An Academic Essentials Case Study

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| Title | Formative Feedback for Level 4 Marketing & Digital Analysis | |
| Brief | The use of formative feedback to support L4 student assessment preparation for their first summative reflection. | |
| Profile | **Tutor names** | Jeanette Baker & Jayne Revill |
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| **College** | BTE |
| **Department** | Management & FABS |
| **Size of cohort** | 110 |
| **Technologies used** | Markstrat Simulation |
| **Hallam Model** | Module: Engage, Challenge, Collaborate, Thrive Formative feedback: Engage, Thrive |

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| The Aim |
| This is the first piece of reflective work these students encounter at SHU.  They are also being put through a challenging experiential learning situation that they have not encountered before.  The inclusion of the formative assessment is to give them the opportunity to reflect on their experience mid-way through the module **and** understand what the final assessment requirements are. |

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| Benefits |
| * Provide students with an understanding about what formative assessment is and how they can use it. * Students are more strongly prepared for their summative assessment. * Feedback provides clear guidance for application to the summative assessment. * Tutors identify student issues with understanding early in the module. |

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| The Approach |
| The format of the module uses the Markstrat simulation. All students operate in a management team to run their technological product company in a dynamic competitive environment. They have to submit a total of 8 operational decisions to deliver a Marketing strategy.  There are two pieces of assessment in this module. Students take the Online Preparation Test before they start using the simulation – this prepares them for using the Simulation and familiarises them with industry related terminology.  The summative assessment is an Individual Reflection on their Markstrat journey using 4 questions. These are related to customers, competitors, finance and products.  The formative assessment is a Team Poster using the same 4 questions. This is after 3 decisions have been made and gives time for reflection on their company’s market position. Each team addresses the 4 questions, submits their poster by 9am on a given day. Each team member is expected to contribute to the poster. Tutors then mark the work and each team is given the feedback at a specific team session. Tutors use the same marking grid that will be used for the Summative work.  The teams then move on to make more decisions (8 in total) using the feedback and can include the mid-way reflection in their final work. |

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| The Outcome / Impact |
| * The clearest message given at the beginning of the experience is that this is a safe learning environment and making mistakes is a good thing. In the feedback sessions we were able to remind teams of this and reassure them that their mistakes provided content for their final reflection. * Attendance monitoring – although not the remit of the formative assessment, it provided sufficient time for teams to settle and tutors to identify struggling or absent students. * Feedback sessions – most of these became discussions rather than just tutors feeding back. That demonstrated student understanding that they were operating and managing in an industry. Their use of terminology, data and questions demonstrated their level of engagement with the experiential learning situation. * Students who felt they were not understanding were apparent in the feedback sessions. Tutors could help them understand and ‘show’ them the application of the explanation in a live scenario. |

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| Future Developments |
| Continue to include the formative element. |

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| Recommendations |
| Explain the role of Formative Assessment several times and remind students that the Team Poster is the preparation for the Individual Reflection.  Feedback sessions provide opportunity for students to ask questions and use discussion to help boost their understanding of their role in a Management Team i.e. preparation for placement. |

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