An Academic Essentials Case Study

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| Title | Formative Assessment in a Personal and Professional Development MBA Module  |
| Brief | Early feedback to improve overall outcomes with use of Turnitin to improve referencing |
| Profile | **Tutor names** | Jo Daley and Toyin Aderiye |
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| **College** | **Business, Technology and Engineering (BTE)** |
| **Department** | **Management** |
| **Size of cohort** | **4 cohorts of 100+ students** |
| **Technologies used** | **Blackboard Turnitin** |
| **Hallam Model** | **Thrive** |

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| The Aim |
| To provide early formative feedback to improve overall success in the module and to use Turnitin to improve referencing.In this module MBA students receive limited direct teaching input and engage in a number of self-assessment exercises leading to a portfolio of evidence of their personal and professional development over an entire year. The portfolio is made up of 5 tasks which build on each other to evidence their development journey. Early engagement is essential for success and the quality of responses to tasks 1 and 2 impacts on the quality of the subsequent tasks. The assessment is personal and written in the ‘first person’, a technique that students are not used to using at level 7.  |

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| Benefits |
| Early formative feedback ensures clarity of expectations and provides an opportunity to make changes prior to the completion of subsequent tasks and final submission of the portfolio. Turnitin is used for the formative submission to enable and encourage students to check their referencing and for the lecturer to provide feedback on this. |

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| The Approach |
| Tasks 1 and 2, out of a total of 5 are completed and submitted in draft form within a few weeks of completing the study day. These tasks include reviewing current literature on leadership skills and applying them to their own environments then analysing their own skills, identifying their gaps and developing an action plan. The subsequent tasks build on this so it is important to understand and complete these first 2 tasks successfully. Formative feedback is given using the following structure:**Task 1**: Conduct an analysis of the leadership skills you think are important for a 21st Century leader, using theory to support your analysis. Once you have discussed the leadership skills you think are important, consider your own practice and your current leadership skills.**Feedback**Thank you for your task 1 draft submission. I have made some comments under each of the following areas to give you some suggested improvements for your final draft.• Structure• Justification of your view of Leadership Skills for the 21st Century• Use of theory to support your view• Reflection on own practice and leadership skills in relation to those identified as important and use of Insights Report**Task 2**: Analyse and reflect on your present position (you could use a SWOT/TOWs, your Insights report etc.) and also consider your short/mid/long term career goals. Conduct a gap analysis of your skills. Following this analysis, and also considering your goals, create a personal development action plan using the form in the appendices. **Feedback**Thank you for your task 2 draft submission. I have made some comments under each of the following areas to give you some suggested improvements for your final submission.• Analysis and reflection on present position• Career goals addressed and justified• Analysis of skills gap• Personal development planning• Overall Feedback |

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| The Outcome / Impact |
|  The detailed formative feedback gives students clear guidance on what they have done well and where they need to make improvements prior to completing the rest of the tasks and importantly prior to final submission. Students who engage with the formative assessment process generally produce higher quality work for their summative assessment.  |

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| Future Developments |
| New drop-in sessions will be complementing the formative feedback approach to answer additional specific questions and to discuss the other tasks 3-5 |

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| Recommendations |
| * Consider early formative feedback in assessments that require the building of content upon an early foundation.
* Structure your formative feedback support to make it easy for staff to complete and simple for students to apply.
* Build periodic reminders into the teaching and on blackboard to encourage students to access and apply their formative feedback.
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