

College	
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Unit Name(s) & Code(s)	International Tourist Destinations DK0733
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Learners

Description & Common Characteristics etc.

HND Travel and Tourism (1ST year). Group of 21 learners (1 male and 20 females) ranging from 16-22 years. Mixed ability group comprised of school leavers, college students progressing from Higher level and a few students returning to education following employment. Two learners are identified as having additional learning needs and each has a PLSP in place. Unlike some learner groups everyone in this group has identified that they have access to a PC, laptop or tablet from home, internet Microsoft Word and have some type of SMART phone which reduces barriers to e-learning out with the college environment

The Context

Target Outcomes, Knowledge and/or Skills, Performance Criteria, Evidence Requirements

Outcome 1 IDENTIFY AND LOCATE THE MOST POPULAR INTERNATIONAL TOURIST DESTINATIONS

Knowledge and/or skills

- Most popular international tourist destinations including countries, cities, and

resort areas

- Attractions and well known physical features
- Identifying and locating the most popular tourist destinations and physical features on maps

Evidence requirements

Candidates must produce evidence of the ability to accurately identify international tourist destinations, attractions and physical features on maps of the world or regions of the world. Candidates will also be required to produce evidence of the ability to plot a selection of the best-known destinations, attractions, and physical features on blank maps. The evidence must be generated without access to reference materials and will be produced under normal test conditions.

Assessment guidelines

In the mapping section candidates are required to:

- a) Identify 8 marked countries, 10 marked resorts/resort areas and 8 marked physical features on maps
- b) Locate 8 countries, 10 resorts/resort areas and 8 physical features on blank maps of the world.

The countries, areas and physical features in b) would be different to those in a). In both a) and b) 6 countries, 8 resort/resort areas and 6 physical features must be answered correctly.

Re-assessment

Learners who do not achieve the minimum requirements are permitted one attempt to remediate and if not achieved a second alternative assessment is scheduled.

Existing approaches to assessment for the Unit are:

Task (a) Learners are presented with a black and white A4 paper map and have to identify a number of marked but unnamed countries (8), tourist destinations (10) and physical features (8)

Task (b) Learners have to locate within approx. 17km of accuracy countries (8), tourist destinations (10) and physical features (8) onto a blank A4 map

Staff experience/expertise in technology-enhanced assessment

This is variable and relevant to the subjects being taught. There are 12 part-time and full-time lecturers within the departments therefore not all lecturers deliver all units.

All staff members have a good level of IT skills. MyCity (Moodle) has been used for learning materials and drop box used for the submission of reports for summative assessment but at its basic level. MyPortfolio (Mahara) has last year been used for summative assessment for Creating a Culture of Customer Care H1F0 34. City and Guilds e-assessments are undertaken for the Air Cabin and Ground Operations course

The Solution

Descriptions

For both questions an e-map will be used with country borders and contrast and definition between land and water; but countries will not be shown in multiple colours. Each student will get a different mix of destinations to identify and plot.

Question (a): E-map will highlight the country, destination or physical feature to be identified and ask the students to type the answer.

Question (b): Learners will be given the names of countries, destinations and physical features and have to accurately place a marker onto a blank map. Slightly different markers will be used for each type i.e. for countries be a filled circle to be placed in the centre of the country, a smaller filled circle for cities and resorts and a slightly larger circle to be placed in the centre of an area such as the Ural Mountains, Great Barrier Reef etc.

The learners will be given their score for each section at the end of the assessment and the opportunity to remediate at the time should they not achieve the minimum pass mark for any section

Assessment Type:

Summative assessment but once design is completed could be developed for formative assessment also

Rationale

- Provide learners with a cleaner, crisper map image which they can adjust in size to assist with accuracy when plotting
- Opportunity to engage the learners - they dislike the A4 paper maps
- Instant learner feedback
- Better align with industry practices

Technology & Delivery Setting

- Delivery of learning and teaching should be in a blended classroom
- Delivery of the assessment will be dependent upon what will be available in our college environment to ensure learners cannot access the internet whilst undertaking e-assessment or be able to view another learner's screen. It will be more likely that this will be available in a limited number of computer labs.

Resources and Tools Required

- Mapping is being developed with 'Articulate Storyline' with the kind assistance of Melissa from learning technologies
- Learners will access the assessment via MyCity

What the Tutor Does (and ICT skills required)

- Create questions and solutions for assessment content

- Assign assessments via MyCity
- Monitor results and arrange re-sits if required
- Eventually develop knowledge of 'Articulate Storyline' to develop similar assessments for other units

What the Students Do (and ICT skills required)

- Ability to access and use MyCity
- Develop knowledge of the mapping technology during learning periods

Outcomes

Implementation and effectiveness

This e-assessment is a good example of technology making an assessment more accessible than the existing paper version, which has a number of problems due to the confined space of dealing with an A4 paper format. The online version will allow students to zoom in and out to see details more clearly and be more accurate with their answers.

There has been practical and technical issues associated with developing this assessment:

- Getting hold of an electronic map in a suitable format
- Entering all the acceptable variables of spelling for place names has been more a challenge than anticipated
- Has involved working in Adobe Flash and getting it to work with Articulate
- The lecturer / subject expert has not been available at times due to work load pressure

The amount of work involved in creating this assessment has been considerable but the advantages are also considerable. It is a good example of how costs could be offset by the sharing of the assessment resources via a consortium or some similar mechanism

Student feedback

At the time of writing the assessment had not been tested with students

Reflections & Changes

The amount of work involved in creating this assessment has been considerable but the advantages are also considerable. It is a good example of how costs could be offset by the sharing of the assessment resources via a consortium or some similar mechanism.