			University	Strathclyde
			Department	**Hospitality & Tourism**
			Module	**44128 Introduction to Tourism**
			Overview	Student numbers in the first year Tourism module have expanded in the least three years from 80 to 230. Traditionally, students attended hour long lectures twice weekly and assessment was primarily summative. Feedback was provided in tutorials on SAT marks and essay feedback consisted of brief written comments.
			Drivers for change	In the traditional format, students had little knowledge of expected goals or standards and insufficient opportunity to close the feedback loop. Tutorial attendance was poor, partly due to timetabling difficulties and problems in accommodating such a large group. There were also concerns about learning inefficiencies given the repetitive overlap of the textbook and lectures, which resulted in poor motivation for students to attend lectures. There has been a low progression rate from 1st to 2nd year in this subject compared to others, which may have resulted from lack of student engagement and lack of course satisfaction. In addition there has been administration problems with the class, which has arguably been over taught and over assessed.
			Intervention	The aims of intervention are to increase attendance, improve student experience and enjoyment, increase self-regulation through self, peer and tutor feedback, increase diagnostic and formative assessment, enhance use of educational technologies and improve congruence of teaching and assessment. Methods include splitting the class in half and replacing the bi-weekly lectures with one weekly hour of lecture, in which electronic voting systems will be used to increase dialogue, while the other teaching hour will be devoted to interactive e-learning using virtual learning environment system WebCT, podcasts, frequent on-line assessments and on-line group presentation.
PROCESS	EMPOWERMENT	NICOL'S 7 PRINCIPLES OF GOOD ASSESSMENT DESIGN	**Activities**	
			Principle 1 (clarify criteria)	1) Students completed pre-lecture exercises in order to give them an idea of what kind of material they would be covering in the lecture, how it was relevant to their learning and what they should do with the information after the lecture. 2) Students were engaged in a repeated learning cycle of on-line tests and interaction with peers, which provided them with progressive opportunities to clarify learning and assessment criteria throughout the course.
			Principle 2 (self-assess, reflect)	1) Students had an opportunity to engage in self-reflection when selecting answers for EVS questions during the lecture and in having the ability to compare their answers with their peers through discussions and by viewing class average responses in graphical presentation. 2) Students engage in frequent on-line tests, which they subsequently receive formative feedback on. Students were able to use this feedback to reflect on their performance and act on it by adapting their strategies to build skills between tasks. 3) Students were able to track their progress at multiple opportunities through their records test performance records, which were stored on WebCT. 4) Students could compare and contrast their test performance results with class averages that were stored and graphed on WebCT
			Principle 3 (tutor feedback)	1) Students received immediate tutor feedback in lectures via the use of EVS handsets and from ensuing discussions. 2) Students can download audio and video podcasts to supplement the lecture content with information from BBC broadcasts and these can accessed anywhere in or out of the campus and could feed learning outcomes into the lectures and EVS questions to receive feedback during lectures. 3) Students had regular opportunities to receive immediate feedback on online tests.
			Principle 4 (peer feedback)	1) Students are prompted by EVS questions in class to discuss ideas with their peers and tutors. 2) Students present their ideas for the presentation task individually and then engage in debate of their answers, in order to collaborate with their peers to formulate an answer together. This process requires them to reflect on their own answers and valuate them in comparison to the answers of each of the other members of their group. 3) Students had the opportunity to use online discussions to increase dialogue around the group work task
			Principle 5 (motivation)	1) Students were provided with an opportunity for more interesting, engaging and active lectures through the interactive EVS use. 2) A more expansive interesting format for content delivery was made available through the podcasts, which incorporated real life applications of theory. 3) Students had an opportunity to increase their sense of course ownership through being encouraged to include their own examples in presentations. 4) The online discussions through WebCT and the in-class dialogue through EVS offered students increased opportunities to build group cohesion, social support and social identification with the subject, which could help to motivate them in their learning pursuits.

ENGAGEMENT	**GIBBS & SIMPSON'S 4 CONDITIONS OF TIME & EFFORT ON TASK**	**Principle 6** (close feedback loop)	1)	Students engaged in a repeated cycle of learning with podcasts, EVS, frequent on-line formative assessments and feeback.
			2)	Students reinforce learning repeatedly through using different mediums to convey the key concepts and learning goals. For example, a single concept could be explored by a student through lecture attendance and note-taking, voting using the EVS and discussing the concept in class, downloading the appropriate podcast, reading textbooks and web articles as well as engaging in on-line discussions.
		Principle 7 (shape teaching)	1)	Students deliver feedback about their learning and the course by way of staff monitoring on-line discussions and group presentation entries
			2)	EVS responses and online tests served as generic diagnostic tools.
			3)	Staff could share student feedback and improve consistency and quality of lectures by virtue of the shared nature of the WebCT VLE.
		Condition 1 (in and out of class)	1)	The reduction of lectures from two weekly sessions to one and the shift towards podcasts for content delivery coupled with the online tests provided increased and more regular opportunities for students to participate in active learning outside of class time as well as during lectures.
		Condition 2 (spread evenly)	1)	Students are formally enabled to distribute their study efforts evenly over the course of the year because of the high frequency of the on-line tasks, which total 20 over the course of the year.
			2)	Further opportunities to shift the learning outside of the class time was provided through the regular downloading and viewing of podcasts and from participation in online discussions.
			3)	Students were able to appropriate adequate time on each task firstly because of the short regular intervals between tasks and due to regular peer discussion, where students could exchange information about their study patterns.
		Condition 3 (deep not surface)	1)	The repeated learning cycle of multimedia formats including viewing of podcasts, completing pre-lecture exercises, EVS enhanced discussions during lectures and online tests were designed with the objective of deepening student understanding of the learning material. The increased opportunities for tutor and peer formative feedback through presentations and the immediate feedback and revisions process offered in the frequent online tests served to reinforce the main learning outcomes. The use of EVS offered more depth and expansion of concepts and the real life applications available through the podcasts and the presentations provided students with a richer dimensions to the learning material by helping them to put it in context.
		Condition 4 (high expectations	1)	The cycle of frequent tests and immediate feedback enabled students to gradually build upon and increase their expectations in terms of their performance.
			2)	The online discussions enabled students to gain an understanding of their peers' standards and expectations for the joint piece of work produced.
OUTCOME		**Efficiencies**	1)	Although there had been initial start up cost in terms of staff time, these were likely to be offset against potential benefits of potential efficiencies and time redistributions in terms of reduced tutor marking time and student learning gains.
			2)	An additional dimension to efficiency gains includes the positive impact on the experience of the lecturer and their interaction with the class and on progression rates.

	Informal Learning Gains	The use of educational technologies has been enhanced through the synergy of EVS, podcasts and online testing through the university's VLE, to produce a technological package to facilitate the strengthening of the pedagogical underpinnings of the course. There has been a somewhat greater alignment of teaching and assessment through cycle of multimedia interactive activities. Quantitative results from the student questionnaire revealed that 1) Student experience was enhanced through increased concentration and engagement with the lecturer, lecture material and peers during lectures due to the use of EVS. Attention to lecture material was also increased by the online tests. 2) Student contact time was reduced and private study increased through podcast viewing, online tests and presentation preparation including online discussions. 3) Group cohesion was increased to some extent at least for Hospitality students through perceived learning benefits from group work but could be further improved. 4) Interactivity of lectures was increased through the combination of podcast material feeding into EVS questions and discussion. 5) Diagnostic testing was increased through the use of online testing and EVS during lectures. 6) Self-reflection on learning has been somewhat increased by the EVS use in lectures and students considered that the learning objectives could not have been fully achieved without the use of online testing. 7) Enjoyment has increased through the interactive use of EVS during lectures and with the interactive variety of media formats available. 8) Weaker students have been assisted through reinforcement of learning material with repeated cycles of learning activities and multiple iterations of course material through the combination of podcasts, lectures, textbook, EVS, online testing and regular feedback. 9) Feedback has been improved through immediacy of online test feedback and peer feedback has been increased a little through EVS discussion and on-line discussions for group work on presentations.
	Formal Learning Gains	Although attendance was improved from previous years, it was still at a lower than desirable level. The Monday slot achieved roughly 50% attendance but the Friday slot was around 30% only. For the forthcoming year, a timetable change has been effected which will hopefully improve attendance further. Figures on retention and student achievement demonstrate a considerable improvement over the previous year. Equally, student performance has improved. In the academic year 2005/6 40 students were deemed Not Qualified to take the class and the overall coursework average (including NQ students) was 47.8. In 2006/7 30 students (i.e. 25% fewer than the previous year) were NQ and the average coursework mark rose dramatically to 60%.