

“I found this to be probably the most in depth feedback I have received since my time at university.”

- *Business & Enterprise Student (Level 6)*

The outcome

The key outcomes from using online management of assessment on this module for students were:

- Improved academic performance through the students' in-depth understanding of the feed forward comments integrated within their assignment feedback
- Ability to begin planning their own improvements as they could see where they could improve instead of just reading a few written comments – there is a clear link back
- Identification of gaps in their own knowledge so they can build upon this
- Dialogic approach to assessment and feedback

Using technology to support both formative and summative feedback, as well as the design of assessments strategies, the tutor received positive comments from Business and Enterprise Management students relating to assessment and feedback:

- *“I think it worked better as much easier to look at feedback all in one place on Blackboard than looking through loads of notes to see what was said for future use.”*
- *“I really like the electronic script with the comments along the side, it shows numerous ways in which the assignment could be improved.”*
- *“I found the way the feedback has been presented is brilliant. It pointed out where I could have gained more marks but it also pointed out the parts that the marker thought was good. It's very easy to access having them online.”*

Profile

Tutor name:
Matthew Willett*

Faculty:
Sheffield Business School

Size of cohort:
Medium (40-60 students)

Technologies used:
Blackboard, Microsoft Word, Turnitin

If you would like your assessment practice captured and shared in a similar case study, please email ! Assessment Journey Programme

Created: June 2015

Future Development

The tutor plans to introduce:

- Innovation and creativity in assessment (e.g. video assessment tasks)
- Flexible frameworks for assessing students that focus less on implementation and more on choice in the format in which students submit their work
- Models of continuing and dialogic feedback

Recommendations

The tutor suggests that anyone interested in developing this approach:

- Be realistic about the needs and requirements of staff and ensure training is in place
- Understand that there is no one way of marking electronically – audio, visual, text-based, rubrics – it's the quality that counts not the means to do it
- Free up work space to allow for testing out and practising different methods
- Engage with the Head of LTA and Head of Department to embed practice and ensure success

*Matthew Willett was course leader for Business and Enterprise Management from 2011/12 to 2013/14, and became the Sheffield Business School Enterprise Champion. Matthew won an Inspirational Teaching Award in 2013.