

Constructive alignment & effective assessment design ... *in a pandemic landscape*

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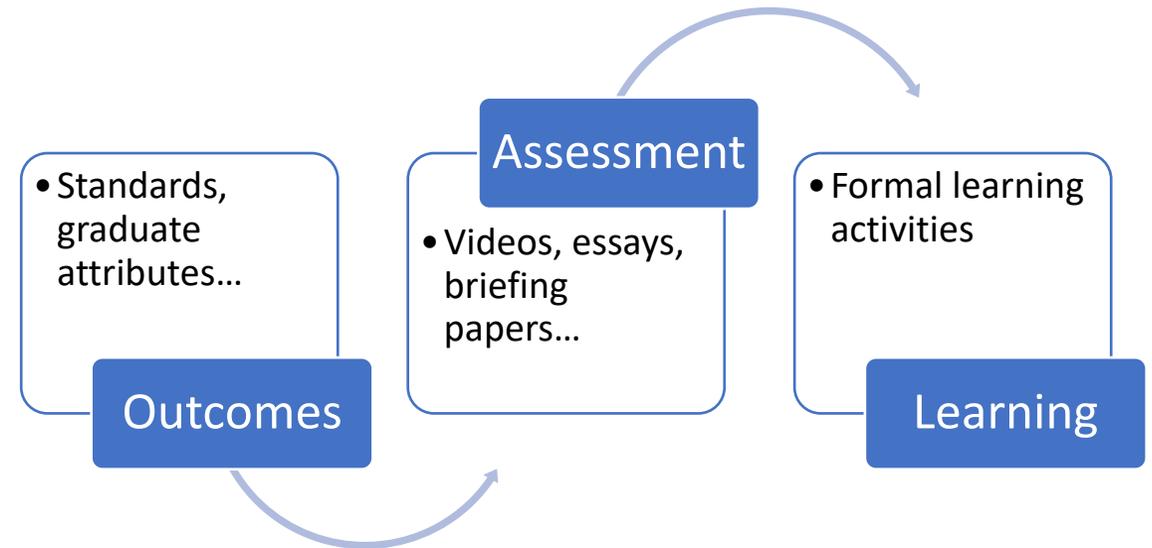
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COVID-19

Constructive alignment

- Outcome orientated
- Designing assessment to demonstrate specific outcomes
- Designing learning for success in assessment



CLO

- Course Learning Outcomes (CLOs) / Intended learning outcomes
- (Standards, intended learning outcomes)

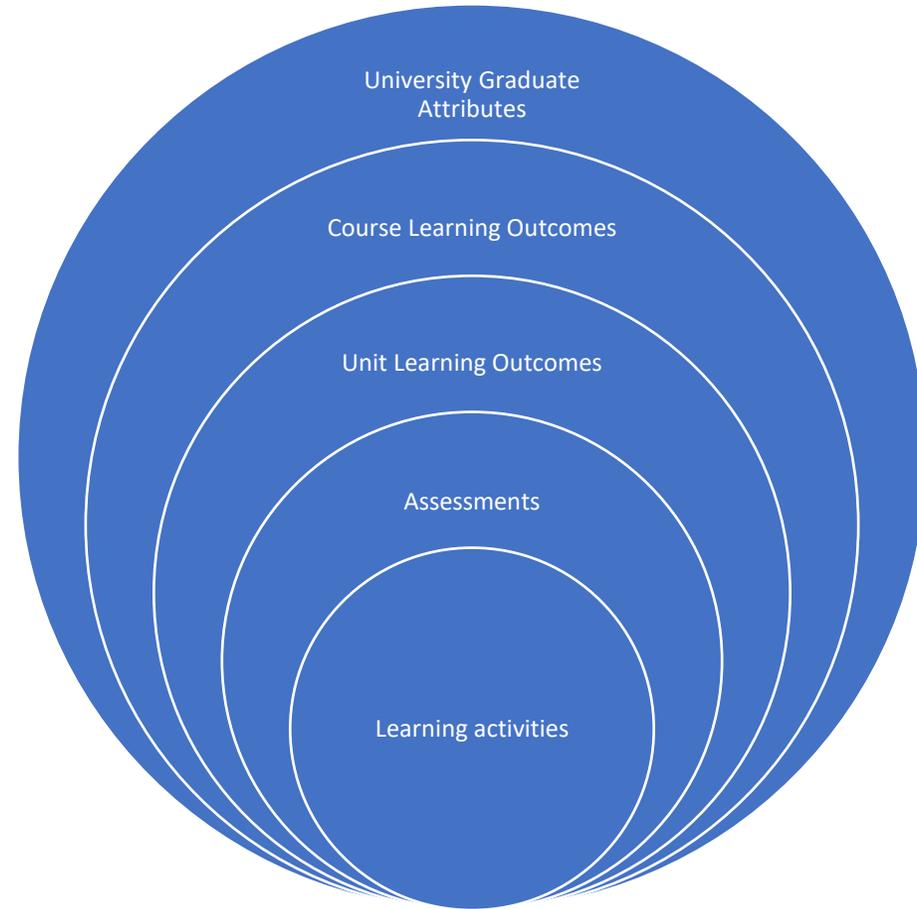
ULO

- Unit Learning Outcomes (ULOs) (= subject)
- ULOs flow from CLOs.

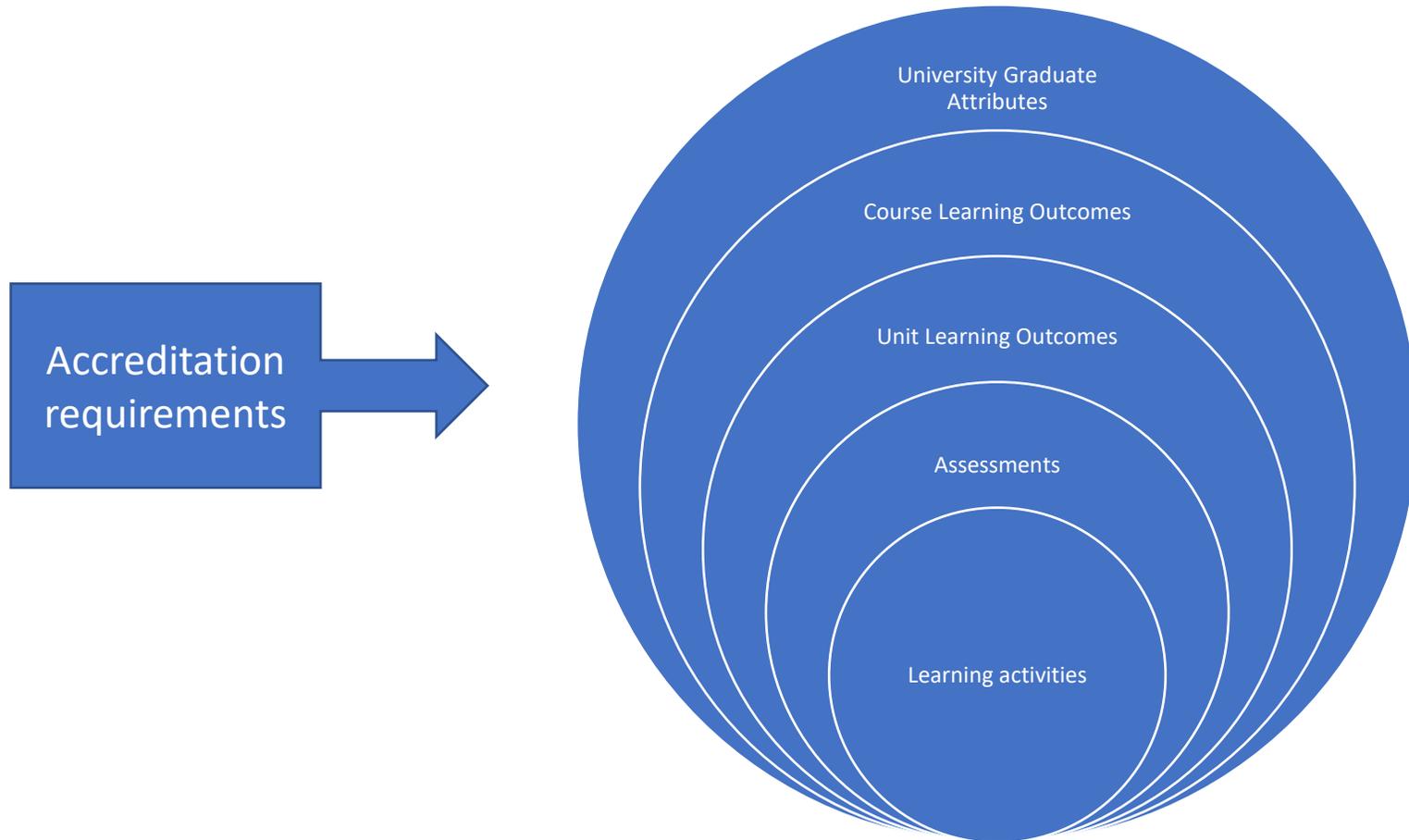
Assessments

- Assessments >> (rubrics!) (= assignments, tests, exams etc)
- Assessments flow from ULOs

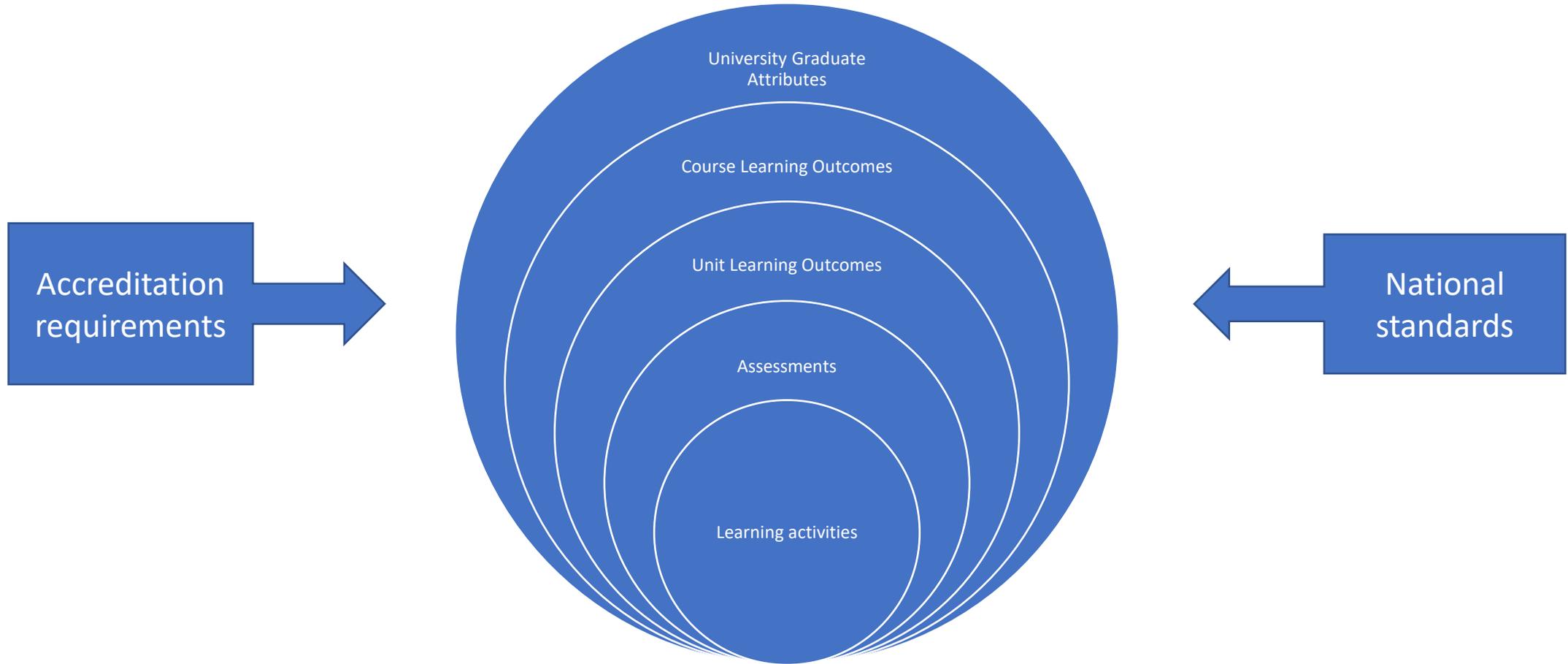
Nested and influenced by the learning outcomes desired



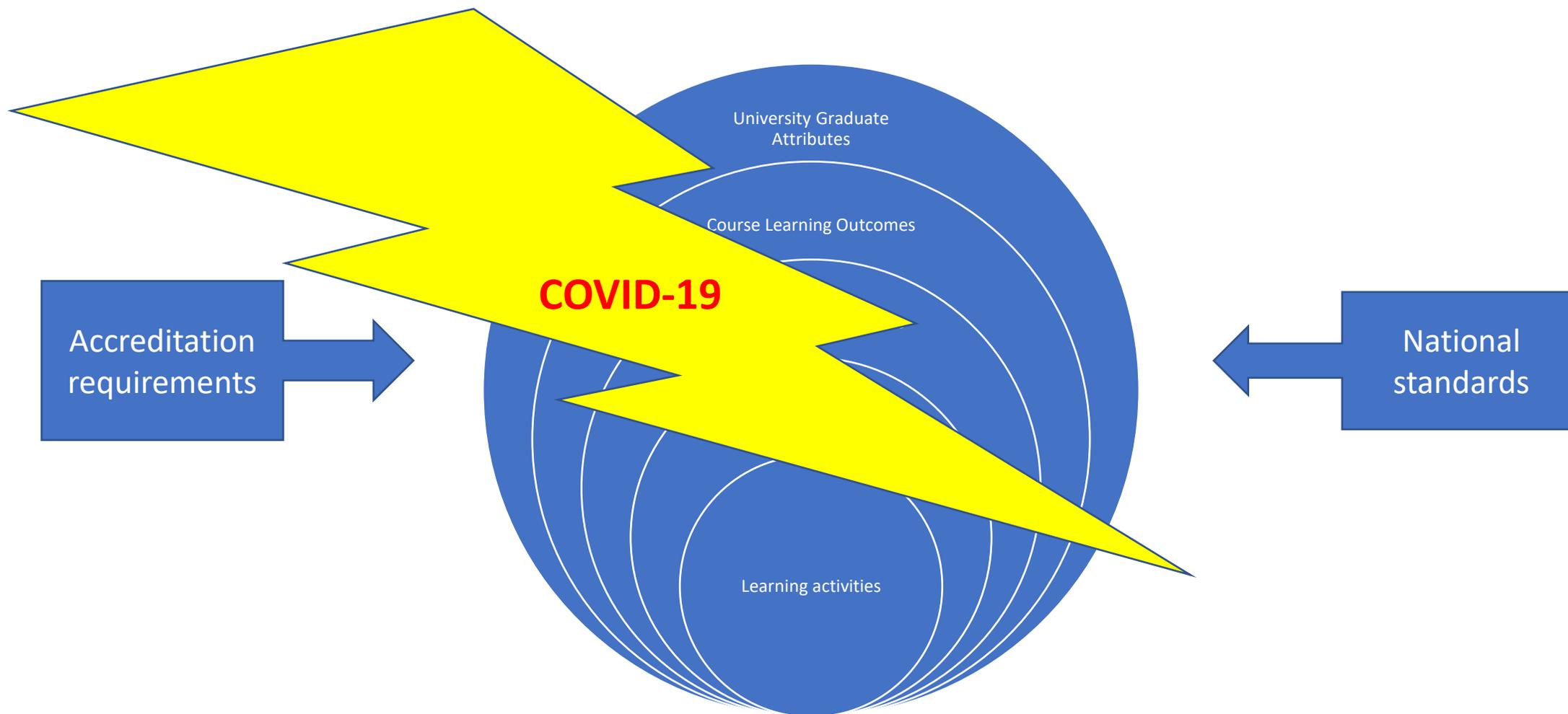
“External” influencers



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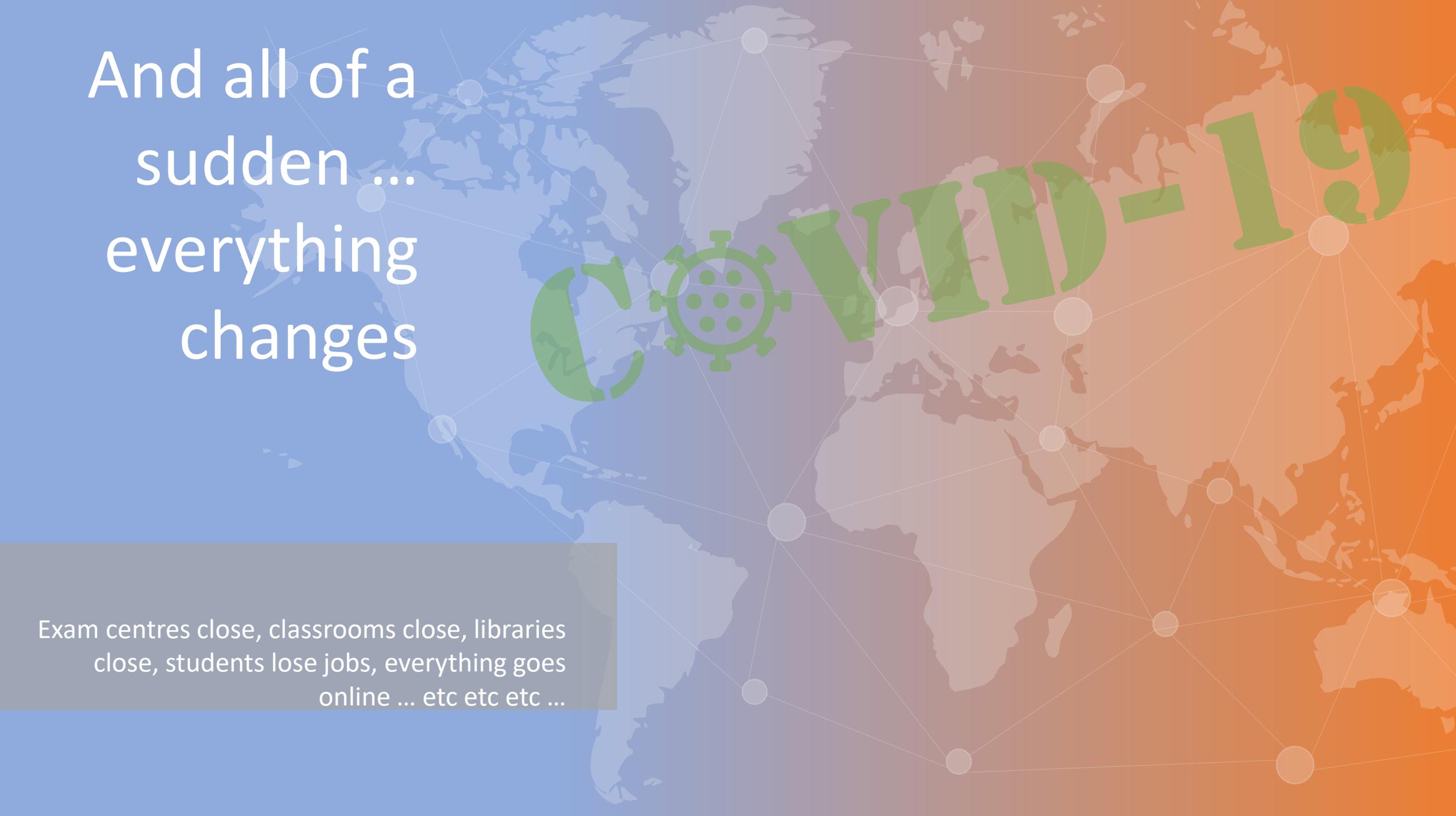


“External” influencers



And all of a sudden ...
everything changes

COVID-19

A world map with a network overlay of white lines and circles. The map is colored with a gradient from blue on the left to orange on the right. A green COVID-19 virus icon is positioned over the word 'COVID' in the text 'COVID-19'.

Exam centres close, classrooms close, libraries close, students lose jobs, everything goes online ... etc etc etc ...

Nationally agreed upon and clearly articulated
threshold learning outcomes (TLOs) for tourism,
hospitality and events higher education



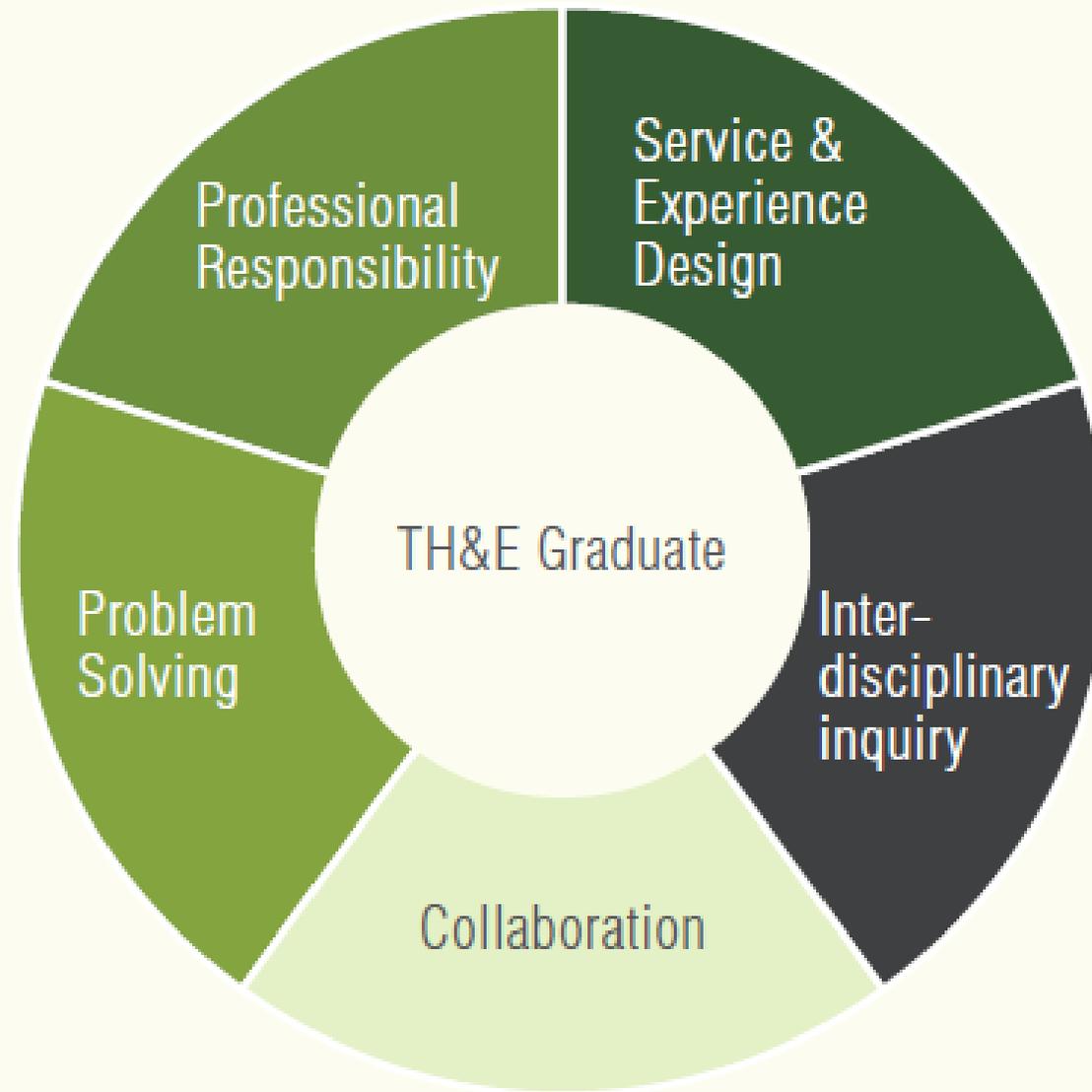


Figure 1.
Learning domains for Tourism, Hospitality and Events

SCU GA	Bachelor of Tourism Management Course Learning Outcomes	ABDC TLOs (“Standards”)	TEFI
<p>1. Intellectual rigour; 2. Creativity; 3. Ethics 4. Knowledge of discipline</p>	<p>Apply knowledge to design and deliver innovative, socially responsible and sustainable tourism services, experiences and practices.</p>	<p>Service and experience design</p>	<p>Knowledge; ethics</p>
<p>1. Intellectual rigour 4. Knowledge of discipline</p>	<p>Achieve a coherent elementary, theoretical and operational knowledge of tourism as an interdisciplinary field of research and practice.</p>	<p>Interdisciplinary enquiry</p>	<p>Knowledge</p>
<p>6. Communication and social skills; 7. Cultural competence</p>	<p>Work inclusively with diverse stakeholders to acquire and convey knowledge and ideas to achieve mutually shared goals.</p>	<p>Collaboration</p>	<p>Mutuality; professionalism</p>
<p>1. Intellectual rigour 2. Creativity 4. Knowledge of discipline 5. Lifelong learning</p>	<p>Apply cognitive skills to collect, analyse and synthesise information to develop and evaluate solutions for straightforward tourism problems.</p>	<p>Problem solving</p>	<p>Professionalism;</p>
<p>3. Ethics 5. Lifelong learning; 7. Cultural competence</p>	<p>Critically reflect on one’s own and others’ professional conduct to improve interpersonal and operational skills and knowledge and inform ethical, socially responsible and culturally appropriate tourism practices</p>	<p>Professional responsibility</p>	<p>Stewardship, Professionalism, Ethics</p>

EXPLICATORS	AQF 5 N- (AQF 3)	AQF 5 N+ (AQF 4)	AQF 5 BARE PASS YEAR 1 BACHELOR	AQF 6 BARE PASS YEAR 2 BACHELOR	AQF 7 BARE PASS YEAR 3 BACHELOR	AQF 8 BARE PASS YEAR 3 CREDIT / DISTINCTION	AQF 9 BARE PASS YEAR 3 DISTINCTION / HD
The body of knowledge applied increases from established and simple to advanced, contemporary and integrated	factual, technical, procedural and some theoretical knowledge of a specific area of work and learning	broad factual, technical and some theoretical knowledge of a specific area or a broad field of work and learning	technical and theoretical knowledge in a specific area or a broad field of work and learning	broad theoretical and technical knowledge in a specific area or a broad field of work and learning	broad and coherent theoretical and technical knowledge with depth in one or more disciplines or areas of practice	advanced theoretical and technical knowledge in one or more disciplines or areas of practice	advanced and integrated understanding of a complex body of knowledge in one or more disciplines or areas of practice
The difficulty of the task undertaken increases from straightforward and routine to complex and novel	within established parameters	within established parameters	within broad but established parameters	within broad parameters to provide specialist advice and functions	within broad parameters to provide specialist advice and functions	within complex and novel parameters ...	within complex and novel parameters
The nature of the context increases in complexity from unambiguous and certain to ambiguous and uncertain	in known and stable contexts	in known or changing contexts	in known or changing contexts	in contexts that are subject to change	in contexts that require self-directed work and learning	in ambiguous and uncertain contexts	in ambiguous and uncertain contexts
The level of autonomy exercised increases from close to minimal supervision	demonstrate autonomy and judgement and to take limited responsibility	demonstrate autonomy, judgement and limited responsibility	demonstrate autonomy, judgement and defined responsibility	demonstrate autonomy, judgement and defined responsibility	demonstrate autonomy, well-developed judgement and responsibility	demonstrate autonomy, well-developed judgement, adaptability and responsibility as a practitioner or learner	demonstrate autonomy, expert judgement, adaptability and responsibility as a practitioner or learner

Examples of assessments meeting CLOs /ILOs

- Example of hotel management collaboration and problem solving assessment:
 - Collaboration - Graduates will be able to work together with key stakeholders to acquire and convey knowledge and ideas effectively to achieve shared goals in unambiguous contexts.
 - Assessment task - Hotel Industry Analysis: In teams of four (4), students must analyse a destination's hotel industry using provided Smith Travel Research (STR) data.
 - Problem Solving - Graduates will be able to apply cognitive skills to collect, analyse and synthesise information to develop solutions and evaluate outcomes for routine hospitality problems.
 - Assessment task - Case study: Students are required to complete a case study analysis about the global hospitality industry.

	OUTSTANDING	VERY GOOD	GOOD	SATISFACTORY	BELOW EXPECTATIONS	WELL BELOW EXPECTATIONS	SERIOUS FAIL	
Five Forces Analysis	The Five Forces Analysis was fully explained and showed evidence of extensive and focused research.	The Five Forces Analysis was fully explained and showed evidence of focused research.	The Five Forces Analysis was explained and showed evidence of research.	The Five Forces Analysis was explained with some evidence of research.	The Five Forces Analysis was poorly explained.	The Five Forces Analysis was very poorly explained.	The Five Forces Analysis was not described.	5
Growth Strategies	Corporate and business-level strategies were addressed and their relevance to the case clearly outlined.	Corporate and business-level strategies were described and their relevance to the case outlined.	Corporate and business-level strategies were described; some attempt was made to outline their relevance to the case.	Some corporate and business-level strategies were partially described, but minimal attempt was made to outline their relevance to the case.	Some corporate and business-level strategies were partially described, but very little attempt was made to outline their relevance to the case.	Very few corporate and business-level strategies were partially described and their relevance was not stated.	Corporate and business-level strategies were not included.	5
Competitive Advantage	Differentiation strategies were critically evaluated and explored.	Differentiation strategies were thoroughly evaluated.	A relevant range of differentiation strategies were addressed.	Some differentiation strategies were addressed.	A minimal number of differentiation strategies were addressed.	Only one differentiation strategy was included.	No differentiation strategies were included.	5
Industry Structure	Industry structure was clearly described and supported by a comprehensive range of examples.	Industry structure was clearly described and supported by a range of examples.	Industry structure was described and supported by examples.	Industry structure was briefly described and supported by examples.	Industry structure was poorly described and/or not supported by examples.	Industry structure was very poorly described and/or not supported by examples.	Industry structure was not described.	5
Environmental Analysis	Macro environmental trends of emerging markets were clearly outlined and extensively analysed.	Macro environmental trends of emerging markets were clearly outlined and analysed.	Macro environmental trends were outlined and some analysis was provided.	Macro environmental trends of emerging markets were outlined.	Macro environmental trends were poorly outlined.	Macro environmental trends were very poorly outlined.	Macro environmental trends were not identified.	5

Assessment (TEQSA) – consider basics

- Does the institution offer a range of assessments which are aligned to specific learning outcomes and that include discipline-specific and generic skills?
- Does assessment cumulatively develop learning outcomes and provide students with an opportunity to demonstrate learning outcomes?
- Are assessment rubrics mapped to program learning outcomes and graduate attributes?

Considerations for (alternative) assessments

- What is in the students' best interests: formative or summative assessment?
- Do you want to assess your students' acquisition of specific content knowledge, or their ability to apply that knowledge to new situations (or both)?
- Do you want to assess a product that students produce, or the process they went through to produce it, or both?
- Do you want to assess any of the following?
 - writing ability
 - speaking skills
 - creativity
 - use of information technology
 - Is a visual component to the assessment necessary or desirable?
 - Is the ability for students to work in a group an important component of the assessment?
- Is it important that the assessment be time-constrained?

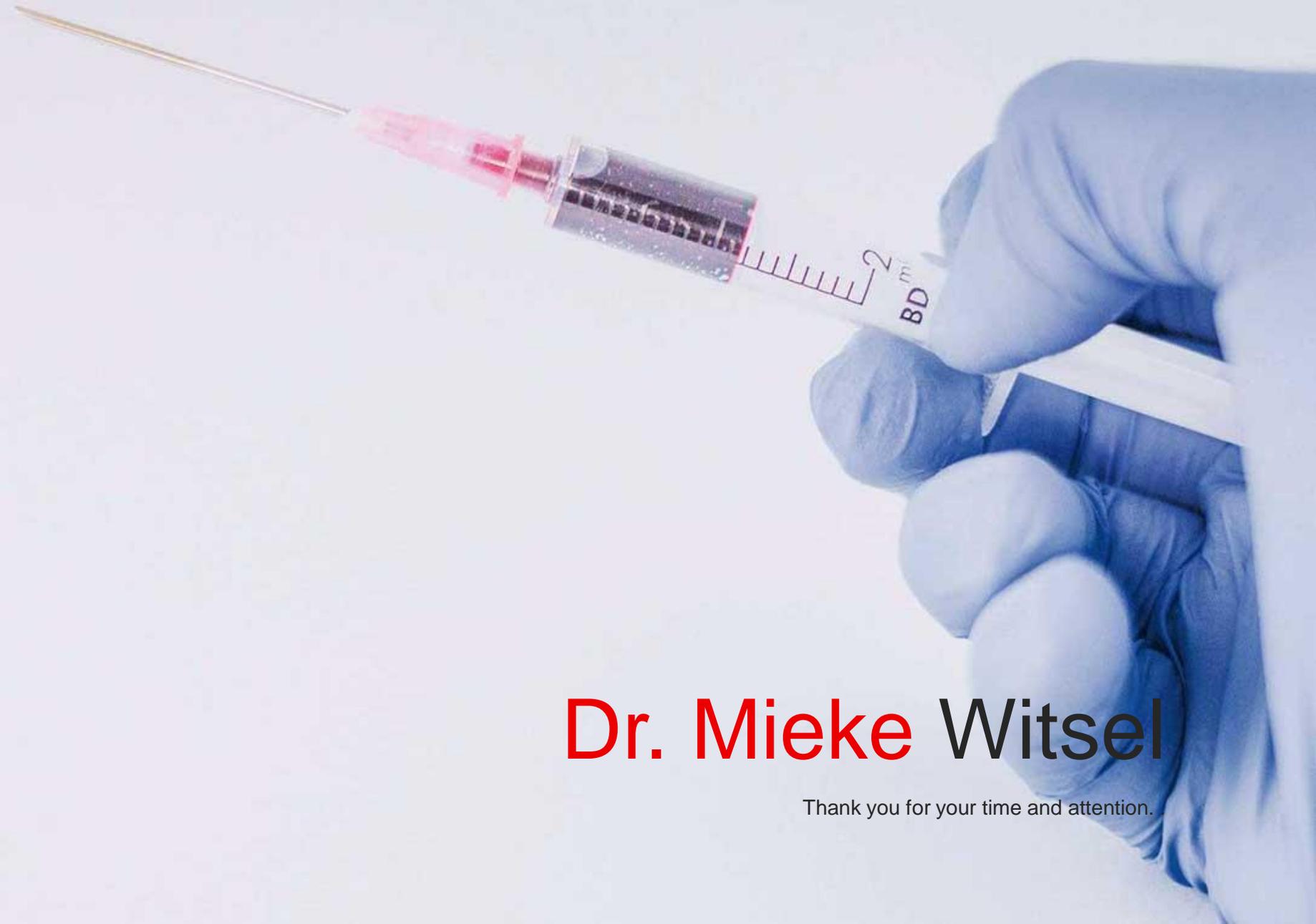
... Whatever the alternative, it must be meaningful, and constructively aligned.

- 'Take-home' exam (time limit)
- Memorandum or briefing
- Professional presentation
- Poster sessions with peer critique
- Annotated portfolio
- Student-proposed project
- Simulations
- Case study
- Short research project (interviews)
- Scenario analysis and alternatives
- Branch scenarios
- Storyboarding
- Blueprints (e.g. for event)
- Pitch
- Wiki / website / blog
- Teamwork
- Peer reviews

resources

- AQF levels:
 - <https://www.aqf.edu.au/aqf-levels>
- Online learning resources:
 - <https://www.teqsa.gov.au/getting-started-best-practice-establishing-online-learning>
- QA online toolkit:
 - https://www.teqsa.gov.au/sites/default/files/quality-assurance-online-learning-toolkit_0.pdf?v=1575861567

Wishing
you all the
best in
these
pandemic
times



Dr. Mieke Witsel

Thank you for your time and attention.