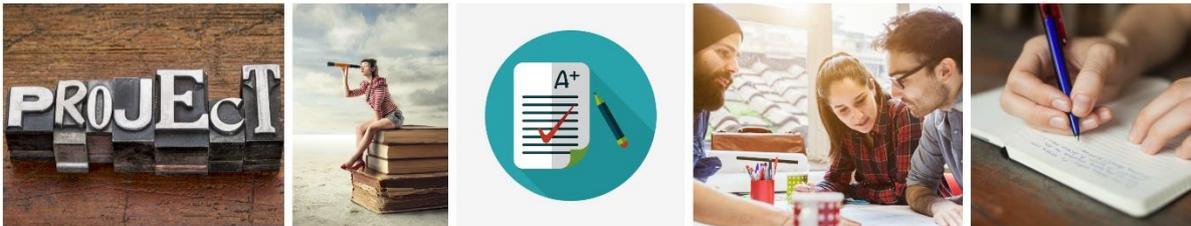


Generic Preparation Guide for Staff & Students Going on Short-Term Study Tours to Asia



SECTION 5: ACADEMIC PREPARATION



ADVICE FOR STAFF

- Academic components of short-term study trips can take on many different forms, depending on the type and purpose of the trip and the learning objectives of the program. Here are some assessments and activities typically undertaken as part of a short-term, study tour:
 - Daily log
 - Reflection journal
 - Group or individual projects (including community, service, industrial and business projects)
 - Fieldwork
 - Field observation
 - Internship
 - Practicum
 - Placements
 - Work experience
 - Case studies

- Reports
 - Essays
 - Online blog
 - Photo-diary
- Students are more likely to be satisfied with the preparation for their short-term study trips when they are aware of what is expected of them. This also applies to understanding what is expected in relation to academic activities and assessments. Here are some important questions to consider when setting assessment tasks:
 - Will you provide students with a program outline or learning plan?
 - Will there be formative and summative assessment?
 - Are assessments constructively aligned with the learning outcomes of the program?
 - Are trip activities relevant to the assessments that are being set?
 - If the assessments and activities involve group work, have students been given enough time to get organised within their groups?
 - How will learning outcomes be assessed?
 - How will feedback on assessment tasks be provided?
 - Has there been appropriate consideration given to how technology can support the assessments?
 - The table below depicts Biggs' (1999, p.70) list of different types of assessment tasks and the corresponding type of learning that is assessed:

Assessment mode	Most likely kind of learning assessed
Extended prose, essay-type	
Essay exam	Rote, question spotting, speed structuring
Open book	As for exam, but less memory, coverage
Assignment, take home	Read widely, interrelate, organise, apply, copy
Objective test	
Multiple choice	Recognition, strategy, comprehension, coverage
Ordered outcome	Hierarchies of understanding
Performance assessment	
Practicum	Skills needed in real life
Seminar, presentation	Communication skills
Critical incidents	Reflection, application, sense of relevance
Project	Application, research skills
Reflective journal	Reflection, application, sense of relevance
Case study, problems	Application, professional skills
Portfolio	Reflection, creativity, unintended outcomes
Rapid assessments (large class)	
Concept maps	Coverage, relationships
Venn diagrams	Relationships
Three minute essay	Level of understanding, sense of relevance
Gobbets	Realising the importance of significant detail
Short answer	Recall units of information, coverage
Letter-to-a-friend	Holistic understanding, application, reflection
Cloze	Comprehension of main ideas

ADVICE FOR STUDENTS

- Make sure you are aware of any assessment requirements that form part of your program and that you have a copy of all assessment instructions. Some of this information may be contained within your program handbook or other handouts that are given to students. Academic information can include:
 - Assessment information/outline
 - Study guide
 - Learning plan
 - Readings
- It is a good idea to bring both hard and soft copies of all important academic and assessment documents with you on the trip.
- Think about whether you will need to bring electronic or other types of devices to assist you with your assessment (e.g., laptop computer, camera, video recorder, digital audio recorder, tablet, e-reader).
- If you are working with a group, try to get together with your assigned or chosen group as soon as possible to discuss your assessment or project. Early and efficient planning will prevent potential stress, workload issues and conflict.
- If you are experiencing any uncertainties regarding the academic aspects of the study tour, make sure you contact the program organiser.
- Keep in touch with the program organisers during the trip, should you experience any issues or concerns regarding your assessment activities, as they may be unable to assist you if you only approach them at the end of the trip or when you have returned to Australia.

USEFUL LINKS

Assessment Design Tools for Staff

- Macquarie University (assessment toolkit)
<https://staff.mq.edu.au/public/download/?id=40236>
- UTS (types of assessment)
<http://www.uts.edu.au/research-and-teaching/teaching-and-learning/assessment/types-assessment>
- Griffith University (assessment tasks)
<http://app.griffith.edu.au/assessment-matters/docs/assessment-methods/tasks>

References

Biggs, J. (1999). What the student does: teaching for enhanced learning. *Higher education research & development*, 18(1)



The *Generic Preparation Guide for Staff & Students Going on Short-Term Study Tours to Asia* is brought to you by the *Ready for Take-Off: Preparing students for intercultural learning in Asia* project. To find out more about the project, you can:

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