Task Two: A Teaching Initiative

To design and evaluate a teaching initiative, taking account of related scholarship.

Based on a group presentation, applying ecotourism principles in the planning of an ecotourism activity

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Proposal:
To design & implement a group activity based on course material that allows collective learning opportunities whilst still acknowledging individual effort & flair.

The aim of this proposal is to build on and extend earlier student understanding and skills developed in the ‘Introduction to Ecotourism’ paper. To design a teaching initiative that is appropriate for the learning needs of the group as well as the requirements of industry. Key student objectives include:

- stimulating both individual and group creativity in the application of course learning
- developing skills to work collaboratively
- creating a sense of ownership over individual learning
- acknowledging individual effort

Context & Rationale for the initiative:
‘Introduction to Ecotourism’ is a new level 5 paper for 2014 and is incorporated in both the Diploma of Adventure Tourism and Tourism Management qualifications. It is a back-to-back paper, delivered in both semester one and two. The current semester two class comprises of a small group of predominantly international students, who culturally come from different learning environments and who have been in New Zealand for less than 6 months. The class also includes a smaller number of local students, all young Maori women juggling numerous out-of-class responsibilities. One of these students has staircased directly from the Level 4 Certificate in Front Office Operations. Many of the students in this class have had limited exposure to formal group presentations and the academic requirements of this level of paper.

Traditionally both groups that make up this class respond well to group learning situations. It is a learning style that Maori students tend to be more familiar and comfortable with and often respond better to than more individual learning methods. As stated by Russell Bishop, Professor for Maori Education at Waikato University, “What is good for everyone is not always good for Maori but what is good for Maori is good for everyone” (Bishop & Berryman, 2009).

This suggests that group learning would benefit not only the Maori in the class but the international students as well. It would offer them not only support through group synergy but also the opportunity to enhance social and communication skills. It is important to acknowledge though that some literature, such as the work of Carroll & Ryan, suggests that the dynamic of small group learning can prove challenging for international students from some cultural backgrounds (Carroll & Ryan, 2005).
The objective of the proposed group activity is to be able to scaffold and build on earlier learning gained throughout the course of the paper and to allow the students to undertake a more substantial project than they might have been able to tackle alone. It allows the students the opportunity to take their learning to a different level of the intellectual hierarchy.

Referring back to evaluations carried out on the semester one class it was evident that strategies and feedback given in their earlier assessments in this paper helped students understand and succeed in the paper and also gave them more confidence to carry on with their studies.

Tourism evaluations

Research indicates that students, and especially tourism students, are more likely to be working in teams and involved in group activities once out in workforce. It makes sense therefore that they should be given the chance to practise operating in teams and dealing with group dynamics.

The course aim of TOUR.5007 is for students to:

*Learn and apply ecotourism principles to a tourism activity*

It would be unrealistic and onerous to expect students to plan and present an ecotourism activity individually. As stated by O’Sullivan et al (1996), working in groups can increase both efficiency and effectiveness and in fact skills related to effective
teamwork are now being expected by employers in the workforce. A pilot group initiative was introduced in semester one and feedback gathered by means of a questionnaire suggests students responded very positively to this type of assessment and were able to produce work of a much higher standard and within a tighter timeframe than if they were working alone.

A comment made by semester one students was the:

“method of teaching – challenged us and gained our interest, we could learn information in a way that made sense”.

Anecdotal evidence suggested these comments related in part to the group project the students tackled at the end of the course.

Students are more likely to feel a sense of ownership in the learning experience if they have input into the design and delivery of the course content. People value something more if they have been given the opportunity to choose themselves. (First Level Assessment and Feedback Project, 2009). Each group in semester one had the opportunity to present an activity that reflected their particular interest and personal experiences. This makes it more real and relevant to the students. As cited in O’Sullivan et al (1996), the educational researcher Kolb suggests, we learn more effectively when actively involved in the learning.

Learning cooperatively in teams undoubtedly carries many advantages for the student but only if it is fair!! The challenge with this initiative will be to stimulate both group collaboration and creativity but also ensure individual students do not feel disadvantaged by the process. For, as stated in Flint & Johnson (2011), students want the opportunity to demonstrate their capability but also have that capability recognised.

**Scholarship underpinning the initiative:**

A major objective when designing this teaching initiative was that the students were able to **scaffold and build on earlier understanding and skills.** Work carried out by Vardi (2013) indicated that the most effective feedback is that which enables a student the opportunity to act on that feedback. By building on feedback related to earlier assessments and learning, students would be in a better position to cope with the content aspect of this initiative, namely, understanding the ecotourism principles that would need to be incorporated into a new ecotourism activity. However, working in a group situation was a skill the students had not previously been exposed to. Kemery & Stickney (2013) acknowledge there is support for teaching teamwork skills in educational institutes but caution that skill development was not as simple as learning
about teamwork. Students needed to have the opportunity to practice teamwork skills in order to learn how to utilise the knowledge. When designing the initiative therefore there had to be opportunity for the students to practice not only teamwork but also presentation skills.

A key belief that underpinned my thinking when considering the design of this initiative was to make it relevant to industry but also appropriate for the learning needs of the group. An assessment and feedback project carried out by Leeds Metropolitan University (2009) concluded that assessment and feedback should excite and engage students in learning. This is more likely to happen if the task is enjoyable and challenging but also authentic to the work environment. Maiden & Perry (2010) identified that although technical skills were valuable in the workforce, they were of limited use without accompanying team working abilities. Kemery & Stickley (2013) went even further and suggested teamwork skills are now being demanded by employers in the workforce. Current methods of teaching and learning are consequently laying far greater emphasis on students participating in more active learning situations (O’Sullivan et al, 1996). According to Gibbs (1995) individualistic competitive learning is in fact poor preparation for subsequent work. Research therefore provides a clear mandate for the validity of group work as a relevant method of teaching and an important skill for the students to learn.

If effective learning is to occur however, teaching methods must be appropriate and relevant to the particular learners. There exists two clear groups in the class – young Maori women and Asian international students. Work published by Bishop & Berryman (2009) in the Te Kotahitanga Effective Teaching Profile established that traditional approaches to teaching often posed problems for Maori learners. Maori students felt much more able to learn when they could discuss things with their friends and interact in smaller-than-classroom sized settings. Gibbs (1995) also observed that studying alone could be socially isolating. Group work therefore helps breaks down some of the formality and isolation felt by Maori students in a normal class setting and makes the learning experience more positive and collaborative.

Collaborative learning for Maori is a little like flax weaving – an individual flax leaf can create very little but combined with others it can create something of strength, substance and unity.

https://craftingahomestead.wordpress.co/m/2
The international students in the class should similarly benefit from a group work approach but as noted by Ryan (Carroll & Ryan, 2005) care would need to be taken for a lack of language facility on the part of international students can make them reluctant to participate in group activities. Ryan believed it was important therefore to structure group tasks so that diversity of skills and knowledge is required and rewarded. Gibbs (1995) contends that teamwork can increase the amount and quality of student discussion and peer feedback and the outcomes of teamwork are almost always of a higher standard than those of individuals. The fact this class is a smaller, cohesive group of predominantly international students may support this contention.

Another objectives of this teaching initiative was to **stimulate both individual and group creativity and collaborative skills but still legitimately acknowledge individual effort.** As cited by Kemery & Stickney (2013), Salas, Burke, Fowlkes & Priest (2004) observed that assessing teamwork can be difficult because it is a complex, dynamic, multi-dimensional phenomenon and any assessment employed must be able to capture these characteristics. From the perspective of many students and staff, there are unresolved issues relating to the fairness of marking and to the purpose and outcome of teamwork (Willcoxon, 2006). A major disadvantage from the student perspective is the possibility of having grades and performance dragged down by poor or lazy students or conversely the potential for reward to be based on peer affiliation rather than levels of actual contribution (Gibbs, 1995).

In a study documented by Nordberg (2008) it was acknowledged that assessing group work was considerably more complex than either the literature described or current practice reflected. It is interesting to note however, that the results of the study indicated students definitely felt they gained more learning from group work and drew the tentative conclusion it probably was **less fair** but the study challenged the reader to name a better alternative. It is evident that assessing group work will always be thwart with difficulties but according to Nordberg (2008) the use of explicit assessment criteria has the benefit of making all students aware of what the tutor expects from the group. Ramsden, (2004) also believes that if the tutor shows respect for learners as partners they are more likely to be accepting of the outcomes. Ramsden states that the methods of assessment are not what determine learning, it is how students experience the methods that matter and there will rarely be one method that satisfies all educational objectives, there must therefore be a willingness to experiment. It can be also argued, that inappropriate assessments can create hurdles for students which make it difficult for them to achieve the required learning. It is clear therefore that when designing this initiative that the allocation of marks will need to be discussed and considered first with the students in order to gain their ‘buy-in’ and understanding of what they measure.
Jacques (1991) argues for using assessment criteria to link individual marks to contributions to the group (as cited in Nordberg, 2008). According to Wagner & Moffat (2000), multiple measures will be needed to properly gauge group members’ knowledge, skills and contribution. These measures should be administered by different individuals (i.e. self, peer, and instructor) because each has a different vantage point (as cited in Kemery & Stickney, 2013). Consequently, the marking schedule designed for this initiative will need be a multi-dimensional measure of both the group and the individual student’s achievement in many different tasks for it to be as fair as possible.

**Design of the initiative:**

In designing this initiative I had to consider my personal beliefs and objectives, the scholarship underpinning the initiative and also the nature and size of the group I was dealing with.

One of the objectives of the teaching initiative was to build on students understanding and skills gained in earlier learning and assessment within the Ecotourism course. The first assessment for this paper required students to explain key ecotourism principles that should be present within an ecotourism operation. The second assessment analysed how different organisations and businesses from an international, national and local perspective applied specific aspects of these principles. The actual group initiative would involve researching and planning an innovative tourism activity which incorporated ecotourism principles. Based on earlier work the students could therefore approach this task with a clear idea of what was required to be present within their proposed activity. Also, the research needed to gather information for earlier assessments were often tackled collaboratively and included both group and class discussions. The students were used to and comfortable with working together so the prospect of a group initiative would not be so daunting.

It was important that the initiative was both appropriate to the requirements of industry and the particular learning needs of the group. According to Willcoxson (2006) concerns about the purpose and outcome of teamwork relates to the fact the educational environment is markedly different from the workplace and therefore may make it ineffective as training for the workplace. To be realistic for the students they had to be able to see how the activity linked to the workplace and understand what value employers placed on the skills they were developing. Feedback from the semester one class revealed that authentic classroom activities were a strong motivator for student learning.
The proposed initiative required students to create an activity that was different to other activities currently operating within the local area and be able to convince an audience (that represented the tourism community) that what they proposed qualified as a new ecotourism activity. To be able to understand the local situation students needed to experience a range of different tourism operations and experience first-hand what it was that made them ecotourism. With this objective in mind a number of fieldtrips were organised where the students could fully participate in the activity on offer and also discuss fully with the owner or a representative of the business the ecotourism aspects of their particular operation. The students participated in varied field trips which included:

Waitomo Caves (a well-known nature and adventure operation that catered for both the mass and niche market),

http://www.waitomo.com/Glowworm-Caves/Pages/Waitomo-Glowworm-Caves-Photo-Gallery.aspx

Waimangu Geothermal Valley (a well-established local operation based within a natural geothermal valley)

http://www.waimangu.co.nz/waimangu-volcanic-valley/
and Canopy Tours (a newly opened adventure based activity involving zip lining through virgin forest on the Mamaku Plateau).

http://canopytours.co.nz/about-us/

As well as experiencing ecotourism activities first-hand the students were additionally given the opportunity to ‘speed meet’ representatives from the local tourism industry face-to-face. In this context students could present themselves to prospective employers and ask questions about relevant skills they were looking for. By interfacing directly with industry students could better understand the relevance of both the activity and skills they were developing.

For this teaching initiative to be completely relevant it also had to be appropriate to the nature and learning needs of the class. Research undertaken by Russell Bishop and Mere Berryman (2009) indicated that Maori people see, understand and interact with the world in different ways, and it is important that teachers are able to create learning relations and interactions where this is fundamental. Having small groups with lots of interaction and dialogue could possibly suit both the needs of my Maori as well as my international students. Work completed by Ryan suggested that international students can suffer from ‘academic shock’ (different teaching and learning approaches such as forms of assessment and even what counts as knowledge). The effects of academic shock can persist much longer than the effects of culture and language shock. Encouraging participation by using structured discussion formats such as rounds or turn-taking systems or moving about the classroom can often encourage international students to be more engaged and willing to contribute in a group structure (Carroll & Ryan, 2005). Bishop & Berryman (2009) noted that Maori students wanted feedback on their attempts at learning, and feed-forward as to where they could go with what they had attempted so far. Further research suggests this would be true of all students. By discussing fully the requirements of the initiative with the class first, including any concerns and reservations they may have around group work will involve students in the learning process and mean they are more likely to take ownership of the learning. By establishing set feedback times where groups would be expected to report on progress and discuss any matters relating to their activity would help reassure students they are on track with their activity and also deal with concerns before they develop into
possible issues. Groups will be encouraged to design activities that they are familiar with or interested in as studies have shown that people value something more if they are given the opportunity to choose themselves. Choice can enhance decision-making skills. (First Level Assessment and Feedback Project, 2009).

The final objective of this initiative is to develop skills to work collaboratively whilst still acknowledging individual effort. Students cannot be expected to work and present collaboratively with others if they have not been given the chance to practice these skills (D. Chemis, Learning Advisor, personal communication, March 18, 2014). Part of the lead up to this group work initiative will be giving students the opportunity to work in different group settings and also discuss and practice presentation skills in class.

Kemery & Stickney (2013) believe that to learn, students need a combination of both developmental and evaluative assessment measures. Research indicates that measures adopted should be varied and as cited in Kemery & Stickney, Baker & Salas (1992) suggest it should be performed at different points because teamwork skills may change as the team matures. It is important to acknowledge that students are often concerned that the allocation of group marks may not adequately reflect an individuals’ input into a group activity but equally it would be unfair not to allocate marks to group work when it is a key component of the activity. With this in mind and taking into account the size of the class, the timeframe available and the desire to be as fair as possible to each student, the following measures have been incorporated into the marking schedule:

- A 60/40 split where 60% of the marks are based on individual effort and 40% on the group presentation. In this way the group component is still significant but individual effort is recognised by having a slightly greater weighting.

- Individual marks will comprise of a report worth 30% which will assess the students understanding of key ecotourism principles, outline their role in the presentation and also judge the extent they have taken on peer and tutor feedback. This combines both developmental and evaluative assessment measures. It also acknowledges that feedback can come from different sources and determines how students are able to look at feedback and decide how to use it.

- The remaining 30% of the individual mark will be based on feedback given to other groups and individual presentation skills. By allocating a mark to constructive feedback of other groups students are more likely to pay attention to what other groups are doing and think about what they are looking for and why. An individual presentation mark will highlight the need for each student to develop their own communication and presentation skills.
- Group marks will account for 40% of the overall marks. In this situation the group will not be assessed on how they operate in different roles within a team but more on how together they can deliver a compelling presentation which engage and convince their audience. As a result half of the group mark will be based on the quality of their visual presentation and the appropriateness of their material.

- The remaining 20% will be on how well they deliver as a group – their understanding and cohesiveness as a team and their ability to make an impact as a combined group. This will require all members of the group to play a role and participate. Being a visual presentation each member is both visible and accountable. There is less opportunity therefore for students to ‘coat-tail’ on the efforts of other team members. The fact that the groups will comprise of only 2 - 3 members also means that students are more likely to ‘pull their weight’ in the group.

A questionnaire will be given to students in the class before they start the group initiative and then another will be given at the end to gauge how positively the students found the initiative and determine whether it fulfilled its objectives.

**Evaluation:**

A key objective of this teaching initiative was to make group work fair. Whether the outcome of this exercise was considered fair or not would need to be determined largely by the students themselves. The initial questionnaire (Appendix 2) given to students before the start of the activity canvassed the student’s feelings about participating in group work. The following summarises the responses provided to three key questions posed to students.

1. **What do you see as the advantage of doing this assessment as part of a group?**
   - Gain a different perspective on the subject, can share ideas and learn from other members
   - Achieve more by working together, broader range of skills can be applied and each member can focus more on their part of the assessment.
   - Help us acquire communication skills and be cooperative
   - Are more motivated when doing an assignment as part of a group.

2. **What do you see as the disadvantages of doing this assessment as part of a group?**
   - Disagreements between group members over ideas, may not come to a common decision
   - Some group members may not do as much as you/others
- Misunderstandings in terms of communication skills, such as language barriers
- Group members lacking in some skills like presenting probably will not have the chance to practice
- Timing, it is hard to schedule the time to work together when everyone’s daily timetable is different.

3. **What strategies can be adopted (by either staff or students) to make group work as fair as possible for everyone?**

- Understanding what the tutor wants. Guidelines or instruction steps that help us organise our project and a brief discussion session with the tutor in regard to individual projects
- Clear and equal division of workload and agreement about who is doing what
- As group members, being prepared to listen and learn from each other and supportive of each other when there are problems or difficulties.

The comments made by students tended to support what the literature was saying in terms of advantages and disadvantages of group work. Some interesting points that came out of this initial questionnaire were that students felt more motivated to work when tackling an assignment as part of a group but a possible disadvantage would be if group members lacked some skills, like presenting, and were not given the opportunity to practice them. This reinforced the comment made by David Chemis, the student learning advisor at Waiairiki Institute of Technology, who contended that students cannot be expected to work and present collaboratively with others if they have not been given the chance to practice these skills. This meant that to be fair to the students, class sessions needed to be included to discuss and practice presentation skills. Another noticeable message that came out of the initial questionnaire was that students wanted clear guidelines, an equal division of workloads established and opportunities to discuss progress with the tutor. Taking the students comments and reservations into account both the marking schedule and the lesson timetable were discussed with the class before starting the group work initiative. Overall, the class was satisfied the marking schedule was fair and was happy to have an additional communication tutor they were familiar with, to be involved in the marking of the presentations. This person, Hope Kewene-Horsley, has a lot of industry credibility, having extensive tourism experience in recruitment and being responsible for employee training in both the travel and hospitality industry. Her input in the feedback process would add objectivity and realism into the process. The class timetable leading up to the group presentations, was adjusted to ensure all students had time to practice presentation skills. Class time was allowed to enable students to work together on their proposals and have set feedback sessions with me as their tutor to ensure they were on track and had no concerns relating to their group project.
The final outcome of the presentations was positive. The group activity represented the culmination of a semester’s work and the content and skills used in it scaffolded off earlier learning completed in this paper. 100% of the students participated and passed this assessment with credible results. This had not been the case in earlier assessments where some of my Maori students had either been late completing assessments or failed to submit them at all. As indicated by Bishop & Berryman (2009) though, the group style of learning and assessment was one that worked very well with Maori students.

The standard of work achieved in the content and delivery of the presentations was high. The additional tutor involved in marking the presentations commented on how innovative, credible and visually appealing and engaging all proposals presented were (H. Kewene-Horsley, personal communication, 3 November, 2014). Some of the feedback comments from both the tutors and the students included:

- High quality visuals, appropriate, uncluttered and captivating
- Easy to interpret message, business has a clear point of difference
- Well researched and thought through proposal, with a logical argument presented and research to back up points made

Ryan (Carroll & Ryan, 2005) contended that group work had to be structured so that a diversity of skills and knowledge is required and rewarded. Wagner & Moffat (2000), also suggested that multiple measures will be needed to properly gauge group members’ knowledge, skills and contribution and (as cited in Kemery & Stickney, 2013) these measures should be administered by different individuals (ie self, peer, and instructor). I believe the marking schedule designed for this activity met these criteria very well. Students were marked on their group and individual presentation and delivery skills, their ability to give and respond to constructive feedback and on an individual written report on their ecotourism business proposal (Appendix 1). A section of the individual report dealt with students’ ability to learn and incorporate changes to their proposal and presentation as a result of feedback by tutors, peers and through personal self reflection. To acknowledge individual effort and flair, 60% of the overall marks allocated were for each student’s efforts in their submitted report, feedback comments and presentation skills. It should be noted that although fair, this method of assessment is very time consuming and demanding on the tutor. While it worked very well with this group, logistically it could be more difficult to achieve with a larger class of students. The fact each group consisted of only 2 – 3 students and the smaller number of groups allowed a high degree of tutor contact and feedback helped eliminate many of the frustrations normally faced by students when group members do not pull their weight. When considering the arguments around the use of group work it is important to realize then that not all groups are equal in size, purpose and composition and teaching initiatives
and assessments should be adjusted accordingly to ‘fit’ the particular circumstances of the class i.e. one approach to group activities does not fit all!

The success of this group work initiative can not only be based on the results gained but also how the students themselves felt about the experience. A follow up questionnaire given to the students sought to discover how the students felt about group work ‘after’ participating in it (Appendix 3). The students were asked whether their views about group work had changed during the assessment. Summarised responses to the following questions were as follows:

1. Have your views about group work changed during this assessment? If no, what happened to support your original views?
   - With the tutor guiding us throughout discussion, we’ve found it really useful, as we were able to change any problems, and were given appropriate alternatives in order to complete our tasks
   - We were able to contribute ideas and share responsibilities to find the best solutions – more ideas come from a group rather than one person.
   - There was a motivation not to let the group down

If yes, what parts of the group work assessment influenced your views about group work?
   - The parts where we were able to sit together and discuss, and even had a pre-presentation practise, and also a short session where we made an impromptu presentation on a topic.
   - When members stay together doing specific tasks
   - Everyone could contribute to the group by using their strength

2. What was the most valuable learning for you from this group assessment?
   - Group work requires skills and practice to generate optimal results
   - Unity is strength If everyone has the passion for the project and are working towards a common goal, it will be easy to make it
   - Having to cooperate and work things out together. The effort that we both contributed was well worth it
   - I learned how a normal tourism business could incorporate ecotourism into it

3. What could be done to improve this group work assessment in the future?
   - Tasks should be specified as quickly as possible. Otherwise some work would be done in vain
   - More practice on the presentation part
   - A bit more guideline in attaining higher results
- More time to select the project. Because more research may reveal the initial project was not suitable
- Put males and females in the same group (male comment)

The comments provided by the students both in written and anecdotal form suggests the students generally found the group work initiative a positive and rewarding exercise. Working in a group provided group synergies and made it easier to achieve results. It is interesting to note though that the tutor guidance and intervention helped ensure it was a positive experience for the students. All the students commented on the value of cooperation and combining different strengths to gain results but some also recognised that group work requires skills and practice and in fact, some students still felt more presentation practice was required. It is also clear that students are results driven, so are looking for a greater break down on how higher results can be achieved. Some students mentioned they would like more time to research and prepare for this project but this is often difficult to achieve at the end of a semester where deadlines are tight, especially if the group is a large one.

In conclusion, I feel this teaching initiative has been particularly useful for me to undertake. Previously I have balked at introducing group work as part of my assessment regime as, although I recognised its value, I felt it was too difficult to ensure it was fair for all students. This initiative has been a success from my perspective, in as much as I now feel there is a real educational benefit to be gained by students undertaking group activities. The composition of this particular class was a mixture of both international and Maori students; I believe both these groups learnt valuable skills and performed better in a group work scenario than using the more traditional assignment or test assessment methods. I am cognizant of the fact though that this particular group was both small and cohesive. I instigated a number of measures that helped eliminate student frustration around group work but at the same time introduced a lot more work and marking on my part – this approach may need to be modified and adapted for future classes in order to still be feasible. Group work is something however that is definitely worth persevering with as a valuable teaching initiative.
Reference List:


Introduction to Ecotourism .5007

ASSESSMENT 3.

PLANNING AN ECOTOURISM ACTIVITY
Date Due: 31st October / 3rd November

This assessment will take the form of a group presentation. The group will research and plan an interesting and innovative tourism activity which incorporates ecotourism principles and which is no more than one day in length. This activity will then be presented to the class as a potential proposal of interest.

This assessment accounts for 40% of your final mark.

Task:
In allocated groups research and design a tourism activity that incorporates the following ecotourism principles:

- Authentic or natural setting
- Learning or in-depth understanding
- Environmental and sociocultural sustainability
- Local benefit
- Financial viability

Your activity is to be between a half to a whole day in duration and different to other tourism activities currently operating within the local area.

It will be presented to the class as an ecotourism activity of potential interest and therefore should excite the interest of the audience and convince them it qualifies as a new ‘ecotourism’ activity.

How the proposal is presented to the class is up to the group but must also be deemed to be acceptable by the tutor before presentation.

Requirements:

- All group members must participate in the presentation.
- The presentation should be at least 10 minutes, but no more than 20 minutes in duration.
- Hard copy of the presentation must be given to the tutor at the end. A cover sheet, signed by all group members must be included with the submitted work.
- Individual group members will need to submit a brief report which outlines their role in the business and presentation and an explanation of how the activity incorporates the ecotourism principle they are responsible for.
- Each class member will be expected to attend and provide constructive feedback on other presentations.
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<thead>
<tr>
<th>Marking Criteria:</th>
<th>Possible Mark</th>
<th>Actual Mark</th>
<th>Comments</th>
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<tbody>
<tr>
<td><strong>Personal</strong></td>
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<td><strong>1. Report:</strong></td>
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<td><strong>a. Introduction:</strong></td>
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<td>- Background to the business</td>
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<td>- Your role in the business &amp; presentation</td>
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<td><strong>b. Content:</strong></td>
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<td>Explanation of how the activity incorporates the ecotourism principle you are responsible for.</td>
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<td>Discussion on what you have learnt from other people’s feedback and how you would incorporate into your activity.</td>
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<td><strong>c. Conclusion:</strong></td>
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<td>Explanation of why the audience should accept the proposed ecotourism activity as a worthy and viable for introducing into the local area</td>
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<td><strong>2. Feedback</strong></td>
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<td>Constructive feedback on other group presentations</td>
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<td><strong>3. Individual Presentation</strong></td>
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<td>Delivery – Demonstrates effective communication skills, explains role and ecotourism principle, engages and involves the audience</td>
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<td><strong>Group Presentation:</strong></td>
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<td>Delivery:</td>
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<td>- Clearly explains the business and proposition</td>
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<td>- Demonstrates effective communication skills</td>
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<td>- Engages and involves the audience</td>
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<td>Visual Presentation:</td>
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<td>- Material presented is visually appealing, of a high standard and easy to interpret</td>
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<td>- Material is appropriate to the activity, content requirements and audience</td>
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<td><strong>Total Marks</strong></td>
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**Grade & Weighting:**
Appendix 2: Questionnaire

FOR ECOTOURISM PAPER-TOUR.5007

What are your feelings about participating in group work?

1. What do you see as the advantages of doing this assessment as part of a group?

2. What do you see as the disadvantages of doing this assessment as part of a group?

3. What strategies can be adopted (by either staff or students) to make group work as fair as possible for everyone?
Appendix 3: Questionnaire

FOR ECOTOURISM PAPER-TOUR.5007

What are your feelings about group work ‘after’ participating in it?

4. Have your views about group work changed during this assessment?

   a. If no, what happened to support your original views?

   b. If yes, what parts of the group work assessment influenced your views about group work?

5. What was the most valuable learning for you from this group assessment?

6. What could be done to improve this group work assessment in the future?