



CLBS Enterprise Expo: An Innovation to Authentic Assessment that Enhanced Student Engagement and Learner Success

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Submitted for University of West London Festival of Learning and Teaching 2023 - Presentation Format - Theme 1 Innovations in assessment types (1a) and Theme 2 Assessment design for learning success (2b)

1. Introduction

- Authentic assessment plays a crucial role in CLBS, promoting meaningful learning experiences and preparing students for real-world challenges.
- The introduction of the new level 5 BABS suite curriculum in the academic year 2022/23 provided an opportunity to innovate and enhance authentic assessment practices.
- This presentation explores the CLBS Enterprise Expo as an innovative authentic assessment designed to foster student engagement and improve learner outcomes.
- Through the integration of theories, skills, and practice, this assessment aligns with the pedagogical approach of the new curriculum and aims to enhance student engagement and success.
- By examining the effectiveness of this enhanced authentic assessment, we can gain valuable insights into improving teaching and learning practices within CLBS.

2. Literature Supporting Assessment Design

- Authentic assessment is widely recognised as a powerful tool for promoting student engagement and enhancing learning outcomes (Kearney, 2013; Wiggins, 1990).
- The use of a portfolio format in assessment allows students to showcase their skills, reflect on their learning, and develop a deeper understanding of the subject matter (Mhlauli and Kgosidialwa, 2016).
- Involving industry experts in the assessment design brings real-world relevance and provides students with valuable insights and feedback (Jopp, 2019).
- Service-learning principles, which combine academic learning with community engagement, have been shown to enhance students' understanding and application of knowledge (Nikolova and Andersen, 2017).
- Incorporating game and play elements into assessments creates an engaging and immersive learning experience that motivates students to actively participate and excel (Cialdini and Csikszentmihalyi in Wood, 2019).
- Choice-based assessment, where students have a degree of autonomy in selecting assessment tasks, promotes ownership and intrinsic motivation (Spinney and Kerr, 2023).

3. Module and Assessment

- Group Business Development is the “Practice” module in the new curriculum in Semester 2, level 5 BA (Hons) Business Studies.
- The CLBS Enterprise Expo was envisioned as an embedded enhancement activity linked to an authentic assessment with real-world involvement of start-ups.
- The module’s assessment is a groupwork-based portfolio assessment comprised of:
 1. Element 1: A Marketing Strategy Poster 25%
 2. Element 2: A Product/Service Brochure 35%
 3. Element 3: Survey Analysis 20%
 4. Element 4: Peer Assessment 20%

4. Organising the CLBS Enterprise Expo

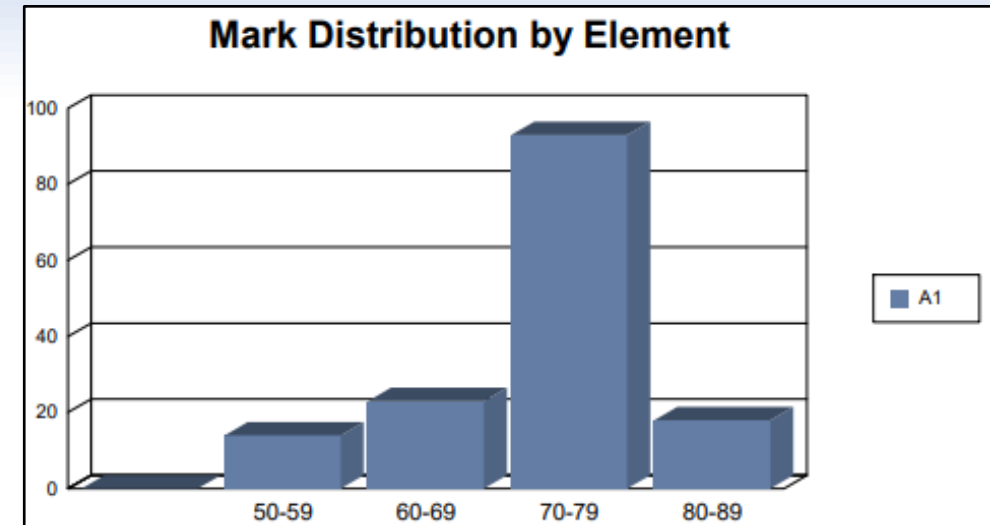
- Work on organising the Expo began in Fall 2022 for a proposed event date in mid to late February 2023, coinciding with start of semester 2.
- By January 2023 18 start-ups had agreed to attend the expo which was advertised through LinkedIn and professional networks.
- Among the 18 exhibitors, 8 were invited to take part in an embedded authentic assessment.
- The first annual CLBS Enterprise Expo 2023 was held on 22 February 2023 in the Westmont Enterprise Hub. It was attended by approximately 200 visitors (178 tickets + walk-ins) among which were 150 students studying the module with embedded assessment.



5. Impact on Submission and Pass Rates

Element	Submissions	Submission Rate	Pass Rate
Element 1: Marketing Strategy Poster	148/156	95%	95%
Element 2: Product/Service Brochure	148/156	95%	95%
Element 3: Survey Analysis	143/156	92%	92%
Element 4: Peer Assessment	148/156	95%	95%

Overall Submission Rate	95%
Overall Pass Rate	95%
Average Marks, Range	73, 51-83



External Examiner Approval and Feedback

- Swift approval from external examiner.
- EE appreciated comprehensive personalized feedback approach.
- Satisfactory pass rates with no grades below a lower second.
- Effective collaboration among individuals in group work.
- Successful implementation of a creative module with external visit to event.

6. Impact on Student Engagement

- Student engagement was high throughout the term. Some of the assessment design elements that contributed to high engagement were:
 - Teamwork based assessment, requiring regular teamwork. This was recorded in team meeting minutes. At least 5 records of meeting minutes were required as appendix for element 4 peer assessment.
 - The CLBS Enterprise Expo in Week 2
 - The Poster exhibition in Week 7 and Brochure Exhibition in Week 10
 - Feedback and support in weeks 6, 9, 13, 14
- Additionally, student feedback in MES was highly positive.
 - Positive Aspects: Clear content, engaging lectures, teamwork.
 - Appreciation: Resources, positive example for other tutors.
 - Peer Evaluation: Reflective and impactful on group work.
 - Support, Motivation, Confidence: Supportive environment, lecturer's effort, confidence in teaching.
 - Assessment: Very good and engaging.

7. Conclusion and Recommendations

Conclusion

- Embedding the Expo and creating an 'enhanced' authentic assessment improved student engagement and achieved very high submission and pass rates.
- Student feedback about the module, their satisfaction with the course, and their confidence in their learning and professional growth all improved as a result of participation in the assessment and related activities.

Recommendations

- Creating assessments incorporating elements of authentic assessment, portfolio assessment, groupwork assessment, gamification, proved to be linked to high student engagement and are recommended for future assessments.
- Achieving high pass rate in first submission will improve progression.
- Due to the success this year, it is planned that the CLBS Enterprise Expo will become an annual happening.

8. References

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