



Completion Report
Project Supported by LTC/OBA Funding*

(Period covered: 1st March 2011 – 30th June 2012)

Part I: General Information

Funding Source (please tick ✓ as appropriate): ☐ LTC ☒ OBA Funding

Project Code: 2010-11/BA/AF (3-89D5)

Host Department: School of Accounting and Finance

Project Title: Building an improved integration and mapping of OBE objectives and communication competency into assessment of students' content subject assignments.

Project Team: Project Leader (Name & Dept): Johan de Rooy, AF

Team Member(s) (Name & Dept): Dr. Janet Yong, AF

Part II: Project Details

1. Financial Information

(a) Overview

Approved Funding: + Additional Funding Received (if any): = Total Funding Received:

Source of Additional Funding:

(b) Project Expenditure

Expenditure	Original Budget Approved	Revised Budget ¹ (if applicable)	Actual Expenditure	Balance
Salary (Please indicate rank, number of staff members & salaries)				
Equipment				
General Expenses				
Others				
Total				

¹ Please give reasons for the revised budget and quote the relevant authority's approval reference where appropriate.

2. Project Schedule

Dates as Stated in Original Project: Start date (dd/mm/yyyy): 01/03/2011 Completion date (dd/mm/yyyy): 30/06/2012

Actual Start and Completion Dates: Start date (dd/mm/yyyy): 01/03/2011 Completion date (dd/mm/yyyy): 30/06/2012

Project Period Extension(s) (if any): Total no. of extension(s) obtained : 0 time(s) Obtained during the project period: For a total of month(s)

Reason(s) for Extension(s) (if any):

3. Project Implementation

(a) Project objectives:

The objective of this project is to address the instructing and learning challenges of merging and mapping OBE content competencies and English communication skills into assessment tasks. This project takes this outcome to the next level by collaboratively and cooperatively working with a team of course coordinators/instructors, specialists in English instruction, Faculty with experience in designing assessment tasks and markers to build assessment exercises and experiences which are engaging, varied, thoughtful and mapped/embedded into the OBE's goals of identified courses.

Another closely related aspect of this project is to improve the integration, coordination and utilization of English language resources into the assessment process. One feature of students is that their learning behaviours are closely related to rewards (grades and GPA). English competencies need to be constructively incentivized. Students may take optional English classes if they can see a connection between these activities and grades. The deliberate involvement of experts in English instruction is to allow them to design workshops which will ex ante focus on the English skill aspects of the specific assessment assignments. For example, if the students are told that they must critique specific articles; English experts can use this as permission to design a series of classes on critiquing articles. With the explicit approval of the course leaders involved, similar or related articles could be used as instructional platforms to help the students improve their skills and learned outcomes before the assignments are due.

In summary, the objectives of the project were to:

Objective One: Identify subject learning outcomes of a course and map them into a specially designed written assessment exercise. The identified subject learning outcomes would include content specific skills, ethics and English competencies.

Objective Two: Arrange specially designed optional workshops for the students in the course to help them improve their English competencies as evaluated on the assessment.

Objective Three: Design a robust marking rubric to increase the efficiency of the marking process, especially as it related to the marking of English competencies.

Objective Four: Engage a range of staff with different skills and expertise to collaborate on this multi-focused project.

(b) Overview of specific work undertaken for achieving the project objectives (including any changes to original project):

Based on the project objectives identified above, the specific work undertaken was:

Objective One: Three cases were developed with the collaboration of course coordinators for AF 4106, an English instructor, English markers and the project leader. The cases were carefully written by the project leader with the goal of challenging the student's knowledge of technical and ethical matters and requiring the learner to provide a written response to these issues. Three subject learning outcome were identified for AF 4106 (a. Explain and compare different types of business combinations; b. Prepare group accounts; and c. Identify and resolve accounting issues of consolidation) and evaluated on the cases. Additionally, each case written had an ethical issue dimension.

Objective Two: Three optional workshops were provided each term, where a project team member (Dr. Janet Yong) provided instruction and assistance in how to improve the specific English writing competencies essential to the assessment assignment.

Objective Three: A tailor made marking rubric was designed (and later modified for the second semester) for each case so that markers skilled in both the subject matter and English were able to efficiently and constructively mark the assessments. After the second semester the English portion of the marking rubric was further refined to improve the efficiency of the marking process and make the feedback on English skills more usefulness and constructive/

Objective Four: The instructors of AF 4106 were extremely cooperative and flexible in collaborating on this project. Members with English, subject matter, English skills and marking all worked cooperatively on this undertaking. Perhaps the most important collaboration was the willingness and ability of members of the marking team with expertise in the subject matter to mark both the subject content and English portions of the assessment. The constructive and active involvement of the marking team in expediting the grading of the assessment greatly reduced many of the anxieties of the course instructors.

(c) Difficulties encountered, if any, which have affected progress, and remedial actions taken:

Initially it was challenging to find appropriate course(s) to implement the project. AF 4106 (Advanced Financial Accounting) volunteered to cooperate on this project, with the ex post comments from course coordinators and instructors in this course being that the project was successful, accommodating to the course members needs and made the overall course more efficient from both the learners and instructors perspective.

(d) Deliverables/useful findings/good practices emerged:

The format of the cases developed can be used again in the same or other courses. The format is flexible but generic, especially in how to provide appropriate guidance to the students on the nature of how to approach the English skills evaluated on the assessment. The design of this assessment will be used in AF 3110 in the first term of 2012/13, with the possibility of repeating a similar assessment in the second semester.

The marking rubric, especially the English marking portion can be used again in other English marking assessments.

The constructive and active involvement of the English marking team with subject matter expertise is a very transferrable platform for other courses that wish to integrate English competencies more comprehensively into the assessment process.

It was learned that providing optional assistance for English competencies was generally not well received based on a participation rate of out 11% despite active promotion of the workshops. Further, the students which attended the workshops did not appear to perform significantly differently from those that did not attended. At best, these workshops provided limited value for the resources expended.

(e) Dissemination activities taken/planned to sustain impact:

Included as part of the teaching workshop of using cases as a medium of instruction for FB Faculty on June 12, 2012.

(f) Self-evaluation or additional information/remarks:

1. A successful integration/mapping of OBE content and English communication skills into a specific course requires a collaborative, cooperative environment/relationship between content specialists, English specialists and the marking team. Further, within the team, there should be a champion who is keen to promote this collaborative undertaking.
2. It is achievable to merge/map OBE content and English communication skills into an assessment; the challenge is to do it correctly and efficiently. Given the constraint of finding a match between course content, instruction commitment and English communication, it might be more effective to focus on a limited number of courses in the AF program where OBE content/English communication skills are evaluated. Where English communication is deemed to be appropriate, the marks assigned to the English/course content assessment should be at least 15%. Assigning 15% to such an assessment might warrant reducing the weight of the final to less than 50% (perhaps 45%) to accommodate all the assessment components.
3. It is difficult to engage students to attend voluntary workshops specifically designed to assist them in completing an English assessment. Only 11% of the students in AF4106 attended the optional workshops designed for this assessment. The three workshops were at different times of the day and week so it is unlikely there was a time conflict stopping the students from attending them. Further, the student who attended the workshop designed to help them on this assessment performed the same as other students. The mean and standard deviation on their assessments were the same. There may be a minor selection bias, but with such low attendance and at best, minor improvement in grades it seems such assistance is of marginal benefit.
4. Tailor made marking rubrics can increase the efficiency of the marking process. Careful attention is essential in specifying the nature and scope of assessment tasks students are expected to complete. An important aspect of making the OBE content/English skills assessment successful is contingent on having English markers who have some expertise in the content areas of the assessment. Where this synergy exists, some of the instructor resistance can be overcome as the marking of these assessments can be entirely marked by the English marking team.
5. The English marking team should consider some standardization of the nature of comments on assessments to improve the efficiency and timeliness of the marking process. I have had discussions with the marking team as to how to improve efficiency and effectiveness of the marking and feedback process. Will experiment in AF 3110 next semester to improve marking and feedback process.

Name of Project Leader:

JdeR

Johan de Rooy

(in block letters)

Date:

July 4/12

(a) Rating and comments/recommendations on the following areas of the project

(please put a ✓ in 1 of the following 2 ratings and provide comments)

Areas	Rating		Comments and Recommendations
	Satisfactory	Needing attention	
Overall financial management/ use of funding	✓		
Overall project progress	✓		The project is completed according to the original schedule.
Outputs /deliverables / dissemination	✓		The deliverables (such as the format of the cases & the marking rubric) will be very useful for other subjects.
Overall rating / comments on the project (Please suggest remedial actions if the rating is 'Needing attention')	✓		The project is successfully completed, with all the project objectives properly addressed.

(b) Issues requiring the attention of FLTC/Dean of School and/or the funding authority

Nil

(c) Outputs/deliverables/good practices of the project that can be shared with other subjects, programmes or departments within the Faculty, or with the wider PolyU community

The format of the cases for assessment, the marking rubric, and the methodology for developing the cases.

(d) Additional comments/remarks

Nil

Name of D/SLTC Chair
(or HoD/Dean of School):

P. L. Poon *Carl Poon*
(in block letters)

Date:

6/7/2012

^ To be prepared by HoD/Dean of School if the PL is also the D/SLTC Chair, or if the Centre/Unit/Office does not have a DLTC.

Part IV: Evaluation by FLTC/Dean of School#

(a) Overall rating on the project (please put a ✓ in 1 of the following 2 ratings):

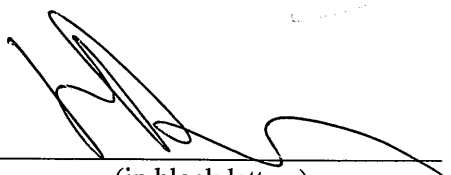
☒ Satisfactory

☐ Needing attention

(b) Overall comments and recommendations on the project:

(c) Issues requiring the attention of the funding authority:

Name of FLTC Chair/
Dean of School:


(in block letters)

Date: _____

The Dean of School or HoD of the Centre/Unit/Office needs not fill this part if he/she has already commented in Part III.

Part V: Response & Follow-up Plan by Project Leader

(Response and follow-up plan is required from the Project Leader if there is any area rated as 'needing attention' in Part III and/or IV.)

Name of Project Leader: _____ Date: _____
(in block letters)

Signature of Project Leader

Signature of D/SLTC (or HoD)@

Signature of FLTC/
Dean of School

(Name in block letters)

(Name in block letters)

(Name in block letters)

@ To be signed by HoD if the PL is also the DLTC Chair, or if the Centre/Unit/Office does not have a DLTC; leave this blank if the PL is also the SLTC Chair.

The Project Leader and D/SLTC Secretary should each keep a copy of this *Completion Report* for records. A copy of this *Completion Report* will be submitted along with the *F/SLTC Annual Report (Form 20)* to LTC/WGOBE as a supporting document.