

# Learning Teaching & Assessment Resources

## Authentic Assessment Exemplar:

Assessment Title	Co-creation and Immersiveness: Field Study as an Engagement Tool
Author(s)	Dr. Catherine Gorman, School of Tourism and Hospitality Management
Module Title that Assessment Delivered on	Field Trip (TOUR 4003)
Primary Student Cohort (Year on Programme / FT or PT or Both / UG or PG or AP)	

### Overview of Assessment (Max 100 words)

The Fieldtrip module and its assessment involves the co-creation of a field trip as an action-based exercise that employs the four learning styles (visual, auditory, read/write and kinesthetic) to develop experiential and authentic assessment which fosters deeper learning. The module is wholly assessment based. From the outset underpinned by an identified challenge within the sector, students decide their own research question which guides their assessment, co-creating marking criteria, consensually decide on the location and components of the trip, and post-trip deliver a presentation (Grp) and written work on their chosen question (Grp) together with a written reflection on the process (I).

### What Change was Made to Assessment to Enhance its Authenticity? (Max 100 words)

The module is guided by a three-stage process: preparation, execution, and evaluation and closure. The students are made aware of the core constructs of the process: learning environment/process, education and social components. Working as a group, mutual respect is required around decision-making and execution of the field-trip itself. Students are asked to take on individual tasks and responsibilities based on a generated list (eg. accommodation, transport, places to eat etc.) which is marked. The need to communicate with peers to ascertain needs and the ability to deal with challenges should they arise (which they do) provide opportunity to grow engagement and student resilience

### What was the Impact on Student Engagement / Performance? (Max 100 words)

The impact broadly presents as two outcomes: those that take their responsibilities seriously and made considerable effort (and marked accordingly) and others (albeit a small number) who put marginal effort into the task at hand. Of note, are those who did not appear to engage at the pre-planning, and execution stages tend to be more vocal and engaged post-trip. Feedback from the student group (post-trip workshop and written feedback) this year sought changes such as increased marks for tasks and mandatory attendance at pre-planning sessions as some student did not realise that not being at the sessions and being part of the process had consequences.

### One Thing you would do Differently Next Time (Max 50 words)

The presentation will be undertaken prior to trip departure and focus on student tasks as well as preparation for their research question. Previous student feedback will provide the building blocks each year as a point of learning with a post-trip message from the students delivered from one year to the next.

### Authenticity Indicators

