Quality of knowledge assurance under the pandemic

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TRANSFORMING OUR WORLD: THE UN 2030 AGENDA FOR SUSTAINABLE DEVELOPMENT

► In 2015 the UN approved the Agenda with 17 Goals, being the Goal 4: Ensure inclusive and equitable <u>quality education</u> and promote lifelong learning opportunities for all.

OUR CHALLENGE: QUALITY EDUCATION WITH THE CLASSROOM CLOSED

► Each educational institution reacted immediately with measures to continue delivering the lessons.

► The educational programmes were not interrupted.

BUT, HOW TO ENSURE THE QUALITY IS KEPT?

▶ The lessons were delivered online with virtually the same content as when students are present.

▶ Teachers mastered how to transfer knowledge with digital tools.

▶ Ensuring contents were transferred and received.

TESTING RESULTS: TOURISM PROGRAMMES AUDITED WITHIN COVID PERIOD

- Institutions with Tourism programmes being audited since March 2020 to today, in countries such as:
- Switzerland
- Peru
- Mexico
- Georgia
- China
- Portugal
- Japan
- Macedonia
- Jordan

RESULTS WERE NOT THE SAME IN EVERY PLACE. WHY?

- We assumed that "the lessons were delivered online with virtually the same content as when students are present". "Ensuring contents were transferred and received".

- But we need to think about how the transfer of content was done? In some cases, acoustics, for instance, could have played an important role in the process.

- And the second part of the equation, how the contents were received? We need to think about how many students had problems receiving the content with some quality.

RESULTS WERE NOT THE SAME IN EVERY PLACE. WHY?

- The practical lessons, "hands on", in many cases had to be cancelled.

- Depending on the nature of the syllabus, this could be another source of missing transferred content.

- Students asked "when this practice can be recovered?", as this could be a clear disadvantage in the working field.

ASSESSMENTS COULD BE THE ANSWER

▶ Upon the assessment results, most of the study programme coordinators were satisfied, in cases which it has not been a great variability compared to results before the pandemic.

▶ However, we have some cases with up to 20% of lower scores.

▶ Another point of analysis are the type of exams and the examination requirement in terms of difficulty.

▶ Online exams, in many cases have been carried out with the right to consultation.

WHY TO WORRY ABOUT IT?

- Curriculum coherence is in the first place, our commitment to deliver the syllabus, with the course outcomes and the skills, to provide the due competencies.

- Therefore, we must to reflect on how much of the due competencies the students have achieved. Thus, have we extracted the real knowledge the way we conducted the assessments?

WHY TO WORRY ABOUT IT?

- In general, students opinion about the efficiency of the online teaching process during the pandemic is not great.

- "A complete semester without classes to attend in person impacts the sense of belonging and reduces the motivation", was a common comment.

- Lack of physical contact with the teachers and the other students, especially for the first year students, generated a strange feeling. Conflict of expectations.

WHY TO WORRY ABOUT IT?

- Some courses could compromise learning, so mapping the Curriculum would be required, showing the sequence of the different courses and which ones require prior knowledge.

- Identifying where to learn the core concepts could be key to avoiding inhibitors and ensuring subsequent knowledge transfer.

- These subjects would need special attention, reinforcing the teaching and fixing the learning.

CAN QUALITY OF KNOWLEDGE BE CONFIRMED AT THIS STAGE?

- The level of the knowledge absorbed, therefore the mastery of the acquired competencies, needs the judgement of the employers.

- It is the recipient of the graduate who at the end confirms the alignment of knowledge with the market expectations.

- So, it will be when the students graduate and enter the market, when the gaps will appear.

- Thus, the recommendation would be to react and be proactive, so that an early detection could allow some fixing.

ASSUMPTIONS MADE

▶ We took for granted that:

▶ The course outlines define with detail the competencies to be achieved in every course.

▶ Differentiating the intended learning outcomes (knowledge, skills and competences) to be developed by the students

- ▶ Subject knowledge
- ▶ Subject specific skills
- ▶ Methodological-Skills & Knowledge
- ▶ Social & Communication skills
- ▶ Self-related skills
- ▶ Competences: General and specific.

ASSUMPTIONS MADE

- We took for granted that:

- Evidence of the syllabus coherence with the curricular unit's intended learning outcomes, it's being analysed.

- And the competencies to be acquired in each course have been confirmed with the market requirements (Advisory Council).

ASSUMPTIONS MADE

▶ We took for granted that:

▶ The teaching methodologies under the circumstances of distance learning have been the most appropriate.

▶ Evidence of the coherence between the teaching methodologies and the intended learning outcomes, it's being analysed.

ASSUMPTIONS MADE

- We took for granted that:

- The assessments have been carried out with the methods and questions that guarantee the extraction of the most possible knowledge.

- Means of ensuring that the students assessment methodologies are adequate to the intended learning outcomes.

- Students' feed-back has been analysed and taken into account.

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ASSUMPTIONS MADE

▶ We took for granted that:

▶ The curriculum mapping has been adequately developed.

▶ Aligning the areas of knowledge and identifying the order of delivery and details of previous knowledge required by each course.

ASSUMPTIONS MADE

- We took for granted that:

- The teaching quality trend for comparison and analysis is available.

- Detail of the teaching assessments results from the las five years.

ASSUMPTIONS MADE

- Teaching staff has the necessary knowledge to be a benchmark for the subject taught.

- There is a continuous update on the knowledge of teachers, through research, training and exchange.

- This area would need a special attention, considering the lost opportunity for knowledge update during this period.

RECOMMENDATION

- Recovering the level of knowledge necessary for students is key to avoiding a stigmatized batch of students, whose intellectual and professional preparation has been hit by the pandemic.

- Therefore, it is necessary to develop a plan to reinforce and assure the knowledge detected as missing in the training of students, made by checking the different indicators and doing continuous assessments, to achieve the quality of education required.