

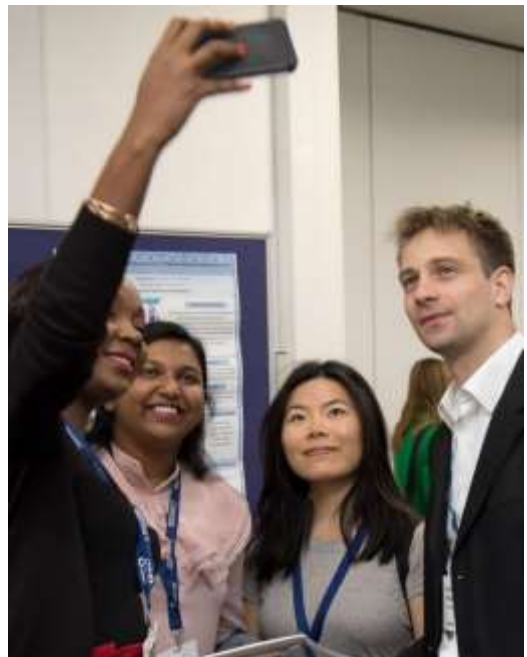


## Management, Knowledge and Education (MKE) Teaching Practice Conference

*A Brave New World: Management Education in the Post-Covid Era*

Friday 18<sup>th</sup> November 2022 | Birkbeck, University of London

### DELEGATE PROGRAMME





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\* WE HOPE YOU ENJOY THE DAY!

# KEY INFORMATION

## DATE & TIME

Friday 18<sup>th</sup> November 2022

9:00-16:30

## LOCATION

The MKE Conference will take place at Birkbeck, University of London.

### Venue address

Student Central  
Malet Street  
London  
WC1E 7HY

<https://goo.gl/maps/tkFwyDzGNKKThTCw8>



## ARRIVAL

On your arrival at Student Central, please proceed to the Registration Desk situated in the Ground Floor Reception to collect your badge.

## CONTACT

If you have any issues on the day, please email Eliza Robey at [eventsandnetworks@bam.ac.uk](mailto:eventsandnetworks@bam.ac.uk) or **0207 383 7770**

## \* PROGRAMME

Time	Session	Room
9.00-10.00	Registration and Coffee	Ground Floor Foyer BCB 207
10.00-10.20	Welcome and Introductions	BCB 206
10.20-11.15	<i>Learning and teaching in the Post-Pandemic era</i> Professor Jess Power, Salford University	BCB 206
11.15-11.30	Comfort break	BCB 207
11.30-13.00	Teaching practice and research presentations: Breakout Session One	See <b>PRESENTERS,</b> <b>MORNING SESSION</b>
13.00-13.45	LUNCH Conference gallery display	BCB 207
13.45-15.15	Teaching practice and research presentations: Breakout Session Two	See <b>PRESENTERS,</b> <b>AFTERNOON SESSION</b>
15.15-15.30	Comfort break Conference gallery display	BCB 207
15.30-16.10	<i>Bringing it home!</i> Teaching practice activity	BCB 206
16.10-16.25	Plenary Themes emerging from the conference gallery	BCB 206
16.25-16.30	Close	

## Keynote Speaker

**Professor Jess Power**

***Professor of Learning and Teaching | University of Salford***



Jess Power, Professor of Learning and Teaching at The University of Salford and lead for the newly formed Learning and Teaching Enhancement Centre (LTEC). She is a Principal Fellow of the Higher Education Academy, Fellow of The Textile Institute, Fellow of Chartered Management Institute, and a National Teaching Fellow (2016). Professor Power has over 20 years teaching experience and has contributed extensively to the development of learning and teaching innovation both in her subject discipline (fashion/textiles) and more widely across HE. She is an advocate for using evidenced based research approaches to make significant impact regionally, nationally and internationally. Jess has led a variety of internally and externally funded research projects and has published widely with over 90 national/international publications/keynotes. She is an experienced PHD/DBA supervisor and has examined widely

nationally and internationally.

Jess is particularly interested in contributing to shaping the future of Higher Education through interdisciplinarity working. Her innovative approach bridges disciplines and has resulted in best practice models for integrating interdisciplinarity into learning and teaching. Her focus on interdisciplinarity has enabled her to transform the student experience by creating networks for individuals who share the common goal of transferring knowledge beyond the boundaries of their own disciplines, whilst developing employability and enterprising skills.

Jess holds the position of Honorary Secretary for The Textile Institute (the international professional body, active in over 90 different countries) and serves on their Publications Committee and Professional Accreditation Committee. This enables her to share sectoral knowledge by regularly mentoring overseas' institutions in developing short commercial courses, thus enhancing industry standards. Her expertise and specialist knowledge spans both fashion and textiles and crosses into other disciplines (health, engineering, education and business). This is evidenced through her sustained publication portfolio which demonstrates high quality research with impact for the commercial and wider HE sector. Further to this she is an Associate of the Entrepreneurial Leaders Programme and part of the Leadership Committee for the Group for Learning in Art and Design (GLAD). This is a national group promoting and supporting pedagogic good practice within the art and design sector).

Her recent projects have formed blueprints for innovation and have been widely disseminated through a series of high profile case studies and have been nationally and internationally recognised as good practice.

Currently Jess is leading a small team of Academic Developers and Learning Technologists within the University of Salford's Learning and Teaching Enhancement Centre.

## PRESENTERS, MORNING SESSION 11:30-13:00

### Stream 1 | Blended and Authentic Assessments | Chair: Caroline Chaffer | Room: 206

Author(s) and Institution(s)	Title
<b>Caroline Evers</b> , Manchester Metropolitan University	Supporting Degree Apprenticeship Learners through Online Assessments
<b>Eleni Meletiadou</b> , London Metropolitan University	Using Digital Stories and Inclusive Collaborative Group Assessment to develop Business and Management students writing skills: Fostering Creativity and Digital Literacy
<b>Frank Worthington</b> , University of York Management School	Ethics versus Expediency in Post-Pandemic Management Education: critical reflections on student use and misuse of personal learning methods of assessment.

### Stream 2 | L&T Technologies | Chair: Lesley-Ann Gunton | Room: 307

Author(s) and Institution(s)	Title
<b>Helen Hughes</b> , Leeds University Business School; <b>Matthew Davis</b> , University of Leeds	Equipping digital natives for the post-Covid workplace: implications for employability, graduate success, and inclusivity.
<b>Helena Pinto</b> , University of York	Using digital technology to engage students with reading
<b>Aron Truss</b> , University of Portsmouth; <b>Karen McBride</b> , University of Portsmouth	Investigating Student Perceptions of Videos to Support Learning

### Stream 3 | New Opportunities | Chair: Neil Pyper | Room: 308

Author(s) and Institution(s)	Title
<b>Tracy Bingham</b> , Manchester Metropolitan University; <b>John Byrne</b> , Manchester Metropolitan University	A Feasible Pedagogic Approach to Employability in the Post-Covid Era.
<b>Alison James</b> , Winchester University	Brave New Play – management pedagogy for a post-Covid era

**Stream 4 | Pedagogy | Chair: Jill Webb | Room: 309**

<b>Author(s) and Institution(s)</b>	<b>Title</b>
<b>Sumita Ketkar</b> , University of Westminster; <b>Gustavo Ramos</b>	Teaching Sustainability using virtual challenge-based learning in a transnational learning environment
<b>Mike Kennard</b> , University of Manchester	Andragogical perspectives on developing and delivering a new Innovation and Entrepreneurship module for a Senior Leader Master's Degree Apprenticeship Programme
<b>Sarah Montano</b> , University of Birmingham	Can and should you teach creativity? Why and a how to!

**Stream 5 | Student Engagement | Chair: Habib Chamoun | Room 310**

<b>Author(s) and Institution(s)</b>	<b>Title</b>
<b>Habib Chamoun</b> , Cameron School of Business University of St Thomas; <b>Francisco Rabadan</b> , Universidad Rey Juan Carlos; <b>Danielle Lecointre-Erickson</b> , GRANEM, Université Catholique de l'Ouest; <b>Maria Victoria Ramirez</b> , GRANEM, Université Catholique de l'Ouest	How to Engage Higher Education Students in a Cross-Cultural Education Environment
<b>James Blackmore-Wright</b> , University of Birmingham	Critical thinking and learner modes: Evaluating the relationship between the virtual classroom environment and the propensity of learners to develop critical thinking skills.
<b>Andrew McFaul</b> , King's College London; <b>Dimitrios Minos</b>	Module Evaluations: Is It All About The Grades And Absence Thereof?

**Stream 6 | Open Stream | Chair: Stefan Cantore | Room 311**

<b>Author(s) and Institution(s)</b>	<b>Title</b>
<b>Lori Anderson</b> , Alliance Manchester Business School	Using literature to engage learners in dialogue about structural privilege and discrimination
<b>Alfonso Avila-Merino</b> , University of East Anglia	Delivering responsible entrepreneurship and innovation education in 9 European universities
<b>Ian Stewart</b> , The University of Manchester	My dearest critics: An exploration of my family's experience of having the University in their house, during Covid

## PRESENTERS, AFTERNOON SESSION 13:45-15:15

### Stream 1 | Blended and Authentic Assessments | Chair: Frank Worthington | Room: 310

Author(s) and Institution(s)	Title
<b>Caroline Chaffer</b> , <i>The University of York;</i> <i>Jill Webb</i>	In search of inclusive accounting assessment: reflecting on post-covid assessment through the lens of social justice
<b>Donald Lancaster</b> , <i>University of Bath</i>	Learnings from deployment of a dedicated Digital Examination platform

### Stream 2 | L&T Technologies | Chair: Lesley-Ann Gunton | Room: 307

Author(s) and Institution(s)	Title
<b>Mohamed Saeudy</b> , <i>University of Bedfordshire</i>	Using social media in teaching and learning
<b>Stella Xu</b> , <i>University of Bedfordshire;</i> <b>Xue Zhou</b> , <i>Queen Mary, University of London;</i> Ryan Arthur, <i>Birkbeck, University of London</i>	Digitization aids cross-country MBA course management in Covid-19 Pandemic

### Stream 3 | New Opportunities | Chair: Stefan Cantore | Room: 308

Author(s) and Institution(s)	Title
<b>Emma Thirkell</b> , <i>Northumbria University</i>	Designing curricula that are both effective and fit for purpose post-pandemic: the potential of the podcast. Lessons from the pandemic
<b>Aparna Venugopal</b> , <i>University of Liverpool</i>	On learning decisions and intentions in entrepreneurship education. Advancing a possibility-intention threshold framework
<b>Teresa Roca</b> , <i>Northumbria University</i>	Title: innovative competency-based approach to promote sustainable employability of diverse generation Z 'symbolic analyst' learners

**Stream 4 | Pedagogy | Chair: Mike Kennard | Room: 309**

<b>Author(s) and Institution(s)</b>	<b>Title</b>
<b>Stefania Zerbinati</b> , City, University of London	Inspiring entrepreneurship students active learning
<b>Fran Shollo</b> , University of Chester	The use of 'immersepreneurship' in business in a post-pandemic pedagogy era. Don't look it up. It does not exist.
<b>Bob Townley</b> , University of York; <b>Jane Neal-Smith</b> , University of York; <b>Gill Bishop</b> , University of York	Building a Mandala of Pedagogy and Praxis

**Stream 5 | Student Engagement | Chair: Lori Anderson | Room 206**

<b>Author(s) and Institution(s)</b>	<b>Title</b>
<b>Ian Stewart</b> , The University of Manchester	"Meh... I'll just download it." Exploring the post-lockdown student's decision-making, whether to attend lectures or wait for the podcast
<b>Liz Matykiewicz</b> , University of York	"Invisible learners – is non-participation in online activities a cause for concern? Understanding what successful engagement might be for online learners.

**Stream 6 | Open Stream | Chair: Neil Pyper | Room 311**

<b>Author(s) and Institution(s)</b>	<b>Title</b>
<b>Alexander Kofinas</b> , University of Bedfordshire; <b>Sajeel Ahmed</b> , University of Bedfordshire	What makes a Duck a Duck: Musing on Equality & Diversity
<b>Eleni Meletiadou</b> , London Metropolitan University	Using dynamic assessment of writing in Business Schools to develop digitally ready and reflective business leaders and promote Social Justice and Sustainable Development in the post-Covid-19 era
<b>Phyllis Alexander</b> , Bournemouth University; <b>Donald Nordberg</b>	Using societal challenges and ARCS to inspire high-quality undergraduate research projects, post-covid

## COVID-19 PRECAUTIONS

In line with our core value of Respect we would like to draw your attention to the NHS Confederation's #NotTooMuchToMask campaign, which calls on the public to pledge to keep themselves and others safe by following five steps.

With this in mind, the BAM Team will be encouraging staff and delegates to wear masks or a face covering whenever possible, to be considerate of others' personal space and making use of hand sanitizer stations or washing hands frequently.

If you are feeling unwell on the day, we kindly ask you to act responsibly and show respect by not coming into the venue. Please let us know if you can no longer join the session by calling

**0207 383 7770** or emailing [eventsandnetworks@bam.ac.uk](mailto:eventsandnetworks@bam.ac.uk).