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Practitioner Review and Personalised Feedback

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Abstract:

Preparing students for the expectations of the modern business world is a daunting task. For students, it involves developing critical thinking and analytical skills to reach valid conclusions for specific problems. Such skills are recognised graduate attributes, essential for complex professional business judgements and advice provided to clients (Camp & Schadner, 2010). For educators, the multifaceted nature of critical thinking and associated analytical skills are often poorly demonstrated and conveyed to students (Moore, 2013).

Critical thinking is the product of self-direction, self-discipline, self-monitoring and self-correction through objectively assessing relevant information, openly considering alternative views and seeking feedback (Paul & Elder, 2008). By using the combination of technology enhanced feedback, relevant assignment scenarios that explore messy business world issues influential professionals face, experience of working with and feedback from practitioners, the assignment in a 2nd year undergraduate financial reporting unit was transformed into an authentic, collaborative, and self-regulated learning experience.

In consultation with a professional accounting firm, the assignment scenario and open-ended questions were written about financial reporting implications associated with sustainability and industry change challenges many companies encounter. Working in self-selected groups, students considered the assignment's questions and prepared a draft written response that was shared with the firm's practitioner review team for feedback. A past students voice video, available on the unit's LMS, guided current students on how to adopt and implement this feedback. Subsequently a final written response was submitted for grading.

Student were introduced to the practitioner review team via a video that explained importance of teamwork, seeking formative feedback, reflecting on it and how this information is used in the workplace. Utilizing the Student Relationship Engagement System (SRES) and the assignment's marking rubric criteria as a framework, the practitioner review team provided individual formative feedback, suggestions for improvement and overall direction comments to each student through a personalised email. The SRES data metrics were also used to track and manage student engagement. Used in these ways, SRES was a highly effective learning platform that resulted in deeper student learning and relationships with educators.

The presentation will discuss the significant impact on student learning and experience measured by overall assignment performance, change in performance between draft and final responses, and qualitative feedback from practitioner, peer and student perspectives.

References:

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