



Advertisement Video and Group Presentation

Faculty: Business School

Module name: Marketing

Degree: iBSc/JH Undergraduate

Management degree Biochemistry with Management (BSc 3YFT)

Biochemistry with Management (BSc 4YC)

Biological Sciences with Management (BSc 3YC)

Biological Sciences with Management (BSc 4YC)

Biotechnology with Management (BSc 4YC)

Chemistry with Management (BSc 4YFT)

Medical Biosciences with Management

Medical Biosciences with Management (BSc 4YFT)

Medical Sciences with Management (BSc 1YFT - intercalated)

Medicine (MBBS 6YFT) -

Intercalated Year in Management

Level: Undergraduate

Academic Years: 2021-22

Format: Group video and presentation

Approximate number of students: 107

Duration: 30-60 seconds product commercial created; 10 min presentation

Weighting and credit: 30%

Module ECTS: 5

Module Type: Elective

Insights colour key

Educational Developer

Inclusivity

Learning Designer

Registry

Careers

Assessment overview

This case study outlines the concept of a group assessment in Marketing. The assessment included the creation of a commercial for a novel product or service with an associated group presentation (group formed by programme team of 6-7 students each) illustrating the product or service concept, the distribution strategy, the pricing, and the theory behind the commercial. The 30-60 second commercial is suggested to be uploaded on YouTube (as unlisted video), and is part of a 10 minute in-class presentation. Students had roughly 3 weeks to prepare and complete the assessment.

Design decisions

Rationale for the assessment

This is an engaging assessment which requires conceptual thinking in terms of the module's core content and 4 Ps of Marketing, which include decisions on product, price, place, and promotion. These are used when developing marketing strategy, and thus the assessment ties in the fundamentals of marketing quite well. Creativity is important too, as students need to develop a novel product or service idea, and create a commercial for it based on concepts and theories from the lectures. Video was chosen to make the assessment more engaging. Students can produce the video using any technology they want and are encouraged to upload the final output on YouTube.

Alignment with other methods and the ILOs

The assessment is stated to be a very global assessment of learning. The term global in this context is used to indicate a wide breadth of content coverage. Additionally, it is noted this assessment especially prepares students for the final exam, because the exam covers the same material covered in class, covered by the assessment. Further linkages to other courses on related modules can be made, in terms of the creation of content and group presentation.

Practicalities

Preparing students for assessment

The lecturer runs individual group coaching sessions with the students a few weeks before the submission deadline. Each group meeting runs 10-15 minutes. Feedback is given on ideas and progress. Questions are asked and answered about the presentations.

Marking arrangements

This assessment had a set marking rubric, and two independent markers who agree group marks. There was one overall mark, but sub-marks for the presentation and commercial. The task involved deriving a marketing strategy for a novel product, hence an application of the four 4 Ps of Marketing. The three main categories of the marking rubric include the marketing strategy, support of decisions, and hygiene factors. This includes

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Role: Associate Professor of Marketing; Module Lecturer



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time management, and a group peer review system built into the assessment. There is peer feedback after each presentation so that one syndicate team is associated with another one to ask them questions and give feedback on their presentation. This feedback does not impact marks for the team to which feedback is provided to but influences the mark of the team providing the feedback.

Feedback arrangements

Following the presentation, there is brief oral feedback provided by both lecturer and peers. There is additional written feedback for each group provided by the two markers (although aggregated) when students receive their marks for the assignment. The purpose of the feedback is to:

- Appreciation of effort and hard work.
- Improve outcomes by reinforcing good ideas, asking students to re-think ideas that may not have met the bar, and to discuss pros and cons of implementation.
- Explanation of the mark and to show ways to further improve. .

Student perspective

Based on past student surveys, this assessment has received the highest possible marks for overall satisfaction. Students were able to identify the assessment involved the application of content learnt in class through lectures to devise their potentially marketable ideas. The students noted the material taught in the course was enough, if applied properly, to earn them a good mark. Students felt the assessment markings were fair representations of their strengths and weaknesses, in terms of marking feedback. This is viewed to be a 'fun' assessment, whilst allowing the students to put all of the core content of the module in practice.

Advantages of the assessment type

- Comprehensive assessment covering all class course content;
- Prepares student for course exam;
- Interactive, engaging, 'fun' assessment for the students;
- [It is aligned well with professional practice. Students are going to have to work in a group no matter what they do. There are hardly any](#)

[job descriptions that do not equivalent a group working collaborative element. Being able to work in a group helps students develop related transferable skills;](#)

Limitations of the assessment type

- This assessment can suffer from the 'Endowment Effect', meaning, a student invests a lot of time and effort on the project, and therefore assumes they will receive a higher mark just because of that. However, a student who spent a lot of time can still fail if they do not correctly apply the marketing theory;
- Especially with the coaching sessions, watching the presentations, and marking, the assessment is a lot of work for the lecturer.
- This assessment might be more suited for a younger, tech-savvy cohort, perhaps better for undergraduates and younger postgraduates than more senior postgraduates.

Advice for implementation

- Do the aforementioned coaching sessions to help students prepare for approaching assessment and monitor their work;
- Make sure the marking principles are transparent, understood, and clear to the students to remedy the endowment effect;
- With any type of assessment it is important that the students understand what they are expected to do and this is also the case with any kind of group work. It is crucial to outline to students how the team is expected to work together, especially in environments where students need to successfully work together under time pressure. Getting students set the ground rules in advance is sensible so that they can establish a way forward. See this case study for ideas how this can be successfully achieved;
- It can be a useful to incorporate a small task into the assessment, whereby students either reflect on how their group worked together and/or they produce a short document detailing how each member contributed. By making this explicit as part of the assessment, this can help to set expectations from the outset and stimulate some discussion about what constitutes a 'good' team;
- While important for all assessments, for



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'non-traditional' approaches it is particularly important that both staff and students are clear on the purposes, benefits and expectations involved. Appropriate opportunities for formative assessment and feedback built into the programme / module design can be key in this;

- Self or peer review / assessment of [exemplars](#) could be an effective means of formative assessment and / or preparation / helping to manage students' anxieties relating to approaching assessments. It might also help to give clearer guidance / a breakdown structure to show how long they are expected to spend on each part of this. In cases where using examples of past student work is inappropriate, developing some 'sample' exemplars which could be used as a review exercise so that the students get a better idea of what 'good' performance looks like. Watch this video on [pros and cons of using exemplars](#) and [strategies on how to successfully use them](#);
- Give consideration to how groups should be created. There are different approaches that could be followed, it is important to have a clear rationale for why you think your chosen approach works best given the circumstances
- When introducing [group work](#) some consideration needs to be given to how students with specific learning needs can be successfully participating in group interactions. All students involved should benefit from inclusive practice this means that inclusivity considerations can be embedded within standard practice around preparing students for group work. This can be done through discussion around the allocation of roles and better understanding how others, including those with specific learning needs such as dyslexia, autism, dyspraxia etc learn and communicate. Individuals should be mindful of that and think about the delegation of individual tasks that are appropriate to what individuals can do. Therefore part of preparation for group work is considering how others can be mindful and empathetic towards other group members.
- Some believe that students take peer assessment more seriously if they are required to give a mark, so if you choose to adopt that approach, like staff, students need preparation for peer assessment. As well as being introduced to assessment criteria

and rubrics / mark schemes ahead of time, it is beneficial to allow students to use these tools to assess exemplars of students' work with different strengths and aspects for development. You should seek permission to use anonymised exemplars from the originator or create examples based on typical student work.

- It's always good to link to the copyright guidance on Imperial website if students are allowed to use that kind of material for their assessment. This helps them better understand regulations which can be helpful for the future;
- Ensure there are opportunities for alternative approaches to demonstrating assessment criteria for students with disabilities;
- An important thing to consider with fast paced assessments is allowing for cases of mitigation so that students with extenuating circumstances who will be granted an extension can participate in the assessment. Same applies to students with disabilities, who also should have reasonable adjustments to be able to take the module and successfully complete their assessment;
- When it comes to deciding on whether to provide specific guidance on video assessments in terms of the technology etc, it is useful to consider if there is a level of creativity involved in the task. If the purpose of the task is for the students to be creative, it is useful to give the students some freedom and not be too prescriptive with what tools to use and how. However, some students prefer to have some resources to rely on because they feel uncomfortable if they have to start completely from scratch without any guidance. The teaching team therefore needs to weigh in the emphasis on creativity (or its lack) and the nature of the cohort. It is useful to give students the freedom but at the same time provide a little bit of resources for those who want to consult them;
- When deciding how students upload video files, it is useful to consider if there is potential reputational risk involved in having an assignment in the public domain, such as YouTube, and whether there are any GDPR issues around such an upload. If it's not sensitive content (for example assignments are more creative/ factual rather than reflective) and exposure could benefit the student, then an external platform could be



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considered. In general terms uploading to the learning management system allows to protect student identity, reputation and aligns with GDPR regulations;

- Having more creative forms of assessment simply means being more authentic in approaches to assessment. To make it explicit that creative approaches are valued and encouraged, module and programme leads should perhaps consider including clear ILOs that explicitly assess higher order cognitive abilities, such as creativity;
- With presentations, especially in cases where every student is expected to present, some considerations have to be given to adjustments for students who might not feel comfortable to present. A short presentation shouldn't be challenging to many students yet, some students, for example those with severe autism might struggle. Having an alternative such as a short video, or as in this case a viva would enable to the student to deliver something which didn't mean they had to stand up in front of the group and do it. Such alternatives could potentially take the stress out of presenting. Providing students with choice is providing them with the option that suits their learning best or limits the impact of their disabilities;
- Some considerations should also be given to how the presentation questions (if included in the assessment) are organised. For example one strategy could be pausing after a presentation and ask other to write down the questions to the presenters so that they have some time to prepare. This helps with the auditory processing side of things, i.e. not being able to recognise what needs to be done quickly by impeded understanding of what's being said; that is often present in a lot of disabilities. Speed of response is something which is part of a lot of neurological conditions. A combined approach of training/practice before the presentation and an adjusted response system to questions that is put in place can really help students.
- When giving feedback it is important to include both strengths and weaknesses, as well as align the comment with summative function of justifying the grade. It is also important to make feedback future facing, i.e. show where else it could be applied outside of the assignment, be it in other modules, other assessments or in students' professional practice in the future.