

## Scaffolding Assessment for student engagement

Well, I got handed a new course. A course that I had to redesign, moving it from a first-year course to a second-year course and based on what I saw in the assessment task it was very heavily based on exams. It had two exams and a four-thousand-word essay. I felt that it would not make justice to the content and it would not allow me to assess student skill development either way. I decided to redesign the assessment task and offer something different. So, the changes that I implemented in the assessment task were to work on scaffolding the assessment task and offer three assessments, starting from a very basic descriptive account of organizational theories. To then moving on to the second assessment that would build on the first assessment and it would allow the students to use all the theories that we talked about in class, and in particular in the lectures, in a specific case study.

So, the first and the second assessment, as well as the third assessment, were all based on a case study on a sports organization that the students were to choose by themselves. The third assessment task would build on the other two assessments, and it was an interactive oral that would present a scenario where the student was required to go through a job interview with an organization that he did his other two assessment tasks. That created a space where all the skill was scaffolded and the students engaged with opportunities to create bridges with industry partners and sporting organizations and benefit in multiple ways.

The students were delighted to take on the initiative to contact sporting organizations. In some instances, they were sporting organizations that they used to play soccer when they were ten years old. In other cases, they were sporting organizations that they always aspired to make a connection to and put their name forward, like national sporting organizations or governing bodies. And so, they were delighted to have this opportunity to get into the industry that they're passionate about. Based on the feedback and based on the survey that we conducted with students, we know that these assessment tasks, because they were scaffolded and because they were authentic in their nature, they prevented a lot of cases of academic misconduct but they contributed to ...some of academic integrity space. They developed the skills that I was hoping for. That created also links with their employability and they recognize that in their feedback as well. In addition to that, it was a delight for me to see that the students appreciated this new design of assessment tasks and it became very clear on their evaluations for teaching and course.

### *Advice to Colleagues*

To work on specific principles on designing these assessment tasks, that are becoming very much commonplace, in particular, using our resources to help students to scaffold their knowledge, to communicate with the students from the word 'go'. At the beginning

of the term of what's ahead of them and engage them from the beginning and show them the benefits of these assessments and the potential that they present in their employability. Students engaged really well when they know what's ahead of them and they appreciate it.

My last recommendation, which is probably my main recommendation, is to work hand in hand with consultants, learning and teaching design consultants because they can compliment your skill set as an academic really well. It can make things work better for everyone concerned.

*Popi Sotiriadou, Associate Professor, Department of Tourism, Sport and Hotel Management*