



		<b>University</b>	<b>Glasgow Caledonian</b>
		<b>Department</b>	<b>Caledonian Business School</b>
		<b>Module</b>	<b>Business Management</b>
		<b>Overview</b>	This course is a level 3 business management module for students undertaking the Optometric Dispensing Diploma BSC. It is a small class with the traditional assessment structured split between one coursework assignment activity (50% of grade weighting) and end of term exam (50%).
		<b>Drivers for change</b>	There was little opportunity for formative feedback in the traditional format and the main problems have been low levels of student engagement, low grades and heavy marking schedules
		<b>Intervention</b>	The aim of intervention is to increase student engagement and confidence through promoting greater independence and collaboration on assignments and ultimately to embed a system that will lead to efficiencies in terms of assessment marking time. The focus is on gaining process measures through self and peer-assessment and social construction. Methods include the introduction of an electronic voting system in lectures and as an integral part of group presentations. The assessment structure will be altered through the introduction of self/peer assessed PowerPoint presentations. This will shift 20% of the marks towards the presentation from the course assignment, reducing it to 30%, while the end of term exam will remain at 50%.
		<b>Activities</b>	
<b>PROCESS</b>	<b>EMPOWER-MENT</b>	NICOL'S 7 PRINCIPLES OF GOOD ASSESSMENT DESIGN	<b>Principle 1</b> (clarify criteria) <ol style="list-style-type: none"> <li>1) By designing their own presentations, students have an opportunity to set their own criteria and standards.</li> <li>2) Students are given a small group task in wk 3 or 4 of the course and were instructed about it at the start of the course. Criteria for presentations is primarily derived from formative feedback from a practice presentation. During this practice session, there is no use of EVS or PowerPoint, however it does help to set the parameters of the assessed presentations.</li> <li>3) Students are encouraged to critique their peers' performances, with criteria provided through verbal tutor prompts at the end of the session, although formal criteria sheets were not provided in order to encourage the students to have to think on their own about what objectives and standards they believed to be important as performance indicators.</li> <li>4) The generic tutor feedback available in the Blackboard VLE system sets a standard against which students can assess their performance</li> <li>5) Students can view the class response to EVS questions during the lecture slot or at any time using the Blackboard system, which the EVS responses and graphs are posted on. This enables them to draw direct comparisons on their own performance against that of their peers, providing a framework for good performance.</li> </ol>
			<b>Principle 2</b> (self-assess, reflect) <ol style="list-style-type: none"> <li>1) Students are able to gain autonomy through designing their own group PowerPoint presentations and EVS questions to support it.</li> <li>2) Students are encouraged to incorporate their own personal examples into the presentations and are encouraged to think as independent business students rather than simply as optometric dispensing students</li> <li>3) Students engage in self-appraisal after the presentations</li> </ol>
			<b>Principle 3</b> (tutor feedback) <ol style="list-style-type: none"> <li>1) Students receive more positive, constructive written feedback on coursework than in the traditional format.</li> <li>2) Students can access and act on generic formative feedback posted on the Blackboard VLE system after assessments</li> <li>3) Students work together collaboratively to pool information, thus increasing the quality of knowledge obtained</li> <li>4) There has been an improvement in the quality of learning by students being able to bring key aspects alive by making the information relevant to real world experiences. This encourages higher level thinking and application to theory.</li> </ol>
			<b>Principle 4</b> (peer feedback) <ol style="list-style-type: none"> <li>1) Students engage in peer discussion in their presentation study groups and are encouraged to form independent study groups</li> <li>2) Students engage in peer and tutor dialogue during the critique opportunities after the presentation assignments</li> <li>3) Students take part in discussion during lectures prompted by the EVS questions</li> </ol>



<b>ENGAGEMENT</b>	GIBBS & SIMPSON'S 4 CONDITIONS OF TIME & EFFORT ON TASK	<b>Principle 5</b> (motivation)	<ol style="list-style-type: none"> <li>1) Students are motivated to learn by having more control in the learning design process of the group presentations</li> <li>2) In the course of viewing their peers giving presentations, students in the 'audience' role have the opportunity to vote with the electronic handsets at the beginning of the session on their self-assessed level of confidence in their knowledge of the presentation content and then again at the end of the presentation. This enables them to see over a short period of time, a concrete increase in their knowledge and confidence, which can boost their self-esteem.</li> </ol>
		<b>Principle 6</b> (close feedback loop)	<ol style="list-style-type: none"> <li>1) By designing their own assignment and setting their own EVS questions, students have an opportunity to close the gap between learning and performance by learning to think more like a teacher than simply from the view of a learner.</li> <li>2) Students can use the practice opportunities available before the presentation sessions and MCQ practice sessions to help to enhance congruence between learning and performance.</li> </ol>
		<b>Principle 7</b> (shape teaching)	<ol style="list-style-type: none"> <li>1) Students provide feedback to staff through EVS responses and class discussion, which has shaped the lecture content focus more towards application of theory than theory alone.</li> </ol>
		<b>Condition 1</b> (in and out of class)	<ol style="list-style-type: none"> <li>1) Although there are only two assessed tasks as well as the final exam, students are enabled to have sufficient opportunity to achieve a regular study routine because of the spread of the presentation task</li> <li>2) Students also have two formal opportunities over the module duration for self and peer critique on assessment in the course of presentations and practice sessions.</li> </ol>
		<b>Condition 2</b> (spread evenly)	<ol style="list-style-type: none"> <li>1) Students are required from week 4 of the course until their presentations near the end of the semester to engage in the task by adopting a specific role within the team. They must fill in weekly activity sheets that record their efforts and contributions to the collaborative task for that week, thus ensuring that each student is allocating the appropriate amount of time and effort to the most important aspects of the task.</li> </ol>
		<b>Condition 3</b> (deep not surface)	<ol style="list-style-type: none"> <li>1) Since the group presentations topics are congruent with 3 of the exam question topics, the learning outcomes of students having engaged with this task provide a significant opportunity for them to link feedback into subsequent assessment.</li> </ol>
		<b>Condition 4</b> (high expectations)	<ol style="list-style-type: none"> <li>1) Students can effectively communicate to each other clear and high expectations of the roles and standards that each is required to have in the team process for the presentation assignments by working closely together and formulating their own criteria.</li> <li>2) Students have an opportunity to gain knowledge of tutor expectations during the lecture discussions prompted by EVS responses</li> </ol>
<b>OUTCOME</b>		<b>Efficiencies</b>	<ol style="list-style-type: none"> <li>1) Although there have been no specific savings made in this semester with regard to staff time or costs, the long-term aim is that once the pedagogical principles have been successfully embedded in the teaching practice, the EVS resources could be used for assessed exercises in order to reduce marking time.</li> </ol>
		<b>Informal Learning Gains</b>	<ol style="list-style-type: none"> <li>1) Qualitative post measures from student interviews revealed that students felt that the introduction of the PowerPoint presentations and EVs, they had enjoyed the course more, had engaged more with peers, staff and lecture content and had been more motivated to learn. They also reported that taking an active part in the assessment process had increased their confidence and had impacted on their life-long learning skills by encouraging them to form their own study groups and relate academic material more to real life examples, thus approaching learning in a deeper manner.</li> </ol>
		<b>Formal Learning Gains</b>	N/A