

L&T:21

Showcase – session 3 Stream 2

Nov 18, 2021



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connect ^{ED}



Showcase 3: Stream 2

Elaine Huber

Academic Director, Business Co-Design, The
University of Sydney Business School



JamBoard

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<https://bit.ly/3019Bj0>



Showcase 1

Practitioner Review and Personalised Feedback

— Louise Luff



Practitioner Review and Personalised Feedback

Presented by:
Louise Luff



THE UNIVERSITY OF
SYDNEY



Why we did it

"for the assignment, it was difficult to understand what the marking team were looking for and it was difficult to find accounting literature that was relevant with the resources provided"

Unsolicited student feedback, USS, ACCT2011 S2 2020



Ass quality	Definition
Deep disciplinary expertise	Deep disciplinary expertise is the ability to integrate and rigorously apply knowledge, understanding and skills of a recognised discipline defined by such activity, as well as familiarity with existing practice of the discipline.
Critical thinking and problem solving	Critical thinking and problem solving are the questioning of ideas, evidence or assumptions in order to propose and evaluate hypotheses or alternative arguments before formulating a conclusion or a solution to an identified problem.
Effective written communication	Effective communication, in both oral and written form, is the clear exchange of meaning in a manner that is appropriate to audience and context.
Information and digital literacy	Information and digital literacy is the ability to locate, interpret, evaluate, use, adapt, integrate, create and convey information using appropriate resources and strategies.
Generation of ideas	Generating novel ideas and solutions.

"really felt supported in this unit. It made me more confident going into assessments" Unsolicited student feedback, Teaching Online Survey, ACCT2011 S1 2021

Enhance
the student
experience

Active
learning

Graduate
attributes

Reduce
the risk of
second
year slump

What we did

With professional accounting practitioners support and feedback, the ACCT2011 assignment was transformed into an authentic, collaborative, and self-regulated learning experience.

This assignment does not count toward the final grade.

Practitioner Review Part A

Worth: No marks are allocated to Practitioner Review Part A


Individual/Group: Group

Due: Monday 12 April, 5pm (Sydney time) (Optional)

Length: Two (2) A4 pages (including any footnotes, appendices and images and excluding a reference list).

Practitioner Review Part A Instructions and Guidelines

Click [here](#) to access the Practitioner Review Part A Question, Instructions and Guidelines.


 THE UNIVERSITY OF SYDNEY

ACCT2011 Financial Accounting A
Semester 1 2021

Group Assignment
Practitioner Review Part A (Optional)
Instructions and Guidelines

Draft Part A Response: Due 5pm (Sydney time) Monday 12 April 2021 (Optional)

A panel of practitioners from HLB Mann Judd will review and provide feedback on draft Part A responses. If your group wishes to make use of the Practitioner Review Part A opportunity, submit your draft Part A response by 5pm (Sydney time) Monday 12 April 2021. No marks will be awarded for Practitioner Review Part A.

 HLB MANN JUDD
ACCOUNTING AND TAX SERVICES

1. Background Information for Group Assignment

Thank you for working with your group to prepare a draft Part A response for the ACCT2011 12/2021 Group Assignment.

Below is some feedback from the HLB Mann Judd Practitioner Review Team. The feedback is presented according to the criteria, which are tables included in Appendix 1 to the Practitioner Review Part A Instructions and Guidelines. Please note the submission mark for your draft Part A response will be awarded when the completed group assignment is graded.

Criteria	Table
Part A-1a Identify and describe one (1) financial reporting issue arising from the investigator's findings that would affect Bael's financial statements.	Reasonable description of one (1) financial reporting issue affecting Bael's financial statements.
Part A-1b Explain the anticipated impact of the identified issue in your Part A-1a answer on a relevant account balance and respectively the total assets or liability amount presented in Bael's statement of financial position.	Limited or poor explanation of the impact on an account balance and total amount recognised on Bael's statement of financial position. No or incorrect technical references included. 0-1 star attempted.
Part A-1c Explain the anticipated impact of the identified issue in your Part A-1a answer on a related line item and the profit or loss before tax amount presented on Bael's statement of financial performance.	Limited or poor explanation of the impact on a related line item and profit or loss before tax amount presented in Bael's statement of financial performance. No or incorrect technical references included. 0-1 star attempted.
Part A-1d Explain the anticipated impact of the identified issue in your Part A-1a answer on additional information disclosed in the notes to Bael's financial statements.	Reasonable explanation of the impact on additional information disclosed in the notes to Bael's financial statements. One correct paragraph from relevant accounting standards included.
Part A-2 Discuss how the identified issue in your Part A-1a and 1b answers could affect future decisions made in relation to their investment in Bael include a supporting example.	Reasonable discussion of how issue could affect future decisions made in relation to their investment in Bael. Supporting example is contextualised.

Suggested improvements for your group's draft Part A response:

- The first line of accounting is used as a reference, the full name has to be included. Suggest you look at the "How to reference Australian accounting documents" document in the library resources for your assignment module see <https://canberraopen.edu.au/courses/2020/2021/engr1001/library-resources/for-your-assignment>.
- Financial reporting issue is not directly related to the investigator's findings. Repeat the background information and think further about this.
- The impact on related accounts amount, investment and their related effects on Bael's financial statements.
- Don't forget to discuss the measurement issue with reasonable amount.
- There is a confusion with the accounting treatments explained in your answers. Repeat applicable accounting standards for guidance on how to make these clear.
- Using the exact words of the required account balances, line items and total presented in Bael's financial statements will improve your answers.
- More targeted discussion relates to the additional information disclosed in the notes for the financial reporting issue.
- Also consider AASB 12 and AASB 138.
- Applying some of the relevant AASB 127 now disclosure requirements will add more depth to your answer.

Additional comments from the Practitioner Review Team:

There is a few areas noted above that can be improved. 100% regards to 500/500, consider reading the facts of the question again - Bael is holding the PR at cost, not fair value. Good luck with the next stages of the assignment.

We are encouraged to incorporate these suggested improvements and additional comments into your group's final submission. Click [here](#) to access a Canvas page that contains a video from past students with comments and advice about how to use the Practitioner Review Team's feedback, a highly recommended watch!

We trust you have found the Practitioner Review of your group's draft Part A response useful.

Kind regards,

ACCT2011 12/2021 Practitioner Review Team

Library resources for your assignment

The Library provides access to various online resources that you can use to complete your assignment.

 Introduction to assignment research

 Where should you start?

 Find relevant websites

 Find journal articles

 Find news articles

 Referencing with APA 7th

 Ask for advice

Other Resources

View the following video presentations.

1. **Practitioner Review Team** from HLB Mann Judd so you can meet the team who will be reviewing your draft Part A response.



2. **Past students** where they share their comments and advice about undertaking the Practitioner Review Part A.

ACCT2011
Financial Accounting A

Past Student Comments and Advice

Presented by:
James Low, James McQueen,
Lechlen Woodall & Eamon Barker

0:00 4:21

How we went about it

THE UNIVERSITY OF SYDNEY
Business School

STUDENT PROJECT COLLABORATION AGREEMENT

PARTIES
University The University of Sydney, a body corporate under The University of Sydney Act 1989, ABN: 15 211 513 464, of Camperdown NSW 2006.

Instructions:

1. Using Chrome or Firefox as your browser, open the **Practitioner review rubric**: <https://ares.sydney.edu.au/go/612855087da1991b513ef842>
2. You will be prompted to log into the system with your **Unikitty** and **Unikitty** password.
3. Once logged in, you'll see this screen where you choose your groups for marking from the dropdown and click on "Show".

Enter data

Practitioner review rubric

Select group(s)

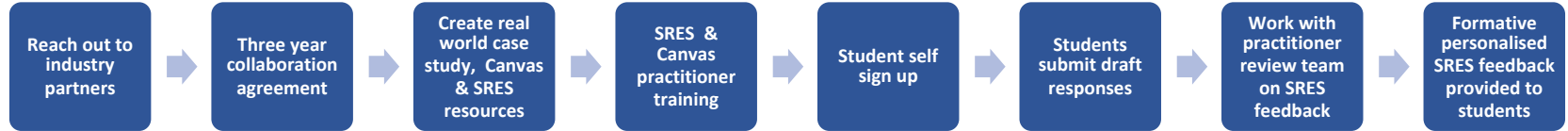
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Enter data

Practitioner review rubric

Select group(s)



REQUIRED:

Your draft Part A response is to be presented in a **short answer format**.

Part A (2 marks for Practitioner Review Part A submission)

(Hint: You may wish to present your Part A (a) answers in a table with headings. Below is a suggested form of presentation. This can be adapted to a landscape page orientation.)

(a)	(b)	(c)

Part A (4 marks in total, 12 marks for final submission, 2 marks for Practitioner Review Part A submission)
From a financial reporting perspective, consider the Energy Industry in Crisis investigation findings on the preparation of Blast's financial statements for the year ended 30 June 2022.

- Identify and describe one (1) financial reporting issue arising from the investigation's findings that would affect Blast's financial statements.
- Explain the anticipated impact of the identified issue in your Part A (a) answer on:
 - a relevant account balance **and** respectively the total asset or liability amount presented in Blast's statement of financial position;
 - a related line item **and** the profit or loss before tax amount presented on Blast's statement of financial performance; and
 - additional information disclosed in the notes to Blast's financial statements.

Specific paragraph references from appropriate accounting standards **and** required and calculations **and** required in your answer.

- Discuss how the identified issue in your Part A (a) and (b) answers could affect future decisions lenders make in relation to their investment in Blast. Include a supporting example.

Group assignment sign up

Open the **Practitioner review** link on ARES (1000) Canvas and click on **Group**.

Assignment

On this page you will see a series of group options, each allocated to one particular workshop (e.g. IC Tutorial 01, Tuesday 13.00pm to 13.30pm Group 01).

How to join

Simply click the **Join** button to the right of a group name.

If you make a mistake and you want to change the group, click the **Leave** button and then **Join** another group.

Important:

You **MUST** create a group that is allocated to your timetable tutorial (e.g. IC Tutorial 01, Tuesday 13.00pm). Do not join any other group.

Please note that the teaching team cannot help you with manually allocating students (e.g. friends in the same tutorial) to the same group. If you want to be in a group with friends in your tutorial, be clear and self-organise!

If you do not have any friends in your tutorial yet, don't worry - you'll make them after you join a group.



Submit Assignment

Group assignment sign up

On this page you will see a series of group options, each allocated to one particular workshop (e.g. IC Tutorial 01, Tuesday 13.00pm to 13.30pm Group 01).

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What we learnt - The student experience

Quantitative measures

Student Performance

Item	S1 2021	S2 2021
Student enrollment	305 students	334 students
% self signing up to group	87% (266 students)	83% (281 students)
% sent personalised SRES group sign up reminder email	13% (39 students)	17% (57 students)
% viewed personalised SRES group sign up reminder email	56.4% (22 students)	57.1% (32 students)
% submitting Practitioner Review Part A draft response	51%	99%
% viewed SRES Practitioner Review feedback	70%	72%
Average final mark Part A (Students who submitted Practitioner Review Part A for feedback – S1 2021 voluntary & no mark, S2 2021 check in 1 mark)	92%  	83.6% 
Average final mark Part A (All students)	77%	83.5%

ACCT2011 S1 2021 USS

Item	Students enrolled: 305 Student response rate = 131 (43%)
Q4: I have had good access to valuable learning resources	91% SA &A, mean = 4.38
Q5: The assessment tasks challenged me to learn	92.5% SA &A, mean = 4.36
F106: The knowledge and skills gained are relevant to my career plans	92.5% SA &A, mean = 4.37

What we learnt - The student experience

Qualitative measures

Peer feedback

"I love the idea of getting industry involved in providing feedback" DVC (Education) Peer Review, Teaching Pilot Program 2021

"One strength that I like to highlight is the balance between challenge and support, in particular the feedback provided on performance (e.g. feedback on the draft report) to assist students to learn from assessments"
DVC (Education) Peer Review, Teaching Pilot Program 2021

"I hope the students realise how valuable this feedback is" Unsolicited feedback, ACCT2011 S1 2021 Teaching Staff

Student feedback

"The great aspect of this unit is we can get some feedback when we are working on the assignment e.g. Group report part A feedback"

"I found I learned the most in the assignment work and really like the way the feedback was presented when doing the assignment"

"the inclusion of professional feedback is exceptional and goes beyond what is expected yet it is essential for improvement"

Unsolicited student feedback, USS, ACCT2011 S1 2021.



What we learnt - The practitioner experience

Qualitative measures

Practitioner feedback

“The program was a great initiative with benefits not only for the students but also for our staff involved in the program.

Our staff thoroughly enjoyed marking the student assignments and having the opportunity to showcase their knowledge and experience through the feedback they provided to the students.

The program also reminded us of the challenges associated with interpreting and applying accounting standards and financial reporting concepts for the first time, challenges that are not too dissimilar to the challenges our own graduates face in the earlier stages of their careers.

These insights are very useful, especially with regard to the learning and development aspects of our graduate program, an area which is continuously evolving”.

Director, HLB Mann Judd

What's next

- Modifications for S1 2022 – Change instructions so students are mindful of word limit
- Working with HLB Mann Judd on S1 2022 assignment
- Collaborative research paper, Longitudinal study

For further information email Louise Luff at louise.luff@Sydney.edu.au



Question?



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Showcase 2

How to track 'everything' when you are coordinating a large unit?

— Anish Purkayastha



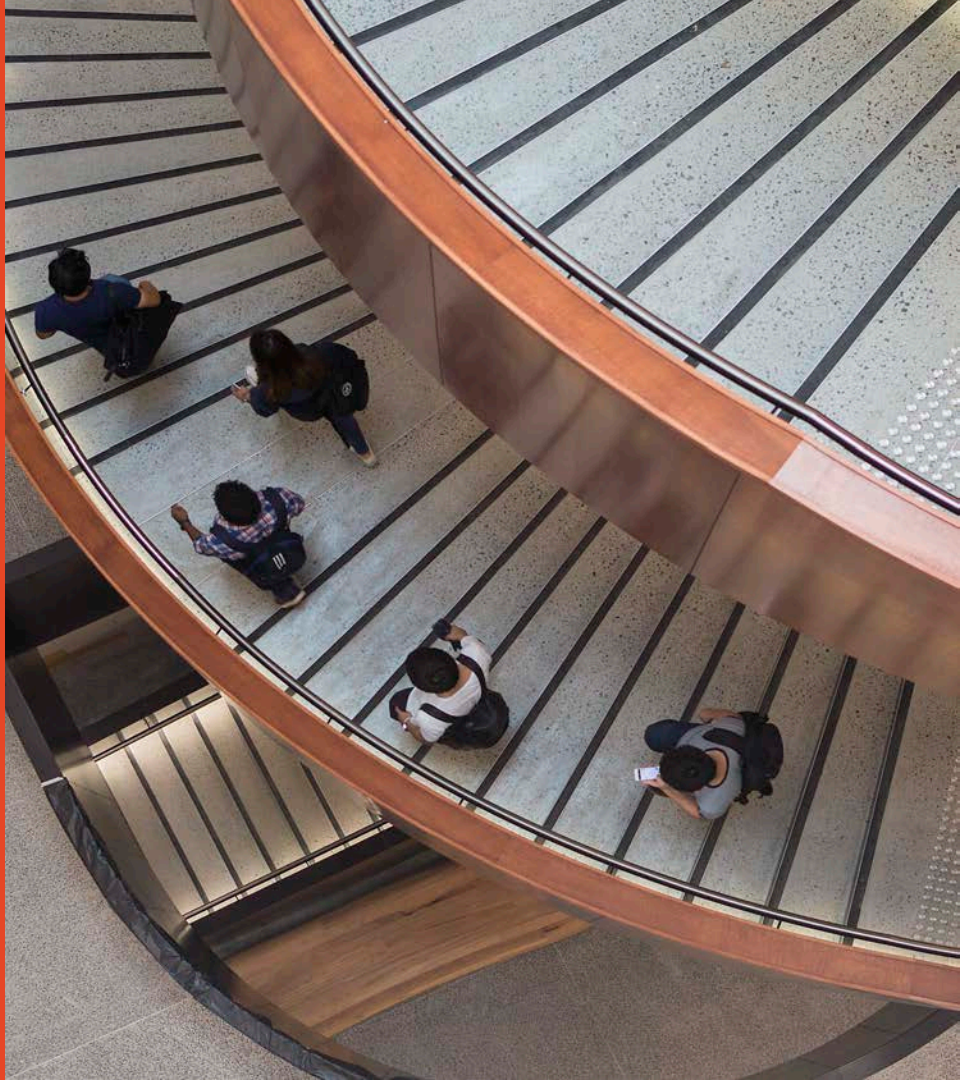
How to track 'everything' when you are coordinating a large unit?

View from the trench....

Presented by

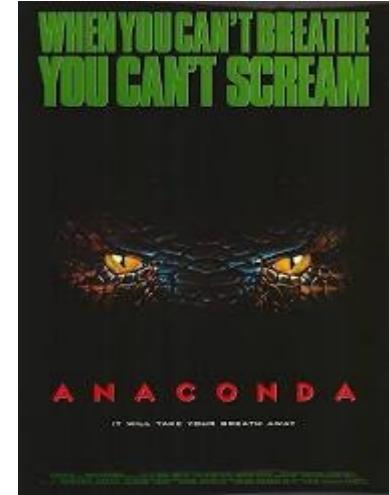
Dr. Anish Purkayastha

Lecturer, Discipline of International Business





Obsession with the size...



- Inclusion of 'Firm Size' as control variables in empirical analysis ([research](#))
- Celebrating financial or total employee strength in annual results ([industry](#))
- Comparison between economies or trade deficits ([international politics](#))
- Number of vaccine rollout ([domestic politics](#))
- Increasing number of enrolment at Uni ([in our home turf](#))
- And many more....



Story begins....

Congratulations! Your unit has been subscribed by 1300 students for the next semester. Please let me know what help you need to take the class...

Excited!



Cautious!



Worried!



I do not have all the answers! But, I know most of the problems!



My teaching adventure at Uni (since March, 2018)

- BUSS1000 (7 times)
 - Between 500+ -1400+ students
- BUSS6000 (2 times)
 - Between 100-150 students
- IBUS5003 (1 time)
 - Between 0-50 students
- IBUS3110 (1 time)
 - Between 0-50 students
- BUSS4915 (1 time)
 - Around 100 students



Being in all 3 forms of teaching setup- (1) large lecture (B2010), (2) tutorial, and (3) 3hrs block teaching





Simultaneous management of multiple parallel threads...

– How many (**planned**) threads you need to manage...

1. Tutor acquisition (2-3 months) 
2. Tutorial planning (1-2 months) 
3. Canvas planning (1 month) 
4. Reading materials planning (1 month) 
5. Lecture content planning (1-6 months) 
6. Tutorial content planning (2 months) 
7. External partner planning (2 months) 
8. Tutor meetings (2 months) 
9. Tracking (Ongoing) 



What happens when one of the players is out of sync!



1. Tutor Acquisition (2-3 months)...

- You need to move fast as good tutors are always in demand
- Solicit EOI about (i) number of tutorials, (ii) mode of tutorials, (iii) availability for tutorial and meetings
- Balance between critical mass and threshold number
 - Both in number of (i) tutors and (ii) tutorials per tutor
- Tutorial allocation is a negotiated process
- Communication with discipline's admin

Type	Tut-Code	Day	Time	Location	Tutor	Count
F2F	CC06	Wednesday	16:00-18:00	ABS Room 2020	Tutor 1	32
F2F	CC08	Thursday	09:00-11:00	ABS Room 2290	Tutor 1	31
F2F	CC10	Thursday	12:00-14:00	ABS Room 2050	Tutor 1	32
F2F	CC19	Monday	16:00-18:00	ABS Room 3003	Tutor 2	20
F2F	CC01	Monday	10:00-12:00	ABS Room 3020	Tutor 3	31
F2F	CC03	Monday	13:00-15:00	Eastern Avenue Seminar Room 406	Tutor 3	32
OL	RE07	Tuesday	10:00-12:00	Online	Tutor 3	27
OL	RE09	Tuesday	12:00-14:00	Online	Tutor 3	31
F2F	CC22	Monday	13:00-15:00	ABS Room 3003	Tutor 4	29
F2F	CC20	Monday	16:00-18:00	ABS Room 3200	Tutor 4	28
OL	RE15	Thursday	10:00-12:00	Online	Tutor 4	29
OL	RE19	Thursday	14:00-16:00	Online	Tutor 4	31

Tutor wise tutorial allocation tracker

Trick of the trade

- You need to create personal connections with the tutors
- Separation of (i) tutor management and (ii) issue resolution



2. Tutorial planning (1-2 months)

- Balance between CC vs RE mode
 - Practically we are running 2 parallel units under one unit
- Location of tutorials
 - Dispersion of location is directly proportional to the number of tutorials
- Mapping between (i) tutors availability and (ii) tutorial schedule
 - Hot-cold approach

Type	Tut-Code	Day	Time	Location	Tutor	Count
F2F	CC01	Monday	10:00-12:00	ABS Seminar Room 3020	1	31
F2F	CC02	Monday	10:00-12:00	ABS Seminar Room 3003	2	31
F2F	CC17	Monday	10:00-12:00	ABS Seminar Room 2290	3	31
OL	RE02	Monday	10:00-12:00	Online	4	30
OL	RE01	Monday	10:00-12:00	Online	5	32
F2F	CC21	Monday	12:00-14:00	ABS Seminar Room 3020	6	31

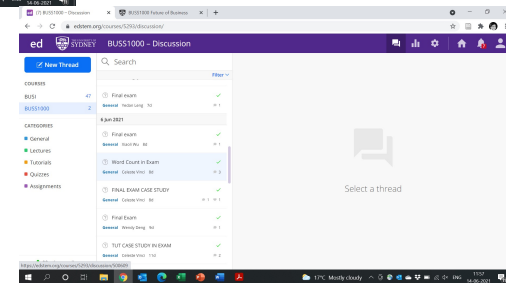
Day wise tutorial allocation tracker

Trick of the trade

- Your 'physical' presence matters!
- Always open more tutorials than what you need
- Good tutorial location makes everyone happy
- Do not underestimate the negative effect of the distance between tutorials



- BUSS unit's Canvas site needs to go live 2 weeks before the semester (1 week is standard)
- Setup the assignments
 - Type, dates, content
- Ensure that 'grade posting policy' is 'manual'
- Set up 'Ed'
 - Post welcome message after canvas live date
 - Set the 'ground rule'
 - Disabled 'anonymous' posting
- Start using 'announcements' to welcome and set the tone



- Create a checklist
- Block calendar for all the important tasks



4. Reading materials planning (1 month)

- List of mandatory and optional readings
 - Balance between articles and book chapters
- Instructions for accessing HBR articles
- Review ‘leganto’ to ensure consistency (even when library is doing it for you!)
- Procure licensed case studies

Trick of the trade

- Duplication of instructions will save the day
 - Mandatory vs optional
 - Page numbers or chapter number for book
- Online access vs. uploaded scanned copy



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BUSS1000 Future of Business Reading List (Semester 1, 2021)

Reading links can be found in the "Reading List" section on Canvas.

Week	Lecture	Recommended Readings
1	Preparatory readings	<p>Mandatory:</p> <p>Bovée, C. L., & Thill, J. T. (2015). Understanding basic economics. In <i>Business in action</i> (7th ed., pp. 68–89). Harlow, Essex, England: Pearson. (Chapter 2 only)</p> <p>Peters, S. Megatrends – Introduction <i>Sydney Business Insights</i></p> <p>Peters, S. Megatrends – Infographic (NB: This reading is the infographic contained in the Week 1 Module on Canvas.)</p>
2	Role of Business	<p>Mandatory:</p> <p>Falck, O. & Heblich, S. (2007). Corporate Social Responsibility: Doing Well by Doing Good. <i>Business Horizon</i>.</p> <p>Porter, M. E., & Kramer, M. (2011) Creating shared value: Redefining capitalism and the role of the corporation in society. <i>Harvard Business Review</i>, 89(1/2), 62–77.</p> <p>Seelos, C. & Mair, J. (2005). Social Entrepreneurship: Creating New Business Models to Serve the Poor. <i>Business Horizon</i></p> <p>Optional:</p> <p>James E. Post, Lee E. Preston, Sybille Sachs (2002), Managing the Extended</p>

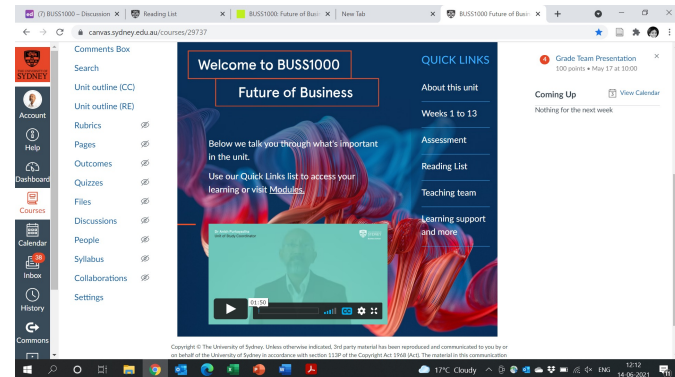


5. Lecture content planning (1-6 months)

How many threads you need to manage...

1. Tutor onboarding (2-3 months)
2. Tutorial planning (1-2 months)
3. Canvas planning (1 month)
4. Reading materials planning (1 month)
5. Lecture content planning (1-6 months)
6. Tutorial content planning (2 months)
7. External partner planning (2 months)
8. Tutor meetings (2 months)
9. Tracking (Ongoing)

- Live lecture (F2F or Online) – min prep time/least organized
 - Review the slides
 - Post the slides 24hrs (or pre-committed schedule) before the first iteration
 - Post the video (automated or manual) after the lecture
- Recorded lecture – medium prep time/medium organized
 - Review the slides
 - Post the video and slides 24hrs (or pre-committed schedule) before the first tutorial
 - Ensure you have included 'English Caption'
- Canvas based online content (CLaS approach) – max prep time/max organized
 - Development phase
 - Review and sign-off the online content
 - Close control between sandbox and live canvas site
 - Steady state phase
 - Review the online content (every video, every online activity, every links)



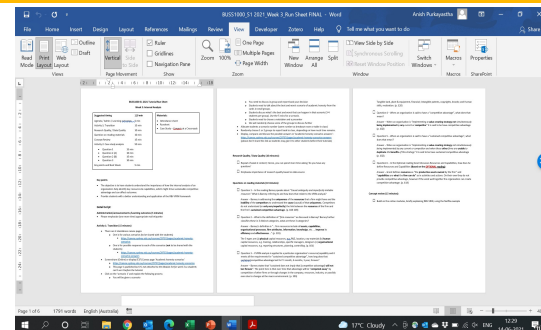
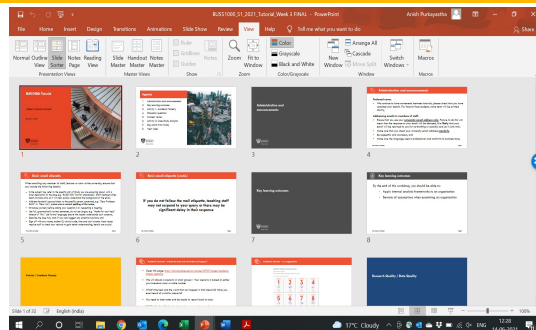
Trick of the trade

- Create the schedule of content release
- Be flexible!
- Canvas based online content delivery mode does not reduce preparation time!
- If you do not know, ask for help!



6. Tutorial content planning (2 months)

- What you need to prepare /provide to your tutor
 - Slides
 - Teaching notes
 - Case studies / workshop materials (Max 4 case studies per unit per semester)
 - Training manual
 - Overall Plan
- What you need to prepare /provide to your students
 - Case studies / workshop materials
 - Instructions



Week #	Topic	Lecture	Tutorial Activity	Title	Tutorial	Transition Module
1	Introduction and the future of business	AP (Recording / Live)	Case study- CS1	The Health Tracker: An Entrepreneur's Journey (Journal of business case studies)	AP	30mins
2	Role of Business in Society	Online	Case study- CS2	Helenvale's recycling initiative (Emerald)	AP	15mins
3	Internal Analysis	Online	Case study- CS3	Compis at a Crossroads (SMR)	JB	15mins
4	External Analysis	Online	Case study- CS4	First Solar (SMR)	AP	
5	Strategy	Online	Case study- CS5	The a2 Milk Company (HBR)	AP	15mins
6	Information, communication, and technology	AP/KR (Recording / Live)	Workshop- 1	Marshmallow challenge	JB	
7	Sustainability	Online	Case study- CS6	Nike Considered Getting Traction on Sustainability (SMR)	AP	
8	Evolving workplace	Online	Case study- CS7	Uber technologies Inc.- re-entering the South Korean Taxi hailing service after the eviction (Emerald)	AP	15mins
9	Urbanisation	Online	Case study- CS8	Smart City or smart citizens. The Barcelona case (JSM)	JB	
10	Emerging and Growing Markets	Online	Case study- CS9	Corruption in Russia: Ikea's expansion to the East (Emerald)	AP	
11	Design Thinking	Online	Workshop- 2	Stanford D-school- Chair design	AP	
12	Entrepreneurship	Online	Case study- CS10	bKash: Financial Technology Innovation for Emerging Markets (Ivey)	AP	
13	Conclusions and your future in business	AP (Recording / Live)	Mock Exam	bKash: Financial Technology Innovation for Emerging Markets (Ivey)	AP	15mins

Trick of the trade

- Share ahead of time
 - In batches and at least 1 week before the schedule tutor training meeting (tutor)
 - On weekly basis (students)
- Periodic check & balance in place to verify tutor preparation
- The devil is in the details



7. External partner planning (2 months)

- Long term partnership
 - Unilever
 - Contract (project collaboration agreement and LOE)
 - HR contact (musical chair!)
 - Schedule the engagement touch points (electronic or F2F/Online)
 - Schedule logistics for F2F/Online presentations
- Ad-hoc partnership
 - Guest lecture/s

Trick of the trade

- Understand (ever changing) power structure in the engagement partner
- Build personal contact with HR
- Bigger the name, greater the predictability (benefit) and higher the maintenance (cost)

The screenshot shows a Zoom meeting interface with 15 participants in a grid view. The participants' names are visible below their video feeds: Anish Purkayastha, Rachael Hamlin, Nicky Sparschott, Evan Giannoulas, Leon Ortega, Ricky Schlessinger, Daniel Gelerman, nsay559@uni.sy., Olivia Gage, Max Marchione, Rosta Konstant, Joseph Scapellato, Kevin Tjerslev, Feiler Xu, Cindy Pi, Doan.Pham, and Lorna.Ash. Below the Zoom window, a web browser displays the Canvas LMS page for 'Entrepreneurs in action'. The page includes a video player with a man wearing headphones and a caption 'My name's Andrew Sue.' Below the video, there is text about entrepreneurship and a section titled 'Trends in 2018'.



8. Tutor meetings (2 months)

- 2 types of meeting
 - Covering the content
 - Describe the content through mail
 - Explain the changes in tutorial content
 - Covering the process (e.g. marking)
 - Describe the process through mail
 - Explain the marking process (e.g. speedgrader, rubric, timeline etc.) in the meeting

Trick of the trade

- Find the suitable schedule that includes everyone!
- Balance between 'training' and 'verification' modes



Agenda

- 12:30 – 13:00 Welcome & Unit Overview (30mins)
 - Anish Purkayastha
- 13:00 – 13:30 Week 1-5 (30mins)
 - Anish Purkayastha and Joseph Boulis
- 13:30 – 13:50 BCAW (20mins)
 - Andrew Allan
- 13:50 – 14:20 Admin, Tutorial participation and Zoom/online learning (30mins)
 - Joseph Boulis
- 14:20 - 14:30 Q&A (10mins)
 - All



Tutor meetings – 5 (planned) + 1 (exam- will be planned later)

- Introduction to the unit and content discussion for Week 1-5
 - 22nd Feb 12:30-2:30 (2hrs)
 - <https://uni-sydney.zoom.us/j/85384361049?from=addon>
- Content discussion for Week 6-10
 - 29th March 18:30-20:00 (1.5hrs)
 - <https://uni-sydney.zoom.us/j/87027742527?from=addon>
- Case study marking
 - 12th April 18:30-20:00 (1.5hrs)
 - <https://uni-sydney.zoom.us/j/85400667879?from=addon>
- Content discussion for Week 11-13
 - 10th May 18:30-19:30 (1hr)
 - <https://uni-sydney.zoom.us/j/87952827707?from=addon>
- Team presentation marking
 - 17th May 18:30-20:00 (1.5hrs)
 - <https://uni-sydney.zoom.us/j/83431729361?from=addon>



9. Tracking (Ongoing)

- Master Tracker (linked through SID as primary key)
 - Allocation system data (partially moving data throughout the semester)
 - Tutorial and tutor allocation (partially moving data throughout the semester)
 - Academic Plan tracker (moving data throughout the semester)
 - Gradecenter data (moving data throughout the semester)
 - Enrolment (moving data throughout the semester)
- Special consideration tracker (moving data throughout the semester)
- Academic Honesty tracker (moving data throughout the semester)
- Overall plan tracker (moving data throughout the semester)

- How many (**planned**) threads you need to manage...
 1. Tutor acquisition (2-3 months)
 2. Tutorial planning (1-2 months)
 3. Canvas planning (1 month)
 4. Reading materials planning (1 month)
 5. Lecture content planning (1-6 months)
 6. Tutorial content planning (2 months)
 7. External partner planning (2 months)
 8. Tutor meetings (2 months)
 9. Tracking (Ongoing)

How many threads you need to manage...

1. Tutor acquisition (2-3 months)	
2. Tutorial planning (1-2 months)	
3. Canvas planning (1 month)	
4. Reading materials planning (1 month)	
5. Lecture content planning (1-6 months)	
6. Tutorial content planning (2 months)	
7. External partner planning (2 months)	
8. Tutor meetings (2 months)	
9. Tracking (Ongoing)	



Secret recipe! (Overall)



- Make friends (test: can you send a mail/text to them with your request and get the response within a timeline)
 - Students support, Business school and central exam office, Case management team, Timetabling team, UG program management team, Curriculum team
 - Help them when they are in trouble
- A delicate balance among multiple roles
 - Manager, Lecturer, Tutors, Caregiver
- Plan, Prepare and Track
 - Use excel (my preference) extensively as you need to integrate multiple data source
 - Keep buffer in every stage
- Balance between centralization vs. delegation



What I have learnt! (BUSS1000 specific)



- It does not matter how much you try, sh** happens!
 - Learn how to move on from a set back
- You are dependent on others to deliver the unit
 - Acknowledge your dependency while controlling through tracking
- You are the first person whom 'independent school' and 'fully paid international' students are facing!
 - Navigate the onboarding process!
- Timely communication is the key
 - Being accessible
- You need to be decisive and (if requires) tough
 - With the risk of negative consequence in USS scores and being unpopular among your colleagues

This is just another job!

Question



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—
Business School

Showcase 3

Peer feedback provision at scale using Feedback Fruits

— Carlos Prieto Alvarez





Peer Feedback Provision at scale

Carlos Prieto, Senior Learning Technologist



THE UNIVERSITY OF
SYDNEY

Challenge of giving peer feedback

- It has a degree of risk with respect to ownership because some student gives their friends higher grades.
- Some student tends to give everyone the same mark.
- Some student feels ill-equipped to do the assessment.
- Student can be unwilling to make a judgment about their peers.

Challenge of receiving peer feedback

- Some student may not take feedback at all from their peers.
- Different ability levels since some students have limited knowledge about the topic and this can affect the assessment.
- Some student finds their assessment beyond their expectation so they disagree with that and get emotionally stuck and don't accept it.

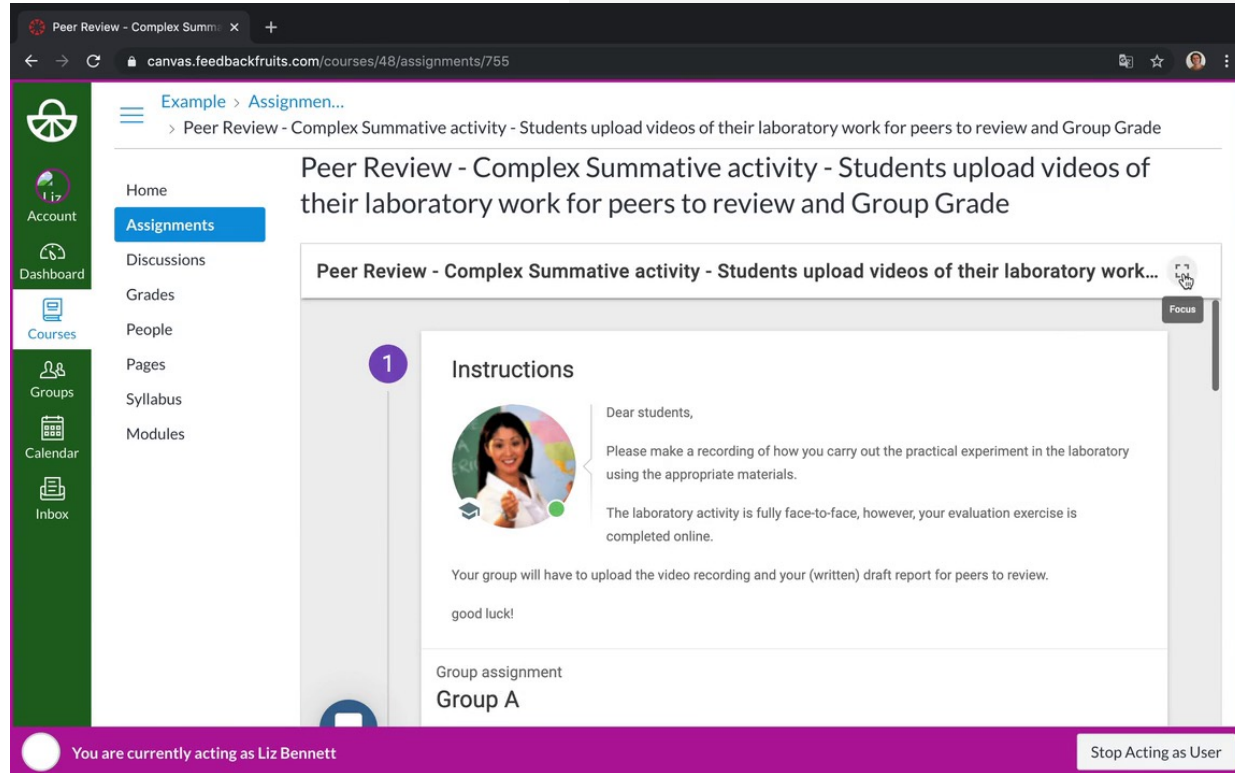
What is Feedback Fruits?

Peer Review enables instructors to create assignments for students to provide feedback to their peers on deliverables.

The tool structures and streamlines the process of students reviewing their peers' work. The teacher specifies the criteria by which students evaluate their peers' work and sets deadlines and instructions.



Canvas Integration



The screenshot displays the Canvas LMS interface for a peer review assignment. The browser address bar shows the URL `canvas.feedbackfruits.com/courses/48/assignments/755`. The left sidebar contains navigation links: Home, Account, Dashboard, Courses, Groups, Calendar, and Inbox. The main content area is titled "Peer Review - Complex Summative activity - Students upload videos of their laboratory work for peers to review and Group Grade". Below the title, there is a section labeled "Instructions" with a numbered list (1) and a circular profile picture of a woman. The instructions text reads: "Dear students, Please make a recording of how you carry out the practical experiment in the laboratory using the appropriate materials. The laboratory activity is fully face-to-face, however, your evaluation exercise is completed online. Your group will have to upload the video recording and your (written) draft report for peers to review. good luck!". At the bottom of the page, a purple bar indicates the user is acting as "Liz Bennett" and provides a "Stop Acting as User" button.

Peer Review - Complex Summative activity - Students upload videos of their laboratory work for peers to review and Group Grade

Peer Review - Complex Summative activity - Students upload videos of their laboratory work...

1 Instructions

Dear students,

Please make a recording of how you carry out the practical experiment in the laboratory using the appropriate materials.

The laboratory activity is fully face-to-face, however, your evaluation exercise is completed online.

Your group will have to upload the video recording and your (written) draft report for peers to review.

good luck!

Group assignment
Group A

You are currently acting as Liz Bennett

Stop Acting as User

×

Peer Review

SAVE


1

Collaboration options

☐

Hand in work individually, review individually


Students hand in work individually and automatically get assigned to peers to review.



☐

Hand in work individually, review within groups


Students hand in work individually and automatically get assigned to peers to review within groups you specify.



☒

Hand in as group, review work by other groups individually

Students hand in work as a group and automatically get assigned to review work by other groups individually.



2

NEXT >

Two types of Rubric

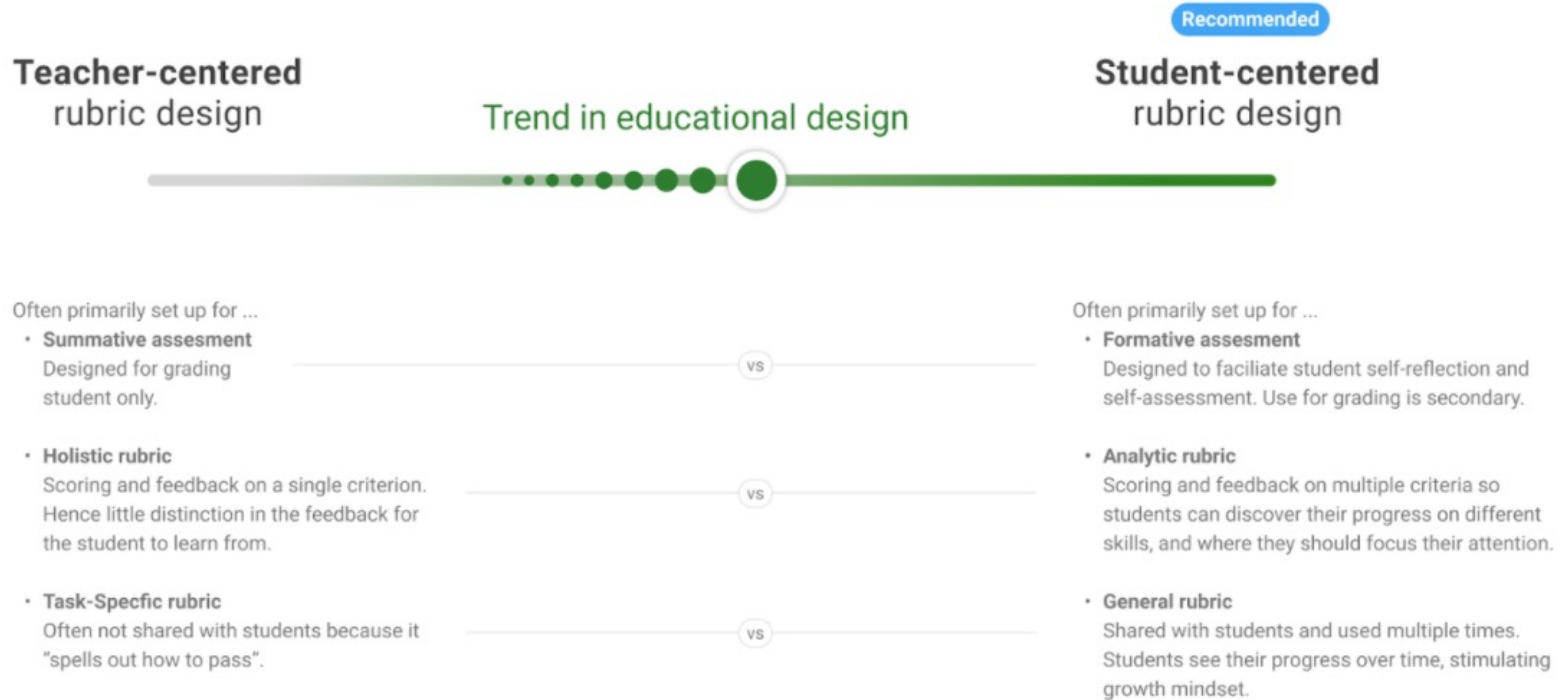
Holistic rubric means a single score is provided based on the overall judgement of work quality.

Analytic rubric work is described on each criterion separately.

Scale	Blog
Exemplary	<div><div></div><div></div><div></div><div></div><div></div></div>
Proficient	<div><div></div><div></div><div></div><div></div></div>
Emerging	<div><div></div><div></div></div>

Contributions to teamwork	Beginning <div><div></div><div></div><div></div></div>	Emerging <div><div></div><div></div><div></div></div>	Proficient <div><div></div><div></div></div>	Experienced <div><div></div><div></div></div>	Exemplary <div><div></div><div></div><div></div><div></div><div></div></div>
Interaction with team members and work	Beginning <div><div></div><div></div><div></div></div>	Emerging <div><div></div><div></div><div></div></div>	Proficient <div><div></div><div></div><div></div><div></div></div>	Experienced <div><div></div><div></div><div></div><div></div></div>	Exemplary <div><div></div><div></div><div></div><div></div></div>
Organisational and monitoring teamwork	Beginning <div><div></div><div></div><div></div></div>	Emerging <div><div></div><div></div><div></div></div>	Proficient <div><div></div><div></div><div></div><div></div></div>	Experienced <div><div></div><div></div><div></div></div>	Exemplary <div><div></div><div></div><div></div></div>
Relevant knowledge, skills and abilities	Beginning <div><div></div><div></div></div>	Emerging <div><div></div><div></div><div></div></div>	Proficient <div><div></div><div></div><div></div></div>	Experienced <div><div></div><div></div><div></div><div></div></div>	Exemplary <div><div></div><div></div><div></div><div></div></div>

Student-Centered Rubric



Customizable Criteria or Rubric

New section


Add
Rubric

	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Add
Scale rating

5

Add
Comment criterion



DONE

Customizable Criteria or Rubric

Peer Review

SAVE

Edit rubric

	Poor 0 points	Good 2 points	Excellent 3 points	Outstanding 4
<div>Set-up and Equipment Care</div> <div><input checked="" type="checkbox"/> Allow comments, 1 required</div>	<div>Set-up of equipment is not accurate, help is required with several major details</div> <div>Many necessary supplies must be found in mid-lab.</div>	<div>Set-up of equipment is generally accurate with 1 or 2 small details that need refinement.</div> <div>All necessary supplies on hand.</div>	<div>All equipment accurately placed.</div> <div>All necessary supplies on hand.</div>	<div>All equipment accurately placed.</div> <div>All necessary supplies on hand.</div> <div>Very neat and organized.</div>
<div>Following Procedure</div> <div><input checked="" type="checkbox"/> Allow comments, 2 required</div>	<div>Lacks the appropriate knowledge of the lab procedures.</div> <div>Often requires help from the teacher to complete basic procedures.</div> <div>Measurements are</div>	<div>Demonstrates good knowledge of the lab procedures.</div> <div>Will ask peers for help with problems in lab procedures.</div> <div>Works to follow each step before moving on to the next step.</div> <div>Measurements are mostly</div>	<div>Demonstrates sound knowledge of lab procedures.</div> <div>Will discuss with peers to solve problems in procedures.</div> <div>Carefully follows each step.</div> <div>Measurements are accurate.</div>	<div>Demonstrates very good knowledge of the lab procedures.</div> <div>Glady helps others follow procedure.</div> <div>Thoroughly and carefully follows each step moving on to the next step.</div> <div>Measurements are</div>

DISCARD DONE

Deadline
Fri, May 1st, 23:59


Student Review Panel

2

Give feedback to yourself and peers

90% of your grade

[Your review work](#)



Student Biz One

Self-assessment

Review complete

SB


Student Biz Three


START REVIEWING

SB

Student Biz Two

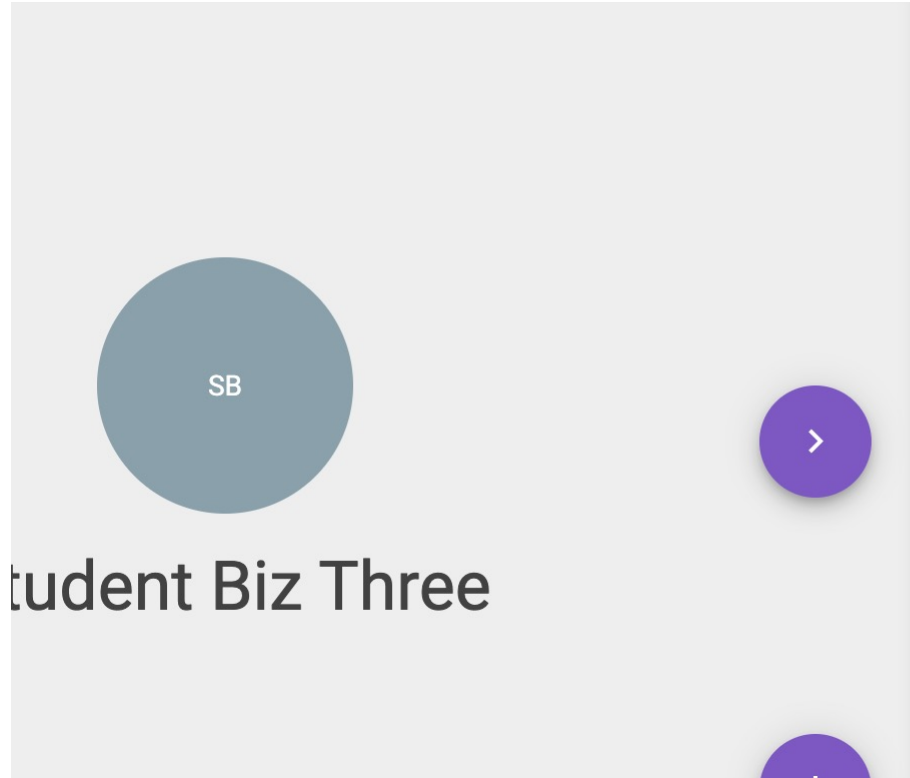
START REVIEWING

 [DOWNLOAD YOUR REVIEWS](#)

 **6 days left**

Sat, Mar 27th, 23:59

Rating



× Review based on these criteria

^ Rate how well the group member was prepared ✓

Was the group member well prepared? For example, was the group member aware of the instructions and up-to-d...

[Read more...](#)




Comments (0)

WRITE

Rating



←

 Connor Murphy


< PREVIOUS



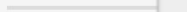






Viewing Group 1/2

NEXT STUDENT >



2 Viewing task
Given reviews

Student progress  100%

Criteria	Self-assessment Connor Murphy	All reviews given by Connor Murphy	Review recipient Donald Cook
Contributions	<div>Unsatisfactory 0 points Needs Improvement 1 point Good 2 points Excellent 3 points</div> <div></div> <div>Requirements for Needs Improvement (1 point) Sometimes provides useful ideas when participating in the group and in classroom disc... Read more...</div> <div>2 COMMENTS</div>	<div>Unsatisfactory 0 points Needs Improvement 1 point Good 2 points Excellent 3 points</div> <div></div> <div>Requirements for Excellent (3 points) Routinely provides useful ideas when participating in the group and in classroom disc... Read more...</div> <div>4 COMMENTS</div>	<div>Unsatisfactory 0 points Needs Improvement 1 point Good 2 points Excellent 3 points</div> <div></div> <div>Requirements for Excellent (3 points) Routinely provides useful ideas when participating in the group and in classroom disc... Read more...</div> <div>2 COMMENTS</div>
Attitude	<div>Unsatisfactory 0 points Needs Improvement 1 point Good 2 points Excellent 3 points</div> <div></div> <div>Requirements for Good (2 points) Is rarely publicly critical of the project or the work of others. Often has a positive attitude about the... Read more...</div> <div>2 COMMENTS</div>	<div>Unsatisfactory 0 points Needs Improvement 1 point Good 2 points Excellent 3 points</div> <div></div> <div>Requirements for Good (2 points) Is rarely publicly critical of the project or the work of others. Often has a positive attitude about the... Read more...</div> <div>3 COMMENTS 1 unread</div>	<div>Unsatisfactory 0 points Needs Improvement 1 point Good 2 points Excellent 3 points</div> <div></div> <div>Requirements for Good (2 points) Is rarely publicly critical of the project or the work of others. Often has a positive attitude about the... Read more...</div> <div>1 COMMENT</div>
Focus on the task	<div>Unsatisfactory 0 points Needs Improvement 1 point Good 2 points Excellent 3 points</div> <div></div>	<div>Unsatisfactory 0 points Needs Improvement 1 point Good 2 points Excellent 3 points</div> <div></div>	<div>Unsatisfactory 0 points Needs Improvement 1 point Good 2 points Excellent 3 points</div> <div></div>

Self assessment and control panel

×

Peer Review

⛶

SAVE

3

×

Give feedback to yourself and peers

Handed in work is automatically and randomly distributed among peers to review.

Feedback criteria

4 rubric criteria

CHANGE

🕒

Deadline

Thu, Apr 30th, 23:59

×

📌

Synchronizing grades is enabled in your LMS for this assignment. Since a deadline is configured for this step, FeedbackFruits synchronizes an average of received ratings for each student after the deadline passes.

^

Settings

Self-assessment

Students review themselves, before reviewing others, yet can switch between reviews

🔵

Submitter anonymity

Submitters are anonymous to their reviewer(s)

🔴

Reviewer anonymity

Reviewers see who they are reviewing but are anonymous to the receiver

🔴

Required reviews per student

Reviewer has to review each file their assigned peer submits

1 ▾

Allow students who didn't hand in, to participate in reviewing


🔴

💬

Program feedback

× Peer Review ⌵ SAVE

Allow students who didn't hand in, to participate in reviewing ☐




Optional instructions on giving feedback: how do you want a reviewer to work, taking into account the specified criteria?

4

Read and reflect on received feedback

In this step, students read & reflect on the feedback they received.

Write a reflection on the received feedback ☒



Deadline

Fri, May 1st, 23:59

×


^

 Settings

Hold feedback until release


Release feedback at Sat, May 2nd, 23:59

If no release date is set, feedback will be visible immediately



What did you learn from doing this assignment and the feedback you received? What went well? What didn't go well? What would you do differently next time?

Required length of written reflection at least 1 and at most 5000 words



Configure Grading

×

Peer Review

⌵

SAVE

×

Grading

Configure which facets of the activity should be weighed in the students grade.

100 %

10	pp	Hand-in step completed
5	pp	Hand-in step completed on time
5	pp	Completed giving feedback
15	pp	Has written the minimum number of review comments: 4
40	pp	⌵ Ratings received on work in total
10	pp	Set-up and Equipment Care
10	pp	Following Procedure
10	pp	Data Collection
10	pp	Safety
10	pp	Has viewed all received feedback
15	pp	Has written the required reflection

100 %

⌵

Rubric analysis

Peer Review - Complex Summative activity - Students upload videos of their laboratory work for peers to review and Group Grade

Rubric for 'Peer Review - Complex Summative activity - Students upload videos of their laboratory work for peers to review and Group Grade'

Few ratings Many ratings Show the ratings that students have received

	Poor 0 points	Fair 1 point	Good 2 points	Excellent 3 points
Set-up and Equipment Care Total points 44 out of 48 92%	Set-up of equipment is not accurate, help is required with several major details. Many necessary supplies must be found in mid-lab.	Set-up of equipment is generally workable with several details that need refinement. Some necessary supplies... Read more...	Set-up of equipment is generally accurate with 1 or 2 small details that need refinement. All necessary supplies on... Read more...	Received by 6 participants All equipment accurately placed. Read more...
Following Procedure Total points 34 out of 48 71%	Received by 3 participants Lacks the appropriate knowledge of the lab procedures. Read more...	Received by 3 participants Demonstrates general knowledge of lab procedures. Read more...	Demonstrates good knowledge of the lab procedures. Will ask peers for help with problems in lab procedures. Read more...	Received by 6 participants Demonstrates sound knowledge of lab procedures. Read more...
Data Collection Total points 19 out of 48 40%	Received by 3 participants Measurements are incomplete, inaccurate and imprecise. Read more...	Received by 6 participants Measurements are somewhat inaccurate and very imprecise. Read more...	Received by 3 participants Measurements are mostly accurate. Read more...	Measurements are accurate with reasonable precision. Observations are thorough. Work is generally neat and... Read more...
Safety Total points 37 out of 48 77%	Proper safety precautions are consistently missed.	Proper safety precautions are often missed.	Received by 3 participants Proper safety precautions are generally used.	Received by 6 participants Proper safety precautions are consistently used.

Track Progress

Overall student progress

1 of 7

students have completed this

7

average number of comments per group

169 min

average time spent per review

Statistics per active student


DOWNLOAD

Name	Overall grade out of 100 %	Read instructions	Finished self-assessment	Give feedback
Group B				
Connor Murphy	80 pp			
Donald Cook	73.2 pp			
Olivia Johnson	71.3 pp			
Group A				
Ash Fisher	68.5 pp			
Emily Collins	77.1 pp			
Liz Bennett	86.3 pp			
Karey Star	83.3 pp			

2

Given reviews

100% of the grade






Review progress

7/7 participants active ⓘ 🔍 ⋮

Name	Review progress	Review avg. rating	Self-assessment rating	Completed
<div> <div>Everyone (7)</div> <div>VIEW ALL</div> </div>	<div> <div></div> <div>89% finished</div> </div>	<div> <div></div> </div>	<div> <div></div> </div>	7.9
<div> <div>Group B</div> <div>VIEW</div> </div>	<div> <div></div> <div>95% finished</div> </div>	<div> <div></div> </div>	<div> <div></div> </div>	7.3
<div> <div>Connor Murphy</div> </div>	<div> <div>✓</div> <div>Completed</div> </div>	<div> <div></div> </div>	<div> <div></div> </div>	9
<div> <div>Donald Cook</div> </div>	<div> <div></div> <div>93% finished</div> </div>	<div> <div></div> </div>	<div> <div></div> </div>	7
<div> <div>Olivia Johnson</div> </div>	<div> <div></div> <div>91% finished</div> </div>	<div> <div></div> </div>	<div> <div></div> </div>	6
<div> <div>Group A</div> </div>	<div> <div></div> <div>83% finished</div> </div>	<div> <div></div> </div>	<div> <div></div> </div>	8.5
<div> <div>Ash Fisher</div> </div>	<div> <div></div> <div>94% finished</div> </div>	<div> <div></div> </div>	<div> <div></div> </div>	9
<div> <div>Emily Collins</div> </div>	<div> <div></div> <div>86% finished</div> </div>	<div> <div></div> </div>	<div> <div></div> </div>	10
<div> <div>Liz Bennett</div> </div>	<div> <div></div> <div>79% finished</div> </div>	<div> <div></div> </div>	<div> <div></div> </div>	10
<div> <div>Karey Star</div> </div>	<div> <div></div> <div>72% finished</div> </div>	<div> <div></div> </div>	<div> <div></div> </div>	5

Group Contribution Factor

The group contribution factor calculates student participation by distributing a factor between 0 and 2 which shows how much the students have done within the group work relative to the other team members.

Name	Group Contribution Factor	Self to Peer Assessment Ratio	Group project grade	Suggested adjustment	Adjustment	Overall grade
Group B		0.977	75 %			
 Connor Murphy	1.068	0.977		0 pp	4 pp	79 %
 Donald Cook	0.973			-2 pp	-1,8 pp	73.2 %
 Olivia Johnson	0.955			-3.4 pp	-3,7 pp	71.3 %

Comparison with SRES and Sparkplus

Feature	SRES	SparkPlus	FeedbackFruits
Self Reflection	Yes	Yes	Yes
Sync/Manage Groups	No (One way)	No	Yes
Gradebook Export	No	No	Yes
Custom Criteria	Yes	Yes	Yes
Learning Curb	Hard	Hard	Easy
Extension	Yes	Yes	Yes(Not individual)
Multiple Peer configurations	Yes	No	Yes
Group Contribution Factor	No	Yes	Yes

Comments from students

“Easy to use and better notifications in canvas without me having to check my email all the time”

“The app is good but I wish we had more space to put our comments instead of mostly ratings”

“I knew my teammates were not great, but I confirmed this when I didn’t receive any feedback.”

Saving Time

+1000 Students in the 4 pilot units, 200 at the same time.

70% less messages from students asking for support.

15 Min quick set up for a new assignment activity.

2 quick steps To publish grades in canvas gradebook.

Benefits for the Canvas course

1. The UX is based on learner centred design principles increasing learners' engagement.
2. Seamless implementation with canvas and LTI 1.3 options.
3. Support and documentation available for students and teachers.
4. Peer feedback is based on a learner centered assessment framework.
5. Supports more than 15 types of content for assessment.
6. Mobile friendly.

Question?



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connect _{ED}

JamBoard

Don't Forget to record your key insights from each speakers' presentations on their Jamboard page - <https://bit.ly/3019Bj0>



Next session

See the L &T Forum website for zoom registration links to the next concurrent sessions

■ 10:25 – 11.10am

Showcase – session 4 - Stream 1:
Zoom meeting ID - [869 8422 8591](#)

Showcase – session 4 - Stream 2:
Zoom meeting ID - [835 4391 1674](#)

Lightning Talk 2:
Zoom meeting ID - [8863 1171 0595](#)



L&T:21

Thank you!



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