

## **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><b>Tutors:</b></p> <ol style="list-style-type: none"> <li>1. Good way to deliver working with numbers, decision making &amp; working in industry</li> <li>2. Conversations were around data usage not 'where is this?'</li> <li>3. Student community feel.</li> <li>4. Students acting as mentors to team members</li> </ol>	<p><b>Tutors:</b></p> <ol style="list-style-type: none"> <li>1. Non-attendance, particularly in a team of 4</li> <li>2. Anxiety levels of students who fear numbers - to begin with!</li> <li>3. Unfamiliar with block delivery</li> </ol>
<p><b>Students:</b></p> <ol style="list-style-type: none"> <li>1. BIG challenge in terms of delivery pattern &amp; type of learning.</li> <li>2. Making all the team decisions</li> <li>3. Team Experience in preparation for placement</li> <li>4. Confidence grew around numbers</li> <li>5. Confidence grew around managing a team</li> </ol>	<p><b>Students:</b></p> <ol style="list-style-type: none"> <li>1. BIG challenge in terms of delivery pattern &amp; type of learning</li> <li>2. Making all the team decisions</li> <li>3. Team members not pulling their weight, not attending, not joining in</li> <li>4. Some students still flounder over numbers</li> </ol>



## 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

- Collins, A. (1988). Cognitive apprenticeship and instructional technology (Technical report no. 6899). Cambridge, MA: BBN Labs Inc
- 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