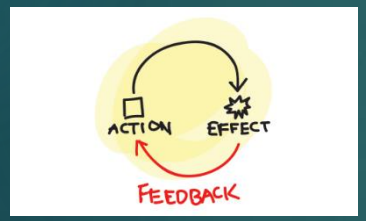
Timely,Thoroughly **IN**formative Feedback

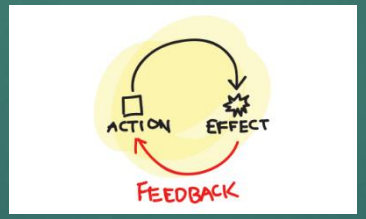
OUR GOALS AND OUR ACHIEVEMENTS..

INVITATION TO COLLABORATE..

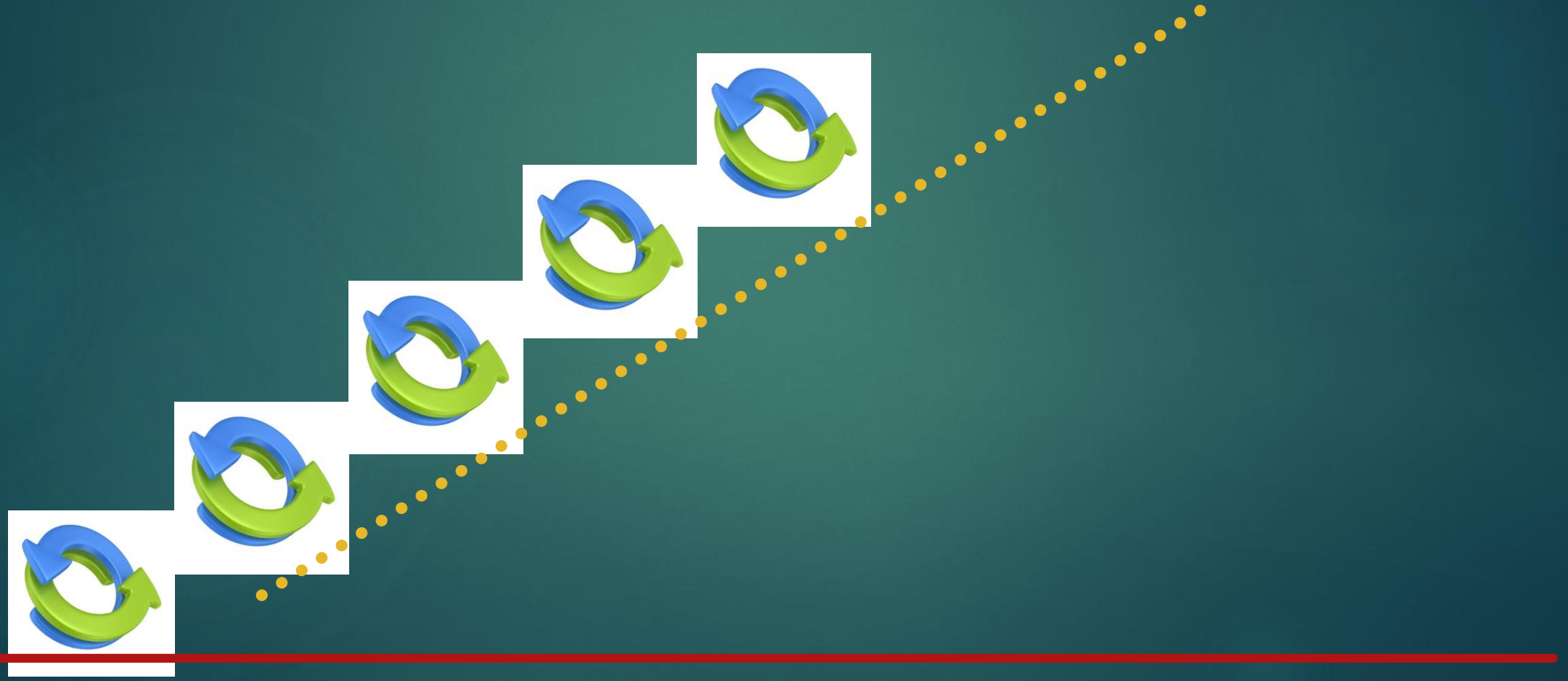

TIGER
I TAUGHT STRIPE HOW TO WHISTLE
I DON'T HEAR HIM WHISTLING
I SAID I TAUGHT HIM. I DIDN'T SAY HE LEARNED IT
BUD BLAKE 5-6

Frequent Feedback is Critical





Feedback is especially helpful when timely & informative



WHY? What is the "effect size" of feedback

Research reports

1. The effect size for **high-quality feedback is 1.13(*std*)**
2. The effect size for **Remediation / formative feedback is .65 (*std*)**[1]

An effect-size of more than one standard deviation is the equivalent of moving from a C to an A grade.

BUT How do we strike a balance between what's best and what's possible?

Rubric Marking with Turnitin

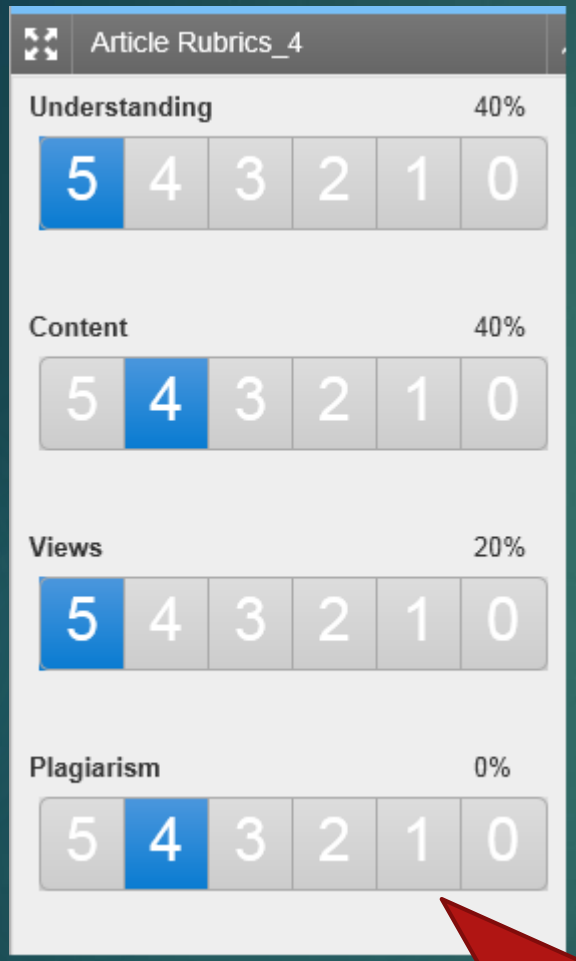


Figure 1.

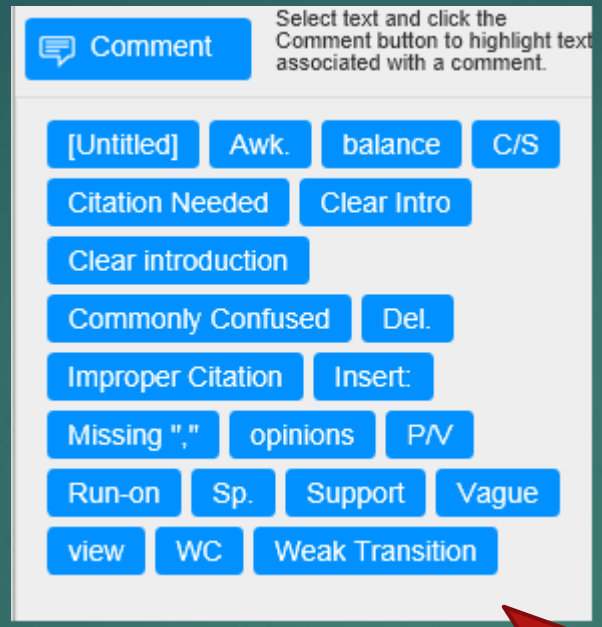


Figure 2.

Useful comments 'spot on' the document?

Marking against a simple rubric is helpful??

Item Analysis provided to the student with class averages

AUID:670[redacted] Note that if this is not your AUID please get in touch with Andrew

OVERALL FEEDBACK:

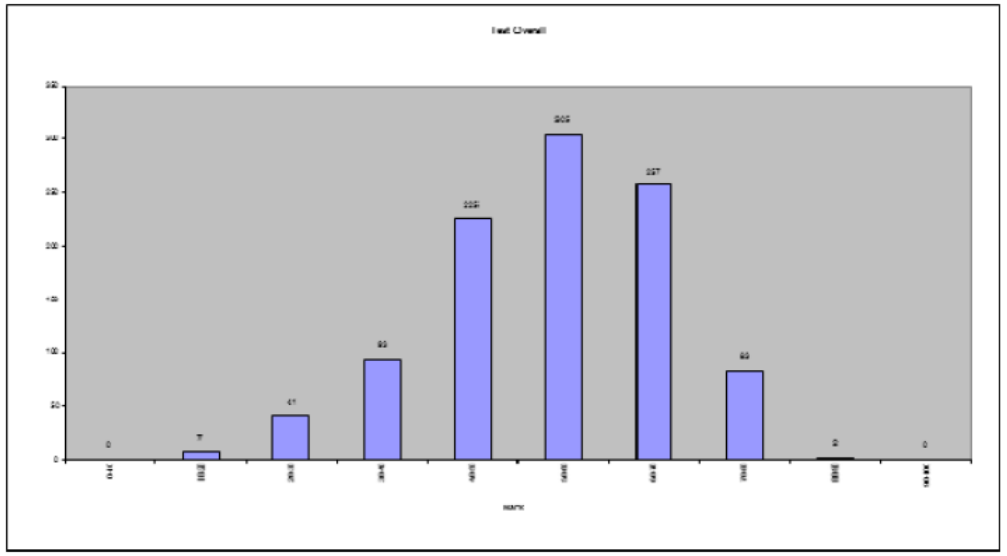
This was a tough test. The MCQs appeared to take a lot of time and as a result quite a few people didn't finish the short answers which brought down the average. It was also surprising that quite a few folks left a lot of the MCQs blank. If in doubt guess! The class average was 54.2/100 which was not as good as we had hoped. Generally most folks do at least ten per cent better in the exam as the test is always harder.

Your results:

Multiple Choice:	40/50
Short Answer:	43/50
Overall Mark:	**83**/100

You earned an overall class ranking of 2/1063 students enrolled in this course. Congrats on being in the top 10. :) If you can do this in the exam then I would expect you to get an A of some type for the course.

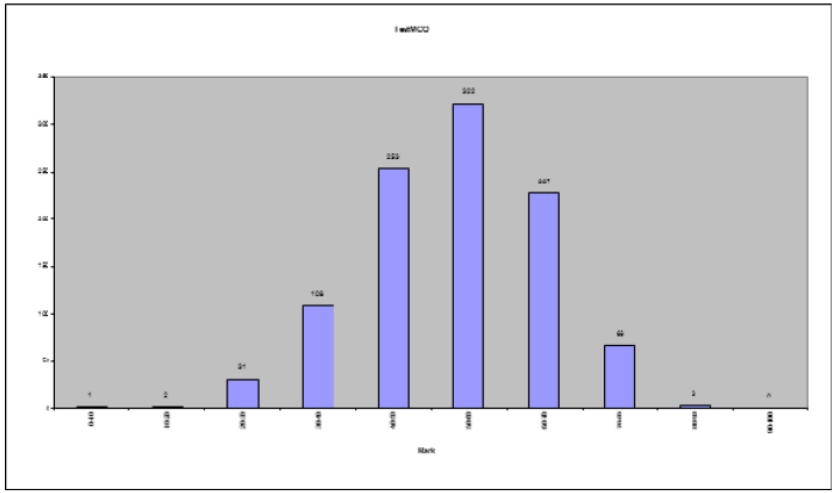
The class distribution is shown in the graph below:



MULTIPLE CHOICE FEEDBACK:

The class average was 26.9/50.
Your mark for the MCQ section was 40/50. The top mark was 42/50.

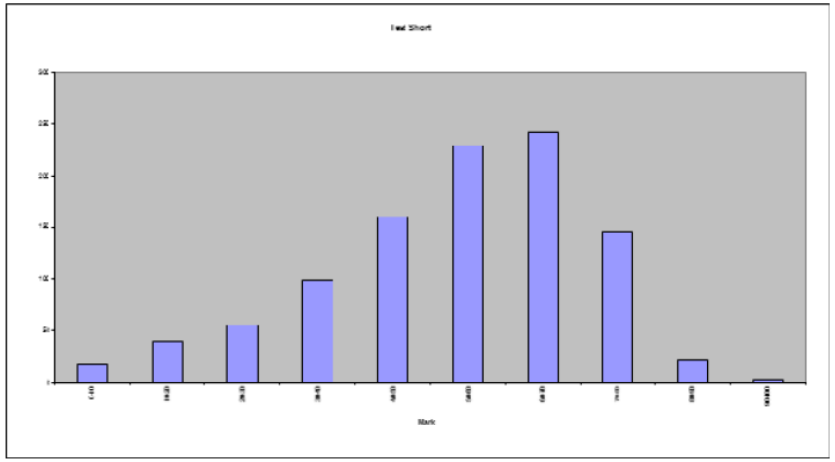
The class distribution is shown in the graph below:



SHORT ANSWER FEEDBACK:

The class average was 27.2/50.
Your mark for the short answer section was 43/50. The top mark was 47/50.

The class distribution is shown in the graph below:



Essay questions show student mark and class average with example of good answer

QUESTION 36 FEEDBACK:

The average mark for this question was 4.2/7.
Your mark for this question was 7/7.

We awarded one mark for the vision. We were after anything which emphasised quality e.g. To supply the best king salmon to the world." We were quite generous in accepting all sorts of variations.

Customer 1 was "NZ Supermarkets" (1.5 marks).
Customer 2 was "International distributors/supermarkets"(1.5 marks).

Suppliers such as the Airlines or the Marlborough District Council (which were mentioned in the case) or any other reasonable supplier was accepted. (1.5 marks x any two)

Here is an example of a good answer:

QUESTION 36:

Vision: Providing guaranteed quality products around the world and remaining focused on sustainable farming practices. 1

Customer1: Local Supermarkets 0.5

Justification: NZKS distributes it products to local markets in New Zealand. Local supermarkets would buy their products to then resell it at their retail stores such as supermarkets 1

Customer2: Overseas (International) Supermarkets 0.5

Justification: NZKS distributes their products internationally to many other retailers around the world. 1

Supplier1: Fish foods 0.5

Justification: NZKS breed their own fish however do not produce food supplies for the fish to help them grow for the 2 year period. 1

Supplier2: Processing Equipment manufacturer 0.5

Justification: NZKS process their salmon using filleting equipment which they must purchase. 1

QUESTION 40 FEEDBACK:

The average mark for this question was 5.6/8.
Your mark for this question was 8/8.

Most students were able to pick two systems from the case. However, quite a few students left this question and the last one blank so the average got brought down. Good answers are interlinked and not independent of each other for example, the 'broad system' category needs to be related to 'specific systems' and vice–versa. Providing a valid specific system and unrelated valid broad system is not going to result in great marks. For the broad system, a made up name or a valid specific system is not considered correct. The justifications also needed to be linked to the systems provided. Just because what you say in your justification is true doesn't mean that your justification is justifying your choice of systems.

SCM starred in this case due to the many SCM type activities involved.

Please be specific when providing both broad and specific systems. Too generic or vague examples like "email," "phone," "high tech," "data," "Information System," "Information Technology," and "Management Information System" resulted in poor marks.

Here is an example of a good answer:

QUESTION 40:

Specific Information System 1:	Inventory management system
Broad Information System Type:	Supply Chain management system
Justification:	They must ensure they do not have too much inventory as this will have to be frozen for lower value." By ensuring they are "matching supply and demand" they will reduce costs and improve productivity and improve customer satisfaction, therefore adding value
Specific Information System 2:	Order processing system
Broad Information System Type:	Transaction process system
Justification:	NZKS exist to make sales and money to do this they require "the right information readily available ... meeting our customers' demands," and "to ensure we fulfill customer orders." This will improve customer satisfaction and generate growth which adds value

0 1 2 3 4 5 6 7 8

Great!

QUESTION 41 FEEDBACK:

Difficult question so more feedback

The average mark for this question was 3.4/8.
Your mark for this question was 8/8.

Most examples given have nothing to do with IT or they failed to link to IT systems which was a pity. KPIs should be specific and directly related to what you want to measure or evaluate, but many answers were vague and too generic. A number of

students used broad categories such as "theoretical", "external", "internal" which are categories of KPIs and not KPIs themselves.

(a) Reduce cycle time\increase productivity

we need processes and information systems (IS)..... We have mixed planning requirements in that on the one hand we need to make quick planning decisions because we are dealing with a fresh product that arrives and needs to be processed and on a plane the same day.
KPI = % of orders that are processed and shipped within 24hours

(b) Reduce costs

We are farmers of fish and we need processes and information systems (IS).....There is quite a lot of effort matching this to ensure we fulfill customer orders without having anything leftover that has to be frozen for lower value."
KPI = %/kilos etc of waste (lower value) product.
"By having the right information readily available to our telesales operations, for example, through improved efficiencies throughout the organization.

(c) Improve customer satisfaction and

Another major success factor for NZKS will be the ability to improve its levels of customer service through the deployment of IS.
KPI: % of orders delivered within working day ("ensure minimum turnaround times .....(call in the morning and will expect delivery the same day")

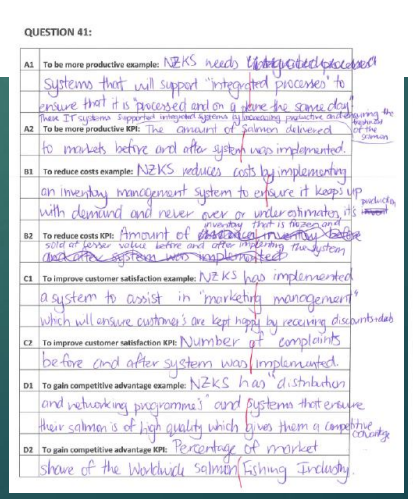
(d) Gain competitive advantage

We are farmers of fish and we need processes and information systems (IS) that will support our husbandry (farming) needs. ..... "With a focus on sustainable farming practices, NZKS has built a reputation for one of the finest salmon stock breeding programmes in the world
KPI = NZKS accounts for 80 per cent of New Zealand's total production of farmed King Salmon and 40 per cent of world production.

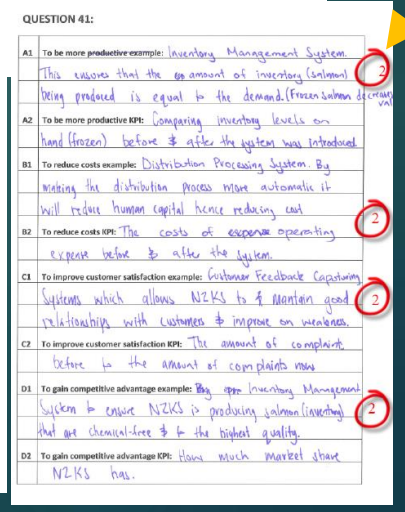
Here are two examples of good answers:

Rubric Marker

More Examples

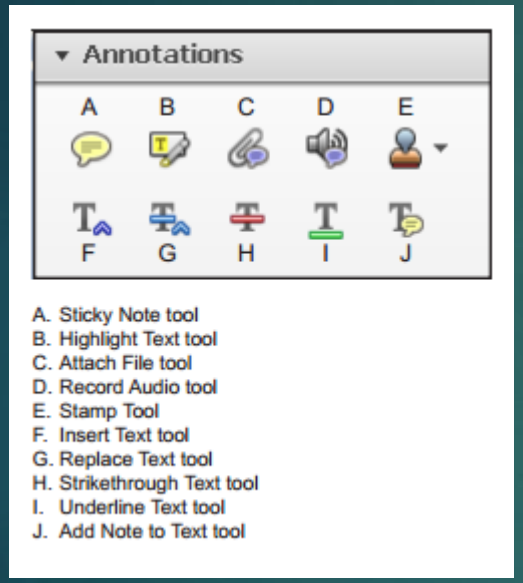

QUESTION 41:

A1	To be more productive example: NZKS needs Systems that will support "integrated processes" to ensure that it is "processed and on a plane the same day"
A2	To be more productive KPI: The amount of salmon delivered to markets before and after system was implemented.
B1	To reduce costs example: NZKS reduces costs by implementing an inventory management system to ensure it keeps up with demand and never over or underestimates, its
B2	To reduce costs KPI: Amount of ~~inventory~~ sold at lesser values before and after implementing the system ~~once the system was implemented~~
C1	To improve customer satisfaction example: NZKS has implemented a system to assist in "marketing management" which will ensure customers are kept happy by receiving discounts/ads
C2	To improve customer satisfaction KPI: Number of complaints before and after system was implemented.
D1	To gain competitive advantage example: NZKS has "distribution and networking programmes" and systems that ensure their salmon is of high quality which gives them a competitive
D2	To gain competitive advantage KPI: Percentage of market share of the Worldwide salmon fishing industry.


QUESTION 41:

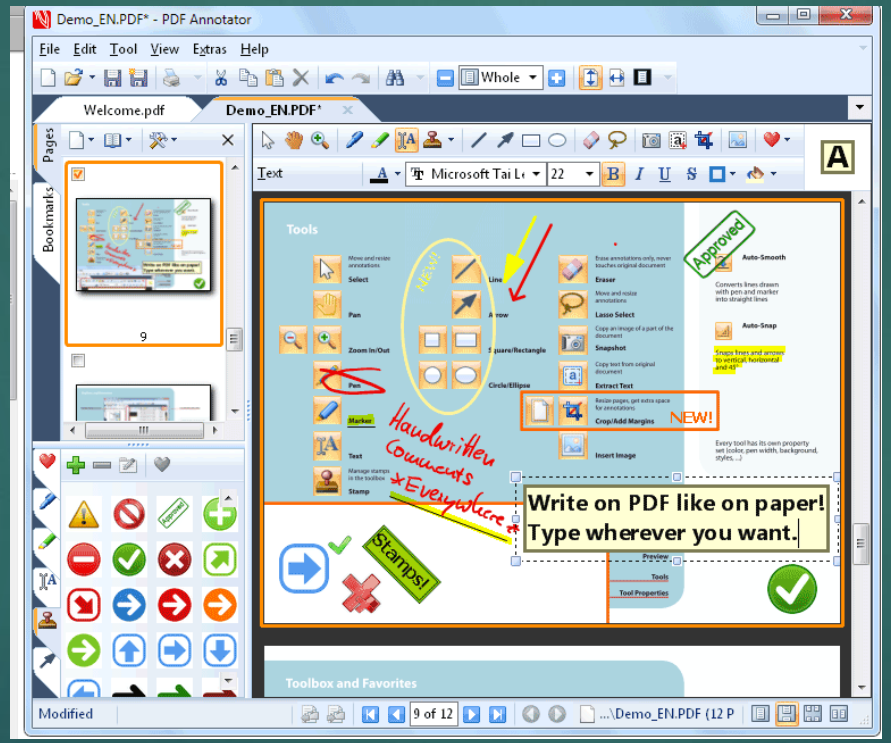
A1	To be more productive example: Inventory Management System. This ensures that the amount of inventory (salmon) being produced is equal to the demand. (Frozen Salmon 2
A2	To be more productive KPI: Comparing inventory levels on hand (frozen) before & after the system was introduced
B1	To reduce costs example: Distribution Processing System. By making the distribution process more automatic it will reduce human capital hence reducing cost
B2	To reduce costs KPI: The costs of expense operating expense before & after the system. 2
C1	To improve customer satisfaction example: Customer Feedback Capturing Systems which allows NZKS to & maintain good relationships with customers & improve on weaknesses. 2
C2	To improve customer satisfaction KPI: The amount of complaints before & the amount of complaints was
D1	To gain competitive advantage example: Inventory Management System to ensure NZKS is producing salmon (inventory) that are chemical-free & to the highest quality. 2
D2	To gain competitive advantage KPI: How much market share NZKS has.

Adobe Annotator

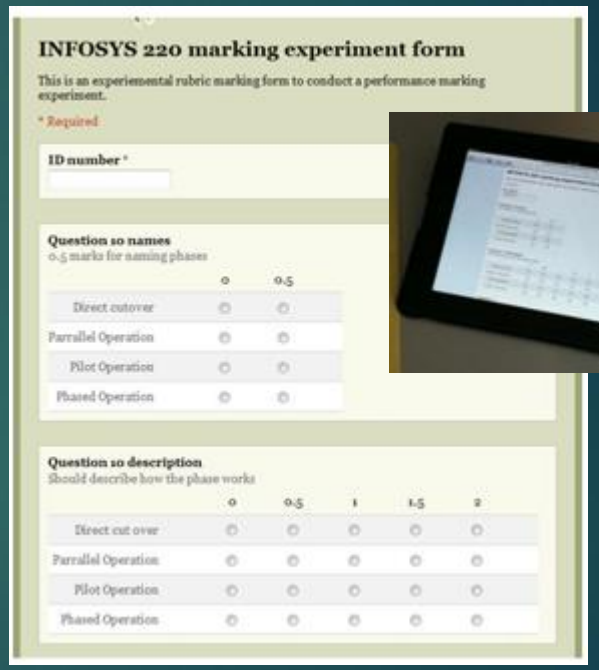


A. Sticky Note tool
B. Highlight Text tool
C. Attach File tool
D. Record Audio tool
E. Stamp Tool
F. Insert Text tool
G. Replace Text tool
H. Strikethrough Text tool
I. Underline Text tool
J. Add Note to Text tool

PDF Annotate



Google Forms Rubric + Comments



Analytics

"Out of the box" Google analytics provide a graphical representation of how a question or part of question is performing. This instant visualization can be generated at any time during the marking process.

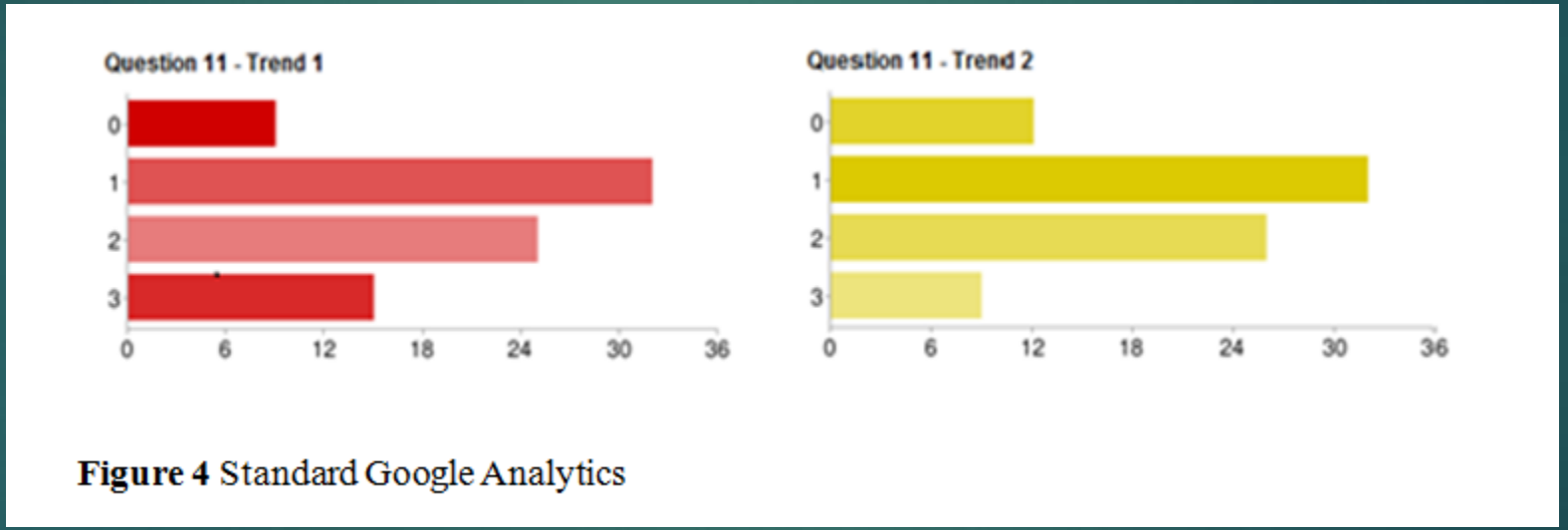


Figure 4 Standard Google Analytics

Interpretation

Q11-Trend1: 9 students did not answer the question, 15 received full marks

Q11-Trend2: 12 students did not answer the question, 9 received full marks

Rubric input

OMR input

Class Analytics

Feedback

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Thanks!