Conference papers

Learning Teaching & Assessment

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Infusing critical thinking into Business Programmes. Video Case Studies:

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Video Snapshots of Critical Thinking in the College of Business

Resource from the Symposium on 29 October 2019

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Video Snapshot: impact synopsis from students	Critical Thinking Strategies in Business Programmes	Key Learning for Students
Thinking critically about media content and contexts		
Dr. Olivia Freeman and her students Amy Johnston, Lisa Bailey, David Barton outline their experience of CT embedded in the Communications module, which is common across first and second year programmes in the College. These students are on the BSc Business & Management. **PLAY STAFF VIDEO** **PLAY STUDENT VIDEO** 	Part 1 Each student keeps a diary of online news practices for 1 week and pairs up to compare. Part 2 Select three different (Irish-based) news sites (1) a legacy news site (any news organisation that was not born on the web) (2) an online only news site (e.g. thejournal.ie) (3) your own social media feeds. Work together to explore the content of all three sites/platforms.	• How do media shape our thinking? • To what extent is news constructed or created, and the content of media controlled by powerful corporations? • How do we define media literacy? • How can you develop media literacy skills? • What are the most read/most shared/most liked news items? • Do they differ across the various platforms? • What does the popularity of these items tell us about journalism in the era of social media? • Go to some of the most shared/liked news posts and explore the reader comments. What if anything, are they contributing to the news? • Which sites would you recommend to other people and why?
Be an entrepreneur for a day: Market Trader Project		
Oliver Herbst presents the Market Trader Project that is integrated into second year of the BSc Marketing programme in March/April and fourth year of BSc Business and Law and BSc Business and Management in November. His student Mariya-Victoriy Yatskiv discusses	Current Outline and Deliverables: • Group Idea Presentation based on ideas and team resources • Group Pre-Event Report	The Market Trader Real-Life-Project enhances students ability to: • Identify and explain issues. • Distinguish between types of claims and (factual, conceptual, and value). • Rrecognise implications of positions and arguments.

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the impact of the project on critical thinking skills. **PLAY VIDEO** 	based on intention, expectation and forecast • Group Post-Event Report based on experience and actual results, and group reflection • Individual Reflection Paper and individual Peer Review	• Recognise shareholder, stakeholder and context. • Consider methodology. • Frame personal responses and acknowledge other perspectives. • Reconstruct arguments. • Interpret content. • Evaluate assumptions, evidence & inferences.
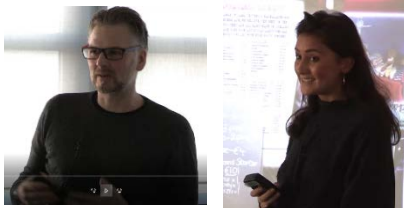
<p style="text-align:center">Infusing critical thinking into Management modules</p>

Keiron Fletcher discusses how he integrates critical thinking strategies into Organizational Behaviour Management for second year students, and Corporate Governance & Ethics and Strategic Management for fourth years. **PLAY VIDEO** 	• Create exposing contexts: Can paper cut wood? • Chimp memory test! • Ethical dilemmas/paradoxes – Coke-Cola: Core business v Social obesity. • Exposing the power of language - attributes of concepts. • Improving vocabulary – engagement with and application of. • Psychology insights integrated into theoretical application e.g. the power of sense-making. • Playing with intangibles: emotion driving actions or actions driving emotions? • Deep questions e.g. happiness, fulfilment, purpose, career identification in Mgmt & OB, CG&E. • Retail students: How is it that as consumers and customers we think of ourselves as unique individual beings, yet we are social beings at the same time?	• Generate engagement, gain trust, assist students to become more inquisitive & interrogative, play with mind and theory. • Indirectly facilitating students to self-diagnose their cognitive limitations – stirs a desire and motivation to improve. • Facilitate students to recognise the 'duty' they have to themselves and others to 'know and grow'. Challenges within Strategic Management: Cognitive, Creativity, Social & Communicative. *The mind is like a parachute, it performs best when its open!*

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How PBL supports critical thinking in authentic assessments in a Business School

Elaine Rossiter explains the piloting of PBL on a Performance Management graduate module, where a key element to the successful implementation of PBL is that the 'problem/project' is central and not peripheral to the curriculum. The rationale was to understand the viability of PBL in a business school setting, and consider how does PBL support critical thinking skills in a business school context?

PLAY VIDEO

1. Students were presented with a specific problem to analyse* (relating to Performance management in a real company).
2. A 'client visit' was organised where the client outlined their problem, students were encouraged to ask questions to get a full understanding of the issue (interpret problem). The client returned mid-way through the process to address any further questions.
3. During the 12 weeks, students discussed different learning issues (which promote problem solving and critical thinking) to be addressed, and explored & evaluated solutions, deciding on the best option for the client and their business based on academic research & best practice.
4. At the end, each group were required to present and defend their solution to the client outlining the basis for their analysis and their recommended solution.
5. Feedback was provided to students verbally after the presentation.
6. Students submitted a reflective learning statement.

Students formed into teams of 4/5 and undertake the following:

- Clarify the brief.
- Discuss and assign roles [Chair; Scribe; Reader/Timekeeper; Observer].
- Brainstorm ideas based on prior knowledge.
- Identify what they do not know (learning issues); What do they need to find out about in order to solve the problem?
- Reason through the problem.
- Specify an action plan, assigning tasks to each team member.
- Review what worked well in discussion and what did not.

Key learning: The process is just as important as the output.

Critical Thinking applied in an Investment and Portfolio Management module

Ruth O'Leary explores critical thinking within an Investment and Portfolio Management module, where there are many possible

The learners are provided with resources to access information. They are required to research and try different

Student Managed Fund:
- Team goals, strategy, allocation of tasks, responsibility for reporting.

outcomes, and no one right answer. It uses a Project-based learning scenario: The Student Managed Fund.

Ruth was joined by Shannon Heery from the third year of the Bachelor of Science (Hons) Accounting and Finance programme to discuss impact on critical thinking skills as a result of engaging in this project.

PLAY VIDEO

methods, both discarding and utilising information. The team, its management and interactions are key. Deliverables are the presentations, and students learning from their own experience.

Each student has a specific role:
- Head of Fund Role: Place trade and main point of contact with Goodbody; Ensure all trades are documented & bi-monthly valuation reports are completed; Main contact to ensure all stock picks are allocated and incorporated into fund; Main decision-maker over investment strategy.
- Chief Investment Officer (CIO): Decide exact stocks with Head of Fund & liaise with different sector analysts.
- Analysts: Must be allocated to a sector and select up to 3-5 stocks, undertake valuation metrics and report to assess which stocks are best suited for the fund's investment strategy. Analyst will present findings to fund managers and become part of the decision-making process. All final decisions made by Head of Fund & CIO.

- Goodbody Stockbrokers will provide mentors to each group.
- 2 X Presentations.
- Fund strategy and understanding of portfolio is essential.
- Using an online portfolio simulator https://www.stocktrak.com/ Students to use StockTrak platform (max 200 transactions).

- Voting might need to take place to agree on Head of Fund.
- Rotation of sector analyst might be a good idea.
- If numbers exceed due to demand perhaps extra analyst can be included under sector and therefore, sector heads become relevant.
- Presentations to take place in November and again in early February for ALL FUNDS.
- Each fund will present in Goodbody in March.
- Winners go through to overall final against other colleges.
- Highest performing fund – profits to go to charity.
- Overall winner – further money goes to charity.

Critical Thinking in Business Programmes - from a library perspective

Israel Chidavaenzi provides a comprehensive picture of how the library works in partnership with Lecturers in Business City Campus, with	Three lecturers from Business City Campus in TU Dublin share their views on the 'Critical Thinking' sessions	Critical thinking is a Graduate Attribute and there is a need for students to be able to identify, select & locate appropriate information sources;

a focus on a key session on offer - Evaluating Information & Thinking Critically.

This session is based on a model to show students how to evaluate information sources by examining: Currency; Relevance; Authority; Accuracy; Purpose.

Blooms Taxonomy is also utilised to support students in recalling relevant knowledge; sense-making of new material; using knowledge in new ways; breaking concepts into parts and understanding connections; making judgments based on criteria; constructing info in innovative ways.

PLAY VIDEO Part 1

PLAY VIDEO Part 2

designed and delivered by the library services team:

O. Freeman:
"Offers a valuable bridge between the demands of 2nd level education with its heavy emphasis on rote learning, and requirements of 3rd level which include students being able to demonstrate engagement with and critical evaluation of a range of academic literature/info sources. Content is carefully tailored to the needs of 1st year students and presented in an accessible way which promotes active learning. Delivery of the material by professional library staff signals to students importance of adhering to academic conventions/developing good academic practices from the outset of their 3rd level learning paths."

C. Nolan:
"Encourages students to engage with high-quality, peer-reviewed research in HRM from early in their degree. I have noticed significant improvements in the quality of material used to reference assignments from the Marketing degree students. They have demonstrated an ability to engage with this material and integrate it effectively into their coursework. This vital knowledge also stays with them as they progress into the Year 3 HRM module and for the applied project in Year 4."

E. Foley:
"Students take a casual attitude to data until they have to gather and analyse it themselves. I am keen that students should understand that data has to be interpreted and evaluated."

important to bear in mind that each assignment is different, and that there is information overload, so students need to know what the potential info sources are and why they are picking that particular one over others.

Students have a key role in their own learning:

- Take responsibility for own research.
- Take responsibility of what goes into assignments & essays.
- Think about the sources they are using – evaluate, do not just use.
- Ask questions about quality and credibility.
- Use a wide variety of sources.
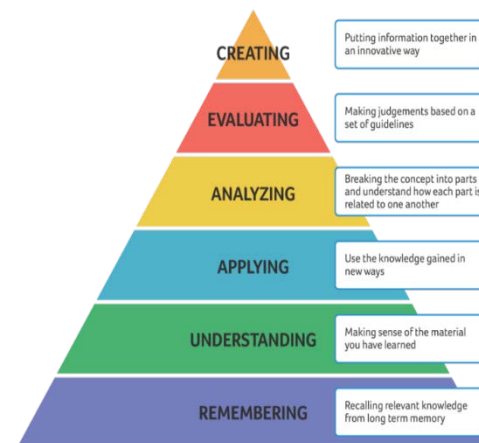
Critical Thinking and problem-solving in the changing world of marketing

Lucia Walsh's students Evan Wetherill and Simon Feeney, from the Higher Certificate in Marketing talk about the impact on critical thinking of their engagement in the Dublin Simon Community Live Case, and its legacy into subsequent modules e.g. how this project has informed their learning into third year of the Bachelor of Science (Hons) Marketing Degree.

There were 4 main areas to the project:
- The Dublin Simon Community Brief.
- Primary and Secondary Research.
- The Creative Piece.
- Presentation to 'The Dublin Simon Community'.

PLAY VIDEO

Client issue: to re-engage dormant donors/to gain new, younger supporters.
What students said: This was a full lecture by a DSC representative. Talked about what the DSC do, the range of services they offer and the issues they are having with donors getting older and that they needed a way of targeting the younger generation.

Student brief: engage in primary research for DSC, come up with a creative piece, engage in final presentation to client, reflect on learning (100% CA module).
What students said: Secondary research consisted of SWOT & PEST and competitors and target market. We get to understand what we are dealing with.
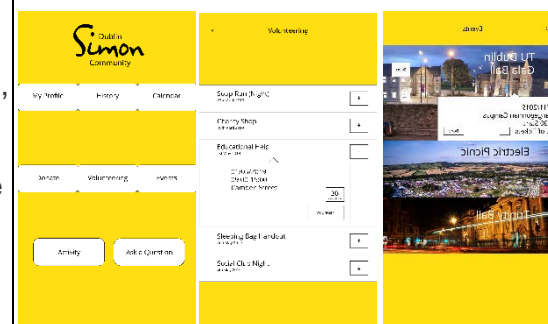
For the Creative piece, an App was developed and launched. Activity points, volunteering opportunities, donating, discounts. Then launched at the TU Dublin ball. The Presentation was in the boardroom, to a panel of people - both lecturer and DSC reps.

Self-directed nature of the work: At the end of every lecture, students were given time to work on the projects with lecturer guidance.
When deadline approached, they had double lectures to finalise the project.

Application of theory: key marketing concepts taught in year 1 of the degree were applied to a real-life situation and brand.

Practical approach: large white sheets with key points to the research were placed around the room, and students had to rotate and write down the main issues that were applicable to the project. The team was split into creatives, research, strategy, media & content – each had specific roles.

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