

The Fish Finger Sandwich - an inspiration

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The Fish Finger Sandwich - an inspiration!

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Introduction

1. Who are we?
2. The Fish Finger Sandwich - an innovation opportunity
3. The Reading
4. The Markstrat Experience 1 & 2
5. Assessment
6. Observations
7. Learning Points
8. Feedback Comments
9. Next time
10. ...and to finish





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 an 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	Negative Observations
<p>Tutors:</p> <ol style="list-style-type: none"> 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 	<p>Tutors:</p> <ol style="list-style-type: none"> 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
<p>Students:</p> <ol style="list-style-type: none"> 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 	<p>Students:</p> <ol style="list-style-type: none"> 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



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

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- Maina, F. W. (2004). Authentic learning: Perspectives from contemporary educators. *Journal of Authentic Learning*, 1(1), 1-8
- Herrington, J., Reeves, T.C. and Oliver, R. (2010), *A Guide to Authentic E-learning*, Routledge, London