

**QUB TEACHING AWARDS 2007/08**  
**TEMPLATE FOR ANALYTICAL ACCOUNT**  
**FOR STAFF TEACHING FOR LESS THAN FIVE YEARS**

**CONTACT DETAILS**

**Name of applicant/lead applicant**

Name (including title) <b>Dr Mike Crone</b>	
School/Department: <b>School of Management</b>	
Telephone Number: <b>x.1362</b>	E-mail Address: <b>m.crone@qub.ac.uk</b>

**Is this a team or individual application?**

Individual

Approximately 2,900 words (excluding tables, figures and references)

## TEMPLATE FOR ANALYTICAL ACCOUNT

### 1. CONTEXT FOR THE APPLICATION (Approximately 300 words)

***Please provide a context for your application. This should consist of an introductory statement about your contribution to learning and teaching to date. For example, what subject do you teach? What type of learning and teaching activities are you involved in? What number of learners is involved? What are your particular learning and teaching interests? What is your overall teaching philosophy?***

#### (i) Background

I was appointed as a Senior Lecturer within the School of Management from September 2005, having spent the previous eight years in a full-time research post outside 'mainstream academia'. I had quite limited prior teaching experience (as a tutorial tutor and part-time lecturer) and no previous experience of developing and coordinating University modules. I was also making a transition into a different academic discipline (from economic geography and regional economics to management studies). Studying for the PGCHET qualification since arriving at Queen's has provided an incentive to engage in 'reflective practice', influenced my development as a teacher and led to me applying for this award.

#### (ii) My Teaching at Queen's

Module	Pathways	Students	Yrs involved	Roles
210MGT211 International Business	BSc Management + 3 related pathways within the School	90 – 120	2005-06 2006-07 2007-08	Module coordinator Lecturer (12 x 2hrs) Tutor (10 x 1hr x 5 groups)
200MGT981 International Business	Executive MBA	7 – 20	2006-07 2007-08	Module coordinator Lecturer (11 x 2hr)

#### (iii) The Focus of My Application

I took over responsibility for a Level 2 module on International Business in academic year 2005-06, and I am now 'delivering' the module for the third time. I have devoted significant effort to a series of changes in content, teaching approach, assessment methods and learning outcomes of this module. Hence, I decided to base my submission entirely around the 'story' of this module; it encapsulates my approach to teaching, details my progression as a teacher, and documents a variety of 'innovations'.

#### (iv) My Overall Teaching Philosophy

In attempting to summarise my teaching philosophy I have tried to distil some underlying principles, and provide some illustrative examples, as follows:

- *Engaging and enthusing students* – e.g. attempting to introduce 'active learning' approaches; 'grounding' material by using tangible 'real world' examples and scenarios wherever possible.
- *Providing students with a clear and well-structured learning experience* – e.g. being open and 'up front' about the aims, content and expectations in a detailed module outline and at each class; use of module map to visualise module structure, themes and content.
- *Reducing 'power distance' in the classroom and striving for 'fairness' to all students* – e.g. relatively informal teaching style; promoting student participation in class; being transparent about 'rules of the game' in the module outline; striving for 'constructive alignment' (of learning outcomes, teaching approach and assessment methods); reflecting on the learning experience for international students.

Word count: 396 (including table)

## 2. DISCUSSION

You should illustrate your discussion throughout with reference to specific learning and teaching activities and draw on relevant research, scholarship and professional practice.

### (a) Promoting and enhancing the learners' experience (approximately 1,400 words)

*Please discuss how you stimulate and inspire your students to learn, taking account of the diversity of learning needs.*

#### (i) Innovations

As noted above, I have decided to focus my submission on the 'story' of a single module (210MGT211 International Business). Within this module, I introduced a number of innovations during academic years 2005-06 and 2006-07, including:

- A broader range of assessment modes - addition of tutorial 'hand-ins' component (10%) and group presentation task (10%) plus reduction of exam weighting from 60% to 50% and switch from academic essay-style assignment to research-based case analysis assignment.
- Attempt to integrate skills development into the module (e.g. group presentation task which develops team-working and oral presentation skills – both essential for management graduates).
- Attempt to encourage a more 'active' style of learning – e.g. use of 'interactive windows' in lectures and development of varied programme of task-focused tutorials with required 'hand-ins'.

Underpinning many of the above innovations has been a concern to achieve better alignment of intended learning outcomes, teaching approach and methods of assessment (after Biggs, 2002). All of these innovations can be related back to the teaching philosophy 'principles' noted above and are designed to stimulate and inspire student learning. The rationale for some of these changes is discussed below in the section on assessment.

#### (ii) Impact – Student Evaluations

In the two full academic years that I have been involved with the module, it has received favourable student evaluations (Table 1). Changes made to the tutorial programme for the module were among the more significant innovations and tutor evaluation data has also been very favourable (Table 2). These quantitative data, taken along with qualitative comments from evaluation questionnaires, lead me to conclude that the innovations discussed above have been largely successful.

**Table 1: Summary of Student Module Evaluation Data for 210MGT211 International Business**

Statement on questionnaire (Responses on Likert scale, 1-5; 4='good' & 5='excellent')	2005-06 data		2006-07 data	
	mean	%4+5	mean	%4+5
Extent to which aims / learning outcomes were stated	4.6	94%	4.6	100%
Extent to which aims / learning outcomes were met	4.4	91%	4.6	100%
Adequate information about module requirements	4.5	88%	4.8	100%
Extent to which module was efficiently organised	4.2	85%	4.8	100%
Access to learning materials	4.3	91%	4.8	100%
Extent to which module was worthwhile learning experience	4.4	97%	4.6	94%
Overall rating of the module	4.3	91%	4.6	97%

Number of respondents (sample size) n=33 n=32

**Table 2: Tutor evaluation data for Module 210MGT211 International Business**

Statement on questionnaire (Responses on Likert scale, 1-5; 5='strongly agree')	2005-06 data		2006-07 data	
	mean	% 4+5	mean	% 4+5
Made aims and learning outcomes of the session clear	4.7	100%	4.7	100%
Encouraged student participation	4.7	100%	4.8	100%
Showed interest in students' learning	4.5	93%	4.9	100%
Responded positively to questions / inquiries	4.6	93%	4.9	100%
Presented a range of perspectives when appropriate	4.7	100%	4.9	100%
Number of respondents (sample size)	n=30		n=32	

*Please outline the way you develop, organise and present your learning and teaching resources.*

(i) Development of Learning and Teaching Resources

In developing the lecture programme for the module, I attempted to blend 'need-to-know' established theories and concepts with tangible 'real world' examples and coverage of contemporary headline-making topics (e.g. globalisation, offshoring, ethical issues, the rise of China and India), plus emerging theoretical approaches such as 'global value chains'.

I make extensive use of 'real' case studies in tutorials (e.g. FDI and the Celtic Tiger, Tesco, Dell Computer, WalMart, Nike, Offshoring to India), to make the bridge between theories and concepts and real management dilemmas and practice. I have developed some of these case materials myself, drawing on recently-published research and online news media.

I adopt an inter-disciplinary approach and have introduced some material from economic geography, regional studies, political economy, economic sociology, etc. I believe this is particularly appropriate for this module, which deals with some pervasive issues such as globalisation.

I have tried to introduce a greater diversity of learning resources – i.e. more than the traditional textbooks, journal articles and lecture notes. For example, I have played short video clips on topical issues in some of my lectures. I have also placed multi-media resources on the Queen's Online module 'resource map' – e.g. hyperlinks to various related websites, video news clips, online documentaries, etc. The use of this 'multi-media' material is consistent with my teaching philosophy of trying to engage and enthuse students.

(ii) Organisation and Presentation of Learning and Teaching Resources

As stated above, I try to provide my students with a clear and well-structured learning experience. To this effect, my module is organised around three major sub-themes, each of which contains a number of topics. This structure is made explicit in the detailed module guide, in particular through the outline teaching and learning plan (Figure 1). In terms of specific resources, I use PowerPoint for lectures and place the slides on QOL in advance of the lecture on a week-by-week basis (these are not full notes and many of my examples are reserved for lectures). I put a tutorial briefing (Word document) on QOL each week with details of required tutorial preparation and hand-ins. A new innovation this year was the introduction of a 'module map' (Figure 2). This is included in the module guide and is the second slide of every lecture. Its purpose is to help students 'see the big picture' and to contextualise the particular lecture topic within the overall module, making connections backward and forwards. In addition, I make extensive use of QOL to make various learning resources available to students (e.g. PowerPoint slides from lectures, reading materials, tutorial briefings, case materials) and to help clarify and re-inforce the structure and organisation of the module, using structured sub-folders on the resource map (Figure 3).

**Figure 1: Outline Teaching Plan for Module 210MGT211 International Business (AY 2007-08)**

Week (date)	Lecture topic	Tutorial theme
1 (w/c 28 Jan)	Introduction to International Business	-
<i>Theme I. Globalisation and the changing international business environment</i>		
2 (w/c 4 Feb)	Globalisation	-
3 (w/c 11 Feb)	The State and International Business	Perspectives on globalisation
<i>Theme II. Transnational corporations – the 'prime movers' in the global economy</i>		
4 (w/c 18 Feb)	TNCs and Theories of International Production	Workshop on essay planning
5 (w/c 25 Feb)	TNC Organisational Structures & Strategies	FDI 1 - company perspective: Tesco's internationalisation
6 (w/c 3 Mar)	TNC Subsidiaries	FDI 2 - country perspective: Ireland and the ICT sector
<i>Theme III. New/emerging organisational forms</i>		
7 (w/c 10 Mar)	New and Emerging Organisational Forms [plus discussion of assignment]	Subsidiary evolution: Sun and Corel in Ireland
<b>EASTER BREAK (Monday 17 March – Friday 4 April)</b>		
Assignment deadline: Monday 7 April		
8 (w/c 7 Apr)	Global Value Chains	<i>No tutorials this week due to assignment deadline</i>
9 (w/c 14 Apr)	Off-shoring	Global value chains: Dell and Wal-Mart cases studies
10 (w/c 21 Apr)	<i>No lecture (work on group presentations)</i>	Offshoring (group presentations): 1 <sup>st</sup> week - set-up
11 (w/c 28 Apr)	GVCs, Ethics and International Business	Offshoring (group presentations): 2 <sup>nd</sup> week - delivery
12 (w/c 5 May)	Revision class; Assignment feedback; Workshop on exam technique	GVCs and ethics: the case UK clothing retail
Exam period: Thursday 15 May-Saturday 31 May 2007		

Figure 2: 'Module Map' for 210MGT211 International Business (AY 2007-08)

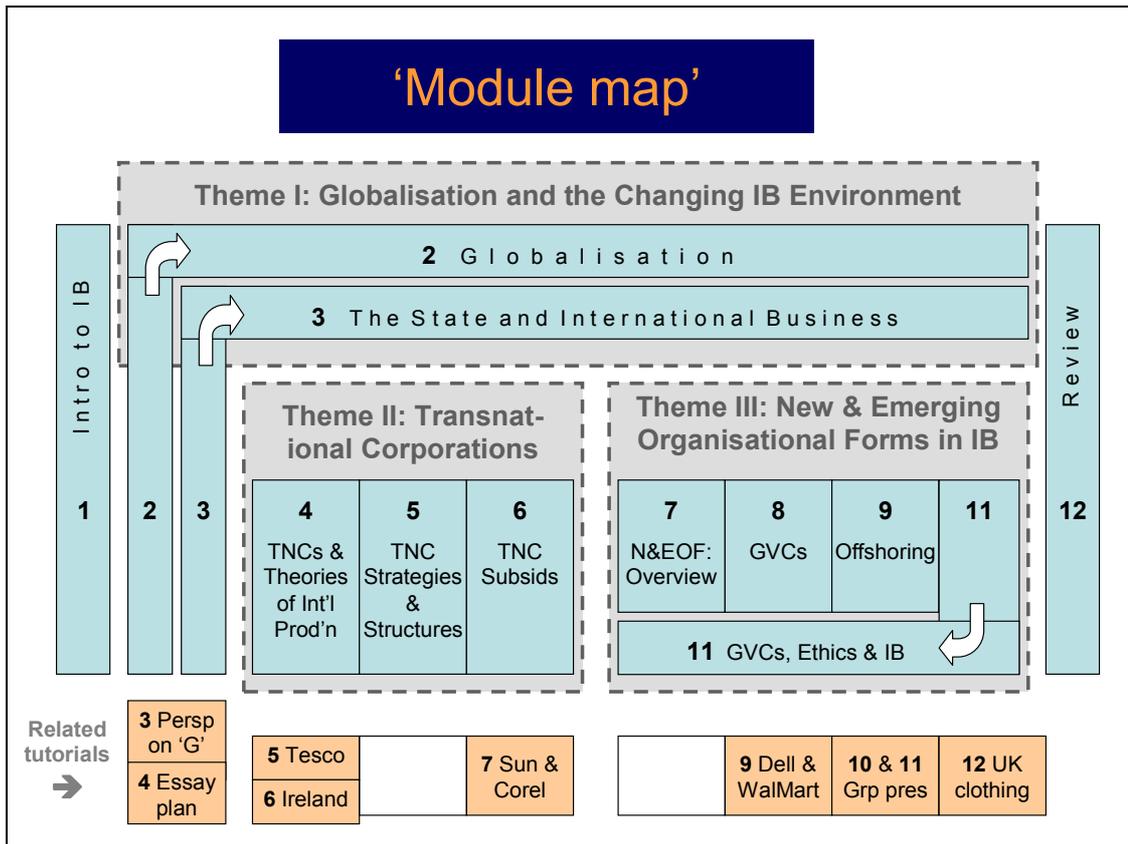
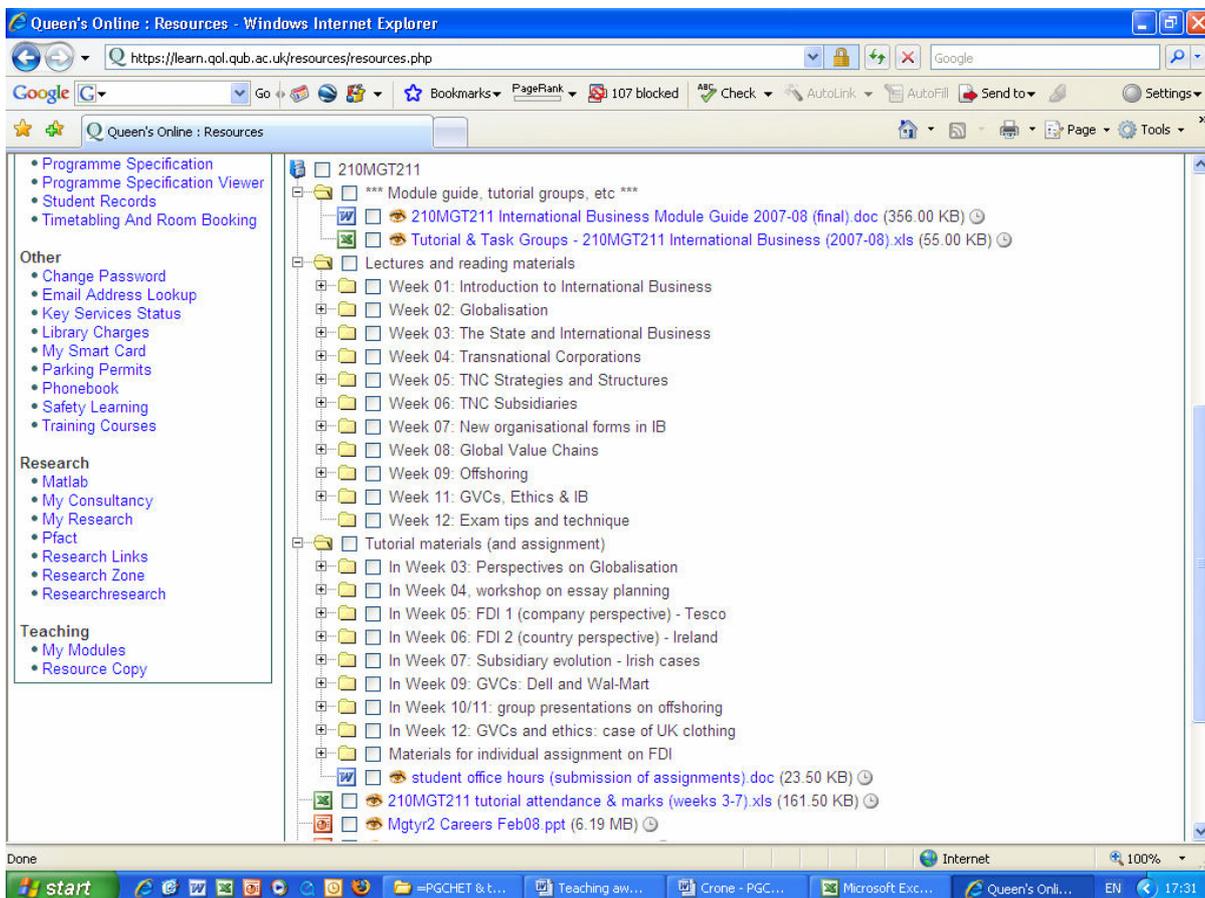


Figure 3: Queen's Online 'Resource Map' for 210MGT211 International Business (AY 2007-08)



*Please discuss how you assess your students and how you know this to be appropriate. Tell us about any changes you plan to make in your assessment practices in the future and why you believe this will be better.*

### (i) Changes to Module Assessment

Various changes were introduced during 2005-06 and 2006-07, as follows:

- (a) The introduction of tutorial 'hand-ins' linked to active learning-oriented tutorials (worth a total of 10%);
- (b) The introduction of a group presentation task (worth 10%);
- (c) The change from a 3,000 word essay-style assignment (worth 40%) to a two-part 2,000 word 'research'-based case-analysis assignment (worth 30%);
- (d) Reduction in weighting of end-of-module essay-style examination from 60% to 50%.

Following the principle of constructive alignment (Biggs, 2002) these changes to the assessment procedures were linked to changes in the intended learning outcomes for the module, and also reflected in modifications to the teaching methods used on the module.

### (ii) Rationale for Changes

- (a) *Tutorial hand-ins*: This innovation was an attempt to simultaneously encourage class attendance, promote student engagement and foster student learning. Previous teaching experience, had seen patchy student attendance, failure of students to prepare for class (e.g. by doing set readings) and unwillingness of the majority of students to engage in dialogue during the tutorial class (problems also identified by other practitioners, e.g. MacMillan and McLean, 2005). This approach drew on Race's (2001, p.31) observation that assessment methods can be designed to maximise student motivation, and prompt their efforts towards important achievements, and by the literature on 'active learning' which is said to accommodate a variety of learning styles, be more popular with students, increase student attendance and motivation, promote deeper learning and higher order thinking, and develop communication and other social skills (Bonwell and Eison, 1991).
- (b) *Group presentation task*: to diversify the assessment of the module whilst simultaneously enhancing its skills development potential (Brown et al, 1994). Group presentations allow management students to develop self-awareness, interpersonal, group work, leadership, analytical and communication skills – all useful for prospective managers (Sambrook, 2001).
- (c) *Change from essay style assignment to 'research'-based case-analysis assignment*: I sought to utilise and build upon my previous and ongoing research interest in the topic of foreign direct investment (FDI). The assignment design required students' to choose, 'research' and analyse two case studies on the topic of FDI – a country case study and a company case study. I believe this assignment is more interesting to the students than a conventional academic essay; in 2007-08 students have been allowed to choose their own cases. It also develops different skills (e.g. information search and management, critical awareness, analysis, application of theory to interpretation of 'real' cases) and, as such, is more clearly 'aligned' to the module learning outcomes.
- (d) *Reduction in exam weighting*: Race (2001) also outlines a number of compelling reasons why reliance wholly, or even predominantly, on exam-based assessment may be undesirable. From the point of view of student learning, exams may result in 'surface learning' strategies (such as rote learning), fail to actively engage students in the course material and result in poor motivation and attendance. Other research has demonstrated possible 'cultural bias' against international students in examination-based assessment (De Vita, 2002).

### (iii) Impact – Student Evaluations

As noted earlier (Tables 1 and 2), quantitative student evaluation data has been very satisfying and improved somewhat from 2005-06 to 2006-07. On the specific issues of assessment, qualitative

comments from student module evaluations has commented positively on varied assessment mix on the module and on the 50% CA component in particular. Thus strengths of the module were said to include: “50% of module (assessment) is completed before exam”; “the fact that 50% of the module (assessment) was coursework”; “assessment was split between group project, tutorials, essay and exam”.

Specific feedback on the tutorial hand-ins innovation - from tutor evaluation questionnaires - confirms that students found this an incentive to attend and prepare for tutorials. A number of students also pointed to the continuous learning benefits of this model (Box 1). In terms of the group presentation task, comments from students’ reflective group reports suggest this innovation has been successful in promoting the acquisition of both subject knowledge and transferable skills (Box 2).

**Box 1: Selected qualitative responses to tutor evaluation questionnaires**

*Q. What did you find most satisfactory about tutorials?*

- I liked that we got marks for handing in work at tutorials - it was a big incentive to go
- The fact that tutorials contribute to assessment was a motivator for learning
- Earning marks during the term helped continuous learning and made you do the work
- Doing work for tutorials then discussing it really helps embed the knowledge
- Successfully encouraged students to participate in tutorials
- Every tutorial was organised differently with different tasks - keeps students engaged

**Box 2: Selected student feedback on group presentation task (from ‘reflective reports’)**

- “I thoroughly enjoyed doing this presentation. I feel it was a worthwhile task in that we all are going away with a very clear view of outsourcing and offshoring.”
- “Working together as a group generated a wider variety of ideas and opinions.”
- “I enjoyed listening to other groups presenting their presentations and I took some valuable information from them.”
- “As a group we found the presentation interesting and enjoyable, we felt that it was a good way of learning about a certain topic and encouraged us to do research on our own.”
- “...a good way of developing communication skills and building confidence...”
- “...it tested our organisational skills and our ability to meet deadlines which was stressful at the time, but overall a good thing because we learned that we can cope under pressure.”

Word count: 1920 (including diagrams)

**(b) Supporting colleagues and influencing support for student learning (650 words)**

*Please discuss how you contribute to the development of colleagues within your School to promote learning and teaching.*

Two specific of examples are provided below in the form of citations from colleagues within the School of Management:

*1. Dr Julian Warner (Lecturer in Information Systems)*

“I discussed with Mike Crone the issue of how to encourage student participation in tutorials. On the basis of the discussions, I developed a scheme where students are required to prepare questions on current lectures and readings in advance of tutorials, are given the opportunity to ask the prepared questions in tutorials (to which I reply), and submit their written questions as evidence of tutorial participation (with marks for participation contributing to the final module mark). The practice has led to much more satisfactory tutorials, with satisfaction evidenced by student comments (such as ... favorite tutorials, allowed shy students to participate, other tutorials should be structured on this model).”

*2. Mrs Anne Davies (Senior Teaching Fellow, Head of International Programmes and Chair of QUB/ShenZhen University Joint Foundation Programme Review Committee)*

[comments regarding my PGCHET assignment: “Cultural Bias in Methods of Assessment”]

“This document has been circulated to the QUB/SZU Joint Foundation Programme, staff of the English Language Unit and the Foundation Programme Review Committee. Dr Crone’s work has informed the redesign of the Joint Foundation Programme. In particular, the academic induction programmes were revised in light of his findings”.

In addition, I have acted in an informal mentoring capacity to two junior colleagues within the Management group. Eunsuk Hong and Johan Lindeque were appointed to their first teaching posts in 2006 and 2008 respectively, having recently completed their PhDs. My informal mentoring has included passing on advice about teaching and assessment methods, and about related administrative practices and procedures within the School and University.

*Please discuss how you contribute to institutional initiatives to facilitate learning and teaching.*

I have recently contributed an article to *Reflections*, the University’s in-house newsletter on teaching, learning and assessment issues (Title: “Encouraging attendance, promoting participation and fostering learning in undergraduate tutorials: a new approach based on ‘assessed’ tutorial hand-ins linked to active learning-oriented tutorials”).

To date, I have not been involved in any formal QUB initiatives, except for my participation in various CED workshops. This is perhaps understandable for a relatively newly appointed member of staff with limited prior teaching experience.

*If you are involved in any regional/national/international initiatives, please discuss your contribution to them.*

N/A

Word count: 386

**(c) Ongoing professional development (650 words)**

*Please discuss the ways in which you undertake professional development.*

*Please discuss how you use these professional development activities to review and enhance your learning and teaching practice.*

*Please provide evidence of how this has led to improvements for your students.*

*Please provide some examples of how you review and reflect on your teaching to improve your practice, including your use of student feedback.*

**(i) Postgraduate Certificate of Higher Education Teaching**

I attended the two taught modules and successfully completed the four coursework assignments for the PGCHET during AY 2005-06 and 2006-07, and graduated in December 2007. My coursework received positive comments from the course tutors. For my 'review of assessment procedures' assignment, the assessor commented, "this is a very impressive piece of work... in many ways, this assignment is a model of reflective practice". This assignment was the basis for my recent contribution to *Reflections*. The assessor of my 'investigation of an issue in teaching and learning' assignment – which focused on cultural bias in method of assessment with respect to Chinese international students – suggested that the work might be taken forward for publication. The paper has been disseminated within the university and influenced programme design (as noted above). To summarise, there has been a clear link between my participation in the PGCHET, and the opportunity this afforded for professional development and reflective practice, and the various innovations and changes to my teaching and assessment practice, as outlined above in Section 2(a).

**(ii) Attendance at Various of Teaching-related Seminars and Workshops**

1. *"Making lectures more effective and interactive", workshop led by Sally Brown, University of Northumbria, 3 February 2006, Canada Room, QUB.*  
Following attendance at this workshop, and some sessions on the PGCHET, I have made efforts to introduce greater interactivity into my lectures. Following the 'active learning' philosophy (Bonwell and Eison, 1991), I have pioneered the use of short tasks – i.e. 'interactive windows' (Huxham, 2005) - in my lectures.
2. *"Linking research and teaching to benefit student learning", workshop led by Mick Healey, University of Gloucestershire, 3 April 2006, OSCR, QUB.*  
Attendance at this workshop inspired changes to the individual assignment for MGT211 International Business, as discussed above in Section 2(a).
3. *"Putting assessment for learning into practice", workshop led by Liz McDowell and Kay Sambell, University of Northumbria, 16 May 2006, OSCR, QUB.*  
Attendance at this workshop, combined with insights from the PGCHET (notably Sarah Marshall's session on designing assessment and Biggs' notion of 'constructive alignment'), led to a reflective review assessment procedures (and the aims and learning outcomes) on module 210MGT211.
4. *"Teaching international students", one day workshop led by Jude Carroll, Oxford Brookes University, 22 June 2006, UKCOSA, London.*  
My attendance at this workshop was stimulated primarily by my discovering that about 10% of the students on module MGT211 International Business were Chinese international students (recruited via the Shenzhen University foundation programme run by the School of Management). A secondary motive was my role as Programme Director for a new MSc Management course which was targeting international student recruitment. Recognising my limited understanding of international student issues, I attended this workshop and subsequently completed one of my PGCHET assignments on

experience of Chinese international students. A specific focus on cultural bias in method of assessment encouraged me to limit the examination component of the module assessment to 50%.

5. "Student assessment: lightening the load and increasing the learning", workshop led by Chris Rust, Oxford Brookes University, 23 February 2007, Canada Room, QUB.  
One specific innovation was the 'pilot' introduction of a tutorial homework sheet with a series of closed questions based on an assigned case. These sheets – part of the assessed tutorial hand-ins approach - were quick to mark but encouraged student engagement with the case material and the relevant theoretical frameworks. Tutor-led discussion of the answers to this task during the next tutorial class provided timely formative feedback to the students.

Word count: 584

## References

- Biggs, J. B. (2002) *Aligning the Curriculum to Promote Good Learning*. Constructive alignment in action: imaginative curriculum symposium, LTSN Generic Centre.
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- De Vita, G. (2002) Cultural equivalence in the assessment of home and international business management students: a UK exploratory study, *Studies in Higher Education*, Vol.27, No.2, pp.221-231.
- Huxham, M. (2005) Learning in lectures: do 'interactive windows' help? *Active Learning in Higher Education*, Vol.6, No.1, pp.17-31.
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- Sambrook, S. (2001) *Teaching and Learning 'Management' at University: Reflections on Three Small Innovations*. Published at HEA Business, Management, Accountancy & Finance Subject Centre: <http://www.business.heacademy.ac.uk/resources/reflect/conf/2001/sambrook> (accessed 10/07/07).