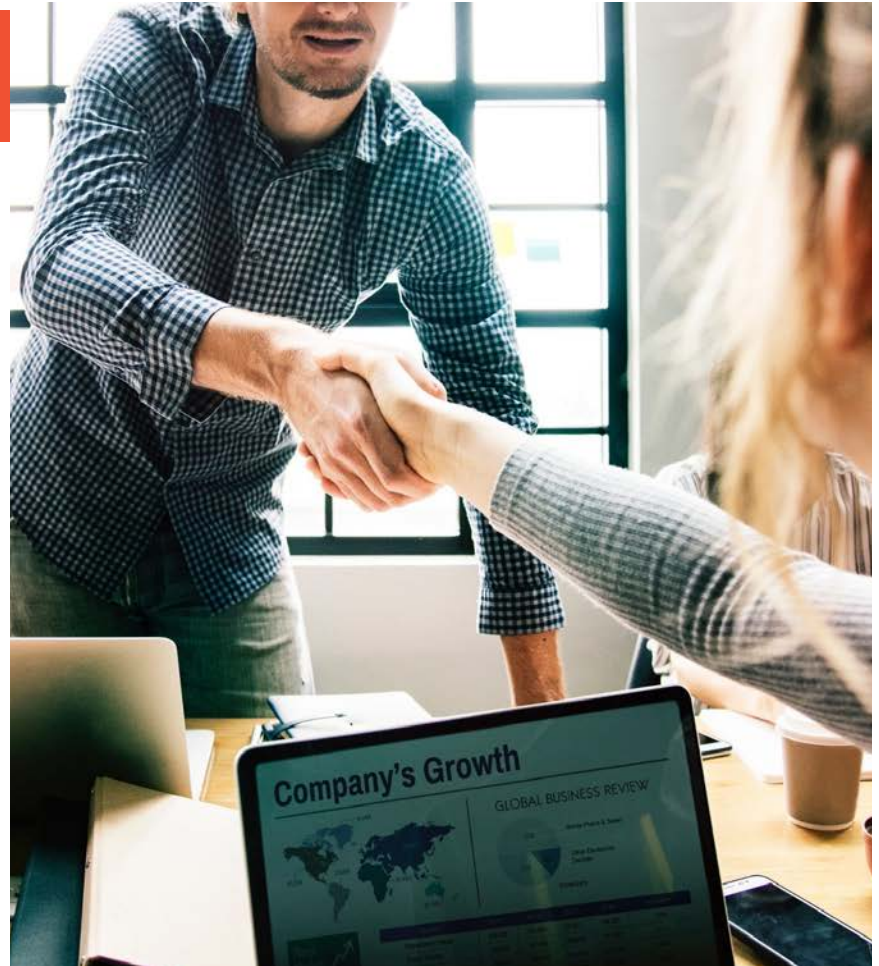
## What do students need in an online learning environment?

### CORE FOCUS FOR LEARNING - HUMAN INTERACTIONS

- With peers
- With teaching staff
- With more feedbacks (before, in and after class)

### NOT MORE APPs

- “We don’t like so many APPs. It takes a lot of time to understand the technology.”
- Students need more learning CARE!







## Where were we?

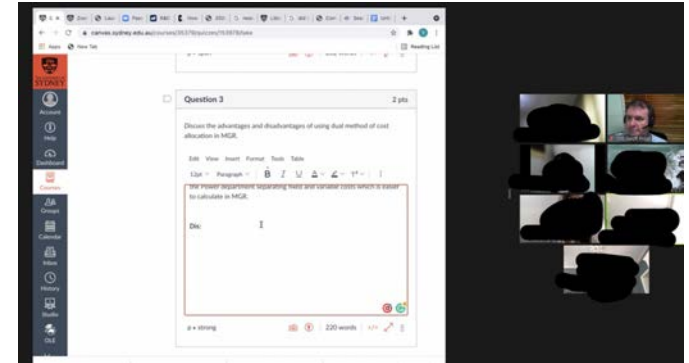
- Pre-Covid: Paper based
- Readiness assurance and self assessment: Individual
- Summary of the Week: Illustration of key concepts
- Business Practical - Applying relevant managerial accounting analytical tools: Coaching in the classroom
- Business Practical – Justification, challenging & Rebuttal: Duplication of a meeting room in class
- Feedback from the instructor as a CEO: General feedback





# What did we do?

- Remote Learning: Canvas & Zoom based
- Readiness assurance and self assessment: Individual & Group
- Summary of the Week: Illustration of key concepts & calculative examples
- Business Practical - Applying relevant managerial accounting analytical tools: Continuously entering breakout rooms
- Business Practical – Justification, challenging & Rebuttal (assigned tasks): Duplication of a meeting room in Zoom main session
- Feedback from the instructor as both a CEO & an instructor: specific team based feedback
- Feedback after class: common weaknesses exposed





# Learning Points

- Canvas Quiz & Zoom are sufficient learning platforms.
  - Avoid more apps unless necessary.
  - Think about ways to interact with students from YOU (not cold technologies). Technologies are means not ends.
  - Prepare more learning materials on Canvas (weekly cases, renewed regularly to focus engagement).
  - Customise research papers.
- Feedback
  - USS Score: 4.52 (Q1-Q6); 4.51 overall
  - “I really like to be in a group and do some tasks together, because during this pandemic it is hard to feel a part of the study community since I could not see other students.”
  - 95%+ attendance every week – all cameras on



## Other Observations

- Teachers' focus first – make sure the team delivers in similar manner and that all have a similar understanding of the technologies and resources
- Need to have a structured regime for multiple streams – activities timed, scheduled transitions for activities
- Standardised format moves the focus to engagement away from the technology (except where technology is practice based i.e. excel)
- Students assigned designated roles (reporting, representer, challenger)
- Accept that students will be using other technologies during class (WeChat, google)

# Question?



THE UNIVERSITY OF  
SYDNEY

<sup>BIZ</sup>  
connect <sub>ED</sub>



# Showcase 3

**A 4Y framework for using humour in teaching; A marketing case study**

— Vince Mitchell & Ray Welling



# A 4Y framework for using humour in teaching; A marketing case study

**Professor Vince Mitchell**  
**Dr Ray Welling**



# Why use humour in the classroom?



- Can enhance student learning (Davies & Apter 1980, Kaplan & Pascoe 1977, Wanzer & Frymier 1999).
- Increases student attention (Gorham & Christophel 1990).
- 3 out of 4 students appreciate instructors' 'constructive' use of humour (Torok, McMorris, and Lin (2004).
- Improves class atmosphere to be more relaxed and feeling safer (Aaker and Bagdonas, 2020).
- Enhances higher order thinking and sharing bold and creative ideas. (Aaker and Bagdonas, 2020)

**Y**<sub>OU</sub>

**Y**<sub>OUR</sub>  
PROCESS

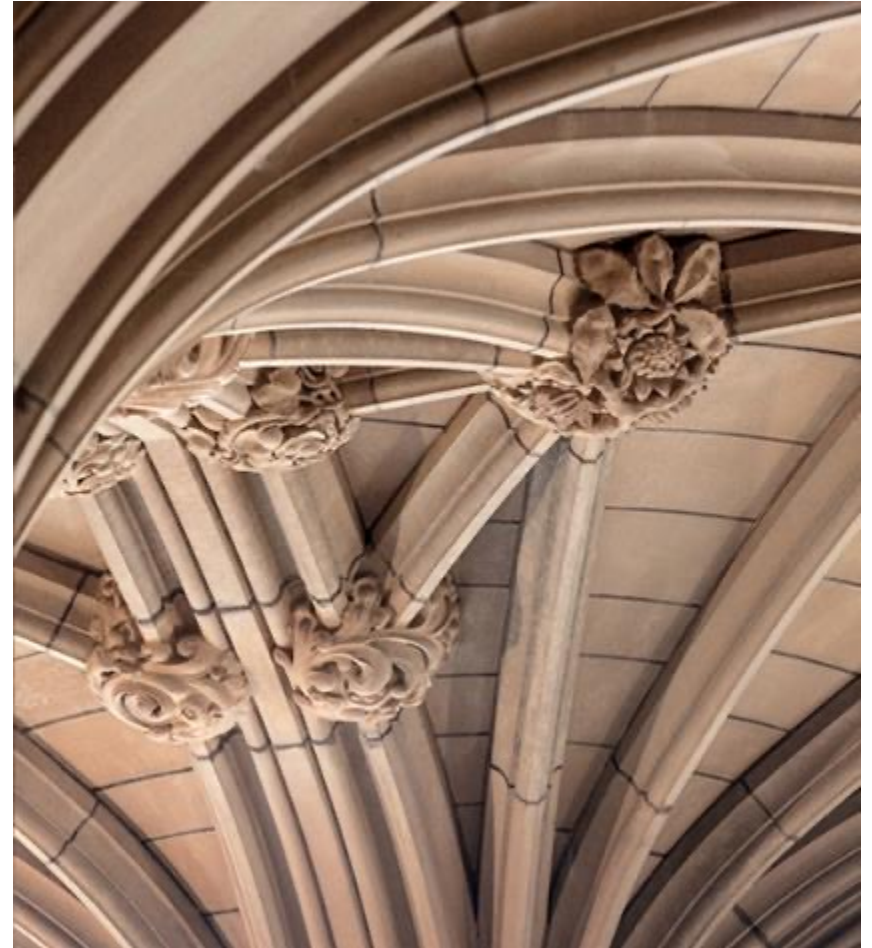
# How to use Humour

**Y**<sub>OUR</sub>  
STUDENTS

**Y**<sub>OUR</sub>  
CONTENT



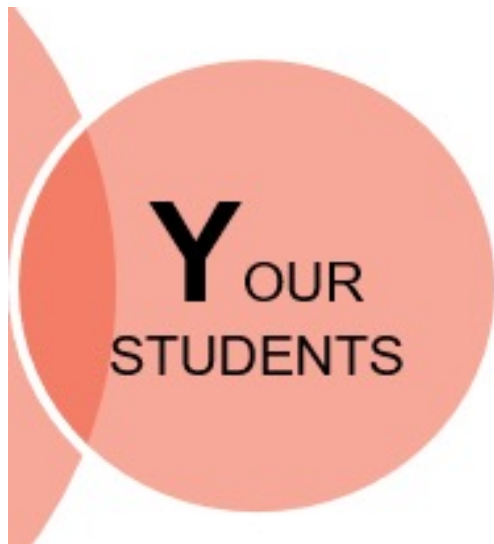
THE UNIVERSITY OF  
**SYDNEY**  
—  
Business School





1. Establish rapport
2. Self deprecating humour
3. Be yourself
4. Get physical





1. When your students are funny
2. When you want to get students to do funny things
3. When students find funny material



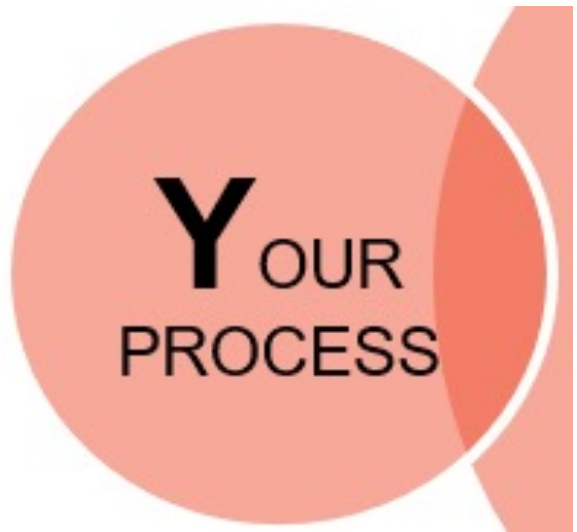
**Y**OUR  
CONTENT



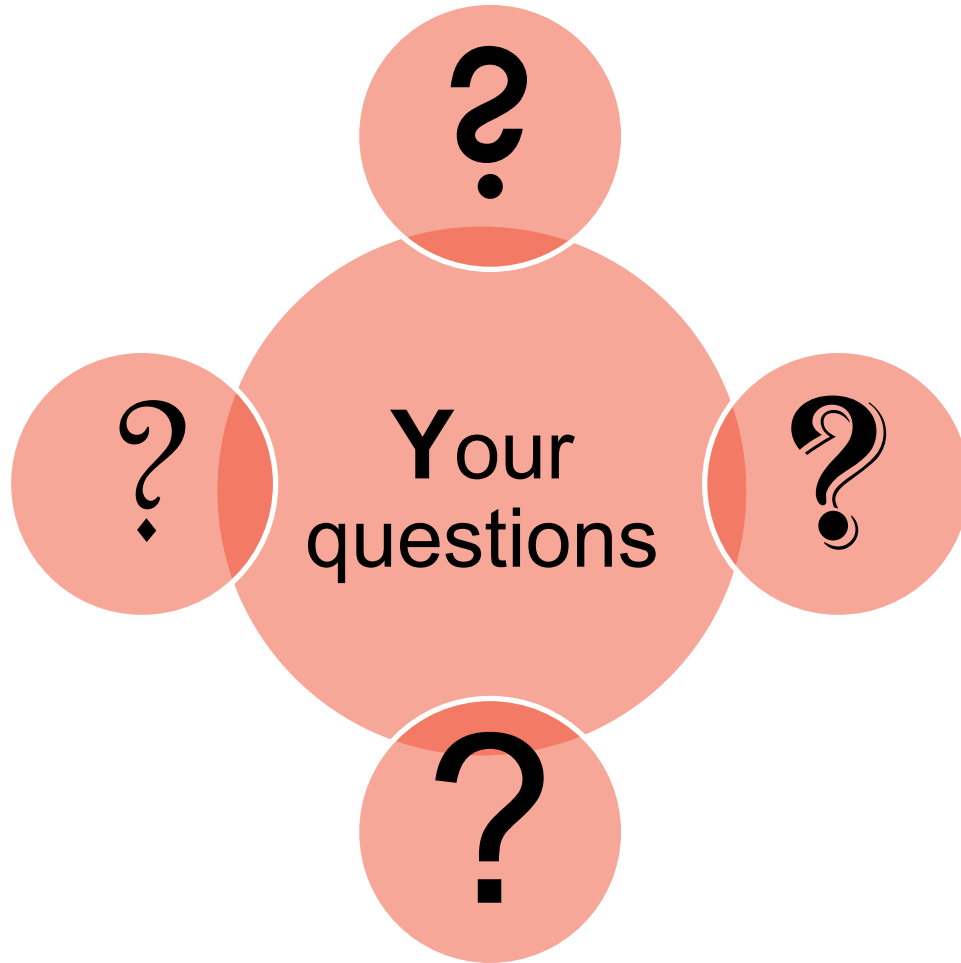
## What could you do with this laughable content?



- Get students to critique the execution; both the use of the party metaphor and each element to see if they hold up to scrutiny.
- Get them to create their own metaphor for explaining several of key concepts in marketing in a humorous way
- Get them to do their own video based on them and put it on the web and see what feedback, shares likes they get.



- Making
- Breaking
- Keeping rules





# JamBoard

Don't Forget to record your key insights from each speakers' presentations on their Jamboard page - <https://bit.ly/31k6Sl6>



# Next session

See the L &T Forum website for  
zoom registration link to the  
Panel Discussion Session

■ 3:10 – 3.55pm

Panel Discussion:

Zoom meeting ID - [878 3882 7903](#)



# L&T:21

## Thank you!



THE UNIVERSITY OF  
SYDNEY

<sup>BIZ</sup>  
connect ED