Learning & Teaching in FCA: Pathways and Loops!

Ako Victoria
19 February 2010

Vicky Mabin
Associate Dean Teaching and Learning
Faculty of Commerce and Administration

Overview

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

FCA Context

• VUW’s T&L context
• Business Schools context

Aims:
Provide desired student learning outcomes and staff satisfaction

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

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?

Assurance of Learning: A Continuous Improvement Process

Mission, Vision & Values
Programmes and Learning Goals & Objectives
Curriculum Mapping and Course LO’s
Check results and design improvements
Course delivery
Assessment of learning
“Closing the Loop!”
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 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

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.

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

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

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Example</th>
<th>Satisfactory</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Audience Engagement</td>
<td>Audience fully engaged, holding audience, to question, handles awkward discussion</td>
<td></td>
<td>Audience mostly engaged, audience not questioned, handling awkward discussion</td>
</tr>
<tr>
<td>Organization</td>
<td>Whole focused, Whole structured, theme is clear, message very clear, good flow</td>
<td>Mostly focused, Structured theme, message mostly clear, keeps almost to time</td>
<td>Mostly focused, Structured theme, message mostly clear, keeps almost to time</td>
</tr>
<tr>
<td>Delivery</td>
<td>Good voice control,ppears relaxed, speaks clearly, no notes.</td>
<td>Poor voice control, appears relaxed, speaks clearly, no notes.</td>
<td>Poor voice control, appears relaxed, speaks clearly, no notes.</td>
</tr>
<tr>
<td>Visual Aid (Identify and list)</td>
<td>Excellent visual aids, appropriate use of visual aids</td>
<td>Appropriate visual aids, Appropriate use of visual aids</td>
<td>Poor quality visual aids, Poor quality visual aids</td>
</tr>
<tr>
<td>Oral judgement</td>
<td>Oral communications exceed standard.</td>
<td>Satisfactory oral communications</td>
<td>Unsatisfactory oral communications</td>
</tr>
</tbody>
</table>

Assurance of Learning Process

Mission, Vision & Values

Programme Learning Goals & Learning Objectives

Curriculum Mapping and Course LO’s

Assessment of Learning

Check results and design improvements

Course delivery

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