Development conversation AD and BA Tourism Management

Date: 17 October 2019
Subject: The testing of knowlegde

Introduction to the subject
The transition of programmes towards DBE also affects the way of testing. In the context of DBE students are working on questions driven by industry partners. The consequences of this educational concept, especially related to knowledge testing, are frequently subject of discussion within the organization. The main question is: is the testing of knowledge still relevant?

An example is that the programme Leisure and Events Management has adopted some years ago the progress test, related to the development of PBL (Problem Based Learning). This is a test by which the knowledge of student is being tested in a summative way. Many programmes used the progress test for a combination of formative and summative purposes. Next to this way of testing formative ways of testing are being used within the programme, for example the portfolio which is a formative instrument.

The body of knowledge, which is tested by the progress test, is until now still a national body of knowledge. However, there is also a body of knowledge in an international context. The compentence profil of the programme is rather stable, but the knowledge concerned is changing rapidly.

The workfield has requested Tourism Management programme to maintain the knowledge base. According to the workfield and the programme itself, this knowledge base should be trained and tested.

Response of the panel members
In general panel members are enthusiastic about the added value of the progress test. Also students see the added value in this test. It is relevant that students see this added value. The necessary knowledge is changing rapidly and should therefore be a subject of testing. However, only a progress test is not enough. The programme should try to engage students in deep learning. Learning is difficult and the programme should try to get them to that insight

Advice of one of the panel members: There are new ways in educating knowledge, for example by using modern communication. The programme should use these new technologies.