

<b>College</b>	
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<b>Unit Name(s) &amp; Code(s)</b>	Developing Entrepreneurial Skills – A6Y7 34
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## Learners

### ***Description & Common Characteristics etc.***

- HND Business students. There are 19 students (6 males, 13 females, ranging from school leavers to mature students in their 30's). A large proportion of these students wish to continue their studies after HND Business and complete a degree/honours degree in Business (options for studying at Napier University and Heriot-Watt University are available to them).

## The Context

### ***Target Outcomes, Knowledge and/or Skills, Performance Criteria, Evidence Requirements***

**Outcome 1 - OUTLINE THE CONTRIBUTION OF ENTREPRENEURSHIP TO THE ECONOMY.**

Outcome 1 Performance Criteria

- a) The main characteristics of the entrepreneur are identified appropriately in relation to current theory.
- b) The main support services available to the entrepreneur are described accurately.
- c) The main benefits of entrepreneurship to the economy are summarised accurately.

**Outcome 2 - DEVELOP SELECTED ENTREPRENEURIAL SKILLS.**

Outcome 2 Performance Criteria

- (a) the entrepreneurial skills that the individual currently possesses/lacks are accurately identified and incorporated into a personal development plan.
- (b) the entrepreneurial skills that are most critical for the individual to develop are accurately identified and incorporated into a personal development plan.
- (c) the entrepreneurial skills are developed to meet the targets established in the personal development plan.

**Outcome 3 - APPLY KEY ENTREPRENEURIAL SKILLS TO IDEA GENERATION.**

Outcome 3 Performance Criteria

- (a) The contribution made by the individual to an entrepreneurial process is appropriate to a business start-up.
- (b) Evidence of initial idea generation is collected and collated effectively.
- (c) Evidence of initial idea generation is communicated appropriately to the target audience.

***Existing approaches to assessment for the Unit are:***

Task 1 (Outcome 1)

- 750 word essay with appropriate referencing and bibliography

Task 3 (Outcome 2)

- Self-evaluation questionnaire and summary review of results
- Personal SWOT analysis
- Personal development action plan including development of 2 entrepreneurial skills

Task 2 (Outcome 3)

- Group and Individual business ideas
- Evaluation of group's ideas
- Group initial draft proposal of Business Plan

- Group Business Plan

### ***Staff experience/expertise in technology-enhanced assessment***

Lesley Johnson – Programme Leader for Business, familiar with using Moodle and Turnitin as well as word-processing, spreadsheets and powerpoint software.

Russell Taylor - Computing/Maths Graduate, member of College's Technology Enhanced Learning team, Computing and Business Lecturer. Has used e-assessment methods in the past with mixed success (SOLAR not so good), Moodle quizzes and e-Portfolio elements better.

## **The Solution**

### ***Descriptions***

#### Outcome 1

- Essay to be submitted through Turnitin. Rubric to be used to support feedback and ensure consistent marking. To be uploaded on to Mahara once completed.

#### Outcome 2

- Complete a self-evaluation questionnaire (online quiz on Moodle) and summary review of results (text to be created by student)
- E-Portfolio: Personal SWOT analysis (table, already created, student to populate)
- E-Portfolio: Personal development action plan including development of 2 entrepreneurial skills (table, already created, student to complete on an on-going basis)

#### Outcome 3

- E-Portfolio: Forum - Group and Individual business ideas (table, already created, student to complete)
- E-Portfolio: Forum - Evaluation of group's ideas (2 tables, already created, student to complete)
- E-Portfolio: Forum - Group initial draft proposal of Business Plan (table, already created, student to complete)
- E-Portfolio: Group Business Plan (document to be submitted as an e-portfolio, students able to choose their own format)
- E-Portfolio: Set up a **Blog** so that students can communicate with their business start-up team. This will evidence their contribution to the idea generation.

### ***Assessment Type:***

- Summative

### ***Rationale***

- Uses technology to support the assessment process. Provides a facility to store a range of documents electronically that is structured and attractive to view. Allows students to communicate with each other and records this progress through the Blog (for assessment evidence). Provides an opportunity to engage the students

through using technology to support their learning and assessment opportunities.

### ***Technology & Delivery Setting***

- Classroom based, ideally in a Blended Learning room.

### ***Resources and Tools Required***

- Students require access to computers with Moodle and Mahara software. Word processing skills and presentation skills would benefit the students.

### ***What the Tutor Does (and ICT skills required)***

- Mahara and Moodle experience to be able to manage and maintain the e-portfolios. Familiarity with Turnitin application.

### ***What the Students Do (and ICT skills required)***

- Ability to access and use Moodle.
- Able to upload assessments on to Turnitin.
- Able to load information on to Mahara.
- Able to use a word-processing package.
- Able to use presentation software.
- Able to use spreadsheet software.

## **Outcomes**

### ***Implementation and effectiveness***

#### ePortfolio

Good for Instant feedback with email to student for each page of their collection. But, they need to wait on collection being released by Assessor before they can remediate their work. Students also need to remember to release the collection back to the Assessor once they have carried out their remediation. Students need to be adequately trained on the functional areas of e-portfolio to avoid some of the issues that we encountered. For instance one issue was with students not using the correct copy of the collection, Rather than editing their own personal copy of the collection, some have been editing this group version resulting in losing work and overwriting others work

Extremely time-consuming to mark and resulted in spending over 25 hours marking one outcome (of a 4 outcome 2 credit unit). You need to keep your own track record of what pages in the students' collections need to be remediated, as this does not allow for any signposting. This is a problem when students need to remediate only certain pages of their collection. Needed to use a grid table (paper-based copy) to keep track of what student had submitted work and which pages were of pass standard and other pages that still required remediation.

Difficult to track the changes a student has made to a page in the collection, resulting in the Assessor having to mark the whole page again, unless student has made changes in italics, but not always able to do this. Also when you viewed all the portfolios on screen they were just in one long list and again tracking of the status of students' work was difficult from this

view. Text runs across the screen and is difficult to read as too wide. Dependent on access to a computer and internet access to mark. Not always convenient.

With the increased use of PC's to mark work the lecturer suffered from RSI

#### Turnitin - positive

- Rubrics allow for more standardised, consistent feedback.
- Liked using the rubrics to assess each criteria element and they kept the Assessor focussed on the assessment criteria.
- Need to spend a good deal of time planning the rubrics to ensure that they are not too wide in their scope – student may meet some of the criteria but not all.

#### Turnitin – negative

- Time-consuming to mark the work – from login to finding Turnitin submissions on Moodle page.
- Lack of signposting on Turnitin submission inbox.
- SQA does not give grades for assessments – qualitative feedback given and this does not show on submission inbox screen.
- SQA allows for resubmission – Turnitin does not cater for this. Need to create 2 parts to a submission to ensure the first submission is not overwritten.
- Problem with marking the second submission, need to record on paper areas of remediation as the second submission has none of the grademarks from the first marked submission.
- Assessor still needs to keep paper checklists to track student progress. Clunky.
- Dependent on computer access and internet access to mark the work – not always convenient.
- Email system could be used to inform Assessor when a resubmission has been made for both Mahara and Turnitin.

### ***Student feedback***

#### e-portfolio - positive

- Liked seeing the presentation of the work like this.
- Easy to change the layout in Mahara.

#### e-portfolio – negative

Mahara not user-friendly, needs to have a clearer interface. In comparison to other e-portfolio software, Mahara is clunky and counter-intuitive. Felt this was a longer process than it had to be compared to a paper-based submission. Felt it was harder to upload the material rather than just prepare it on Word.

Time consuming and fiddly putting the material into the pages. Lost the layout when copying a word document into Mahara. (e.g. flowchart layout lost). Sometimes the screen froze when editing a page on Mahara and the student lost their work that they had typed on to the page. Some students felt that they lost the freedom to present the work in their own format and style.

When receiving the feedback, students got an email for each page and they would have

preferred one email with all the comments together. They then received an email to say that the collection had been released. Again one email, with subheadings for each page along with indication that the collection had been released would have been better. Students prefer to get face-to-face feedback rather than an email.

#### Turnitin - positive

- Quick and easy to upload unlike Mahara.
- Liked being able to re-submit before assessment deadlines to see originality reports.
- Liked the originality percentage reports.
- Liked the rubrics, these opened in a new window and could relate this to their work.
- No issues with layout of their work as they were uploading their original file through Turnitin.
- To remediate their first submissions some students used the split screen with the marked first submission on one half and their original unmarked submission on the other half then made the changes

#### Turnitin – negative

- Grouping of assessments – would like all the assessments for their courses to be in the one place

### **Reflections & Changes**

- Minor changes to design of assessments but in general these remain as per the original plan.
- IV process not required for these assessments, as it has only been the method used to gather the evidence that has changed.
- Future use – would not use Mahara some outcomes but would use it some now that we know the limitations.