Learning Teaching & Assessment Resources

Authentic Assessment Exemplar:

Assessment Title	Reflective Practice Using Oral Reflection
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Module Title that Assessment Delivered on	Marketing Consultancy Project Phases 1 and 2
Primary Student Cohort (Year on Programme / FT or PT or Both / UG or PG or AP	Year 4 on BA(H) Digital Marketing / FT / UG

Overview of Assessment (Max 100 words)

Final year Digital Marketing students are given a live client who they work with as their final year project.
They are assessed on their ability to understand and respond to the client brief, and on their ability to manage the client relationship.
As each student is working with their own client, each experience brings its own challenges which the students need to learn from, and adapt their own behaviour within the relationship. This requires the students to become self aware and move from passive experience to active engagement with the module and client. A learning journal was used as part of the assessment, as reflective writing is associated with deep learning and critical self reflection (Ona and Ichi, 2019; Kimberly, 2019). However, the reflective writing component proved challenging for the students, who were trying to anticipate what the lecturer was looking for rather than reflecting on their own experience.

What Change was Made to Assessment to Enhance its Authenticity? (Max 100 words)

The change that was introduced was to move from reflective writing to oral reflection.
There were a number of reasons for this change:
Firstly, it was recognised that most people do not reflect on professional experiences by writing about them; rather most people speak with trusted friends or colleagues, either formally or informally.
Secondly, there has been a very significant move to using voice notes as a means of communication. For example WhatsApp estimates that 7 billion voice notes were exchanged in 2022 (Brockes, 2024). As such, this is a more natural way for communicating thoughts.
Thirdly, recording a voice note on the phone could be done quickly and immediately after an experience that the student may have found challenging. Similarly, if the challenge lay around skills acquisition, the student could easily record their screen or do a screen cast of what they were struggling with. These recordings became hot prompts, which could then be reflected on with the benefit of hindsight and greater experience or research.

What was the Impact on Student Engagement / Performance? (Max 100 words)

Overall the impact has been very positive. Students have reported that initially they may listen back to recordings and want to change them. However, unlike deleting and re-typing a reflection, re-recording an entire reflection is more challenging. This means, that they are less likely to self edit. In addition, they report that relatively quickly they just record without listening back immediately.
Step 2 of the process is to listen back at a later date, when they feel less emotional about the situation and / or the situation has evolved and changed. This gives them a chance to listen back to their initial reaction and evaluate it.
For students who engage fully with the process, they have reported recognising patterns in their own behaviour which they would benefit from changing. They also hear their own emotion and strength when faced with a challenge.
Overall, even students who reported being sceptical of the process at the start, in anonymous interviews, felt that they had benefitted from and learnt from the experience.

One Thing you would do Differently Next Time (Max 50 words)

I think it would be helpful to give the students a workshop in how the process works at the very start of the semester. Some students try to leave it all to the end and then don't benefit from the learning or the assessment.

Authenticity Indicators