

# Learning & Teaching in FCA: Pathways and Loops!

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## FCA's Context

- VUW Context
  - VUW Strategic Plan
  - Learning and Teaching – move to 'Active learning'
    - Pathways, Graduate Attributes
  - Resource utilisation
    - Reducing staff and student workloads in 15pts world
- T&L Context:
  - Teaching performance indicators
    - Student feedback
    - Staff satisfaction
  - *Most academic staff not trained as teachers!*  
(Banta, IUPIU, Ako Conference, Wellington, Nov 2008)
- Business School context
  - International standing - benchmarking via accreditations

## Overview

- FCA's context
- Assurance of Learning - Aims
- FCA's approach to AoL
  - BCA Learning Goals and Objectives
  - Curriculum Mapping
  - Assessment
- Lessons and challenges

## Assurance of Learning

- What do we want our students to know?
- Where/how will we provide opportunities to learn it?
- How will we know if they have learnt it?
- What will we change if they haven't?

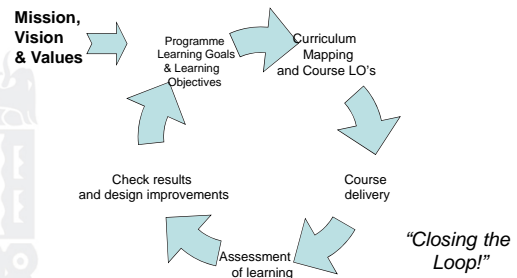
## FCA Context

- VUW's T&L context
- Business Schools context

Aims:

**Provide desired student learning outcomes and staff satisfaction**

## Assurance of Learning: A Continuous Improvement Process



## FCA Mission

*FCA pursues and shares knowledge of business, economics and management, to develop capability and provide our stakeholders with a global perspective.*

### And our Vision:

*To be the scholarly hub driving New Zealand's capital development.*

## BCA LG2 Learning Objectives

### Learning Goal 2: Communication

- **Our graduates will be effective communicators**

#### Learning objectives.

They will bring creative skills to the research, analysis, planning, and writing stages of academic essays and other documents, and will be able to present it clearly and effectively to an audience. That will involve being able to:

- a. research, plan, and produce written assignments meeting academic standards;
- b. apply advanced written communication skills in a private or public sector 'business' context;
- c. deliver a professional quality presentation accompanied by appropriate technology;
- d. demonstrate oral communication skills by their participation in small group learning environments such as tutorials and workshops.

## BCA Learning Goals

### Learning Goal 1: Critical and Creative Thinking

*Our graduates will demonstrate application of critical and creative thinking skills to practical and theoretical problems*

### Learning Goal 2: Communication

*Our graduates will be effective communicators*

### Learning Goal 3: Global and Multicultural Perspective

*Our graduates will have a global and multicultural perspective*

### Learning Goal 4: Leadership

*Our graduates will recognise, support and display leadership*

### Learning Goal 5: Major attributes

*Our graduates will develop specific knowledge and skills in at least one business, economics or public policy discipline area*

## Curriculum Design

### Revised BCA Structure

- 7 paper Core
- 15 point papers (mostly)
- Majors
- Minors

Note: For BCA, **all Majors** require Core;  
For other degrees, **some** require Core.

## Learning Objectives for LG1

### Learning Goal 1: Critical and Creative Thinking

*Our graduates will demonstrate application of critical and creative thinking skills to practical and theoretical problems*

#### Learning Objectives. They will be able to:

- a. analyse a complex situation which could be viewed from multiple perspectives;
- b. use/apply analytical techniques, models and/or frameworks appropriately in specific contexts;
- c. reflect critically on practical and theoretical issues;
- d. display creative thinking when faced with practical and/or theoretical problems.

## Curriculum Mapping

- Mapping of Courses against LO's, based on
  - Coverage in syllabus
  - Whether LO assessed for students' grades
- Curriculum mapping for each programme

## Section of BCA Curriculum Map

BCA Programme	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
BCA Learning Goals	LO1 Critical & Creative Thinking	LO2 Communication	LO3 Global and Multicultural Perspectives	LO4 Leadership	LO5 MGMT MAJ	LO6 MGMT MAJ						
Course Code	1001	1002	1003	1004	1005	1006	1007	1008	1009	1010	1011	1012
Year	1	2	3	4	5	6	7	8	9	10	11	12
Assessment												

## Assess Achievement of Learning Goals/Objectives

- Need to assess LG's/LO's directly  
Grades vs Assessment of achievement of LO's  
Direct vs Indirect measures
- Sample of student work
- Assessed using a rubric

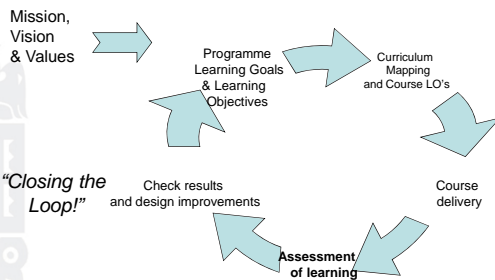


## FCA Oral Presentation Skills Rubric

Deliver a professional quality presentation using appropriate technology

Aspect	Exemplary	Satisfactory	Unsatisfactory
Audience Engagement	Audience fully engaged; Convincing responses to questions; Invokes useful discussion.	Audience mostly engaged; Adequate response to questions; Invokes some discussion.	Audience not engaged; Inability to answer questions; Inability to invoke discussion.
Organisation	Tightly focused; Well structured, theme is clear; Message very clear; Good timing.	Mostly focused; Discernible theme; Message is mostly clear; Keeps almost to time.	Rambling, unfocused; Disorganised, unrelated; Message is unclear; Runs over time or too brief.
Delivery	Smooth effective delivery; Good voice control; Appropriate eye contact; Appears relaxed; Speaks without notes.	Appropriate language; Okay voice control; Mostly appropriate eye contact; Appears mostly relaxed; Uses notes occasionally.	Incorrect or inappropriate language; filler words, verbose; Problems with voice control; Inappropriate eye contact; Appears tense, nervous; Reads and/or relies heavily on notes.
Visual Aids (Quality and Use)	Excellent visual aids; Seamless use of visual aids.	Appropriate visual aids; Appropriate use of visual aids.	Poor quality visual aids; Inept use of visual aids.
Holistic judgement	Oral communications exceed standard.	Satisfactory oral communications.	Unsatisfactory oral communication.

## Assurance of Learning Process



## Assessment for AoL (Assessment of achievement of a LO)

- Identify traits necessary for achievement of Learning Objective
- Compose scale or rubric giving clear definition to each point
- Agree the rubric with all markers
- Assess learning, using the rubric
- Report the results for AoL

## Assessment Exercises in 2008/9

- Written communications skills
- Variety of exercises covering other LG's

## Rubrics

- Well-defined scales/points on Primary Traits
- Inclusion of Holistic Score
- Use of Rubrics for data collection
- Data collected
- Differences from NCEA

## Lessons from Assessment Exercises

- Holes in student learning
  - And what to do about them
    - 'Closing the loop'
- Benefits of rubrics
  - For students
  - For staff
- Writing skills

## Workshops and Collaboration

- Workshops run by UTDC and SLSS
- Collaboration with UTDC, SLSS, the Library, VUWSA etc

## FCA's Process

- Strive to achieve more with less effort
- Dovetail with normal coursework marking
- Multiple objectives being assessed separately but at same time
- Design assessment for AoL purposes as well as for grading

## Challenges

- Communicating with entire Faculty
  - AoL system
  - Ensuring quality is everyone's job