

Individual Portfolio, Collaborative Learning Eleni Tzouramani, University of the West of Scotland

Discipline / subject: Management

Academic level / students: Second Year UG and Graduate Apprenticeship

What we did:

Individual portfolio assessment for organisational behaviour consisting of the work produced each week in the workshop. The portfolio is comprehensive, comprising group experiential activities, case studies, change report, organisational culture observation exercise, reflective accounts, action plan, academic critical evaluation work and poster. The process starts collaboratively in groups and as a whole class and then transitions to individual refinement post-class.

The portfolio covers all learning outcomes along with a reflective component. It is designed to engage diverse learning styles and different levels of accomplishment while also providing adaptable alternatives for each activity to support students who may miss classes. When students actively engage in class and in their individual work within the same week, their portfolios are completed by the time of submission. This assessment focuses on the learning process. It connects assessment with classroom participation, fostering an interactive environment where students can benefit from each other's insights while embracing diverse learning styles. Instead of undertaking a written assignment individually at the end of the module, students are actively involved in every phase of the learning experience.

How we measured efficacy:

The effectiveness of the approach was evaluated quantitatively by comparing the current results with those from the previous assessment. Overall, including classes held across programmes and campuses, there was an improvement in performance of 12 percentage points increase in the pass rate compared to the previous year's corresponding pass rate.

Qualitative evaluation involved seeking targeted feedback about the portfolio and comparing the level of engagement with that of the previous academic year. Students commented in their feedback that going through each part every week helped the portfolio feel more manageable and that beginning the work in class before continuing on their own, enhanced their performance compared to solely independent work. I noticed that students showed greater energy participating in class and maintained this engagement more consistently over the course of the module.



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