



## Advertisement Video and Group Presentation

**Faculty:** Business School

**Module name:** Marketing

**Degree:** iBSc/JH Undergraduate

**Management degree**

Biochemistry with Management  
(BSc 3YFT)

Biochemistry with Management  
(BSc 4YC)

Biological Sciences with  
Management (BSc 3YC)

Biological Sciences with  
Management (BSc 4YC)

Biotechnology with Management  
(BSc 4YC)

Chemistry with Management (BSc  
4YFT)

Medical Biosciences with  
Management

Medical Biosciences with  
Management (BSc 4YFT)

Medical Sciences with  
Management (BSc 1YFT -  
intercalated)

Medicine (MBBS 6YFT) -

Intercalated Year in Management

**Level:** Undergraduate

**Academic Years:** 2021-22

**Format:** Group video and  
presentation

**Approximate number of students:**  
107

**Duration:** 30-60 seconds product  
commercial created; 10 min  
presentation

**Weighting and credit:** 30%

**Module ECTS:** 5

**Module Type:** Elective

**Insights colour key**

**Educational Developer**

**Inclusivity**

**Learning Designer**

**Registry**

**Careers**

### Assessment overview

This case study outlines the concept of a group assessment in Marketing. The assessment included the creation of a commercial for a novel product or service with an associated group presentation (group formed by programme team of 6-7 students each) illustrating the product or service concept, the distribution strategy, the pricing, and the theory behind the commercial. The 30-60 second commercial is suggested to be uploaded on YouTube (as unlisted video), and is part of a 10 minute in-class presentation. Students had roughly 3 weeks to prepare and complete the assessment.

The module creates a fast-paced environment that resembles authentic practice and imitates some of the pressures students will be experiencing in their professional lives. An important thing to consider is allowing for cases of mitigation so that students with extenuating circumstances who will be granted an extension can participate in the assessment. Same applies to students with disabilities, who also should have reasonable adjustments to be able to take the module and successfully complete their assessment.

### Design decisions

#### Rationale for the assessment

This is an engaging assessment which requires conceptual thinking in terms of the module's core content and 4 Ps of Marketing, which include decisions on product, price, place, and promotion. These are used when developing marketing strategy, and thus the assessment ties in the fundamentals of marketing quite well. Creativity is important too, as students need to develop a novel product or service idea and create a commercial for it based on concepts and theories from the lectures.

Video was chosen to make the assessment more engaging - video delivery for the assessment is an engaging platform, and so is allowing students to apply core theory to a problem.

#### Software choice

This assessment is very flexible. The students will need a technology to record the commercial. Some suggestions are provided for recording (such as use an iPhone, iMovie, et cetera) but any device/ software is fine. The students were encouraged to upload their final products on YouTube as it is a free platform, and send the lecturer the link, however links from other sites were accepted, even if it was a link so the commercial could be accessed from the student's laptop and viewed by the lecturer.

When deciding on whether to provide specific guidance on video assessments in terms of the technology etc, it's useful to consider if there is a level of creativity involved in the task. If the purpose of the task is for the students to be creative, it is useful to give the students some freedom and not be too prescriptive with what tools to use and how. However, some students prefer to have some resources to rely on because they feel uncomfortable if they have to start completely from scratch without any guidance. The teaching team therefore needs to weigh in the emphasis on creativity (or its lack) and the nature of the cohort. It is useful to give students the freedom but at the same time provide a little bit of resources for those who want to consult them.



## anatomy of assessment

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When deciding how students upload video files, it is useful to consider if there is potential reputational risk involved in having an assignment in the public domain, such as YouTube, and whether there are any GDPR issues around such an upload. If it's not sensitive content (for example assignments are more creative/factual rather than reflective) and exposure could benefit the student, then an external platform could be considered. In general terms uploading to the learning management system allows to protect student identity, reputation and aligns with GDPR regulations.

When introducing group work some consideration needs to be given to how students with specific learning needs can be successfully participating in group interactions. All students involved should benefit from inclusive practice this means that inclusivity considerations can be embedded within standard practice around preparing students for group work. This can be done through discussion around the allocation of roles and better understanding how others, including those with specific learning needs such as dyslexia, autism, dyspraxia etc learn and communicate. Individuals should be mindful of that and think about the delegation of individual tasks that are appropriate to what individuals can do. Therefore part of preparation for group work is considering how others can be mindful and empathetic towards other group members.

Due to the multimedia aspect of the assessment, sometimes questions from students arose as to the possibility of using videos from external parties to blend with their own material, and where they could find material not protected by copyright. In general there were not technical issues found in cases such as this. Students were referred to <https://unsplash.com> for copyright-free material.

### Alignment with other methods and the ILOs

The assessment is stated to be a very global assessment of learning. The term global in this context is used to indicate a wide breadth of content coverage. Additionally, it is noted this assessment especially prepares students for the final exam, because the exam covers the same material covered in class, covered by the assessment. Further linkages to other courses on related modules can be made, in terms of the creation of content and group presentation.

The main consideration is to ensure that the same task is not (in effect) assessed twice as part of a different module at a later stage; the nature and purpose of each assessment at each stage has to be sufficiently discrete to ensure that students are building / progressing on what they have done previously and not simply replicating it.

Learning outcomes include:

- Managing the optimal mix of relationship marketing strategies needed to create superior value for consumers and business organisations.
- Evaluating the success of product and service strategies based on understanding consumer behaviour, product and brand positioning, pricing, communication and sales.
- Understanding contingent conditions such as different markets (B2C or B2B) or product categories (hedonic or utilitarian), under which various marketing techniques work.
- Critically examining the development of new business opportunities, especially in a digital marketing age.

*All of these are what students practice as part of the assignment.*

Having more creative forms of assessment simply means being more authentic in approaches to assessment. To make it explicit that creative approaches are valued and encouraged, module and programme leads should perhaps consider including clear ILOs that explicitly assess higher order cognitive abilities, such as creativity.

### Practicalities

#### Preparing students for assessment

The lecturer runs individual group coaching sessions with the students a few weeks before the submission deadline. Each group meeting runs 10-15 minutes. Feedback is given on ideas and progress. Questions are asked and answered about the presentations.



## anatomy of assessment

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With any type of assessment it is important that the students understand what they are expected to do and this is also the case with any kind of group work. It is crucial to outline to students how the team is expected to work together, especially in environments where students need to successfully work together under time pressure. Getting students set the ground rules in advance is sensible so that they can establish a way forward. See this case study for ideas how this can be successfully achieved.

I think it's also important to make time for students to form their groups and to discuss how to work in a team. It can be a useful to incorporate a small task into the assessment, whereby students either reflect on how their group worked together and/or they produce a short document detailing how each member contributed. By making this explicit as part of the assessment, this can help to set expectations from the outset and stimulate some discussion about what constitutes a 'good' team.

Some considerations should also be given to how the presentation questions (if included in the assessment) are organised. For example one strategy could be pausing after a presentation and ask other to write down the questions to the presenters so that they have some time to prepare. This helps with the auditory processing side of things, i.e. not being able to recognise what needs to be done quickly by impeded understanding of what's being said; that is often present in a lot of disabilities. Speed of response is something which is part of a lot of neurological conditions. A combined approach of training/ practice before the presentation and an adjusted response system to questions that is put in place can really help students.

### Marking arrangements

This assessment had a set marking rubric, and two independent markers, one of which was the lecturer, who watched the group presentations. Afterwards, the two markers met and agreed upon together the group marks.

There was one overall mark, but sub-marks for the presentation and commercial. The task involved deriving a marketing strategy for a novel product, hence an application of the four 4 Ps of Marketing. Communication (i.e., the commercial) is part of the 4 Ps, which was a larger focus of the module as well and the remaining 3 Ps, product concept, distribution, and pricing were then to be covered as part of the presentation.

Having appropriate equivalents is very important to allow for mitigation. What needs to be considered is ensuring that the same skills are being assessed. If this is not possible then the marking scheme needs to be adjusted to account for any differences in the mode of assessment.

The three main categories of the marking rubric include the marketing strategy, support of decisions, and hygiene factors. This includes time management, and a group peer review system built into the assessment. There is peer feedback after each presentation so that one syndicate team is associated with another one to ask them questions and give feedback on their presentation. This feedback does not impact marks for the team to which feedback is provided to but influences the mark of the team providing the feedback.

With presentations, especially in cases where every student is expected to present, some considerations have to be given to adjustments for students who might not feel comfortable to present. A short presentation shouldn't be challenging to many students yet, some students, for example those with severe autism might struggle. Having an alternative such as a short video, or as in this case a viva would enable to the student to deliver something which didn't mean they had to stand up in front of the group and do it. Such alternatives could potentially take the stress out of presenting. Providing students with choice is providing them with the option that suits their learning best or limits the impact of their disabilities. When deciding on whether to offer alternative methods for presentation, such as a pre-recorded video, it is important to ensure that the ILOs allow this flexibility. If the ILOs or the competence standards indicate that public speaking and presentations are key to the final qualification or part of professional standards then students should be prepared and supported to present as part of helping them develop professional practice. The Disability Advisory Service offers preparation for vivas to students with declared learning difficulties but a level of support can be embedded into sessions. The support revolves around familiarization, having students practice and unpacking where the issue might be in relation to anxiety levels.



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When including peer feedback it is important to ensure that students are in a position to provide meaningful feedback to their peers and if grading is involved, they fully understand assessment criteria against which they are marking their peers. This requires an element of formal discussion around what effective feedback is and what good, average and pass quality work in the context of this assignment looks like.

When trying to deliver a learning experience online, oftentimes the challenge is opening one's thinking beyond the mere face-to-face context. Widening the horizon and rethinking the learning experience within an online environment can help to see opportunities that might be missed otherwise – online and face-to-face are different environments and just 'moving' teaching from face-to-face to online without considering the different context would result in a bad learning experience and design. A recommended starting point would be to think of what you would like students to achieve and work with a learning designer to design journeys that can support students achieve such learning outcomes. It's all about breaking down how different components of online environment – synchronous, asynchronous – can work together and create a journey that can help students achieve these learning outcomes.

Loss of presence of the teacher can be quite a big issue in online settings. Ensuring a stronger lecturer/ teaching presence in online courses is important. The

### Feedback arrangements

As mentioned, there is a coaching session for students a few weeks before the submission deadline, during which each group is able to run concepts, ideas, and questions past the lecturer. Students received immediate oral feedback in this session.

Following the presentation, there is brief oral feedback provided by both lecturer and peers. There is additional written feedback for each group provided by the two markers (although aggregated) when students receive their marks for the assignment. The purpose of the feedback is to:

- Appreciation of effort and hard work.
- Improve outcomes by reinforcing good ideas, asking students to re-think ideas that may not have met the bar, and to discuss pros and cons of implementation.
- Explanation of the mark and to show ways to further improve.

This is a good approach to feedback that offers students a balanced view of their performance. It is important to include both strengths and weaknesses, as well as align the comment with summative function of justifying the grade. It is also important to make feedback future facing, i.e. show where else it could be applied outside of the assignment, be it in other modules, other assessments or in students' professional practice in the future.

Whilst it remains unknown what the students will carry on and pursue in the future, problem-solving skills and conceptual thinking are universally helpful – which is something practiced in this assessment.

The business school Qualtrics peer feedback system was not utilised, nor were the students made aware. The lecturer reserves this for the instance when a complaint is made about a group member free-riding, and does not invoke the business school peer feedback system as standard practice given there is peer feedback across groups built into the marking scheme.

### Management of the process

The coaching sessions come with the strongest recommendation for this assessment. It is an arduous part of the process for the teaching staff, for example, to accomplish in one day for a class just over 100 students it takes approximately 5.5 hours without breaks. However, it is recommended because the students receive feedback, are able to reduce any anxiety they may have, and outcomes are improved. In addition, it allows for a lecturer to clarify the content of the course for any students that did not understand it during the course of the class. The 1:1 time is stated to be very worthwhile.

### Online adaptations

This assessment could easily be implemented both in an Online class setting or in person.



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facilitator's presence can be strengthened through design, with a clear narrative, and/or with a strong presence of the teaching assistant throughout delivery just to mention a few examples

When moving a presentation component online, a decision has to be made as to whether it is best done in a live session or as a pre-recorded material or even if it could be rethought altogether as a different activity. It is important to consider how the dynamics of a face-to-face session might affect the task in an online setting. Engagement of other groups' in live online presentations can be an issue, however, here the need to provide feedback after the presentations can mitigate against it. It is important to remember that a direct translation from face-to-face to online will rarely be appropriate; the task should be revisited in light of the different context and modality. Other things to consider when deciding whether a presentation should be pre-recorded or live is the nature of the task and the ILOs that are being assessed. For a reflective piece, a recording might give more opportunity to craft something that is of better quality and reduce the anxiety around performance. If the ability to perform under pressure or ability to answer questions on the spot is part of the task being assessed, then a live presentation might be more suitable. In other words, the suggestion is to have learners at the core and think of what they would need to achieve and master as a result of the learning experience. This would then guide designers to the best approaches to suggest in the different environments and modalities (face-to-face, online and blended).

### Student perspective

Based on past student surveys, this assessment has received the highest possible marks for overall satisfaction. Students were able to identify the assessment involved the application of content learnt in class through lectures to devise their potentially marketable ideas. The students noted the material taught in the course was enough, if applied properly, to earn them a good mark. Further outside re-search was appreciated. Students felt the assessment markings were fair representations of their strengths and weaknesses, in terms of marking feedback. This is viewed to be a 'fun' assessment, whilst allowing the students to put all of the core content of the module in practice.

### Advantages of the assessment type

- Comprehensive assessment covering all class course content;
- Prepares student for course exam;
- Interactive, engaging, 'fun' assessment for the students;
- It is aligned well with professional practice. Students are going to have to work in a group no matter what they do. There are hardly any job descriptions that do not equivalent a group working collaborative element. Being able to work in a group helps students develop related transferable skills;

### Limitations of the assessment type

- This assessment can suffer from the 'Endowment Effect', meaning, a student invests a lot of time

and effort on the project, and therefore assumes they will receive a higher mark just because of that. However, a student who spent a lot of time can still fail if they do not correctly apply the marketing theory;

- Especially with the coaching sessions, watching the presentations, and marking, the assessment is a lot of work for the lecturer.
- It is time consuming to agree on each mark. In this case, the two markers sat and agreed on each mark, rather than taking the average;
- This assessment might be more suited for a younger, tech-savvy cohort, perhaps better for undergraduates and younger postgraduates than more senior postgraduates;

### Advice for implementation

- Do the aforementioned coaching sessions to help students prepare for approaching assessment and monitor their work;
- Make sure the marking principles are transparent, understood, and clear to the students to remedy the endowment effect;
- While important for all assessments, for 'non-traditional' approaches it is particularly important that both staff and students are clear on the purposes, benefits and expectations involved. Appropriate opportunities for formative assessment and feedback built into the programme / module design can be key in this;
- Self or peer review / assessment of exemplars could be an effective means of formative assessment and / or preparation / helping



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to manage students' anxieties relating to approaching assessments. It might also help to give clearer guidance / a breakdown structure to show how long they are expected to spend on each part of this. In cases where using examples of past student work is inappropriate, developing some 'sample' exemplars which could be used as a review exercise so that the students get a better idea of what 'good' performance looks like. Watch these videos:

[1. What are exemplars?](#)

[2. Pros and cons of using exemplars](#)

[3. Strategies on how to successfully use exemplars](#)

- Give consideration to how groups should be created. There are different approaches that could be followed, it is important to have a clear rationale for why you think your chosen approach works best given the circumstances.
- Ensure that preparing students to work in groups effectively is part of your preparation for the assessment. [This video outlines some strategies that can help you with that.](#) Also this [case study](#) contains some examples of activities that you could use to help students work together better;
- Learning how to deal with conflict within groups and understanding the different mechanisms for collaboration is important. Similarly, developing [leadership and followership skills](#) is also important;
- Include inclusivity considerations when it comes to group working, for example include and explicit discussion of how specific learning difficulties could affect group work to help students develop empathy towards those with different working patterns and styles;
- If creativity is an important part of the this assessment, having at least one ILO that explicitly mentions (and assesses) the creative approach that is encouraged;
- Some believe that students take peer assessment more seriously if they are required to give a mark, so if you choose to adopt that approach, like staff, students need preparation for peer assessment. As well as being introduced to assessment criteria and rubrics / mark schemes ahead of time, it is beneficial to allow students to use these tools to assess exemplars of students' work with different strengths and aspects for development. You should seek permission to use anonymised

exemplars from the originator or create examples based on typical student work.

- It's always good to link to the copyright guidance on Imperial website if students are allowed to use that kind of material for their assessment. This helps them better understand regulations which can be helpful for the future;
- When choosing the right platform for uploading videos it is useful to consider whether uploading to more open platforms involved any reputational risk for the students and the institution;
- Ensure there are opportunities for alternative approaches to demonstrating assessment criteria for students with disabilities.