1. **What is the challenge in students learning that is being addressed?**

From 2007, I have been the sole course coordinator and lecturer for International Risk Management. This is a compulsory unit for Master of International Business students and Master of Commerce students majoring in international business at The University of Sydney Business School. Around 200 to 300 students enrol in the unit per semester, the vast majority of whom are international students experiencing the Australian educational system for the first time. There is much diversity among the students not just in terms of nationality, but also in terms of the stage at which they are in their degree, the depth of their business background/qualifications and the breadth and depth of their industry experience. Within this challenging context characterised by large and diverse cohorts, students have often expressed feeling lost, isolated, distracted and de-motivated.

2. **What methodology did you use?**

To address these challenges, I create an integrated assessment system where each component is constructively aligned with other components. Within this integrated system, each individual assessment task plays a specific role in imparting, scaffolding or evaluating learning outcomes at precise stages in the semester. The system is thus designed to scaffold learning and progressively advance student skills in preparation for the more complex challenges in subsequent stages in the course. Thus, lectures, workshops and assessments are not just a series of discrete elements, but interdependent components in a fully integrated learning system. This fosters a process of learning progressively and incrementally over time, thus allowing students to continuously gain confidence as they engage with increasingly complex material introduced in the course of the semester.

Please see the diagram of my integrated assessment system (overleaf).

3. **What outcomes have been measured or reported? What is the students’ feedback?**

<table>
<thead>
<tr>
<th>Statement</th>
<th>Agreement 2007-10</th>
<th>Agreement 2009-10</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teaching of this unit encouraged me to actively engage in learning.</td>
<td>81%</td>
<td>80%</td>
</tr>
<tr>
<td>I was motivated to engage with the learning activities in this unit of study.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The teaching in this unit of study helped me to learn effectively.</td>
<td></td>
<td>81%</td>
</tr>
</tbody>
</table>

The learning outcomes and expected standards of this unit of study were clear to me. 80% agreement 2009-10

Feedback on assessment assisted my learning in this unit of study. 80% agreement 2007-10

4. **What resources are needed?**

Just a clear idea of how the various components of your course fit together!

5. **What tips do you have for others?**

The up-front work looks tremendous, but the investment in setting up the system and its supporting documents (communication materials to students, grade descriptors, etc.) really pays off over several years of teaching.
Assessment Philosophy: Learn Incrementally

Semester Weeks 1 - 13

Assessment 1

Individual

Feedback bridge

Assessment 2

Group

Feedback bridge

Assessment 3

Group

Feedback bridge

Assessment 4

Individual

Complexity and level of challenge

Cognitive support tools: workbooks, unifying frameworks, workshops, practice cases