OBTC 2017 at Providence College
June 14th – 17th, 2017

Submission Template

SUBMISSION GUIDANCE

1) Title, Abstract & Keywords

After the Flood: forming green shoots by co-designing management learning

Business schools around the world face changing currents from political and economic forces, as well as changes to the academic profession itself. Looking back over several decades perhaps the biggest change has been the massive growth in student numbers participating in higher education: what we call the 'flood'. Working within a UK business school context, we are responding to these pressures with a 'co-design' approach to 'inquiry-based' management education – which is challenging and redefining the nature of academic roles and relationships. We will use this participative workshop to explore the implementation of co-design within undergraduate management education.

Keywords: Inquiry-Based Learning, Co-Design, Staff-student partnership.

2) Teaching Implications:

Background:

In recent years the authors' institution has set out to transform the process of undergraduate curriculum design and delivery, working with a new set of modules as part of a common first year. The aim was to fundamentally re-structure the governance of undergraduate education by using students as partners in the creation and ownership of the learning environment, and by harnessing the openness and scalability of digital resources to enhance student engagement. A business school co-design group was formed in 2014. The group began holding regular meetings with staff and students and embarked on a series of ambitious co-design projects in the school looking at the curriculum and teaching approaches. We are now in the third cycle of the group.

In 2016/17 the group continues to evolve beyond its original scope. In 2017 the group is working on many areas, including:

- Fostering a Digital Learning Environment, building on the work of Pinterest, Twitter and Blackboard innovation in the modules, by allowing Students to run this blog, a Twitter account and a Facebook page
- Increasing Student Engagement in the wider Business School, by working with students to organise field trips and guest speakers

- Helping to develop the transition of new students into the Business School, by using student-led content to bring everyone to common level in key academic skills before induction week
- Working with the academics and staff in the faculty to offer feedback and suggestions for assessment and feedback practices, whilst introducing new forms of feedback methods across the school
- Exploring student feedback and ideas regarding Self-Managed Learning, a practice used in both modules MANG1020 and MANG1018.
- Sharing the learning at national and international conferences.

Workshop Objectives:

The workshop aims to: 1) support the emergence of a clearer understanding of the process of co-design itself; 2) what it can offer staff and students attempting to navigate the complex environment of contemporary business schools; and 3) how it might re-shape educational programs and learning experiences in the future.

The approach offers many challenges to traditional teaching paradigm, roles and relationships. For example, the inquiry-based approach asks many questions about the role of the 'teacher' in shaping learning experiences.

The workshop will draw upon a range of resources including:

- Material from School's co-designed modules
- Conversations with current students and tutors
- Theory input from workshop facilitators
- Recently completed evaluations and research into student's experience of Co-Design
- Experiences of fellow workshop participants
- Reflections on practice.

This workshop will give participants the opportunity to:

- Develop an understanding of the principles and practices associated with the andragogy of Co-Design
- Hear what students have to say about Co-Design
- Consider how Co-Design can be adapted in their own teaching context
- Reflect on the professional practice and institutional implications of Co-Design.

Workshop 'takeaways' include:

- A felt experience of the Co-Design process

- An Individual Learning Programme shaped around the relevance of Co-Design to a participant's module or program
- Networking with fellow participants and, through conversation, exploring pedagogical/andragogyical issues
- A chance to think about personal practice development implications

3) Session Description and Plan:

The timetable below is achievable within 60 minutes based on previous workshops which have focused on elements of co-design. Our experience is that the topic raises many interesting questions for participants and stimulates rich conversations. If 90 minutes is available for session that that will work well, alternatively if accepted then we suggest the session is scheduled before a coffee or lunch break to enable the conversations to continue.

Time	Activity
10 minutes	Introduction to the principles and practices of Co-design by workshop facilitators.
5 Minutes	Conversations in pairs: What questions are emerging about the potential benefits and challenges offered by Co-Design?
5 Minutes	The voice of current students: brief presentation
10 minutes	Using a module for which they are responsible participants are individually invited to: 1. Consider how they might adapt Co-Design 2. Identify what questions students might have 3. Identify what questions staff and the institution might have. The output from this work will be a series of questions for further exploration (the first step in creating an Individual Learning Programme).
15 minutes	Groups of 4 form Learning Sets and briefly share their questions. Set members act as a resource for each other alongside the printed materials in the room. Through conversations participants deepen their inquiry questions and develop their Individual Learning Programme to include: 1. Overarching inquiry questions 2. Key activities needed to complete the inquiry 3. Outputs and audiences 4. Timescales
5 minutes	An opportunity for individual reflection to consider the personal practice implications of adapting Co-Design: *How does my role need to change if I integrate Co-Design into my teaching practice?*

	What skills do I need to develop?
	Where might I gain support for practice development?
10 minutes	Whole room discussion sharing insights, questions and implications for practice

4) Application to Conference theme:

From a UK perspective, the higher education system is experiencing many turbulent currents – including government reforms to create a more market-based system with students more clearly positioned as fee-paying customers; the move by UK government to create a new national Teaching Excellence Framework (TEF) to assess the teaching quality of universities and link this measure to ability to raise tuition fees; increasing political uncertainty with the referendum vote for the UK to leave the European Union; continual growth of the sector as a whole and increasing internationalization of the study population.

As some of the largest departments by student enrollment, business schools have to face all of these currents together. When looking back over a longer period we see many of these currents to be part of a trend of massive growth of the university sector. In 1900 less than 1% of the UK population went to university; today nearly 50% of young people are participating in higher education. We call this transformation the 'flood'.

In response to the complex and multifaceted pressures facing business schools we have been pioneering an innovative method of breaking down the boundaries between students and academic professionals; to grapple with and challenge the notion of students as 'customers'; and to challenge the traditional dichotomies of power to enable a more effective approach to curriculum design in the future. As the distinctions between 'teacher' and 'student' are being challenged, perhaps even 'washed away', Co-Design enables us to see green shoots of new roles and relationships, and means of creating knowledge and learning in university, as well as broader management contexts. Through Co-Design, we are building new processes to facilitate learning for both students and staff. This is a radical shift in the dynamics that previously have characterised business school environments. From these relationships, and the work we are doing, a vision is emerging: that of lively partnerships which place open and honest inquiry at their heart.

This work connects with many important debates within the field of management education, including questions of vocational versus academic/liberal learning (Statler and de Monthoux, 2015), scholarship of teaching and learning (Dean and Forray, 2015a), classroom versus experiential or work-based modes of learning (Kaplan and Renard, 2015; Dean and Forray, 2015b), the globalization of business and higher education (Bass and Pyper, 2016; Opall, 2016), the research-teaching nexus in higher

education (Brew, 2006; Spronken-Smith and Walker, 2010; Warner, 2016), and the nature of academic teaching as a profession (Chory and Offstein, 2017; Dachner and Saxton, 2015; Kaplan and Renard, 2015).

References

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5) Unique Contribution to OBTC:

This will be the first time that Co-Design work has been shared in this format. While some aspects of Co-Design work have been communicated within other conferences, this will be the first opportunity for participants at a conference to immerse themselves within a Co-Design experience, and apply their learning to their own professional practice. This is therefore a unique contribution at the OBTC conference.