The following learning outcomes for the module are applicable to this assignment:

* Critically evaluate assessment practices in a range of educational contexts, including your own, and analyse these in order to inform and enhance practice.
* Evaluate the validity and reliability of different assessment forms (including e-assessment methods) and the appropriacy of their use for the stated purposes in a given educational context, identifying their advantages and shortcomings.
* Explain the relationship between assessment, feedback, learning and instruction both generally and in the context of your own teaching practice and context.

**Resubmission Question**

Your response should be **2,000** words.

*Using the given background information and context in the Assessment Case Study provided below (pages 3-7), create a written* ***report*** *which critically evaluates  the assessment tool (****case study report****) used to measure student learning and provide recommendations for enhancements to assessment practice with reference to relevant literature and own teaching context.*

**Guidance**

1. Briefly present the Case study in your**Introduction**.
2. What is the current assessment tool/method used to measure student learning? Examine the **appropriacy** of its use for the stated purposes in the given educational context.
3. Evaluate the **validity, reliability** and**effectiveness** of the assessment tool/method with relation to theory/literature.
4. What are the**strengths** of the particular assessment type?
5. What are the areas of **weaknesses** of the particular assessment type?
6. Evaluate the **conclusion** of the case study with relation to the successful introduction and use of digital assessment referring to relevant theory/literature.
7. How might you make r**ecommendations** for enhancements to assessment design and/or practice with reference to literature?
8. Remember to provide a short summary of the main points in your **Conclusion.**

**Assessment Case Study**

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| **Title:**  **Transforming assessment to enhance learners’ digital skills: a case study of introducing VLE-based digital assessments and feedback in an International Pre-Master’s programme subject module.**  **Background information and Context**  This case study outlines the introduction and use of VLE e-assessment at an International Pre-Master’s Year compulsory subject module in Strategic Management. The module was developed as a result of an annual Programme Curriculum Review where a decision was made to introduce formative and summative digital assessment and feedback elements in this academic subject module in order to improve student experience and employment prospects via enhancing learners’ digital skills.  This module aims to provide students with an overview of the theory and practice of strategic management in business (and related) contexts, to develop students’ knowledge and understanding of key concepts and principles of strategy/strategic management and encourage critical evaluation of how they impact organisations at corporate, business and operational levels, and to provide opportunities for students to practise and develop critical evaluation and digital skills through the application of theoretical knowledge to real-world business contexts and to identify and appraise strategic management in action. Upon successful completion of this module, students should be able to demonstrate achievement of the following learning outcomes:  Module Learning Outcomes   * Exemplify and explain key concepts in the field and appraise the role and significance of these factors in the business context. * Explain how theory informs the stages involved in the strategic management process. * Evaluate how certain factors influence an organisation’s strategy and explain and critically appraise how strategic decisions might impact various levels of an organisation. * Explain and critically appraise the role of environmental analysis, innovation, entrepreneurship and business ethics in the development of strategy. * Critically appraise the strategic choices of a range of different business organisations with reference to relevant sources.   Academic Literacy Outcomes   * Use theoretical concepts to analyse real-world practices. * Articulate an opinion and justify with reasoning, evidence or reference to appropriate sources. * Use subject-specific vocabulary effectively. * Apply digital literacy skills to complete academic and real-world tasks.   Contact and Study Hours  This module consists of 200 notional learning hours. It runs for 20 weeks in total, over two academic terms. Class contact hours are 60 and independent learning hours are 140.  Learning and Teaching Methods  Classes are small and all sessions are highly interactive, involving tutor input, student-led discussion, small group work and individual, and group presentations. Seminars are student-focused and emphasise the application of knowledge gained in the preceding lecture.  Incorporating Technology Enhanced Learning (TEL) and assessment include the following:   * Delivery in line with integrating blended approaches to learning and teaching. * Module overviews indicate opportunities for the integration of TEL both in class time and as directed self-study. * A variety of interaction, material and media to keep lessons fresh and engaging – particularly with regards to sources of input and content. * A learning experience that meets the expectations of increasingly computer-literate students and prepares them adequately in this regard to study at a UK university. * Introduction of new digital assessments and feedback, the VLE-based exam and VLE-based Case study report feedback.   Topics/Themes   * Definitions of ‘strategy’ and ‘strategic management’. * Strategic planning: analysis, mission, values and goal setting, strategy implementation and evaluation. * Strategic management at three levels: corporate, business, operational/functional. * Strategic purpose and capability. * The role of culture in organisational effectiveness. * Theories of organisational development, e.g. markets and products/services. * The principles of international strategy. * Innovation and entrepreneurship. * Business ethics. * Strategic management and other business disciplines, i.e. marketing.   Directed self-study   * Learner autonomy is encouraged, but teachers will guide students in task selection, check set tasks and give prompt and constructive feedback. * Teachers will make use of college Virtual Learning Environments (VLEs), as well as other electronic resources, to facilitate monitoring of students’ work, i.e. formative assessment activities such as mock VLE-based tests, VLE and Kahoot quizzes, Padlet mini essays, etc. * Self-study tasks will be linked to the content delivered during contact time, allowing students to review and build upon the target subject content and skills.   **Overview of Assessment Strategy**  As part of this module, students are required to complete a number of formative and summative assessment tasks at regular points throughout their programme. The focus of the formative assessments is on learning – students will receive feedback on their performance and will have opportunities to demonstrate how they improve and progress towards the achievement of module learning outcomes in subsequent formative and/or summative assessment tasks.   |  |  |  | | --- | --- | --- | | **Assessment task** | **Weighting %** | **Indicative Timing** | | VLE-based exam | Formative | Week 6 (approx.) | | VLE-based exam | Summative 40% | Week 10 (approx.) | | Case study report | Summative 60% | End of module |   The VLE-based exam  This is a digital mid-module summative exam that covers themes 1-6 from module teams list. The assessment comprises of 30 multiple-choice questions (MCQs) and 1 mark per question is awarded in the form of immediate feedback after exam completion. The exam weighting is 40% of the total module mark and the delivery mode is a VLE-based digitised assessment. The exam is automarked and the marks are reported as a percentage. The exam is developed by the Module Coordinator with the help of an assessment blueprint created by the Assessment Development Team. All items (individual questions) should meet the following requirements:   * Test acquired knowledge and the application of that knowledge rather than language skills. * Use direct and clear language. * Use terminology that has been used during lessons. * Focus on a single idea rather than a combination of subject matters. * Ensure that all options are homogenous, plausible and as concise as possible (giving detail where required though). * Ensure that a representative sample across topics/themes is given in each version created and similar ground is not covered by more than one item.   **An MCQ item example:**  Businesses do not operate in isolation. They are affected by the activities of competitors, the power of buyers and/or suppliers, and customers’ response to their products in a highly competitive environment. Which one of the following will be of most benefit to a company when planning strategy?  a) VRIO analysis  b) Game Theory  c) Scenario analysis  d) STP Process  **A ‘drag and drop’ item example:**    The End-of-Module Case study report  **Context**  The world of business is rapidly changing and becoming more international. As businesses internationalise, they face a great many opportunities and challenges and they must be aware of the impact of robotics and artificial intelligence on the way that they operate. As companies develop their international businesses, they face a number of challenges. Businesses need to conduct an environmental analysis and innovate into new products or services that are appropriate for the international environment and understand the importance of business ethics in international operations. In addition to these operational factors, businesses face challenges as how to market their goods and services when they enter international markets.  **Report writing task**  Students should select two companies that are not from their home country, and conduct research to find out how they have developed their international operations. The research will then be presented as a report of approx. 2000 words with the following sections:   * Section 1: Introduction * Section 2: International Development * Section 3: Business Challenges * Section 4: Factor evaluation * Section 5: Conclusion * Section 6: Reference list   The assessment must be typed in Arial font 12, with 2.0 line spacing and submitted electronically via the VLE Turnitin plug in page. Assessments submitted after the submission deadline may incur penalties or may not be accepted. The assessment will be marked on the VLE and written feedback will also be provided on the VLE.  **Conclusion**  After the module was taught for one academic year, the following important conclusions were made: the effective adoption and use of VLE-based digital assessments and feedback is achieved through reliable processes that encourage both student and staff trust in the systems and processes adopted; additionally, via enhancing the student experience of assessment though clear and constructive feedback, and by allowing for timely and easily accessible feedback to be given to students. In turn, thishelped to increase staff confidence and participation in delivering digital assessment, so that an increase both in digital VLE-based assessment and in the use of online feedback was seen. To illustrate and put the increase of digital assessment and feedback in context, during the 2018/19 academic year, approx. 70% of modules in the International Pre-Master’s programme had at least one formative or summative assessment that was submitted and/or received feedback via the VLE. |