

Fiona Macneill

From: S
Sent: 23 April 2021 17:03
To: Fiona Macneill
Subject: RE: Formative task on My Studies - some feedback

Follow Up Flag: Follow up
Flag Status: Flagged

Hello Fiona,

I think the link can be shared if it applies to all students on the module but how this module was set up we went into different streams for 9 weeks and the majority of students took another stream with different materials and tutors. When the module coordinator for the other stream announced that they should complete the formative task some students accessed the wrong shortcut (I put this down to not much difference in the spelling of quantitative and qualitative).

Please feel free to use the feedback for your portfolio. You convinced me to not use emails with word docs to provide feedback and this was the better solution to also allow the Technical Instructor and the other tutor to view the student work and they could comment on a student's SPSS analysis in a 1-2-1 by looking at the individual folder. I made it very clear to students who had access to their folders and for what purpose.

Happy weekend!

Best wishes,

S

From: Fiona Macneill <F.Macneill@brighton.ac.uk>
Sent: 23 April 2021 16:20
To: S
Subject: RE: Formative task on My Studies - some feedback

Hi S,

The timing on this feedback could not have been better as I need to setup something similar for another group next week! Your reflection about sharing the link is also very helpful. If possible I would like to use this feedback (your details anonymised) as part of my certification (Association for Learning Technology – it is an ePortfolio). It is a good example of trying out a new solution and having an ongoing dialogue about how that worked. Let me know if that is okay.

It was lovely to see you today virtually – I am definitely missing all my Falmer people!

Have a stellar weekend,

Fiona

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**Fiona MacNeill | MSc | FHEA
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From: S

Sent: 23 April 2021 16:10

To: Fiona Macneill <F.Macneill@brighton.ac.uk>

Subject: RE: Formative task on My Studies - some feedback

Hello Fiona,

I was meaning to send you some feedback on the two stage formative task using SharePoint folders via Teams which you designed for me a while ago. Attending your session on Watch Parties today was a helpful reminder to finally do this.

The Share Point folders worked well with adding the document with the task as planned. Student completed the task, tutors (actually just me due to quick turnaround time) fed back and then added an additional task which students then completed. Some student used their personal folder for other aspects of this assignment as well which was good to see.

I think it worked because of clear instructions which I emailed them, told them in the seminar and added on My Studies.

On reflection, I should not have posted the link to the Teams Share Point folder on My Studies as reminder for them to do the task because many students on the qualitative stream click on the quantitative stream materials and requested access to the SharePoint site. So it was great that permissions were set correctly however two other members of staff also get the email to grant permission. Luckily I saw it first and told them to ignore it and I denied access and email the students. But this was a little extra work I hadn't anticipated.

All in all this worked really well for a small student cohort. Thanks for your help with that again and the info about watch parties.

Have a good weekend.

Best wishes, S

From: Fiona Macneill <F.Macneill@brighton.ac.uk>

Sent: 26 January 2021 09:53

To: S

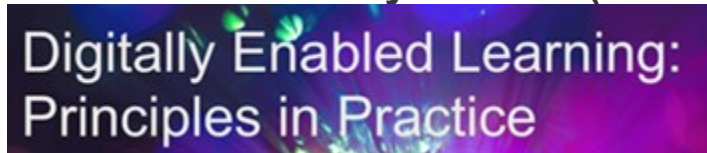
Subject: RE: Formative task on My Studies

Thank you S – I have added a private channel where I am testing called 'BETA test'. It is hidden from actual students and features two temporary test students.

Fiona

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From: S

Sent: 26 January 2021 09:52

To: Fiona Macneill <F.Macneill@brighton.ac.uk>

Subject: RE: Formative task on My Studies

Thanks Fiona,

I have added you to the group SS530 quantitative stream on Teams and made you Owner. See you tomorrow.

Best wishes,

S

From: Fiona Macneill <F.Macneill@brighton.ac.uk>

Sent: 26 January 2021 09:48

To: S

Subject: RE: Formative task on My Studies

Hi S,

I have sent you a calendar invite to confirm 3pm on 27/01.

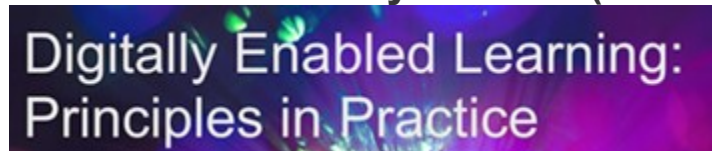
Also could you add me as an owner on your Team? I would like to test this out beforehand we meet so that I can have it mocked up for you.

Best,

Fiona

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From: S
Sent: 26 January 2021 09:43
To: Fiona Macneill <F.Macneill@brighton.ac.uk>
Cc: X
Subject: RE: Formative task on My Studies

Hi Fiona,

If you are still available on Wed 27th at 3pm it would be good to have a chat in Teams about this and you could then show me how to set this up.

Thanks and best wishes,

S

From: Fiona Macneill <F.Macneill@brighton.ac.uk>
Sent: 26 January 2021 09:29
To: S
Cc: X
Subject: RE: Formative task on My Studies

Hi S,

That is fine. Although I generally recommend against email due to GDPR, management of traffic, and workflow bottlenecks. It would be far better to do something with Teams (not necessarily OneNote). However, really you need a type of *dropbox* (not actual dropbox as in the software) for this scenario. We could do that with folder permissions in the 'files' area in your existing team.

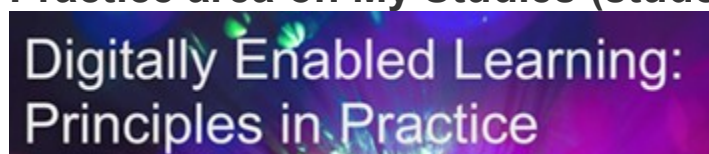
Students drop their work into the folder (write, but not read permissions), students get their feedback returned to them individually by being given permission to see the doc in the team. Work on the doc some more, then get some more feedback on the same doc. It is doable and more robust than email.

Best,

Fiona

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From: S

Sent: 25 January 2021 17:46

To: Fiona Macneill <F.Macneill@brighton.ac.uk>

Cc: X

Subject: RE: Formative task on My Studies

Hello Fiona,

The Teams groups have already been set up as we started teaching two weeks ago (this is a stream within a module). Also I have decided early on against a OneNote notebook for this module.

Maybe we just go low tech and ask students (only 16) to email their work for feedback, in that case the new tasks could be added by the marker at the bottom of the document and students can then add to the same document and email it again.

I think this is the solution for now, keeping it simple. Thanks!

Best wishes,

S

From: Fiona Macneill <F.Macneill@brighton.ac.uk>

Sent: 25 January 2021 17:33

To: S

Cc: X

Subject: RE: Formative task on My Studies

Hi S,

Hmmm, yes the piece-by-piece aspect is a bit harder to do with the tools that we have in My Studies.

I am just thinking out of the box, but wondering whether it might be better to manage this with Teams so that the students complete the first half of the document, get feedback and then complete the second half in the same place.

Have you created your team for this group yet? If not we may want to create a 'class' type team to give you a bit of flexibility. For instance, I think this could be managed very well with the OneNote notebook tool (using the individual notebooks with your preexisting template).

I can create a 'class' team for you if you tell me what you want it to be called. I do definitely think that we should meet so that we can prototype the assignment and check that it works as you need it to.

My availability:

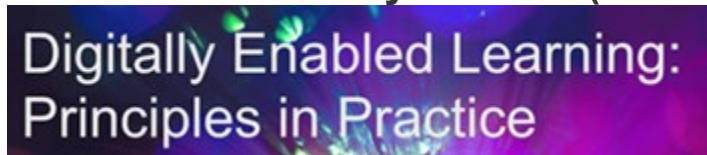
- This Weds, 14.30-17.00
- Mon 1/2: 13.30-17.00
- Tues 2/2: 09.00-12.30 or 13.30-15.30
- Weds 3/2: 09.00-12.00 or 13.30-17.30
- Thurs 4/2: 13.30-17.00
- Fri 5/2: 09.00-12.30 or 13.30-17.30

If you could let me know what works for you then we'll get that booked in.

Fiona

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From: S
Sent: 25 January 2021 17:20
To: Fiona Macneill <F.Macneill@brighton.ac.uk>
Cc: X
Subject: RE: Formative task on My Studies

Hello Fiona,

Thanks for your reply and thinking of a solution. Having thought about this a little more I think that uploading the whole proforma would be confusing if we only ask them to complete the first half of the proforma for the first formative submission. What I really like is that students need to read the feedback before they can expand on their project and submit the second part of the proforma. So they should see the first part of their submission and maybe even make changes to it according to the feedback received (or they could change their project completely by selecting different variables from a secondary dataset for their report).

Is the assignment tool different to a normal submission point?

Ideally in the second formative submission students should include the first submission with marker's feedback and the opportunity for them to expand by responding to a few more questions/tasks.

Thank you for your help with this and I am happy to talk via Teams if this is easier.

Best wishes,

S

From: Fiona Macneill <F.Macneill@brighton.ac.uk>
Sent: 25 January 2021 16:46
To: S
Cc: X
Subject: RE: Formative task on My Studies

Hello S,

I get there eventually!

I have returned to this email a couple of times and the more that I think about it the more I think that the My Studies assignment tool would be the right thing.

This is a good tool for lightweight feedback because:

- Students can write in their answers and do not need to create a document;
- OR Students can upload a document if that is their preference.

Although you can manage multiple attempts via one inbox with the My Studies assignment tool, I think that would be confusing for SASS students as they typically only get one attempt. So I have proposed a solution below.

- Two My Studies Assignment inboxes are added to the module.

- The first is for the first formative draft and has the proforma document attached. This will allow a single attempt and I recommend that staff setup email notifications for 'needs marking' availability due to the fast turnaround (as soon as the draft lands in the inbox it can receive feedback).
- The second inbox would be for the additional part of the assignment and could be automatically unlocked by and feedback mark on the first e.g. "1" = complete. So when the student gets feedback then they get the details of the next part of the assignment and access to the inbox to submit.

How does this sound? As an alternative this could be handled by an individual journal activity, but it feels more formal than that (even though it is formative!) and I think that you will enjoy the marking and annotation tools in My Studies assignment tool due to having used Turnitin previously.

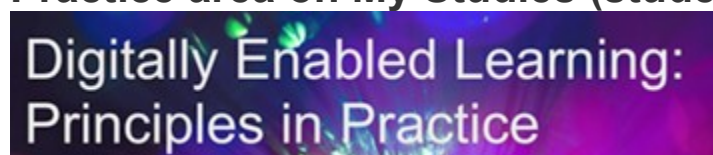
I think there are some nice options with this method as we could put some built-in praise in the module. E.g. the student submits to the first inbox and gets a nice message affirmative saying that they will receive feedback soon. A virtual carrot on a stick if you will!

Best,

Fiona

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From: Fiona Macneill
Sent: 22 January 2021 18:05
To: S
Cc: X
Subject: RE: Formative task on My Studies

Hi S,

I just want to acknowledge that I have received your email and apologise for the delay. Sadly I am really behind at the moment. I will get back to you as soon as I can next week.

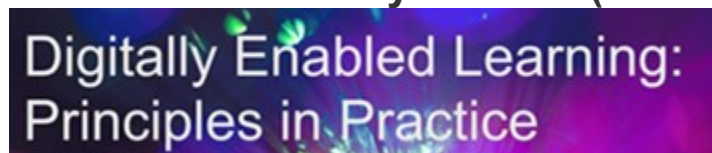
Thank you for asking me about your assessment plans for the quantitative stream – I am also copying X from the Learning & Teaching hub for her thoughts as this pertains to how we work in partnership supporting SASS (and the new merged school).

Best,

Fiona

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From: S
Sent: 14 January 2021 17:07
To: Fiona Macneill <F.Macneill@brighton.ac.uk>
Subject: Formative task on My Studies

Hello Fiona,

I hope you are well and belated Happy New Year.

For SS530 the quantitative stream (which is running for 9 weeks from now excluding the assessment weeks) I am planning a formative task which students need to add to during the next few weeks with at least two submission points for feedback.

Before we asked students to submit a completed proforma via Turnitin however this year we would only have a few days in order to provide meaningful feedback for students and want to split the task so that they have more time to develop their project.

Is there a tool in My Studies (Forms, Survey, etc.?) or elsewhere which students can add to and respond to feedback received and then received a second round of feedback on the additional part?

There are only 16 students and two staff. Any thoughts or help on this would be great.

Thanks and best wishes,

S

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Email:

For Student support matters, please contact our Student Support and Guidance Tutors at ssgtsass@brighton.ac.uk

For information on how to access wellbeing support, self-help resources and extra support, go to: <https://www.brighton.ac.uk/brighton-students/your-student-life/my-wellbeing/index.aspx>

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