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Contextualized Communicative Competencies and
Students' Learning Experiences in Applied Corporate Finance.

Abstract

In this presentation, we outline a project, currently work-in-progress, which examines students' learning experiences on an undergraduate final year unit in Applied Corporate Finance. The context of the research illustrates how the university's goals for assurance of learning and curriculum alignment act as a 'catalyst' for academics to innovate their teaching and assessment practices. The main contribution of the research is to examine the students' experiences of learning; in particular, how students anticipate raising their contextualized communicative competencies in preparation for graduate employment. The students' main educational outcomes are expected to be: an awareness of the mechanics of referential and structural aspects of learning, using a marking rubric to guide preparation of two case study reports, and the acquisition of flexible and portable communication strategies, which graduates can utilise in the workplace. The research methodologies employed are drawn from multiple literatures relating to the assessment of a) complex educational tasks, b) contextualised communicative competencies relevant to work-readiness, and c) phenomenography and variation theory. Reflective teaching practice will be discussed in the paper, through evaluating the efficacy of the assessment instrument designed to measure the students' educational outcomes.

Keywords: Assessment; awareness of learning; case study; communicative competencies, curriculum alignment; learning experience; phenomenography and variation theory; reflective teaching practice; rubric.

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