

L&T:22

Showcase – Session 2B

Wednesday 28 September



Showcase – Session 2B

Dr Maria Cadiz Dyball

Associate Professor, Discipline of Accounting,
The University of Sydney Business School



Showcase 1

**Critical Reflection as an Authentic
Assessment Mode in Strategy,
Innovation and Management Learning**

— Jessica Tyrell and Paul Finn



C	L	a	S
Connected	Learning	at	Scale

**Critical reflection as an authentic assessment mode in strategy,
innovation and management learning**



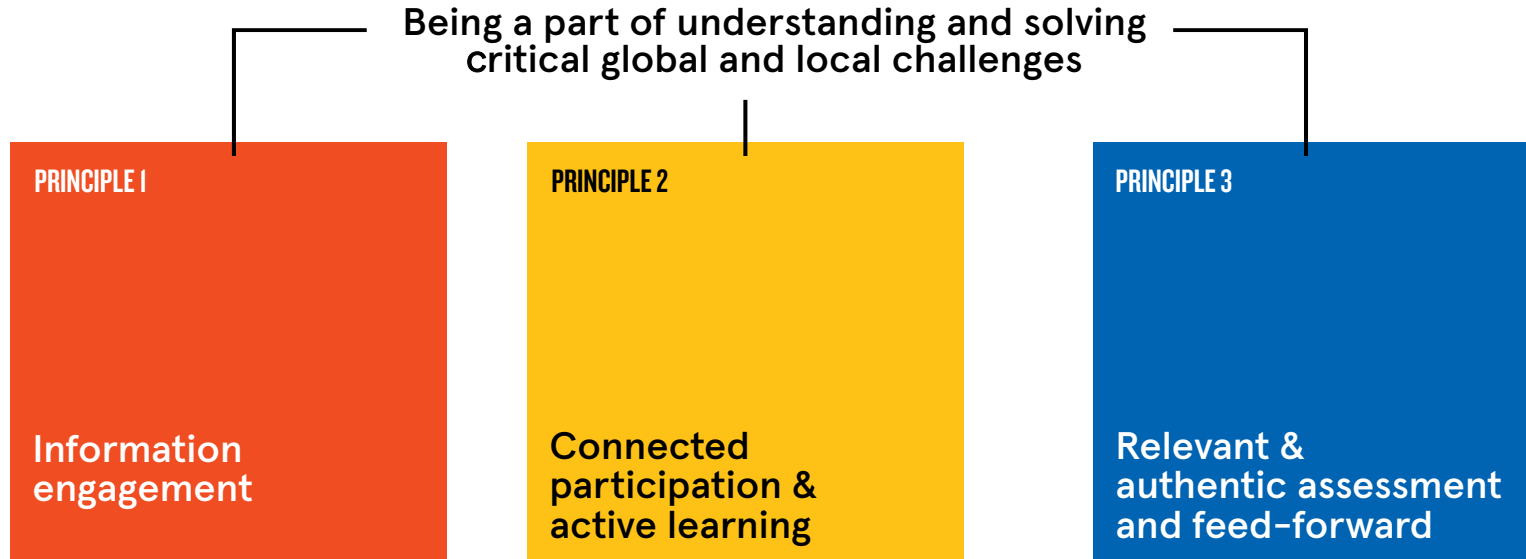
THE UNIVERSITY OF
SYDNEY

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.



THE UNIVERSITY OF
SYDNEY

CONNECTED LEARNING AT SCALE



Challenges

Embedding authentic assessment

- Alignment with Unit Learning Outcomes around responsible and ethical business management.
- Support the development and assessment of students' managerial skills such as collaboration, critical thinking and problem-solving.

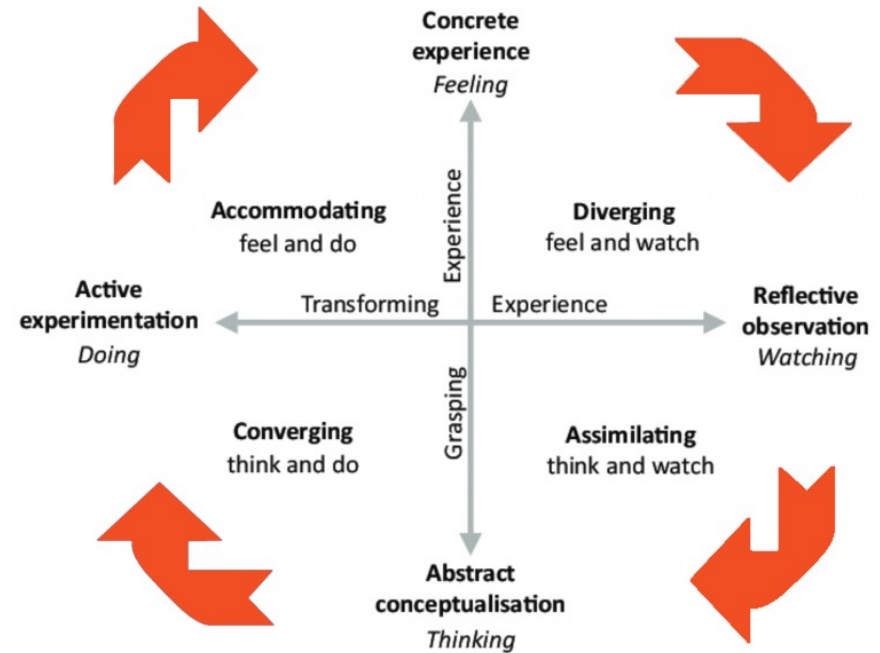
Challenges with online exams

- While final exams have been the norm in the Business School for many years, the challenges associated with managing online exams provided impetus to explore alternative assessment types.

The importance of reflective practice in learning

Kalantzis and Cope (2008) suggest that we learn by

- (1) experiencing new ideas, contexts or behaviours and making sense of them according to what we already know or have experienced;
- (2) that we identify and theorise about these phenomena as we place them into our existing schemas;
- (3) that we analyse these new concepts in terms of their underlying features and how they sit within the broader social, cultural and historical context;
- and (4) that we are able to apply this new knowledge in culturally recognisable or creative new ways in different contexts.



(Kolb, 1984)

Source: educationaltechnology.net

**These days, what managers
desperately need *is* to stop and think
– to step back and reflect
thoughtfully on their experiences.**

(Mintzberg & Gosling, 2003)

Managerial mindsets

Reflective thinking was situated within a management disciplinary context and supporting learning resources were provided.



The self and reflective mindsets

Managing the self and the reflective mindset: looking in to look outward.

Managing the self

Good management starts with good management of the self. Effective managers take time to reflect on their own actions and decisions and how they impact outcomes in the world. Gosling and Mintzberg tell us that "what managers desperately need is to stop and think, to step back and reflect thoughtfully on their experiences".

Watch this video to understand more about the reflective mindset.



Reflection relates to another one of the managerial mindsets, the analytic mindset, as it requires the thoughtful deconstruction and consideration of experiences by looking for patterns and synthesising understandings. What makes reflection different is the ability to learn from experience. This entails the discipline to move between actively being in an experience, and then to turn inward to reflect on that experience, both through self-reflection and through discussing with others, in order to produce meaning and understanding.

Managers create structured opportunities for self-reflection and for reflecting with others, for example through team debriefs where colleagues meet to evaluate what worked well and what could be improved with the implementation of a strategy.

What we did

The final exam was re-designed into an authentic critical reflection task.

Identify two learning experiences from the semester and critically reflect on how they contributed to your development as a future manager and leader.

The two examples should include:

- a learning experience where you discovered something about your personal professional identity;
- a learning experience where you discovered something about working with others.



What we did

Student reflection was structured using a modified version of 5Rs framework (Bain et al. 2002; Ryan & Ryan, 2012).

Prompting questions for each of the dimensions were provided to students in the assignment brief.

The **4Rs framework** for reflective writing involves four key elements:

1. **reporting** and responding to a critical issue or experience,
2. **relating** this issue or experience to disciplinary knowledge in this field,
3. **reasoning** about causes and effects of the experience according to relevant theories or tools, and,
4. **reconstructing** your thinking to plan new ways to engage in similar experiences in the future.

Level	Stage	Questions to get you started
1	Report (describe) the experience and explain why it is important to your professional practice. Give your initial response to the experience or issue.	What happened? Why is it relevant? Respond to the incident or issue by making observations, expressing your opinion, or asking questions.
2	Relate the experience to your own discipline knowledge, skills, and professional experience.	How does this connect to your knowledge of the field or your professional/personal experiences?
3	Reason about (discuss) the experience to show an understanding of how it relates to your knowledge of the discipline.	Which factors in the experience are important for a new understanding? How do these factors relate back to the concepts and tools from the unit? What evidence can support your claims?
4	Reconstruct your understanding for future practice	What are the changes in your understanding as a result of the experience and your reflection upon it? What are the implications of what you learned for your future professional practice? What actions will you take and why?

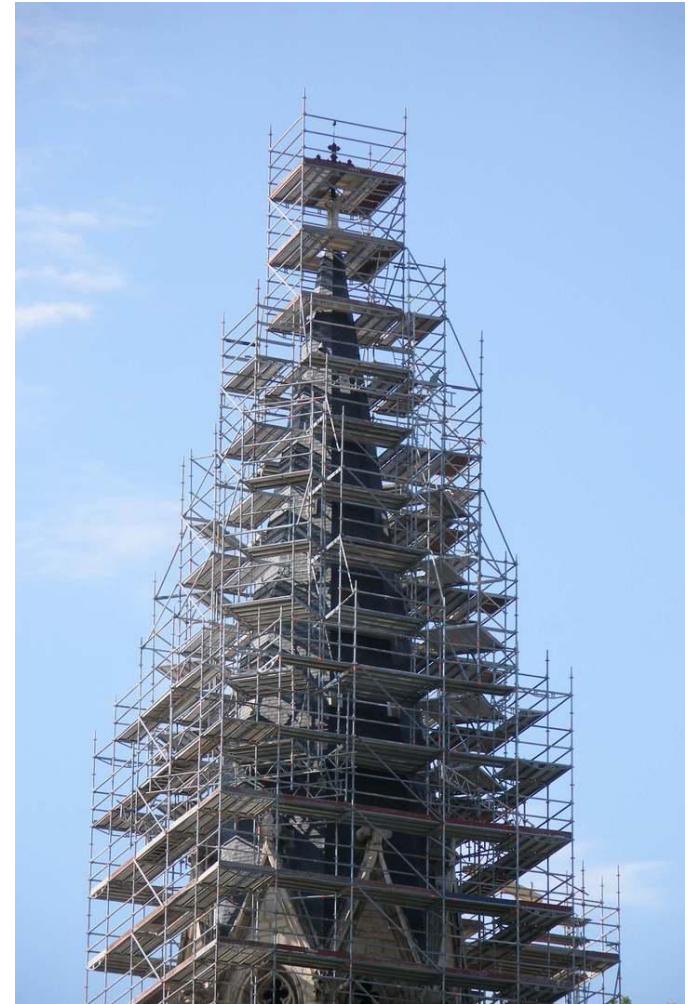
What we did

A rubric was provided to students on Canvas with detailed description of each grade level across three criteria.

Critical reflection (1)						
Criteria	Ratings					Pts
Criteria 1: Application of disciplinary knowledge	10 to >9.0 pts High distinction Critically identifies, evaluates, synthesises and applies relevant frameworks, tools and concepts to insightful examples. Uses evidence to support arguments.	9 to >7.5 pts Distinction Identifies, evaluates, synthesises and applies relevant frameworks, tools and concepts to good examples. Uses evidence to support arguments.	7.5 to >5.0 pts Credit Identifies, evaluates and applies relevant frameworks, tools and concepts to examples. Uses evidence to support arguments.	5 to >0.0 pts Pass Identifies and applies relevant frameworks, tools and concepts to basic examples. Uses evidence to support arguments.	0 pts Fail Does not demonstrate an understanding of disciplinary knowledge, tools or concepts by applying them to examples. Does not use evidence to support arguments.	10 pts
Criteria 2: Reflexivity and ethical perspectives	10 to >9.0 pts High distinction Demonstrates critical self-reflexivity by applying ethical perspectives to examples with a high-level of insight. Seamlessly relates personal and professional identity to challenging and complex contexts.	9 to >7.5 pts Distinction Demonstrates critical self-reflexivity by applying ethical perspectives to good examples. Relates personal and professional identity to challenging and complex contexts.	7.5 to >5.0 pts Credit Demonstrates self-reflexivity by applying ethical perspectives to examples.	5 to >0.0 pts Pass Demonstrates a basic level of self-reflexivity by applying ethical perspectives to basic examples.	0 pts Fail Does not demonstrate any self-reflexivity and does not apply ethical perspectives to examples.	10 pts
Criteria 3: Communication style and form	5 to >4.5 pts High distinction Communicates persuasively and professionally to a business audience using well-honed communication and presentation techniques. The report is very well-structured. Referencing, formatting, grammar and punctuation are to a professional standard.	4.5 to >3.5 pts Distinction Communicates persuasively and professionally to a business audience using appropriate communication and presentation techniques. The report is well-structured. Referencing, formatting, grammar and punctuation are consistently correct.	3.5 to >2.5 pts Credit Communicates clearly and concisely to a business audience using appropriate communication and presentation techniques. The report is appropriately structured. Referencing, formatting, grammar and punctuation are mostly correct.	2.5 to >0.0 pts Pass Communicates soundly to a business audience using appropriate communication and presentation techniques. The report shows some consideration for structure. Referencing, formatting, grammar and punctuation contain errors.	0 pts Fail Does not communicate persuasively and professionally. Does not use appropriate communication and presentation techniques. The report is poorly structured. Work is missing or unclear. Referencing, formatting, grammar and punctuation are incomplete or poor.	5 pts
Total Points: 25						

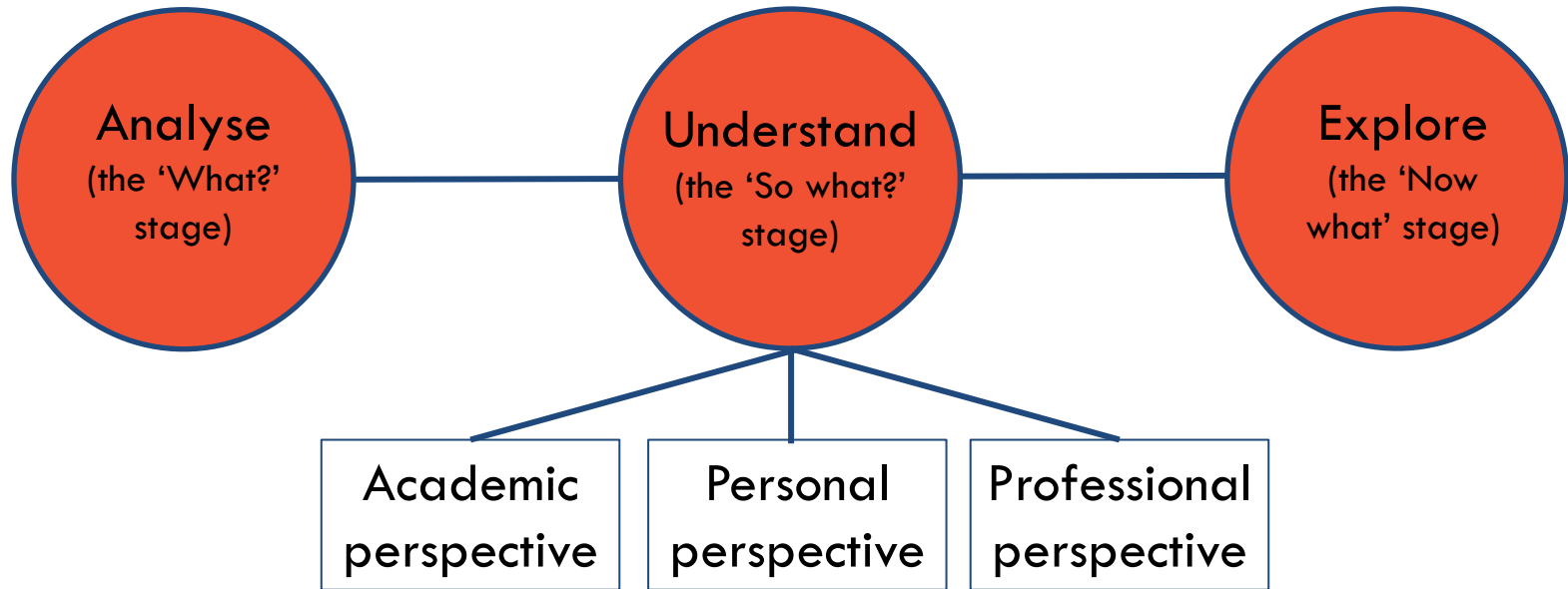
Reflections on reflecting

- Increased emphasis on ‘scaffolding’ the reflective process
- Widen the remit of what can be reflected upon (e.g., experiences from outside the unit of study, such as work-related incidents or events)



Reflections on reflecting

E.g., Three Stage Model

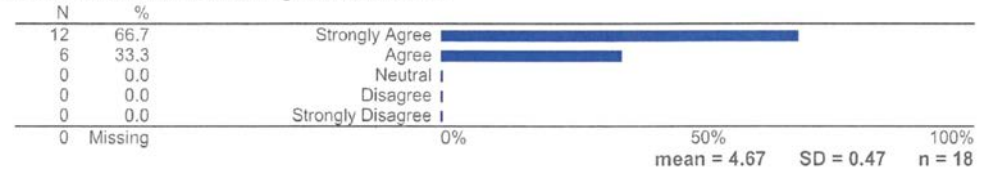


Feedback

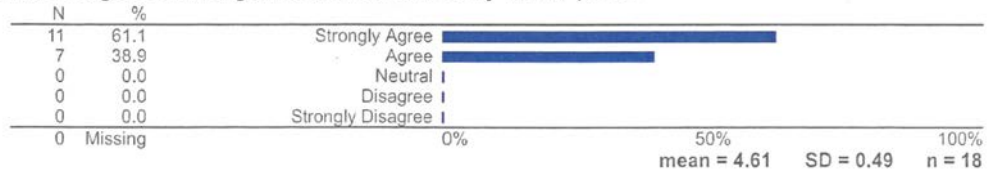
“The assignments in this class were set up in a realistic way, allowing us to think about and experience the problems that we would encounter in a real business world. I think it was very helpful! More or less we have started to be trained and think ahead, which is a great experience.”

Student CLaS survey

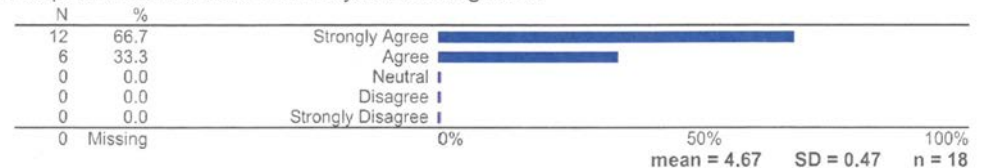
The assessment tasks challenged me to learn.



The knowledge and skills gained are relevant to my career plans.



I developed relevant critical and analytical thinking skills.



Recommendations

- Align task with unit learning outcomes and link to disciplinary skills and capacities.
- Provide resources on reflective practice and reflective writing.
- Use a framework such as the 4Rs to scaffold student reflection.
- Provide a detailed rubric so students understand what they are being assessed on.
- Introduce reflective practice as a skill early in the semester and provide activities to practice and receive formative feedback.
- Ryan & Ryan (2012) advocate for a program-based approach to build students' reflective skills not just within units, but across units.



Photo by Marcel Strauß on Unsplash

References

- Bain, J. D., Ballantyne, R., Mills, C. & Lester, N. C. (2002) *Reflecting on practice: Student teachers' perspectives*, Post Pressed: Flaxton, Qld.
- Black, P. E., & Plowright, D. (2010). A multi-dimensional model of reflective learning for professional development. *Reflective Practice*, 11(2), 245-258.
- Boud, D. (2001). Using journal writing to enhance reflective practice. In English, L. M. and Gillen, M.A. (Eds.) *Promoting Journal Writing in Adult Education. New Directions in Adult and Continuing Education* No. 90. San Francisco: Jossey-Bass, 9-18.
- Kolb, D.A. (1984). *Experiential learning: experience as the source of learning and development*. Englewood Cliffs, NJ: Prentice Hall.
- Moon, J. 2004. *A handbook of reflective and experiential learning: Theory and practice*, London: Routledge Falmer.
- Morrison, K. (1996). Developing reflective practice in higher degree students through a learning journal. *Studies in Higher Education*, 21(3), 317-332.
- Ryan, M., & Ryan, M. (2012). Theorising a model for teaching and assessing reflective learning in higher education. *Higher Education Research & Development*, 32(2), 244-257.

Question?



THE UNIVERSITY OF
SYDNEY
—
Business School

^{BIZ}
connect ^{ED}
↗

Showcase 2

Nurturing Graduate Employability with Pro-social Engagement

— Raffaele Ciriello and Blair Wang



L&T:22



University of Sydney Business School
Learning and Teaching Forum 2022

Nurturing Graduate Employability with Pro-Social Engagement



Dr. Raffaele Ciriello, Lecturer
Unit Coordinator – INFS2010, INFS3600
raffaele.ciriello@sydney.edu.au



Dr. Blair Wang, Lecturer
Unit Coordinator – INFS1020
blair.wang@sydney.edu.au



THE UNIVERSITY OF
SYDNEY



Motivation



Graduate employability is a **top priority** for our University.



Our **industry engagement** is first class, especially with corporations. (University of Sydney, 2022)



Our graduates are the **most employable in Australia** and 4th globally. (QS, 2022)



But, we have a lot of untapped potential here when it comes to **pro-social organisations**

QS, 2022. Rankings revealed: QS Graduate Employability Rankings 2022. Retrieved on 27 June 2022 from <https://www.qs.com/rankings-revealed-2022-qg-graduate-employability-rankings/>
University of Sydney, 2022. Collaborate on real-world projects. Retrieved on 27 June 2022 from <https://www.sydney.edu.au/engage/industry-business-partnerships/work-with-our-students/real-world-projects.html>
Image source: Freepik/faticon.com

What is a pro-social organisation?



A **pro-social organisation** is one

- which **fosters durable social change** through both **core work** with specific beneficiaries and **community work** to obtain the support of stakeholders. Cavotta & Mena (2022)
- whose **shared primary purpose** is not profit (as with corporations) or public services (as with government institutions) but **altruism and philanthropy**.
- which actively **works toward making itself obsolete**.

We recommend a two-pronged digital work strategy

1 Enhanced online presence



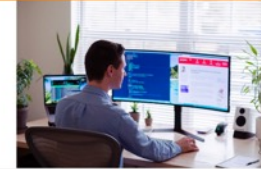
Renewed website through responsive icons, minimal text, and strategic placement of visuals.



Enhanced use of Instagram to showcase OBK's positive social impact, increase awareness, and visibility

Digital Work Strategy

2 Streamlined workflow



Upgraded hardware through a dual-monitor setup.

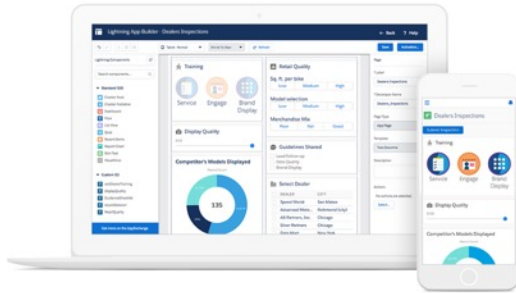


Use of Slack to organise internal affairs and schedule meetings with partners easily.

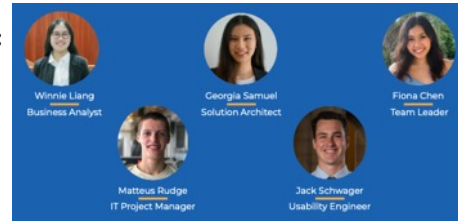
Recommendation #3: Upgraded hardware through a dual-monitor setup.



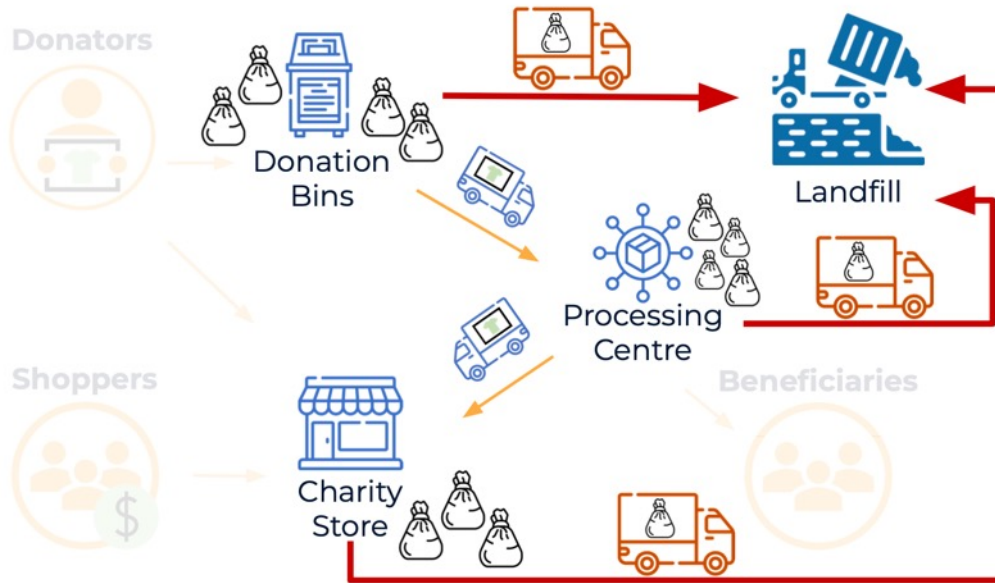
VS



Criteria	Dual Monitor Upgrade	OBK Software Platform Build
Fixes current problems	Addresses problems of inefficiency	Merges software's into one seamless application
Cost	\$200 Average cost for 24-inch monitor	\$25 per user/per month for Platform creation \$35 for Sales and Service CRM
Future proof	Future proofs OBK's Hardware	Universal app future proofs OBK's expansion
Implementation time	Immediate after setup	Average time to develop app – 3 months
Maintenance	N/A	Subscription fees for Salesforce Platform and API's



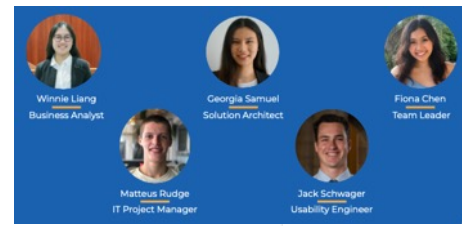
Donations Collection Initiative across the Australian Charities Sector



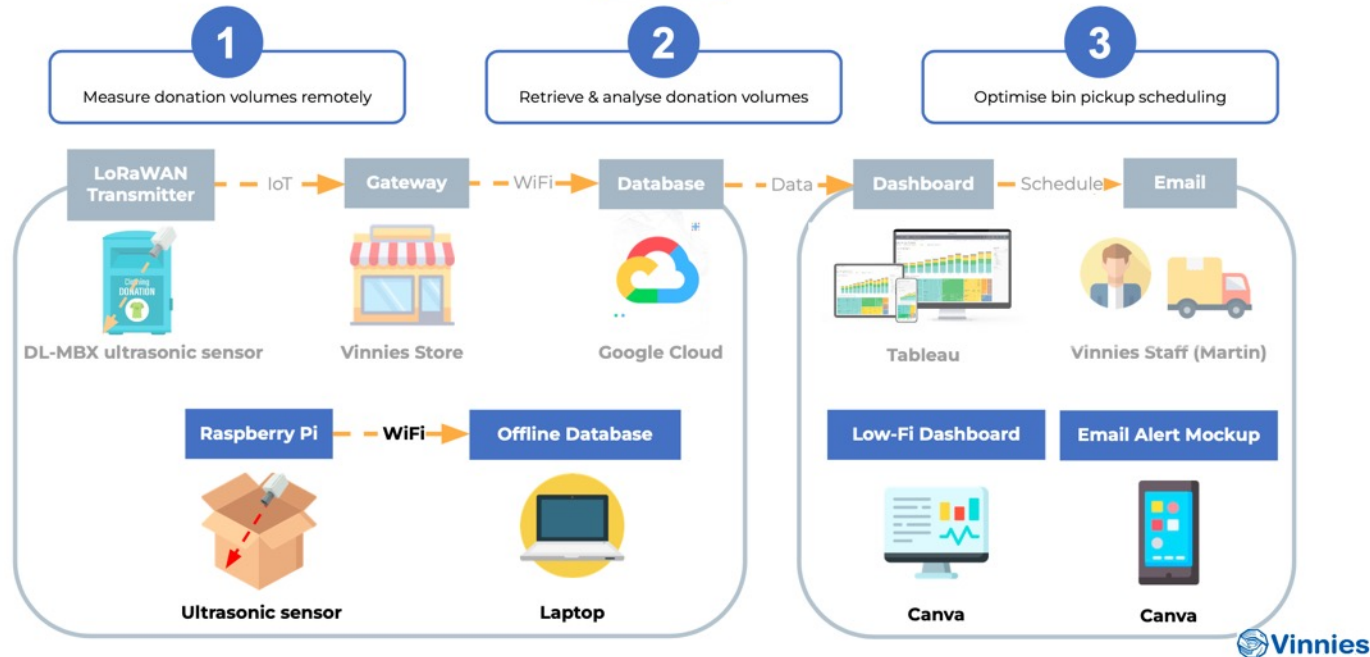
Key Stakeholders



- Donors
- Shoppers
- Beneficiaries
- Volunteers
- Local Councils



Prototype Solution Scope



Two Guiding Frameworks

Twelve Dimensions of Employability

1. **Disciplinary knowledge (depth & relevance)**
2. **Working with & influencing others**
3. **Oral & written communication**
4. **Critical thinking & problem-solving**
5. **Interdisciplinary effectiveness**
6. **Information & digital literacy**
7. **Cultural competence**
8. **Inventiveness**
9. **Adaptability & resilience**
10. **Professional & ethical & personal identity**
11. **Self-awareness & opportunity awareness**
12. **Decision & transition learning**

United Nations SDGs



Student reflections and comments

We liked how the assignment enabled us to consider **how technology can be used by smaller organisations for social good** and appreciated how this exploration was **balanced by a discussion about the negatives / limitations of technology** e.g., environmental impact of NFTs, deep fakes, and algorithmic bias.

INFS1020

I learned a great deal about **how charities struggle with logistics**, the importance of needing to **better understand consumer behaviour** as a root cause of a problem, and **how charities generally struggle** to adopt new technology and change existing practices due to lack of resources.

INFS3600

I learned that **problems and root causes are interdependent**, and that to encourage technological adoption, a **simple but effective solution is often ideal**.

INFS3600

The assignment forced me to **challenge the underlying assumptions how I conduct my work**. Before I had learned about these concepts, I **underestimated my own capabilities**.

INFS2010

Unlike other INFS projects, the assignment allowed us to develop a **passion for the problem and team bond**, leading to **increased productivity and healthy team culture**. Everyone was **eager to help**, unlike in other teams, where members were only concerned about their personal marks.

INFS3600

It's a **highly practical** course and I've felt **more challenged and accomplished** than ever before in my studies!

INFS3600

Thank you!



Dr. Raffaele Ciriello, Lecturer
Unit Coordinator – INFS2010, INFS3600
raffaele.ciriello@sydney.edu.au



Dr. Blair Wang, Lecturer
Unit Coordinator – INFS1020
blair.wang@sydney.edu.au



THE UNIVERSITY OF
SYDNEY



Showcase 3

**Virtual Agile Learning Management –
a Structured Approach to Student Teamwork**

— Rohan Miller



L&T:22

Virtual Agile Learning Management: a Structured Approach to Student Teamwork



**Apologies to MKTG2112 students who have been live “rats”
Thanks and apologies to my tutors who tolerate and make new ideas
work**

Dr Rohan Miller, Discipline of Marketing

Form into Teams rather than Groups

Trashing Tradition: the current assignment group model is?

Why Change?

The What? A bespoke adaptation of Agile thinking and practices for tutorial assignments

The Starting point: How do you apply for a position in industry?

The Interview Process?

The Focus / project: CB research and analytics assignment using Roy Morgan Research & Library, online resources, etc..... Focus on critical thinking, adaptation of theory

- W10, 15min presentation; W13, a 9-page assignment with a one-page executive assignment.
- VAL Feedback Loops: Week 6 Pitch n Plan, Reflection in Wk 13 in Report, Tutors

Order is Heaven's First Law.

People over Processes, is a close second.

A heretical approach: team sizes approximately double, to eight or nine students per group.

A Handrail: Students read and get tested on VAL documentation

Living the Jargon: Squads, Sprints, Rucks, Transparency, Trust, Collegiality & Support.....

Software: e.g <https://www.atlassian.com/> or dumb it down to Gantt

Initial Feedback

Your feedback, please.

Question?



THE UNIVERSITY OF
SYDNEY
—
Business School

^{BIZ}
connect ^{ED}
↗

Next session

See the L &T Forum website for next session:

- 5 minutes break and walk to Lecture Theatre 1130, Level 1, Abercrombie Building H70
- **4:45pm – 5:00pm**

People's Choice Awards Presentation &
Closing Address

Scan me
L&T Forum
Website



People's Choice Award Polls

Scan me to evaluate the presentations
that you attended



Menti code: 4670 2165

L&T:22

Thank you!



THE UNIVERSITY OF
SYDNEY
—
Business School

^{BIZ}
connect ^{ED}
↗