**Practice Assignment for Feedback in Mobius SLIP**

“We cannot solve our problems with the same thinking we used when we created them.” Albert Einstein

**Purpose**

This assignment serves two purposes. The first is to familiarize you with the Mobius SLIP double-looped learning application. The second is to help you think more clearly about how write documents that people will respond to positively.

The Mobius SLIP program is a specialized software program that gives students a more sophisticated way of learning to improve their writing and speaking. In a typical communications course, students give presentations and write letters, memos and reports. The professor alone provides feedback and grades the work. With the Mobius SLIP system, the professor still evaluates and grades all the work created by the students. However, students receive much more feedback and benchmarks from other students on their work. The benchmarks and feedback from the other students provide additional information that the writer can use to improve performance. In addition, the student feedback and benchmarks help the professor arrive at a grade.

The use of feedback is appropriate for students who plan on business careers. As a manager or professional, you will be required to conduct meetings, give presentations and write letters, memos and reports. These are challenging tasks, and it is difficult to guess the kind of responses your communications efforts will receive. The Mobius SLIP program allows you see how others respond. That kind of insight is almost impossible to get in an actual work setting.

By giving and receiving feedback on your writing and speaking, you will learn more about how your peers (your audience) regard your efforts to communicate. Initially, you may be surprised at the responses of your peers to both to the documents you create and to the feedback you offer about the documents they create. If both you and your peers evaluate the work carefully and offer honest, helpful advice to each other, the quality of communication will improve during the course.

Invariably, people will seek to draw comparisons when faced with choices. Some choices are merely a matter of preference or taste. The decision to by a blue automobile rather than a brown version of the same vehicle would be a matter of taste. On the other hand, the decision to purchase a sturdier pair of scissor at a slightly higher price would be a decision based on considerations that are more objective.

Over the course of the semester, you will become more skillful in creating documents, evaluating and giving feedback on the work of others, and using the feedback your receive from your peers to improve your own work. The Mobius SLIP represents a significant opportunity and a significant responsibility. However, the payoff can be equally significant.

**Grading weight**

As it is an introductory assignment designed to familiarize you with the system and concepts, the ‘stakes’ or contribution to your final grade is very modest. Please see the syllabus for the assignment’s weight in the overall grading.

**Background on Self-assessment and P2P Learning:**

A significant volume of empirical research demonstrates the benefits of self-assessment and P2P feedback on learning (e.g., Falchikov, 2001; Miller, 2008; Liu and Carless, 2006). Self-assessment is a tool for enhancing learners’ knowledge about their own learning. In particular, their learning strategies’ effectiveness, the extent of their learning, and how learning strategies can be modified for improvement, and so on. Such learning constitutes a form of ‘metacognition’ has been identified in recent learning research as one of the most important factors affecting learning (Mok, et al., 2006). Metacognition is ‘thinking about one’s own thoughts’.

P2P feedback helps students develop an appreciation of what constitutes high-quality work in a discipline or subject area. Simultaneously, P2P assignment designs promote students’ ability ‘to take an active role in the management of their own learning’ (Liu and Carless, 2006). Coupled with self-assessment, P2P learning creates an ecosystem where students can co-create the learning environment with the faculty and advance their learning more rapidly.

References:

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**Assignment Workflow**

Every Mobius SLIP assignment follows the same pattern of three phases (‘Easy as A-B-C’): Task A (due Monday); Task B (due Wednesday); and Task C (due Friday). The three phases are defined below.

**A**rtifact

Please read all the instructions carefully. Please create an Artifact (e.g., write an essay) of no more than 400 words with three paragraphs. The first body paragraph should describe why you believe you will be effective as a peer reviewer. The second paragraph body should describe a prior experience you had receiving feedback from a peer (i.e., peer-to-peer (P2P)). The last body paragraph should describe how the fact that you will be giving and receiving feedback as part of this course will affect the way you will approach this class. Be sure you offer introduction and conclusion paragraphs.

**B**enchmarks and Critiques

In the Benchmarks / Critiques phase, provide your peers with input on the quality of the writing and the content of the ideas. Questions you might ask yourself are: “Have you had an experience similar to the one the peer described with a similar change in behavior?” Similarly, “Was there something in one of the other submissions that was comparable or contrasted with the peer’s work?” Lastly, “Are the any specific content and/or grammar recommendations I can make that will help my peer improve?” It helps to watch the videos on the Mobius SLIP website to start (<http://www.ctasit.com/Students>). In addition, you need to compare Artifacts each to other and benchmark them (including your own) in the order of merit using the SLIP Slider benchmarking bar.

**C**oncordance

In the Concordance phase, use the SLIP Slider to benchmarks Critiques you received from your peers (as well as your own Critiques to your peers) in the order of thoughtfulness, helpfulness, and professionalism. One key question to ask is “To what extent did the feedback show me a clear way to improve my communication in the future?”