

Developing professional practice through collaboration and dialogic formative feedback

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Context for the case study



Year 2 students studying an accounting degree with an Information Systems (IS) focus (class also includes students on Extended programmes)



A core *Financial Analysis and Professional Practice* module:

Financial analysis – includes researching corporate information using online sources consistent with their degree's focus on IS

Professional practice - includes teamwork and presentation skills

Module design



Delivery: 12 weeks x
2 hour workshops



Assessment design:



initial research
findings report



group presentation



final report



(Written) feedback from earlier assessments
feeds forward into later assessments

2018–19: Motivation for change

- The use of online resources can have a negative impact on the relationship between students and their lecturers as interaction between them can become limited (Dumford and Miller, 2018)
- Opportunities to discuss ideas with peers can be restricted for IS students
- Students learn technical skills which will be of interest to employers but we wanted to increase IS students' (confidence in their) transferable skills

Reference

Dumford, A., & Miller, A. (2018). Online learning in higher education: exploring advantages and disadvantages for engagement. *Journal of Computing in Higher Education*, 30(3), 452-465

Changes



Increase the amount of formative dialogic feedback before each summative assessment



Bring an employability consultant into the teaching team to develop students' transferable skills, increase students' confidence in their employability, promote placement applications and become a known contact in the employability office

Feedback design

Ongoing dialogue	Formative feedback on future submission	Summative assessment	Feed forward to next item of summative assessment
Portable laptops in class to facilitate supervised research and ‘informal formative’ feedback, plus peer support	Written feedback via email by module leader – low engagement	Initial research findings report	Written feedback on initial findings/ areas to develop in presentation and final report
	Verbal feedback on mock presentations in groups by employability consultant	Group presentation	Written feedback on areas to develop in the final report
	Verbal feedback from module leader on a draft final report	Final report	

Collaboration with employability



Module
Design

Teamwork
with Lego

Presenting
through
storytelling

Feedback on
mock
presentations

Results



Our approach delivered a good student experience:

92% of students are satisfied with the teaching on the module

92% of students agree that the module has helped to enhance the skills and knowledge needed after graduation

“X was very supportive throughout the module”

“I have really enjoyed this module”

“This was one of the best modules this year”



Average module grade increased by +8% in 2019

Conclusion



Within an IT learning environment we can use dialogic feedback and collaboration to increase:



students' engagement in their learning; and



confidence in their professional practice, including:



verbal communication



presentation skills



**CHANGE
STARTS
HERE**

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