

TLC Project Assessment Case Study

Assessment Strategy	To use creative modes of assessment to encourage creativity
Subject and module	Events Management – Events & the Experience Economy unit
Useful for students who are:	Creative and visual. Here it is used as an introductory assignment to the first year of a degree but it can also be used for all levels as a demonstration of results and supports preparation for academic conferences.
Keywords	Visual, poster, oral
Assessment activity	Academic poster
How does this assessment improve student learning?	It utilises students' creativity and encourages them to synthesise and analyse information that they have researched. In this context they work in pairs and the assessment takes the form of an exhibition four weeks after the beginning of their first term in their first year. They then support their poster through an oral exchange with their peers and assessors. In this example the students based their event proposal and analysis on their local area so it got them to find out what venues and other event opportunities there are in their close geographical area.
Underpinning theory links (link to poster workshop and supporting notes)	Visual anthropology Visual sociology Visual theory of representation
What went well	The student evaluation straight after their assessment was that they found it 'challenging' but 'fun'. They thought it was extremely important as a potential events organiser and manager to develop their skills of communication to different audiences. They identified that it was good to get to know how to work with someone else and to get to know the local area.
What could be improved	To reduce the amount of words used and replace with more visuals Some of the students were 'creative' in their use of the parameters set e.g. adding materials or handouts to increase the volume they could produce to demonstrate the work they had done. Too much reliance on getting information from event venues in the locality which hindered some groups.
What support for staff is needed to implement this method of assessment?	Encouragement and demonstration that pictures can replace words. Supporting teaching materials and examples of what an academic poster is. Facilities for exhibition (if going to have an exhibition). Folders for carrying posters.

	Storage space if they are kept or a sample are kept for external examiner and future examples.
What support for students is needed to implement this method of assessment?	Clear guidance on what is expected and technical and physical parameters. Examples to critique. Practice at presenting findings of research or ideas using posters (flipcharts even).
What are the time implications?	A morning, afternoon or evening for setting up and carrying out the exhibition and 'interviews'. Time is then required to share notes with second markers and look through peer review sheets (where used). Time to type/write-up feedback sheets. The latter is the same as for other methods of assessment. The time to view the exhibition and do the 'interviews' takes less time and is more enjoyable than sitting down with a pile of reports.
Other resource implications?	Students have to buy A1 posters and any materials or carriers they need. Exhibition boards to display the posters
What are the risks?	Early in the term when students are still finding out whether University or the course is for them so some may end up doing the exercise on their own.
How can these be minimised?	Encourage students to work co-operatively and welcome another member of the team rather than leaving them working on their own.
Implications for dyslexic students?	Opportunity to use their creative skills and visual and oral strengths. It helps them to practice working within a framework for an academic poster but without the worry of all of the text to go with it. This links a logical structure to spatial awareness.
Institution where this was trialled	Bournemouth University
Lecturer	Caroline Jackson
CATS	20 – there is also a seminar activity and written critique as part of the unit
Level	Certificate (first year)
Compulsory/optional	Compulsory
Relationship to other modules	This is one of 6 units and gets them to look at their use of visual imagery, models and design that link through to other assessment methods e.g. presentations, seminar activities
Delivery pattern	Long and thin through a weekly lecture and seminar programme
Student profile Year 2005/6	72 students; 62 females & 10 males. 13 of whom by the end of the year had been diagnosed with dyslexia (2 had declared before they began the degree)
Learning outcomes assessed	<ul style="list-style-type: none"> Event concepts and definitions: definition of events, event typologies, the event system and

	<p>the relationship between consumer and business events.</p> <ul style="list-style-type: none"> • The structure of events: the operating characteristics of the main components – venue location, transport, accommodation and distribution systems.
References	<p>BANKS, M., 2001. <i>Visual Methods in Social Research</i>. London: Sage</p> <p>HALL, S., 1997. <i>Representation – Cultural representation and signifying practices</i>. Milton Keynes: OU</p> <p>KUMPULAINEN, K., 2001. <i>Classroom Interaction and Social Learning: From theory to practice</i>. Routledge</p> <p>PROSSER, J., 1998. <i>Image-based research</i>. London: Falmer Press</p> <p>SCHROEDER, J. E., 2002. <i>Visual Consumption</i>. Florence, KY, USA: Routledge</p>

BA (Hons) Events Management Level C Events & the Experience Economy 2006-7

1st Assignment – Poster Presentation

Learning Outcomes

- An awareness of the nature of events and of the different activities and structures that can be deemed events as part of the experience economy.
- A recognition of the roles, structure and characteristics of the different sectors that provide services and facilities for events.
- An ability to produce detailed and coherent written and visual research findings and debate these and ideas with colleagues and tutors.

Brief

In pairs you need to plan and present, through the format of an academic poster, a proposal for an end of Autumn term event for the BA (Hons) Events Management Students

- Each poster needs to be A1 in size (no more)
- Suitable materials can be purchased in the Student Union Shop.
- More guidance on poster presentations will be given in week three during the lecture and seminar sessions.
- The poster presentations will take place during week FIVE, via an exhibition. Place and time to be confirmed

This assignment is worth 40% of the Events & the Experience Economy Unit and will be assessed by the lecturers by using the general assessment criteria, as adapted in the table below.

A second method of assessment will be in the form of peer evaluation. The assessed posters will be returned within three term weeks of the exhibition date.

This is a theoretical activity, please note, you are not physically organising the event. However, once the poster presentations have been evaluated, it could be an ideal opportunity for the 1st year students to organise the 'winning' proposal as their end of term event. Please note that the hosting of the event is not assessed or the responsibility of the academic team.

Assessment Criteria

Skills category	Performance criteria	Weighting
Knowledge/ understanding	Has developed an awareness of the nature of events and of the different activities and structures that can be deemed events as part of the experience economy. Demonstrated conceptual understanding of the processes involved and appropriate measures to undertake the task to organise a Autumn Event	20%
Analysis/evaluation	Has demonstrated an ability to produce detailed and coherent written and visual research findings and debate these and ideas with colleagues and tutors. Has demonstrated ability to determine relevancy and to be selective to support a logical and well-structured argument. Has undertaken this task accurately and fairly.	30%
Application/problem solving	Has demonstrated a recognition of the roles, structure and characteristics of the different sectors that provide services and facilities for events. Recognises the strengths and weaknesses of the process of evaluation and the practical execution of the event. Makes conclusions and recommendations that demonstrate the application of the task to organise an Event.	30%
Presentation/ organisation	Presented an argument showing flow and progression in an accepted poster presentation. A clear introduction with aims, objectives and methodology. A clear conclusion that demonstrates how the aims and objectives have been met.. Presentation	20%

	shows very little evidence of mistakes. Use of appropriate information technology and software packages such as Word and Excel. Demonstrates creativity	
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