

# How different level of engagement and preparation for formative assessment in seminars impacts final summative assessment

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# Preparation

- Why Should I bother preparing????



# Our situation

## The course

- 1st year UG Finance course
- 12 Programs  
==>1000 students
- 15 lectures
- 6 workshops
- Final exam



# Our situation

## The Workshops

- 3 - 5 short exercise questions
- Mandatory attendance
- Asked to prepare



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# What did we do?

We asked questions one question  
about preparation at start of workshop



# Have you prepared for the workshop? - Attempted

- *Prep A- I have prepared all workshop questions and I want to know I have the right answer*
  - *Prep B- I have attempted the all the questions, I feel confident on some but not on other, but I have tried*
  - *Prep C- I have looked at all the questions but have only attempted a few, not sure how I have done though*
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- *Prep D- I have looked at the questions, but did not really know how to start and therefore did not attempt to answer them*
  - *Prep E- 1- I have not prepared at all and not even looked at the workshop questions*



# Have you prepared for the workshop? – Only looked

- ***Prep A- I have prepared all workshop questions and I want to know I have the right answer***
  - ***Prep B- I have attempted the all the questions, I feel confident on some but not on other, but I have tried***
  - ***Prep C- I have looked at all the questions but have only attempted a few, not sure how I have done though***
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- ***Prep D- I have looked at the questions, but did not really know how to start and therefore did not attempt to answer them***
  - ***Prep E- I have not prepared at all and not even looked at the workshop questions***

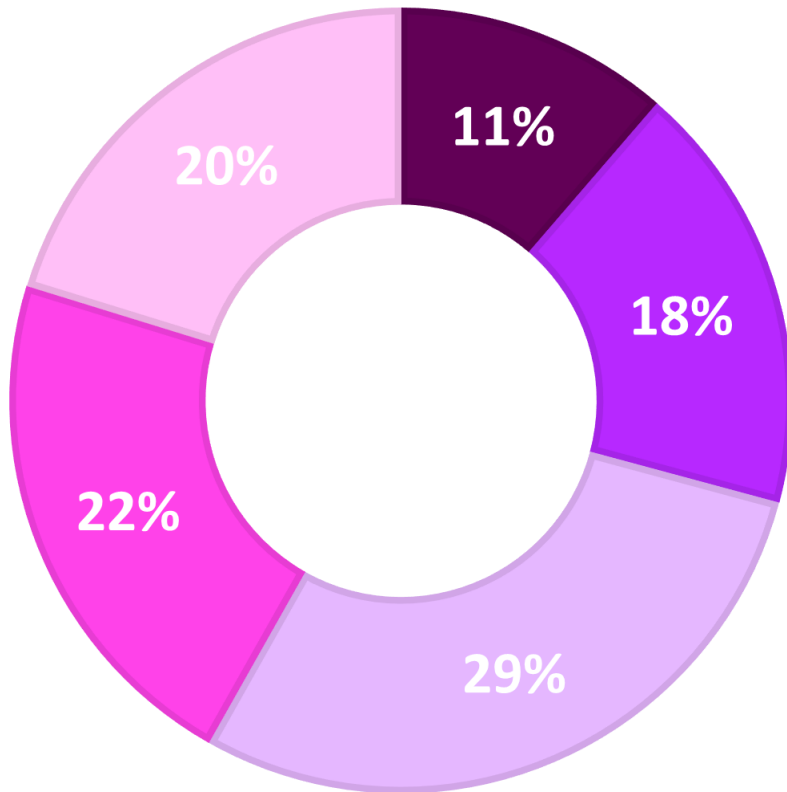
# Key Contributions and considerations

Preparation of allocated seminar exercises before attending a workshop *has a significant impact on final exam marks*

The *varied degree of preparation*, effort and time spent by students on engaging with preparation *also impacts final marks*

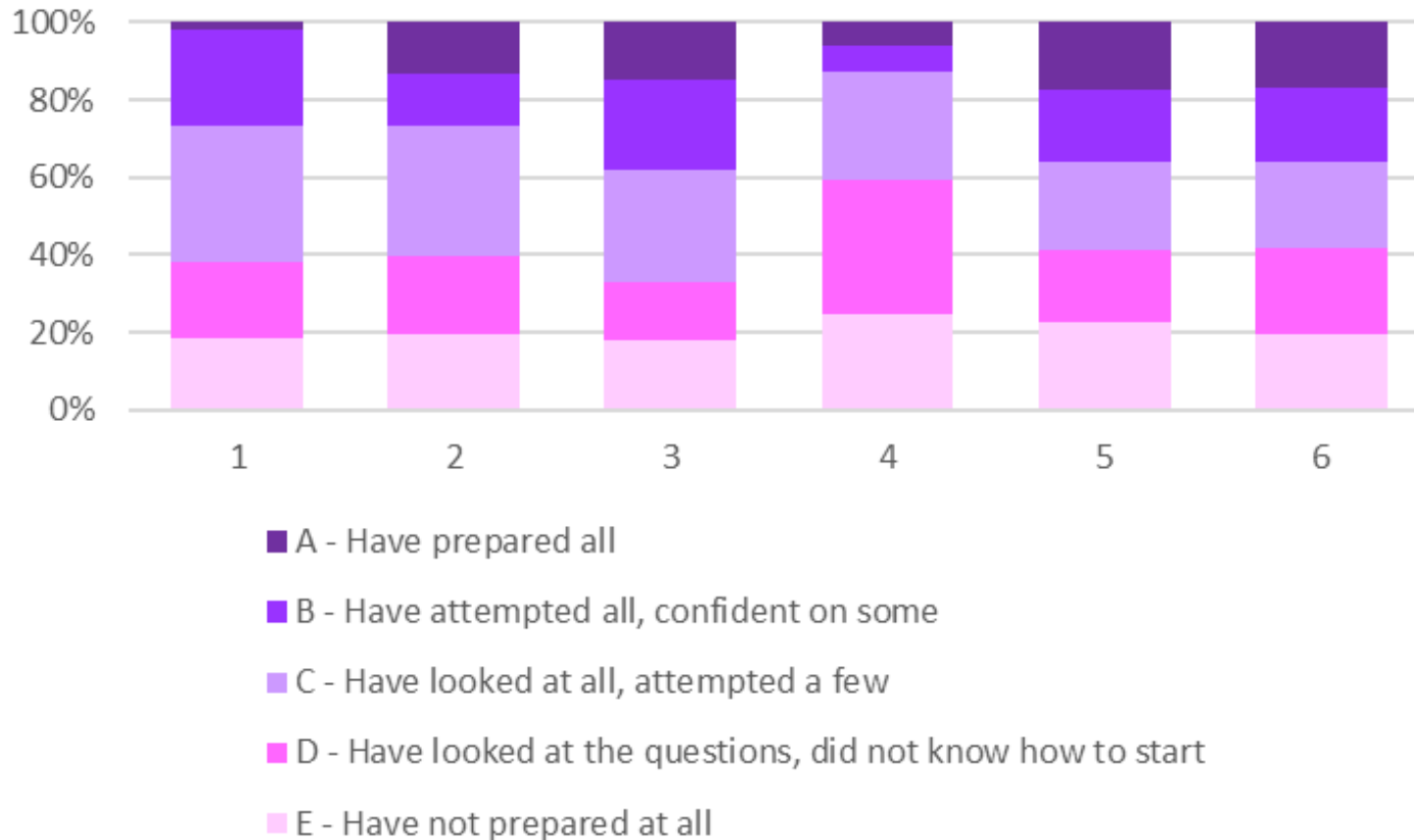


# 79% of students do prepare to some extent



- A - Have prepared all
- B - Have attempted all, confident on some
- C - Have looked at all, attempted a few
- D - Have looked at the questions, did not know how to start
- E - Have not prepared at all

# Students' preparation improved over time

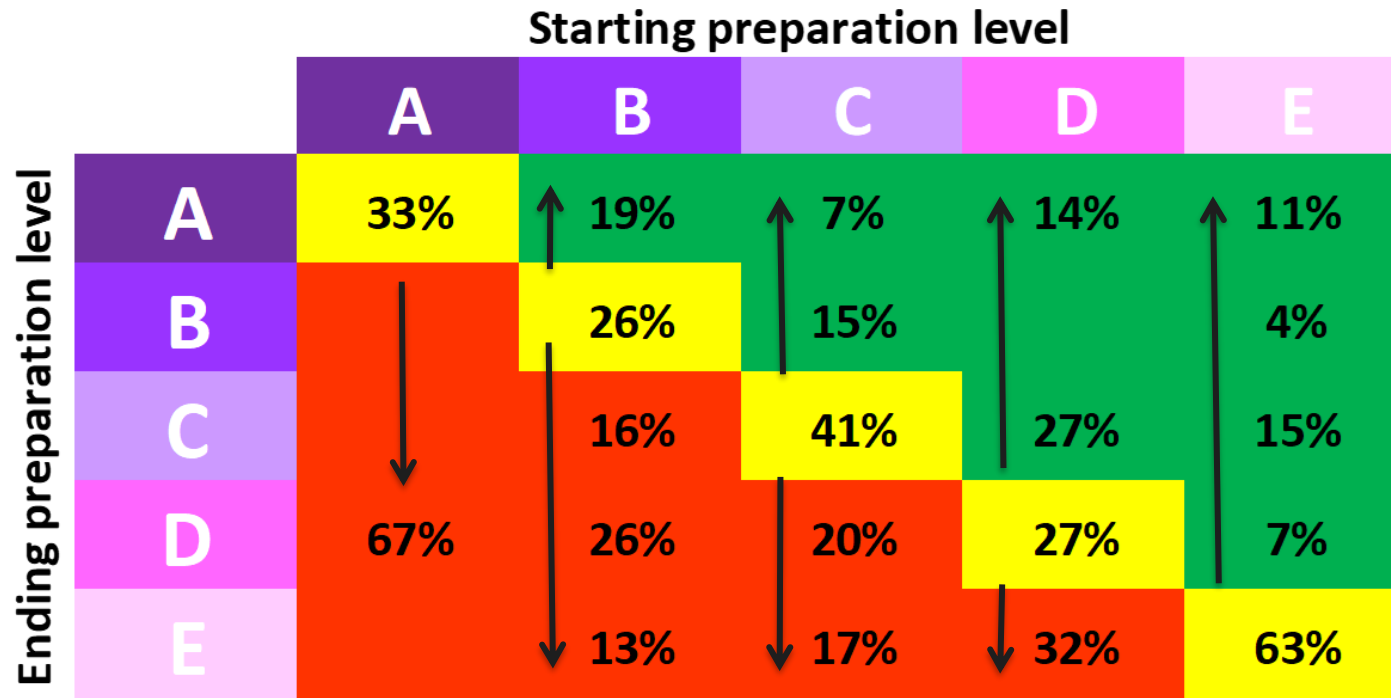


# What about change of level of preparation

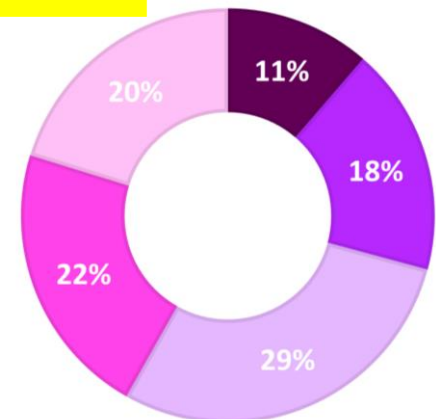
The “jump” in levels of preparation  
 $D \rightarrow B$  (2 jumps) or  $C \rightarrow B$  (1 jump)



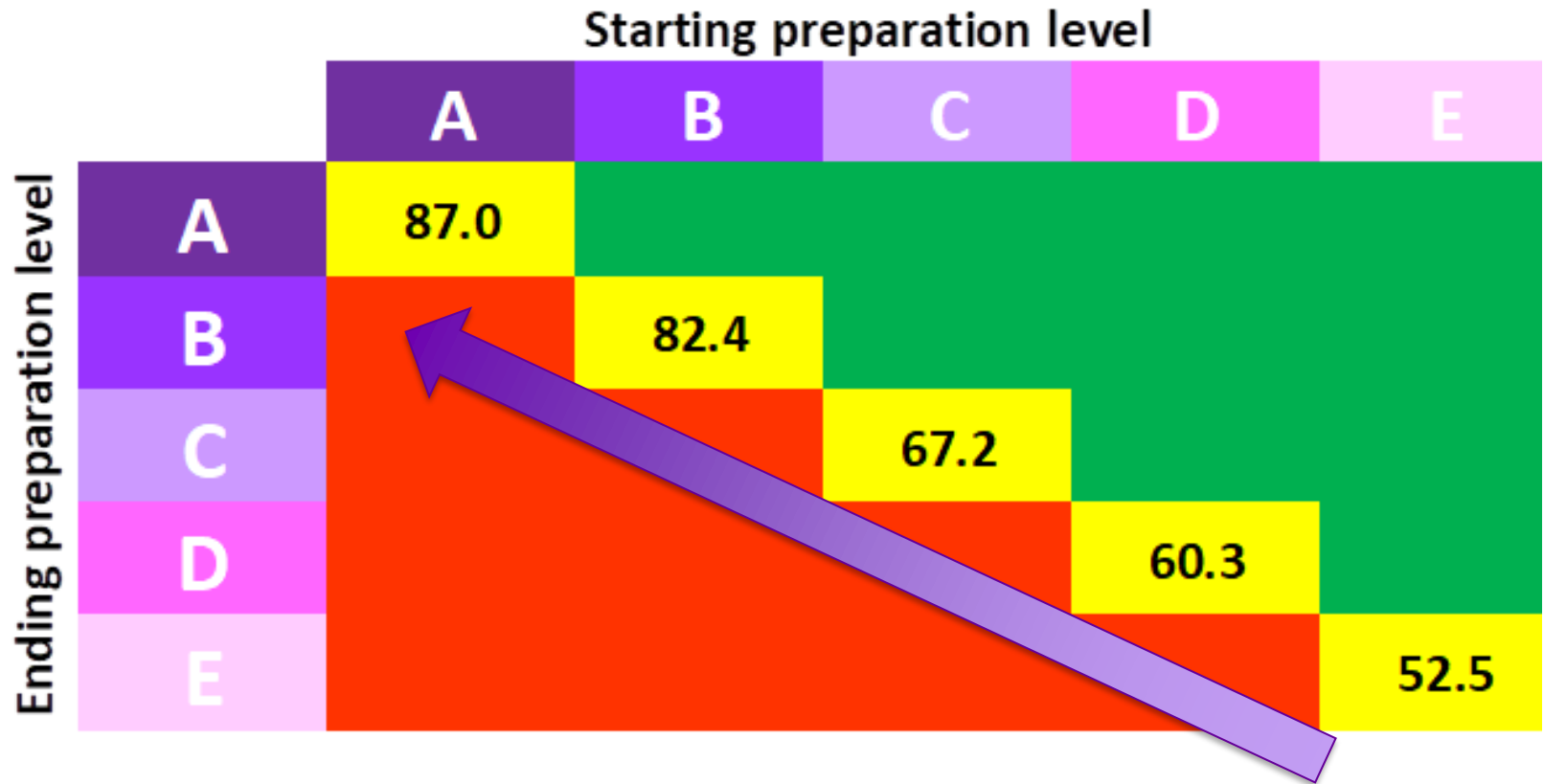
# Trends in preparation over time



improve	27%
same	40%
decline	33%

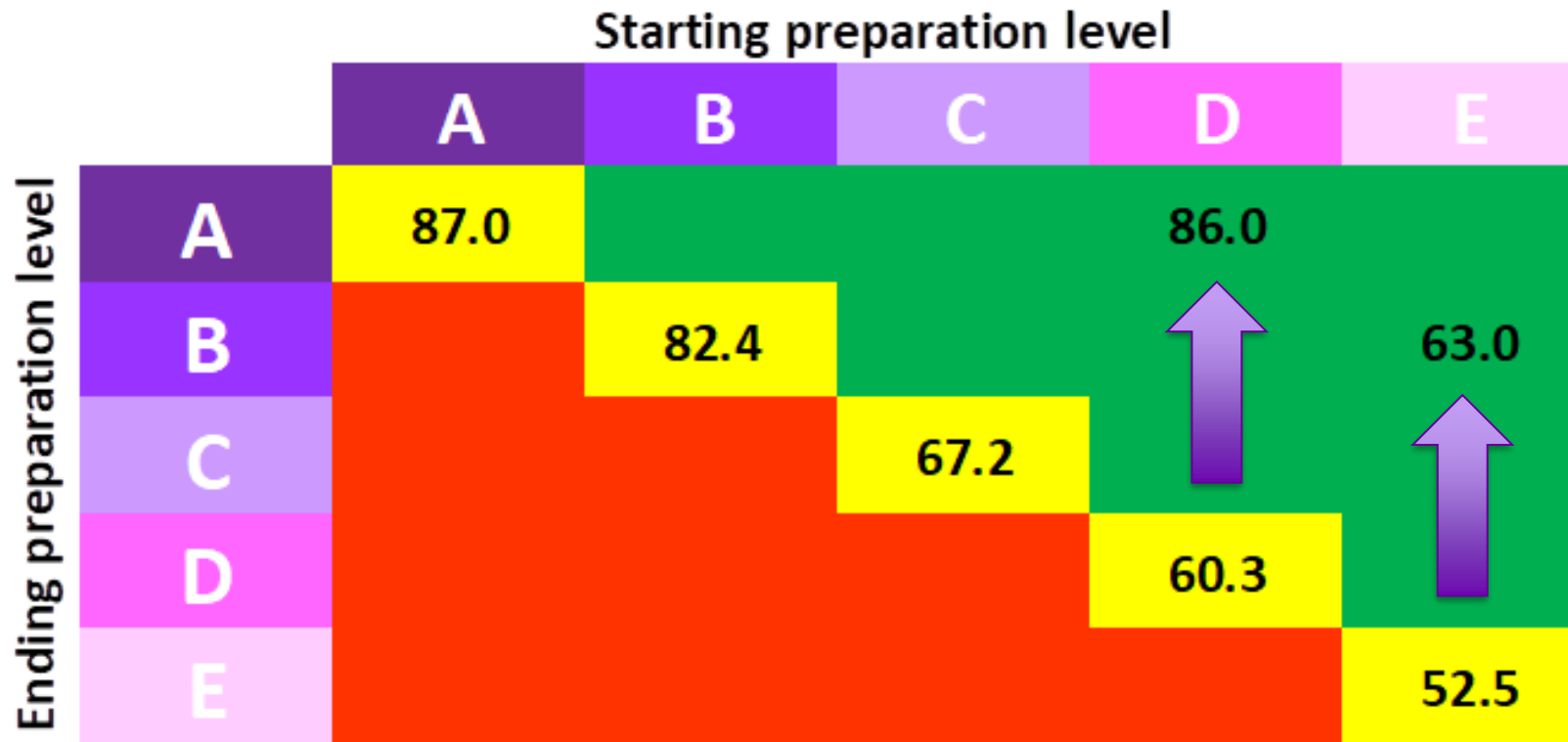


# Average mark by change of level of preparation



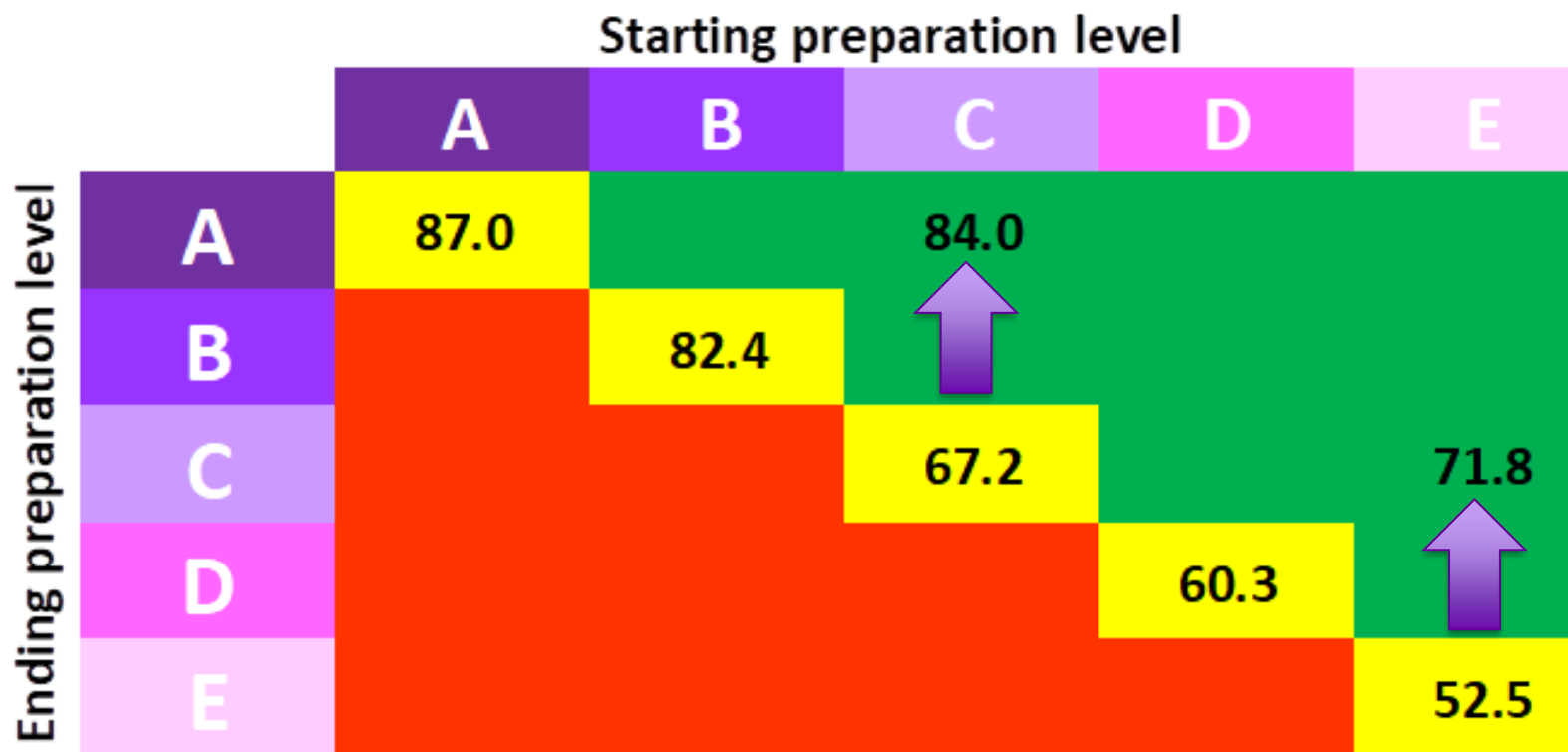
improve	75.0
same	64.2
decline	62.4

# Three-step improvements



improve	75.0
same	64.2
decline	62.4

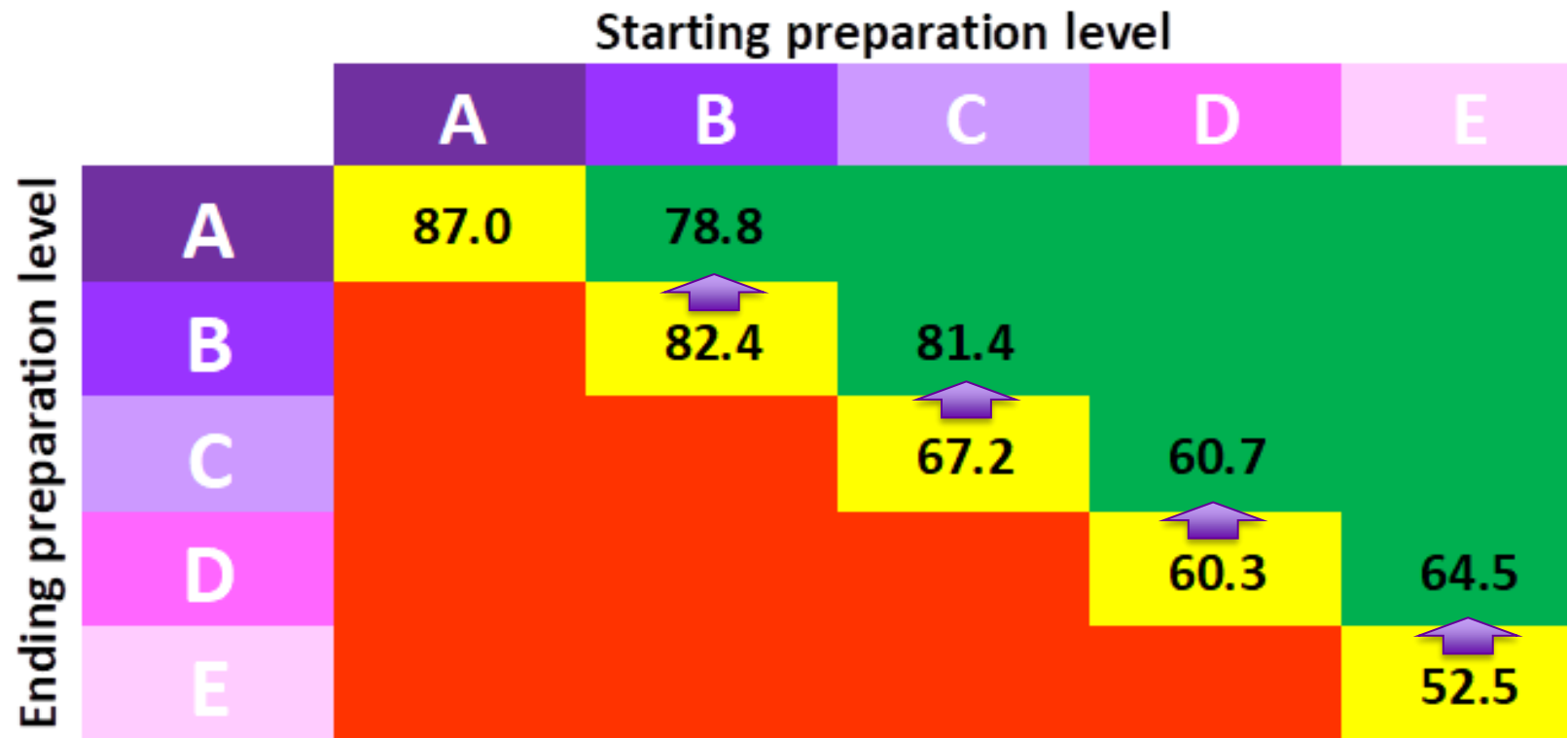
# Two-step improvements



improve	75.0
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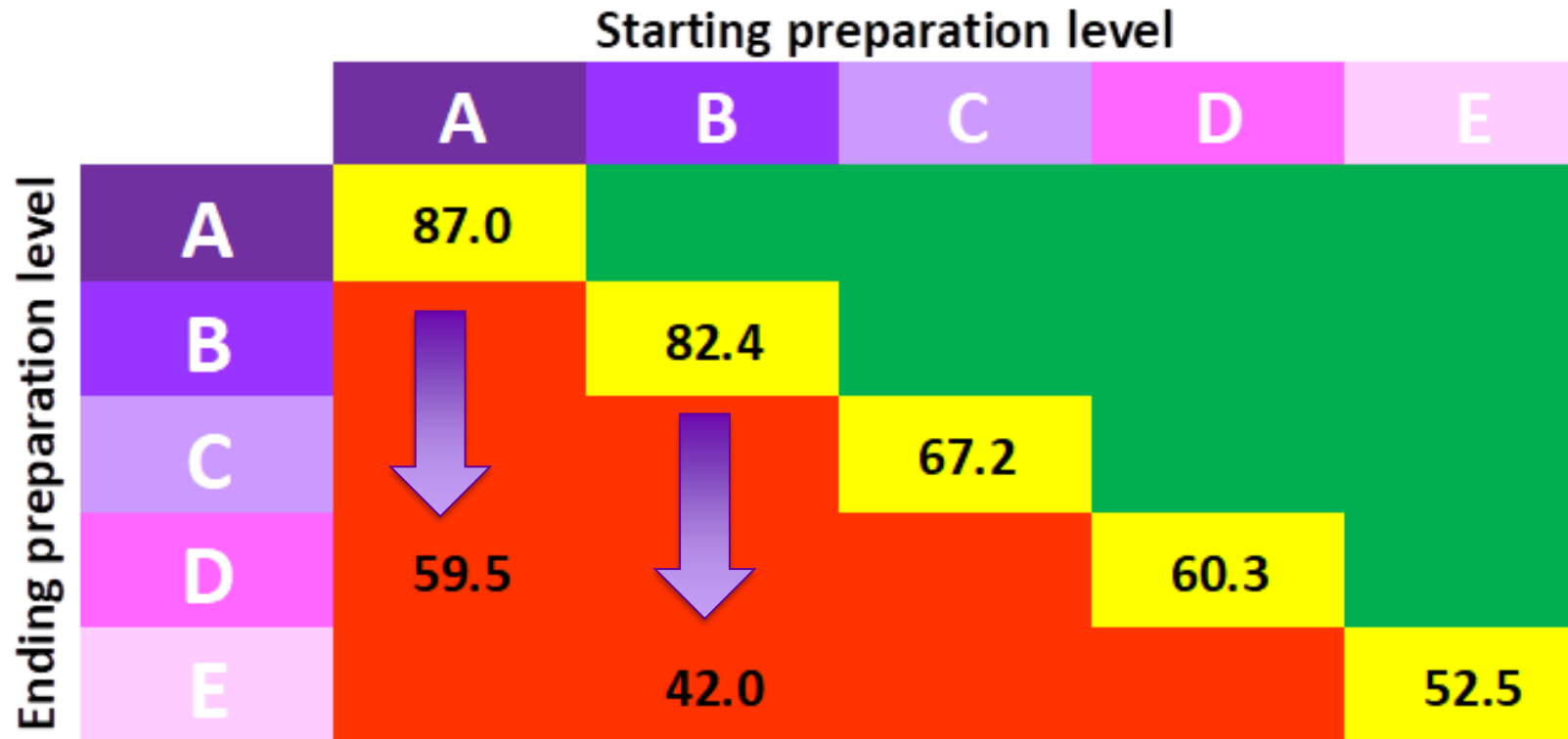


# One-step improvements



improve	75.0
same	64.2
decline	62.4

# Students who stop preparing



improve	75.0
same	64.2
decline	62.4

# What can you do as an educator

Motivating '*not even looking students*'. \_

Motivating '*looking but not practicing students*'.

Persistence for students who do prepare well

# Summary

- Preparation of allocated seminar exercises before attending a workshop **has a significant impact** on final exam marks.
- **The varied degree of preparation,** effort and time spent by students on engaging with preparation also impacts final marks.



# Summary

- **The act of improvement** in the level of preparation from start to finish has more impact on final exam results than staying on the same level.
- **When you just put pen to paper,** it makes a big difference.
- **When you attempt all the questions,** it makes a big difference.

