Reason for the Initiative

2007-09 AACSB process required
Inclusion of GA in all course outlines
plus “mapping” and evidence of GA in
- Course content
- Teaching & learning methods
- Assessment methods

Social Research Questions:
1. Am I “Walking my Talk”
   With the Graduate Attributes (GA)?
2. Can the GA be used by students
   for self reflection and self evaluation?

Pilot Project Design (2006)

Instrument: 4 page questionnaire, 2 parts
A. 7 Graduate Attributes: 41 statements
B. 13 Generic Qualities: 40 statements

Concept: Amount of change/development
as a result of their course and experience

Likert Scale
Choose a figure between 0 and 5 where
0 = no change/development
1 = minimal change/development,
2 = some level of change/development
3 = moderate level of change/development
4 = high level of change/development
5 = very high level of change/development

Time: 2006, Semester 2
Distribution method: Mail out + RPP
Sample: 22 Third year tourism students
Data analysis: descriptive statistics
Response rate: 50% (N=11)

Pilot Project Results

To understand ……. 4
To think …………… 4
To learn ……………4
To interact ………..4
To communicate …4
To initiate …………4
To value ……………4

Key Outcomes

GA questionnaire is now used
by all third year students for:
* Project-based courses
* Setting their own objectives
* Reflecting, evaluating and
reporting on the changes
and/or developments in their
own Graduate Attributes after
completion of their projects

Contribution to USC curriculum
Development of highly successful cross-campus
project-based educational tourism courses to Fiji
For education, science, health, nursing, business
Life-changing & transformational experiences

Scores for all 7 GA: always 4 and above!

Will the GA Questionnaire
serve as a framework for
project-based courses for
Interstate & International
university students?

Please contact me to plan
and participate in a pilot
project in Fiji. Lets do it!