

L&T:22

Showcase – Session 1B

Wednesday 28 September



Showcase – Session 1B

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Lecturer, Discipline of Business Information Systems, The University of Sydney Business School



Showcase 1

Using the Corporate Board Theatre to Enrich WIL

Steven Hitchcock, Kaiying Ji,
Rachael Hains-Wesson and Eliza Wu



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Using the Corporate Board Theatre to Enrich WIL

Eliza Wu

Kaiying Ji

Rachael Hains-Wesson

Steven Hitchcock

USYD Business School L&T Forum 2022

September 28 2022



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We acknowledge the tradition of custodianship and law of the
Country on which the University of Sydney campuses stand.
We pay our respects to those who have cared and continue to
care for Country.



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Background

- Role play-based education in the context of using the theatre of the corporate board support students' application of theory into practice
- It effectively enriches employability learning through an authentic, and creative process
- In the Business School, we have conducted a case study that has advanced our understanding of students' perceptions regarding their development of employability skills and informed L&T practice in the delivery of capstone units.

About our study

Background

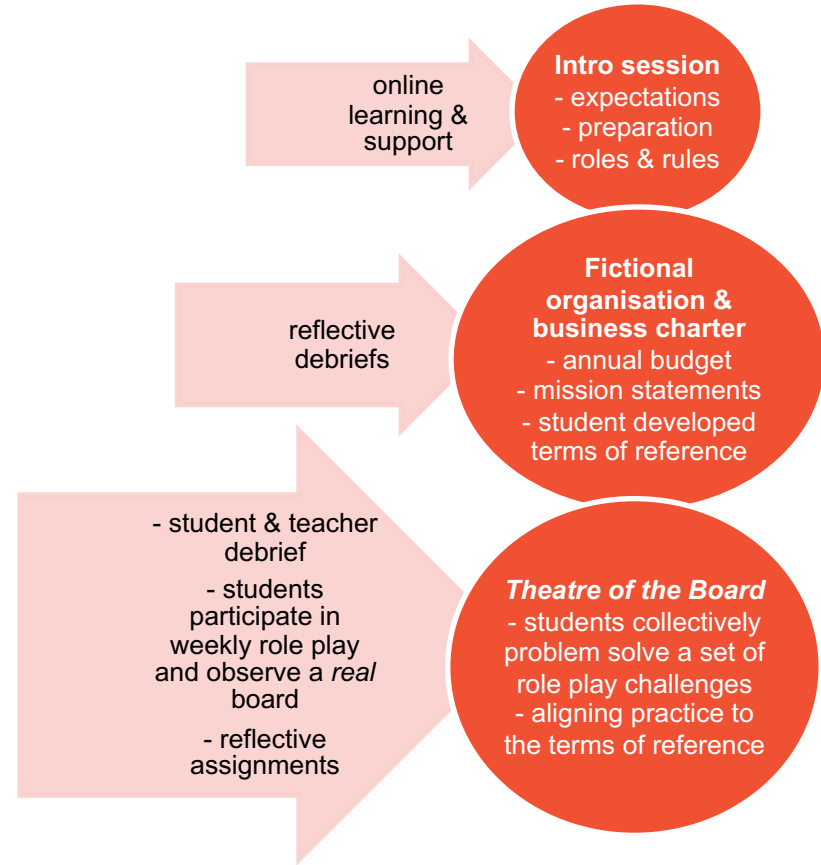
Research question: which key, self-assessed employability skills increased and/decreased when students complete a theatre of boardroom role play activity, and why?

Methodology

A case study with a mixed methods approach

Pre- and post-survey to self-measure employability skills (N = 157)

Reflective logbooks on skills development (N = 12)



Findings

Changes in self-measured Employability skills

- Cultural awareness (+15%)
- Reflective practice (+6%)
- Problem solving (+5%)

- Time management (-12%)
- Interpersonal communication (-12%)

Demographic differences

- Younger participants better improve their time management, critical thinking and disciplinary knowledge
- Male participants better develop their time management and reflective practice skills

Implications on the finance/banking capstone unit - With a focus on equitable and inclusive WIL experience

- WIL elements in the capstone unit not only to develop new employability skills, but also to boost awareness & confidence of pre-existed skills;
- WIL curriculum design to align students' perceived skills requirements with industry requirements;
 - Observation and participation in real professional practice
 - Timely reflection on performance gap
- WIL curriculum design to incorporate demographic factors
 - Culture
 - Gender
 - Age
 - Discipline

Questions?



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Connect with us

WIL Hub Research Group:

[https://www.sydney.edu.au/
business/our-
research/research-
areas/employability-and-
work-integrated-learning-
research.html](https://www.sydney.edu.au/business/our-research/research-areas/employability-and-work-integrated-learning-research.html)



Insert social media handles



Showcase 2

Looking Ahead – A Focus on Future Skills

— Janine Coupe, Louise Luff and Mark Waddington



Looking ahead: A focus on future employability skills for accounting students

L & T Forum Showcase - October 2022

Presented by

Janine Coupe, Louise Luff & Mark Waddington



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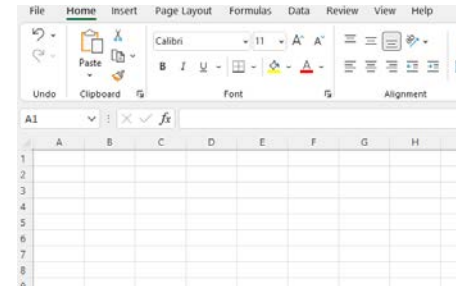
WHAT: We have done

Re-designed a first-year accounting unit

- Using a 'working with a practical connection' approach, the unit focuses on developing student's skills in readiness for the workplace:
 - Connection to real world Accounting examples
 - Use of Excel spreadsheeting
 - Use of MYOB accounting software
 - Reflection assessment
- **Accounting Foundation grant:**
Working with the Practical Connection



nickskali
LIMITED



Reflection 1

Student name:	Student SID:
Tutorial:	Tutor:

Description: what was the learning situation and your understanding of accounting?

WHY: The importance of professional skills

Development of professional skills at foundational level

- Non-technical skills

Critical thinking and
problem solving

- Graduate qualities



Oral and written
communication

Information and digital
literacy

Preparation for workplace expectations – Professional Accounting Bodies

PCA01: Intellectual skills



PCA02: Interpersonal and communication skills



PCA03: Personal skills



PCA04: Ethical principles, professional values and integrity



HOW: Connection to real world accounting examples

Lectures redesigned as a practical work along experience. Students analysed and applied their accounting skills to companies' financial statements.



Graduate quality	Definition
Depth of disciplinary expertise	Deep disciplinary expertise is the ability to integrate and rigorously apply knowledge, understanding and skills of a recognised discipline defined by scholarly activity, as well as familiarity with evolving practice of the discipline.

HOW: Connection to real world accounting examples

Simple analysis of financial information - %
of total assets = $889,201 / 6,672,934 = 13.3\%$

Page 102

STATEMENT OF FINANCIAL POSITION – 30 JUNE 2021

		CONSOLIDATED	
		June 2021 \$'000	June 2020 \$'000
Current Assets	Cash and cash equivalents	264,431	313,195
	Trade and other receivables	889,201	511,579
	Other financial assets	41,376	30,237
	Inventories	479,093	391,984
	Other assets	39,555	34,872
	Intangible assets	258	278
	Assets held for sale	12,662	16,186
Total current assets		1,726,576	1,298,331
Non-current Assets	Trade and other receivables	72,560	49,269
	Investments accounted for using the equity method	1,321	4,692
	Other financial assets	33,083	18,176
	Property, plant and equipment	729,847	662,889
	Property, plant and equipment: Right-of-use assets	511,167	513,782
	Investment properties: Freehold	2,905,509	2,593,330
	Investment properties: Leasehold Right-of-use assets	620,461	621,903
	Intangible assets	63,668	63,003
Deferred tax assets		8,742	3,227
Total non-current assets		4,946,358	4,530,271
Total Assets		6,672,934	5,828,602

7 Trade and Other Receivables

Current

		June 2021 \$'000	June 2020 \$'000
Receivables from franchisees		793,228	352,359
Trade receivables (a)	Accounts receivable	78,917	109,077
Consumer finance loans (b)		2,094	2,258
Allowance for expected credit loss (a) (b)		(3,578)	(3,716)
Trade receivables, net		77,433	107,619
Amounts receivable in respect of finance leases (c)		3,206	3,291
Non-trade debts receivable from (d):			
- Related parties (including joint ventures and joint venture partners)		1,824	23,059
- Unrelated parties		13,738	25,745
Allowance for expected credit loss (d)		(228)	(494)
Non-trade debts receivable, net		15,334	48,310
Total trade and other receivables (current)		889,201	511,579

Non-Current

Trade receivables (a)	6,703	7,276
Consumer finance loans (b)	441	476
Allowance for expected credit loss (a) (b)	(3)	(4)
Trade receivables, net		7,141
Amounts receivable in respect of finance leases (c)		713
Non-trade debts receivable from (d):		
- Related parties (including joint ventures and joint venture partners)	56,022	49,442
- Unrelated parties	29,352	19,835
Allowance for expected credit loss (d)	(20,668)	(28,668)
Non-trade debts receivable, net		64,706
Total trade and other receivables (non-current)		72,560

Source:

<https://static1.squarespace.com/static/54803162e4b08e1b8a472201/t/6155022c17c58265bebc3353/1632961167422/Annual+Report+to+Shareholders+2021.pdf> Page 17

HOW: Connection to real world accounting examples

Tutorial work

Below are extracts from the *Freedom red-flagged in 2019* article (this is one of the Readings for Module 1) AFR, 06/11/2019.

GRADUATE QUALITY:
Critical thinking and
problem solving

According to emails obtained by The Australian Financial Review, the whistleblower reached out to the Australian Securities and Investments Commission after becoming concerned about the very aggressive use of the capitalisation of items such as labour costs, gas, electricity, excess waste, cleaning costs and protective gear worn by staff.

Freedom Foods is also seeking to finalise a possible \$200 million capital raise backed by major shareholders the Perich family, who control 52.5 per cent of the maker of kids' snacks Messy Monkeys, Heritage Mill cereals and MilkLab almond milk drinks.

Referring the Conceptual Framework (2019), explain why the

- (a) cleaning costs should **not** be recognized as an asset; **and**
- (b) capital raising should be recognized as a liability

in the Freedom Foods Group Limited financial statements.

Use the Module 1 Question 1 Padlet for your group's answer.



HOW: Use of Excel spreadsheeting in Lectures & Tutorials

Real world examples and use of basic Excel functionality

GRADUATE QUALITY:
Information and digital literacy

ACCT1006 - Tutorial Week 10 (Module 9)

Teppie Ltd is a listed Australian company that manufactures and sells building construction materials to regional clients. You are employed as an accountant for Teppie Ltd.

Teppie Ltd uses a 30 June year end balance date.



Part C

Your manager has advised you Teppie Ltd has agreed to sell the airplane on 31 December 2022 to a competitor for \$5,500,000 in cash.

Required:

Prepare all journal entries required for the sale of the airplane in Teppie Ltd's financial statements at 31 December 2022. Include all workings.

Workings:

WORKPAPER - TEPPIE LTD - AIRPLANE

Start amount	Dep exp	Acc dep	Enhancements	End amount
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GENERAL JOURNAL - TEPPIE LTD

Date	Details	Ref	Debit \$	Credit \$

Workings:

Watch Ben's video (27:34).



HOW: Reflection assessments

- Reflection on what and how accounting was learned in tutorials
- Mentimeter Reflection during tutorial to prepare students
- Feedback / feedforward from 1st reflection task required for 2nd reflection

GRADUATE QUALITY:

Oral and written
communication skills

(ii) **Respond** – Reflect on your learning in that situation. How did it assist with the development of your accounting, computerised accounting, and professional skills? How could your accounting, computerised accounting and professional skills be improved? Include your emotional response in the reflection, that is how you felt about the situation. In your Reflection 2 response consider the feedback provided for Reflection 1.

Why is reflection important in the business world?



How does this relate to studying accounting?

[Professional competency areas](#) ^e required as part of the Accreditation process by the professional bodies includes not only technical skills but also:

Mentimeter



In today's tutorial my understanding of accounting has been helped by ____

(Short answers are recommended. You have 250 characters left.)

Submit

HOW: Reflection assessments cont'd

Student submission comments help us understand how students are learning:

- *Although I dread speaking on panel discussions, each breakthrough makes me grow.*
- *Considering the feedback, I realised emotional responses are meaningful for reflection because recording feelings can deepen the impression for the event and motivate to improve in future similar situations.*
- *Actively engaging would help close gaps in my understanding, ensuring I do not fall back onto my old habit of learning by memorising.*

HOW: Use of MYOB accounting software – transferable skills

- MYOB: Used by 1million+ SMEs in Australia/New Zealand
- Using accounting software to enter simple transactions
- Lecture examples linked to tutorial exercises
- **Part of a broader technology theme**
 - role of accountants in the 21st C.

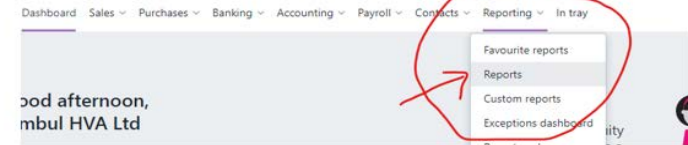
GRADUATE QUALITY:
Information and digital literacy

2. MYOB task

1. Log into MYOB
2. Generate a trial balance (see below)

Required:

Review the accounts listed in the trial balance and identify any areas where further adjusting entries may be required.



- *The rapid development of technology, automation, and cloud-based computing is changing the accounting industry. This is successfully allowing accountants to focus more on advising and supporting their clients than traditional transactional processes (Shailan Patel, Education Manager MYOB NZ).*

WHAT: We have learned

- Cognitive load for a 1st year student
- Face to face v online classes
- Reduced tutorial class sizes
- MYOB adoption issues

NEXT:

- Better Integration of accounting software

Comments regarding MYOB from wk 6 student survey:

MYOB is a widely used accounting software which knowing how to uses provides a valuable and employable skill

Provides a glimpse into what we're expected to do in future careers

VS

Although I now know what MYOB is, I don't see how it relates to my exams

I still don't know MYOB's function and why we need to use it

Question?



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Showcase 3

**Authentic Addendums: Creating Career
Development Learning Opportunities in
Each Assessment**

—Steven Hitchcock



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Authentic Addendums

Learning and Teaching Forum
2022

Presented by

Dr Steven Hitchcock, Lecturer, WIL

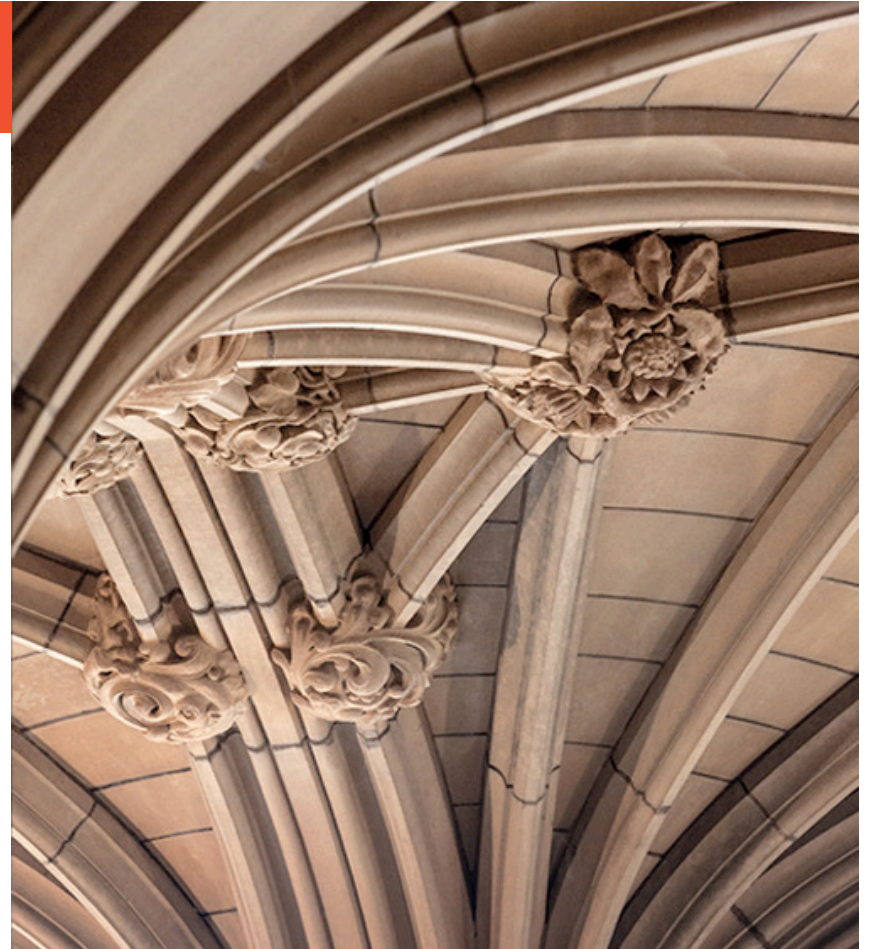


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Agenda

- Background
- Situation
- Task
- Action
- Result



Introductions and acknowledgements

- **Dr Steven Hitchcock** - Lecturer
 - Work-Integrated Learning



Situation



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Background

1. Authentic assessments give students the "opportunity to apply their disciplinary learning to work-based and professional scenarios" (Kaider, Hains-Wesson, & Young, 2017).
2. However, we often speak of some assignments either being wholly authentic, wholly inauthentic, or somewhere in between.
3. For many, the creation of an authentic assessment can be intimidating and off-putting insofar as it could represent a redesign of an entire assessment item



Situation



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Situation

- WIL Hub teaches a suite of experiential programs
- Student interest is in 'the experience'
- Need to uphold
 - University/School Standards
 - TEQSA/AQF Appropriate Levels of Work
- Ever present level of abstraction
- Reflection is a requirement of WIL
 - Student tolerance can be low
 - Struggle to see relevance
- A lot of work/risk is massive assessment changes



Task

Task

- Drive authentic assessment in WIL Units
- Don't want to compromise existing validated assessments and rubrics
- We want students to 'feel' like its real
- Needs to be scalable/modular/deployable
- Has to be for-credit
 - Student engagement with optional learning modules is very low.



Action



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Authentic Addendums

1. Take an existing assessment
2. Ideate on the most applied format of that
3. Consider the logical progression between the assessment, and the applied format
4. Carve a portion of the core assignment out, and add an addendum where students literally demonstrate the applied format.
5. Add rubric criterion that specifically assesses the 'professional suitability' of that addendum.

Example: Mid-Sem Reflection

- Business Practicum (BUSS1321) had a mid-semester reflective assignment.
- 1250 words, reflect on their group work to date.
- Critical incident simuli
- Engagement with, and feedback about, the assignment were poor.
- Students felt like it was 'more reflection' and felt like it was a distraction from the actual project.



Example: Mid-Sem Reflection

1. Started with the exact same assignment
2. Adjusted the stimuli slightly
 - From: Student-selected critical incident
 - To: SRES-generated feedback on tutorial performance, weeks 1-4.
3. Core reflection reduced to 1000 words
4. Added a 250-word 'email'
 - Could realistically send to Steven as a 'response' to the feedback which synthesizes your reflection.
 - Is an email you would realistically send in a professional working environment in which you would like to continue working.
 - As if I'm their 'boss' giving them feedback on their teamwork.

Example

250 Word Email LO4, LO5	15 to >12.75 pts HD Unambiguously and skillfully synthesizes meaning in a format and tone that is appropriate for a professional setting while integrating information from multiple and conflicting sources. Flawlessly proofreading.	12.75 to >11.25 pts D Unambiguously synthesizes meaning in a format and tone that is appropriate for a professional setting while integrating information from multiple sources to present alternative cases. Expertly proofread.	11.25 to >9.75 pts CR Accurately paraphrases and summarises meaning in a format and tone that is appropriate for a professional setting. Skillfully proofread.	9.75 to >7.5 pts PA Accurately paraphrases and summarises meaning in a format and tone that is appropriate for a professional setting. Minor issues with clarity in terms of ambiguity. Adequately proofread.	7.5 to >0 pts FA Does not accurately paraphrase or summarise meaning and/or not presented in a format/tone appropriate for a professional setting. Inadequate proofreading.	15 pts
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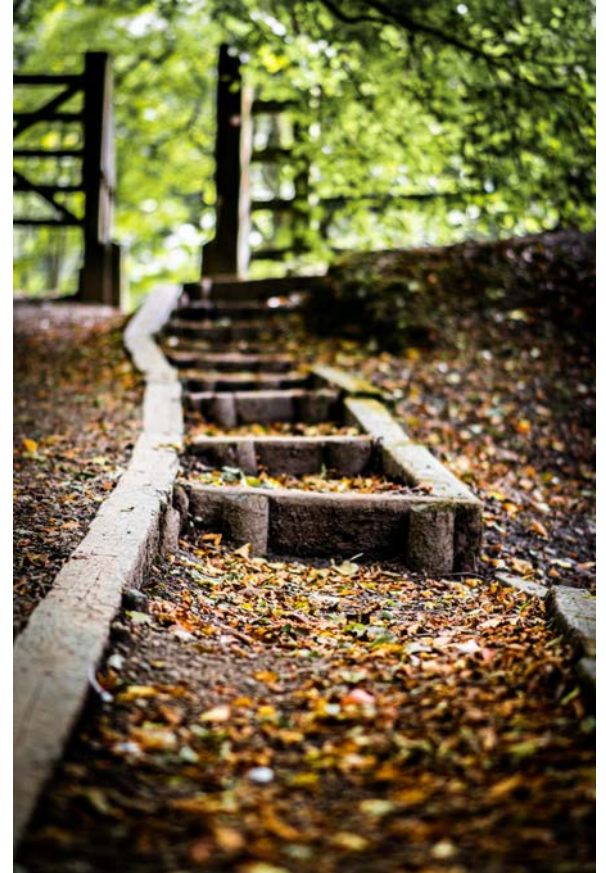
Result



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Results

- I haven't had a negative comment about the mid-semester reflection since implementing this change
- Also driven engagement with participation/feedback.
- Qualitative USS feedback on 'practical assessments'
- Identify about 5-10% of students whose professional writing definitively benefitted from guidance.



Fin



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Questions/Discussion



End Slide



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Showcase 4

Accounting Capstone Project with USYD's Sydney Analytical

Maria Cadiz Dyball, Antonije Krivokapic and
Peter Southon



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Showcase 4

Accounting Capstone Project with USYD's Sydney Analytical

Presented by:

Dr Maria Cadiz Dyball

Anthony Krivokapic

Dr Peter Southon



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Capstone principles

- Transformative educational experience
 - Empowering students to self and peer assess and judge quality
 - Formative and summative feedback from peers, academic facilitators and the 'client' Sydney Analytical.
- Meaningful, authentic and multiple evidences of achievement
- Teamwork and self and peer review
- Aligned with Learning Outcomes



Choosing your area of focus

The project allows your team to choose one specific area of improvement that you will focus on. These are:

- ➔ Enhancing stakeholder management and value-creation
- ➔ Enhancing the management of risks and opportunities
- ➔ Enhancing the strategic direction and value creation
- ➔ Enhancing commercial capacities

Sydney Analytical staff and stakeholders

- Unprecedented access and cooperation

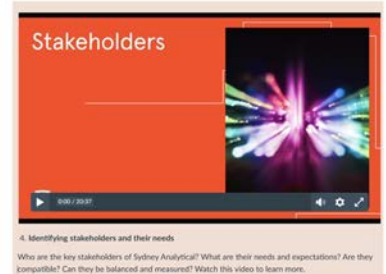
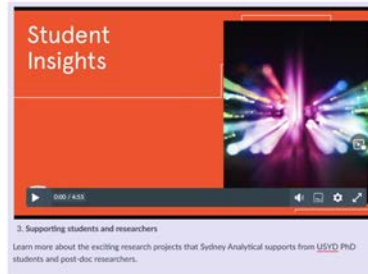


Project modules

- Sense-making and solving unstructured problems
 - Why Sydney Analytical matters?
 - What is 'value'?

How Sydney Analytical creates value? (Week 2)

How does Sydney Analytical create value through supporting research excellence? Watch the videos below to learn more about the expertise and technical capabilities of Sydney Analytical and the exciting research projects it supports.



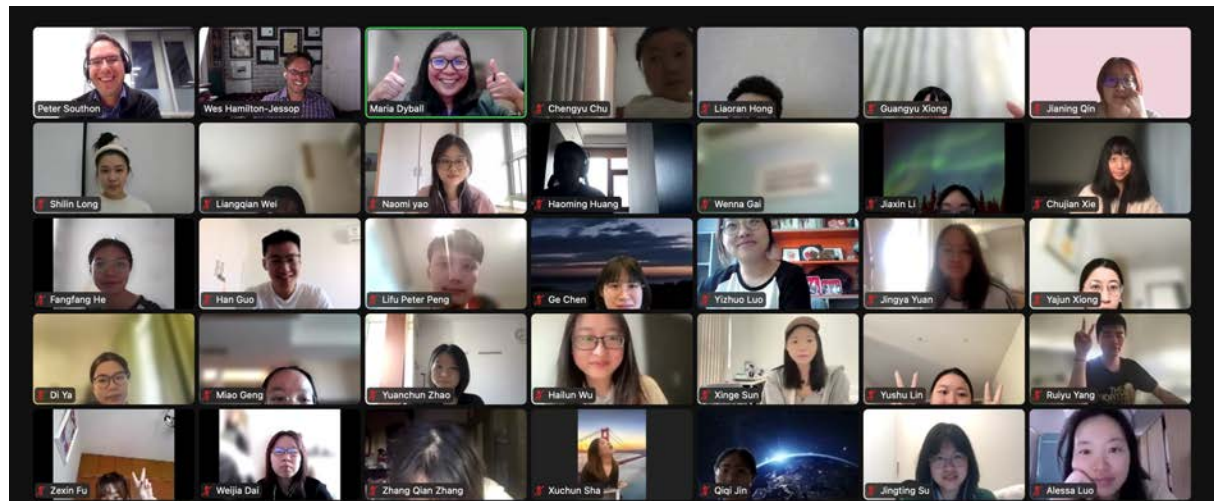
Progressive assessment

- Progressive project development
- Forming team identity:
 - Strengths and value statements
- Progressive development of ideas:
 - Defining the problem scope and team's solutions
 - Initial scope proposals
- Engaging others:
 - A sense of agency
 - Peer-feedback across groups

Project timeline		
	Tasks	When
Preparing your team	→ Understanding the Sydney Analytical project goals + Sign the confidentiality agreement	Weeks 1 & 2
	→ Group formation and project introduction	Week 3 workshop
	→ Preparing the team charter & working on the initial project proposal	Week 4 workshop
Developing your project proposal	→ Group presentation: Initial project proposal	Week 5 workshop
	→ Providing peer feedback & Responding to peer feedback	Week 6
	→ Final project proposal	Week 7
Developing your project	→ Check-up session & post your questions for Sydney Analytical	Week 9
	→ Q&A session with Sydney analytical	Week 10
Final presentation and report	→ Project report: Your value-enhancing action plan	Week 11
	→ Capstone project presentation	Week 12

Q&A with Sydney Analytical

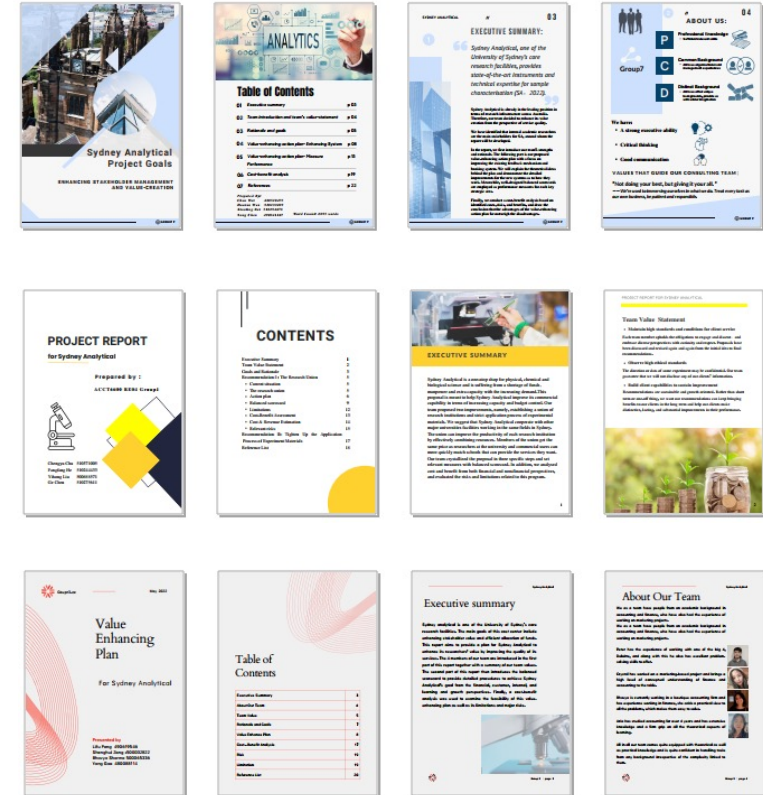
- Q&A session



1. What are the unique advantages or disadvantages of Sydney Analytical (SA), which could affect its competitive advantage?
2. Does the close relationship with USYD pose any risks and challenges for Sydney Analytical? If so, why?
3. Has SA faced any particular challenges during Covid-19, such as a decline in funding due to a reduction in the number of students?
4. Are there any measures to control the budget so that funds can be used more efficiently?
5. How does SA recruit and select new employees?
6. How does SA retain high-quality talent?
7. How does SA establish and maintain long-term and stable cooperative relations with stakeholders?
8. Does SA run an online forum where researchers can communicate with staffs and each other? What were/might be the difficulty to run such a forum?
9. How does SA receive feedback on the equipment booking system and what are the procedures to respond to feedback?
10. Are there peaks and troughs in the frequency of machine use? How long is a machine usually reserved?
11. What are your current performance measures?

Project reports and outcomes

- Final 3 presentations & reports
 - SA staff involved in judging
 - Identified opportunities
 - Mixture of new perspectives & misunderstandings
- Organisational reflection



Question?



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Next sessions

See the L &T Forum website for next sessions:

- 12:00 – 1.00pm
Lunch break
- 1:00pm – 2:30pm
Research and Student Experience



Scan me
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Scan me to evaluate the presentations
that you attended



Menti code: 8458 1345

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Thank you!



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