An Academic Essentials Case Study

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| Title | Formative Feedback for Level 6 Food Perception and Consumer Behaviour students | |
| Brief | A formative feedback worksheet that students complete in the run-up to their first assignment, which is used as the basis for a formative feedback seminar session. | |
| Profile | **Tutor names** | Jennifer Smith Maguire |
| **Email address** | j.smith1@shu.ac.uk |
| **College** | BTE |
| **Department** | DSSM |
| **Size of cohort** | 80 (in seminars of approx. 15 students) |
| **Technologies used** | MS Word; online searching of library databases |
| **Hallam Model** | Engage; Challenge |

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| The Aim |
| To support students to make good quality, appropriate progress towards their first assignment. |

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| Benefits |
| * Support and reaffirm the assessment brief by setting clear expectations and practical steps as to the nature of self-directed work that should be undertaken for the assignment (see worksheet below). * Increase student confidence and motivation to undertake the task. * Reduce time spent answering student questions, by consolidating formative feedback within the seminar session and ensuring students come to the session with work already done. * Improve the efficiency of providing verbal (or written) formative feedback, through the worksheet components. * Increase the quality of student work, and minimize chances of failures (e.g. by students failing to start the task early enough, or misinterpreting the assignment). * Make formative feedback visible and tangible for students, through the labelling of the worksheet, and the way it is embedded (and labelled) in the programme of seminars. |

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| The Approach |
| * In general: the formative worksheet (see below):   + prompts students to get started on their assignment as early as week one;   + guides them in making the assessment more student-driven (e.g. they choose the focus for the essay);   + guides their independent study time through developing an annotated bibliography. * Timing: the formative worksheet is introduced in week 1 of the module, as part of the first lecture and assessment screencast. Students then complete the sheet (as part of the independent study component of the module) before their week 4 seminar. The worksheets form the basis of the week 4 seminar (which is explicitly badged as ‘formative feedback session’). Their assignment is then due on the Thursday of week 6. * Students have a deadline of the Monday of their 4th week (this reflected having only one seminar on the Monday to prep for; if the timetable frontloads seminars in the week, then I would move the submission to the Friday before the 4th week). As this is a piece of formative work, the deadline is optional; nevertheless, the majority of students met the deadline. * The worksheet layout makes it quick for the tutor to scan/note problems/areas for comments in advance of the seminar—i.e. as the prep time for the seminar. * The worksheet layout also makes it easy to structure feedback within the seminar—either individually, or noting common issues across the seminar group. Although I don’t use peer-to-peer in the session, this would also certainly work—e.g. the worksheet facilitates peer-to-peer learning (e.g. pairing students to compare progress and offer suggestions to each other). * A similar (group) formative worksheet is used to support the second assessment. |

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| The Outcome / Impact |
| * The worksheets were new to the module in 20/21 as part of me taking over module leadership (I had not taught the module before). * The worksheets were very well received by students. E.g. from the MEQ:   + Formative feedback worksheets worked well.   + Jen…has given very useful feedback on work.   + Loved all the feedback on assessments. Jen gave so many opportunities for feedback which really helped during both the essay and assignment. * (To be clear: the amount of time (staff time and timetabled module time) spent on formative feedback was the same as in previous years, but organised and delivered differently through the worksheets.) * Those few students who had misinterpreted the assignment brief were detected in good time, to ensure they were on the right track. * The quality of student submitted (summative) work was good, despite the pandemic (overall module average slightly higher than in previous years). |

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| Future Developments |
| * Continue to use the worksheets. Note point above re. moving the formative worksheet submission deadline ahead if the timetable frontloads seminars into the first of the week. |

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| Recommendations |
| * Annotated bibliographies are a great way to guide students’ independent study. |

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# Assessment Task 1: Essay Worksheet for Week 13 Workshop

Please complete the following table in advance of your week 13 workshop.

You can use bullet points to fill in the table; however, be sure to include proper citations (in general: keep accurate notes as to the sources for your content, carefully noting quotations vs. paraphrased content).

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|  | **Work completed/progress thus far** [tip: read/view the assessment brief and briefing video] |
| **Your chosen food/food practice** | [Tip: meet ASAP with your group to agree a focus for task 2.] |
| **Your chosen psychographic/cultural factor** | [Tip: see the ‘hunting & gathering’ video (task 1 assessment briefing video, part 2) for the first step in choosing this focus.] |
| **Annotated bibliography** | [Tip: aim for at least 15 sources, with a mix of market and academic research. For each, give a brief indication of the relevance/findings/focus. Can you identify 2-3 themes that cut across these sources?] |
| **Questions you have for Jen for the workshop** | [This helps me to know what will be most useful to you!] |