

Changing Delivery and Assessment Mechanisms – To What effect?

Ray Scott

Bay of Plenty Polytechnic

Tauranga

ray.scott@boppoly.ac.nz

This poster will present the initial results and comments from students and staff as a result of re-jigging the way in which we present and teach modules on the Diploma in Information and Communications Technology (DipICT) programme.

Previously we had followed the traditional model of teaching each module independently and assessing each module independently. This semester we, as a Department, decided to cluster various modules together and, as far as possible, integrate the teaching and the assessments across the combined modules. For example one cluster tied together these Bluebook modules - BC500, IP500 and ET600.

Part of the rationale for the change of delivery and assessment was driven by feedback from our students, such as comments

- “there is too much assessment” ,
- “ we did something like that before in another module”
- “ we need to earn money to live on”

Our Department has two intakes times for the year. Some of the students from last years' intake were able to give valid comments with respect to their exposure to both delivery and assessment methods. Other part-time students were affected differently from full-time students and made valuable comments. And of course, there were the students who did not pass one of the modules in the new cluster. What were there comments?

This poster examines the effects of these various changes both from student and staff perspectives.