The Fish Finger Sandwich - an inspiration

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The Fish Finger Sandwich - an inspiration!

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Introduction

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3. The Reading
4. The Markstrat Experience 1 & 2
5. Assessment
6. Observations
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2. The Fish Finger Sandwich

Use of a Friday lunch time get together, a school of thought emerges......

• **Market & Digital Analysis** module - a data management experience but how can we offer Level 4 students the opportunity to work with live data? How do we help students reel in their fear of numbers?

• **Markstrat** provides a experiential learning opportunity to catch those fears
3. The Reading

• Experiential Learning - SBS is an applied business school
• An opportunity for students to build knowledge and skills in preparation for industry.
• Collins (1988) talked about developing knowledge & skills in real-world situations
• Maina (2004) refers to 'authentic' learning situations with again, real-world problems
• Herrington (2010) discussed the provision of a series of learning challenges/problems related to what will be encountered in the real-world
4. The Markstrat Experience 1

- 17/18 session - 100 Marketing students
- Year-long model - Markstrat delivered in Semester 2
- 4 industries containing 5 companies in each i.e. 20 groups of 5 people - tutor selected
- All start from the same position, no advantage given
- 6 decision making periods
4. The Markstrat Experience 2

- 18/19 session - 90 Marketing students
- Semesterised module
- 4 industries, 5 companies per industry, 20 groups of 4 people - tutor selected
- Same position start
- 8 decision making points
5. Assessment

• Individual Online Preparation Test - based on the Markstrat manual

• Individual Reflection based on market related questions - customer, competitor, finance and market changes

• Teams assessed elsewhere in the module
# 6. Observations

## Positive Observations

**Tutors:**
1. Good way to deliver working with numbers, decision making & working in industry
2. Conversations were around data usage not 'where is this?'
3. Student community feel.
4. Students acting as mentors to team members

**Students:**
1. Big challenge in terms of delivery pattern & type of learning.
2. Making all the team decisions
3. Team Experience in preparation for placement
4. Confidence grew around numbers
5. Confidence grew around managing a team

## Negative Observations

**Tutors:**
1. Non-attendance, particularly in a team of 4
2. Anxiety levels of students who fear numbers - to begin with!
3. Unfamiliar with block delivery

**Students:**
1. Big challenge in terms of delivery pattern & type of learning
2. Making all the team decisions
3. Team members not pulling their weight, not attending, not joining in
4. Some students still flounder over numbers

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The Fish Finger Sandwich
7. Student Feedback Comments

- Promoted as 'The first day of your new job' in response to 'Why are we doing this?'
- At first it was really scary but now I'm really enjoying it.
- A lot to understand at first but it gets easier.
- I really enjoyed it because it felt real.
- We didn't make any decisions at first.....
8. Next Time - for 19/20 Delivery:

- Re-structured the module!
- 8 decisions to be made - shows market evolution to help the final assessment
- Mid-point review now introduced with Formative Feedback
- Assessment Diet is Test, Review & Reflection
- Teams will be 5 to allow for non-attendees...
...and to finish

- Questions?
- Why did the fish get bad grades?

Thank you!
References

