

Feedback ,Teaching and Learning at WBS

Grier Palmer and Dr. Rochelle Sibley

- **Grier Palmer**
 - Assistant Dean WBS, Creativity
 - Chair, WBS Teaching and Learning group
- **Dr Rochelle Sibley (Rochelle.Sibley@wbs.ac.uk)**
 - WBS Academic Writing Programme

Feedback ,Teaching and Learning at WBS

Grier Palmer and Dr. Rochelle Sibley

- **Training PhD tutors to give feedback**
- **Feedforward/Feedback on academic writing – PhD tutors and 1st years**
- **Case of PhD tutor feedback training and 2nd year students feedback process**
- **Innovations and next initiatives at WBS:
Formative/Summative 3rd year case; Ugrad Podcasts; Personal Tutors - WBS**

Training doctoral students as Undergraduate tutors

Interactive workshop that covered:

- (Assessment With LDC – compulsory for all tutors)
- The function and different forms of feedback
- How to give effective feedback via examples
- And feedback on academic writing: Rochelle

Training doctoral students as Undergraduate tutors

Interactive workshop that covered:

- The function and different forms of feedback
- How to give effective feedback via examples
- What the **students** have been taught about academic writing
- WBS criteria for good writing
- Further sources of academic writing **support for students**

WBS AWP initiatives

- Training doctoral students to give feedback (2012/13)
- **Formative assessments for undergraduates (2012/13)**
- Feedback phrase library (for 2013/14)

Formative assessments

The first year assessment

- Covered **ALL** WBS first year undergraduates via two core modules
- Was delivered in collaboration with the Library's Student as Researcher programme (no face-to-face teaching needed)
- Springboard for their first assessed essay

The final year assessment

- Covered 200+ finalists via an optional module
- Was a draft of half of the full assessed module essay
- Needed no extra face-to-face teaching

GLOBAL INTEGRATIVE PROJECT. IB 2500.

INDIVIDUAL ASSIGNMENT

DUE 29 April 2013 before Noon

- GIP Individual assignment
- 60% Module Marks

Q.1.

With reference to the project country, research and critically discuss a theme(s) and/or an issue(s) in the team's project work, applying key International Business concepts, models, ideas. 80% weight

Q.2

Reflect critically on your individual study: selection of issues, findings and also your own research processes. 20% weight

- Maximum word count: 2000 words (no +10%).
- Exclusions from word count, as Report: word count excludes referencing in text, footnotes, references list, bibliography; and Appendices*
- * Up to 4 pages of Appendices allowed.

Marking criteria :

Researched knowledge of the country.

Understanding of the

International Business concepts used.

Analytical ability – in research and using the models

Synthesis and conclusions

Critical ability – questioning arguments and sources

Communication, including presentation and structure.

Originality!

OVERALL QUALITY OF RESEARCH AND WRITE UP;
PLUS CRITICAL REFLECTION.

GLOBAL INTEGRATIVE PROJECT. IB 2500.

INDIVIDUAL ASSIGNMENT

DUE 29 April 2013 before Noon

- GIP Individual assignment
- 60% Module Marks

Q.1.

With reference to the project country, research and critically discuss a theme(s) and/or an issue(s) in the team's project work, applying key International Business concepts, models, ideas. 80% weight

Q.2

Reflect critically on your individual study: selection of issues, findings and also your own research processes. 20% weight

- Maximum word count: 2000 words (no +10%).
- Exclusions from word count, as Report: word count excludes referencing in text, footnotes, references list, bibliography; and Appendices*
- * Up to 4 pages of Appendices allowed.

Marking criteria :

Researched knowledge of the country.

Understanding of the

International Business concepts used.

Analytical ability – in research and using the models

Synthesis and conclusions

Critical ability – questioning arguments and sources

Communication, including presentation and structure.

Originality!

OVERALL QUALITY OF RESEARCH AND WRITE UP;
PLUS CRITICAL REFLECTION.

Feedback ,Teaching and Learning at WBS

Grier Palmer and Dr. Rochelle Sibley

- Training PhD tutors to give feedback
- Feedforward/Feedback on academic writing – PhD tutors and 1st years
- Case of PhD tutor feedback training and 2nd year students feedback process
- Innovations and next initiatives at WBS:

Formative/Summative 3rd year case; Ugrad Podcasts; Personal Tutors - WBS

Formative assessments

The first year assessment

- Covered ALL WBS first year undergraduates via two core modules
- Was delivered in collaboration with the Library's Student as Researcher programme (no face-to-face teaching needed)

The final year assessment

- Covered 200+ finalists via an optional module
- Was a draft of half of the full assessed module essay
- Needed no extra face-to-face teaching

Feedback ,Teaching and Learning at WBS

Grier Palmer and Dr. Rochelle Sibley

- Training PhD tutors to give feedback
- Feedforward/Feedback on academic writing – PhD tutors and 1st years
- Case of PhD tutor feedback training and 2nd year students feedback process
- Innovations and next initiatives at WBS:

Formative/Summative 3rd year case; Ugrad Podcasts; Personal Tutors - WBS