

**Department of Digital Humanities**

**University of College Cork**

**Declaration of Originality**

**DH6006: Teaching and Learning in Digital Humanities**

Assignment: DH6006 Final Portfolio

Lecturer: Mike Cosgrave

In submitting this assignment, I confirm that all of the submitted materials are entirely my own original work, except where clearly attributed otherwise, and that it has not been submitted partly or wholly for any other educational award.

I hereby declare that:

- this is all my own work, unless clearly indicated otherwise, with full and proper accreditation;
- with respect to another's work: all text, diagrams, code, or ideas, whether verbatim, paraphrased or otherwise modified or adapted, have been duly attributed to the source in a scholarly manner, whether from books, papers, lecture notes or any other student's work, whether published or unpublished, electronically or in print.

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## **Prompt:**

### **Discussion: What we might teach?**

This module is assessed on a course description portfolio built from our discussions here.

To start this off there are two "readings". One of these is quite a famous TEDTalk by Ken Robinson which is deeply critical of our industrial model of education. The other is a piece by John Seely Brown who is a well-known critic of existing educational systems and an advocate for progressive education. Both of these points towards the sort of issues which we should be considering in designing learning that is fit for the future and provide authentic learning experiences. These two are provocative, and some of the ideas are not new to you. I hope they'll give you some food for thought as we get started.

I put them here to make clear that we are interested in looking at progressive, even radical ideas about how to teach. So do share here briefly your thoughts on how these inspire you to think about how you would like to be taught, and some initial idea of what you might like to design a course about.

The important and distinctive part for this module however is the design of some teaching, for which we will prepare a syllabus for a possible course, some digital content to use in lessons, and some contextual notes to explain how the course design works. The course should be aimed at university or adult learners - teaching younger learners requires a knowledge of developmental psychology which is beyond what we can cover here. The digital element is important - your course design must be deliverable online, and will need to show how that might work.

For that we need to consider what content we might use - implementing the theory only works if we have something practical to test it on, and I want people to decide on subject matter for your potential course. What would you like to teach, why would you like to teach it, what sort of aims might you have - I'd like to get these ideas out here as authentic expressions of your own teaching interests, before we start looking too much at theories. You should consider what you are planning on doing your dissertation on - Richard Bach wrote 'You teach best what you most need to learn' and it possible that designing a course which serves as an introduction to your main research area will help you to develop ideas on your research!

## **Response:**

After watching "*Changing Education Paradigms*" by Sir Ken Robinson (2010) and reading "*Minds on Fire*" by John Seely Brown (2008), I have some new thoughts on

the teaching methods of the future.

On the one hand, Robinson (2010) emphasized that modern education still focuses on grades and achievement, treating students as products, and overemphasizing standardized tests. He also mentioned that education needs to change its paradigm, and we should cultivate students' ability for creative thinking, imagination, and problem-solving. On the other hand, Brown (2008) thought interdisciplinary collaboration and communication were very important in the study; now, the digital tools and internet have provided better opportunities for learning and communication. So, that made me realize that good course design should not only focus on knowledge, but also should pay more attention to inspiring students' interest in the course study, and take advantage of digital tools to design the course well. We should ensure that the knowledge learned can be used in society, and add some practice and interaction in the class, because no one wants to sit in the classroom listening to the teacher read the PPT.

I plan to design a course about sales techniques. The reason for choosing this topic is that I have three years of sales experience in China, and I really enjoy the process of communicating with customers, from initially understanding customer needs, and building trust, and reaching a deal. This process gives me a strong sense of achievement and satisfaction. Meanwhile, I realized that in the modern digital era, salespeople should proficiently use digital tool platforms for analyzing customer data and improving work efficiency. Through this course, I want my students learn how to communicate clearly and confidently with customers, and improve their own ability to solve problems, study how to use digital tools to analyze customer needs data.

### **Prompt:**

#### **Discussion: Learning Outcomes v Teaching For Understanding**

What do we want people to learn from us? Every learning experience has some aim in mind, whether it is a formal university course, a day long training session in a workplace, guiding tourists around a castle or teaching the children to fish. Every time you teach anything, you have a goal in mind, and some idea of how you will measure success.

Initially, those ideas may be quite vague, but it is certainly important to have some idea of where you want to get to, how you will know when you get there, and, along the way, what performances of understanding build towards a final authentic assessment - an assessment that actually allows the learner to demonstrate that they

have understood the material.

There are several approaches to aims but the ends of the spectrum are represented by "Learning Outcomes" and "Teaching for Understanding"

"Learning Outcomes" is the most common. It is also built into the Bologna Declaration and subsequent EU rules which make up the European Credit Transfer System, ECTS, which is the system we work under. The best exposition of these was written here in UCC by Dr Declan Kennedy. It is long, and you don't need to read it in excruciating detail, but study it enough to grasp the main points.

That guide admits a fundamental feature of Learning Outcomes - they come from an Behaviourist foundation. They aren't necessarily tied to that perspective, and you can use them and still pursue a constructivist pedagogy, but in practice they are focussed on the end rather than the process, and operated in a very behaviourist manner. They can and often do emphasise the big final high stakes assessment, and are often reduced to a bureaucratic box ticking exercise in many contexts.

The alternative is "Teaching for understanding" Developed at Harvard (close to but not explicitly linked to the work of Howard Gardner on Multiple Intelligences) and emphasise process with a series of formative assessment stages building over a course, and clear ideas running through the whole length of the course. TfU starts with questions, generative questions, which provoke a search, often for transformational learning. These ideas - understanding goals, performances of understanding - are captured in the 'Teaching for Understanding' framework. Dave Perkins' article introduces these powerful ideas for designing learning, while the TfU website at Harvard provides a more formal overview of the process. (I had to harvest this into a word document, as it moves about)

This weeks task is to think about what you would like people to learn, very roughly. Scribble it down and then read the LO guide and Perkins and look at TfU with those ideas in mind and see how you can rough out some understanding goals (which can be very similar to LO) and performances of understanding, and generative questions that will lead to those ends. Do expect this to be rough, and expect to revise them later as we look in more detail at techniques we can use to achieve them. LO/UG are not too hard, and performances of understanding are moderately easy, but people do find it hard to write generative questions

Do use the word version of the TFU organiser if you find it useful to map the framework graphically.

Short version of the To Do list

- Write 6 Learning Outcomes for your course
- Write a Generative Question, some Understanding Goals for your course
- Start thinking about performances of understanding for those goals (assessment design is next week!)

DO NOT USE AI for this! Next week we will experiment with AI for these tasks, but first I need you to do it for real!!!

### **Response:**

Actually, after my undergraduate program, I worked as a salesperson for quite a long time (approximately three years). I have engaged in real estate sales and online course sales. I'm truly interested in sales, so if I were to choose a topic, I would prefer one related to a sales course.

Theme: 'Practical sales skills' (for those interested in sales but lack system techniques)

### **Learning Outcomes:**

by the end of the course students will be able to:

1. Clearly describe the key stages of the sales process.
2. Use digital tools to get potential customers.
3. Explain their own product's positioning and clearly express "what am I selling?"
4. Judge the different customers' motivations for buying, and match the appropriate communication method.
5. Use professional sales language to deal with different situations and customers
6. Formulate a plan of later-period customer relationship maintenance (like developing regular customers, and referrals...)

### **Generative Question:**

"What products are you selling?"

"What are your products advantages over similar products?"

“Why choose you?”

### **Understanding Goals:**

1. Learners should understand that sales is an interrelated processes:

obtain customer → needs analysis → introduce product → deal → after-sales services

If salespeople ignore any one step, it may weaken the product transaction rate and customers' shopping experience.

2. Digital tools can help sales

3. The learner should know the value of products clearly because this is very important to obtain customer trust.

4. Different customers have different demands. Salespeople need to find out the customer's needs and preferences by using appropriate sales language.

5. An effective sales talk is not repetition but a communication tool to answer customer questions.

6. Successful sales are not only about one deal, but also about establishing a long-term relationship.

### **Performances of Understanding:**

1. The student can draw a complete sales process picture and explain each step's function.

2. The student should discuss 'which sales step can use digital tools, and which step requires face-to-face communication.'

3. Two students can play a customer and a salesperson, introduce themselves, and discuss the product value.

4. The student needs to design a sales talk, such as how to solve the customer's question.

5. The student can analyze a customer follow-up case to understand that maintaining a long-term relationship can obtain more value.

## **Prompt:**

### **Discussion: LO + UG with AI**

Having written Learning outcomes and Teaching for Understanding frameworks for courses, now you will experiment with asking AI tools - any AI tool of your choice - to create these.

I'm going to walk through this in this weeks video.

Do save the full transcript of your AI session, but only quote things from it here in the discussion which you find noteworthy - good or bad examples, ideas which you had not thought of - points in other words which show how the AI tool differs from your own work in ways which are better, or worse. Finally, say overall how far it is or is not useful.

## **Response:**

This week I used ChatGPT to help me think about the learning outcome and teaching for understanding, etc.

This is my instruction: *"I need you to prepare a course outline for a sales practice course, which needs to include 6 learning outcomes, generative questions, understanding goals and Pfu."*

Here is the response from GPT:

### **Course Outline: Sales Practice**

#### **Generative Question**

- **"How can effective sales practices build customer trust and create a win-win value exchange?"**

#### **Understanding Goals**

1. Understand the central role of sales in business operations and customer relationship management.
2. Master key sales communication skills (listening, questioning, persuasion, and handling objections).
3. Recognize the importance of customer needs analysis and learn how to apply it.
4. Grasp the sales process from prospecting to closing.

5. Acknowledge the necessity of ethics and compliance in sales practice.
6. Understand the role of data-driven approaches and digital tools in modern sales.

### **Learning Outcomes (6)**

By the end of the course, students will be able to:

1. Describe and explain the complete sales process and its critical stages.
2. Apply effective questioning and active listening techniques to analyze customer needs.
3. Design and present sales proposals aligned with customer requirements.
4. Handle customer objections and use negotiation strategies to reach agreements.
5. Apply ethical principles in sales to avoid misleading or inappropriate practices.
6. Utilize digital tools (such as CRM systems) for customer relationship and sales management.

### **PFU (Performance of Understanding)**

- **Case Analysis:** Analyze real or simulated sales scenarios, identify key issues, and propose solutions.
- **Role-Play:** Conduct group simulations of sales dialogues (customer vs. sales representative) to practice needs discovery, objection handling, and closing.
- **Sales Proposal Design:** Develop and present a complete sales plan for a specific product in groups.
- **Reflective Journal:** Write a personal learning journal to reflect on insights and improvements in sales communication and negotiation.
- **Tool Application:** Operate CRM systems or sales management tools to input and track customer data.

**My Own Reflection:**



In the part of LO, the GPT more emphasizes sales ethic, negotiation skills, and CRM tools; but I write more emphasize about the value of products, sales language (like design sales talk), and maintaining customer relationships. From this point, my idea is more practical, and GPT's is more theoretical.

In the part of GQ, I think GPT does this better than I do, it consistently guides students to think about the deep connection between sales and trust, value, and relationships, but I just let students focus on the product itself and how to talk, just train students in sales language.

In the part of UG, my framework is similar to GPT, but my content is closer to practical operation, while GPT more focuses on thinking and principles. I think my content is highly practical, and student can immediately use what they learn in real sales scenarios. It is more suitable for beginners and new salespeople. However, the GPT's content is more abstract and conceptual, so it may be more suitable to have people with some sales experience.

In the part of PfU, the GPT is more reflective and instrumental, and through CRM operation, journal reflection, etc., students can develop long-term learning and reflection abilities. But my content, students can quickly familiarize the sales process through drawing a complete sales process picture, designing a sales talk, and role play.

Overall, the sales course itself prefers to practice and apply, because sales techniques need to be mastered through many actual operations, practice, and situational simulation. My courses are designed mainly for beginners, that is, people interested in sales but lacking practical experience. I emphasize practical skills, such as talk design, speech training, and maintaining customer relationships, so that students can apply them immediately. However, the GPT course framework focuses more on thinking and theoretical, like reflect journal, value exchange, etc., this content can help students cultivate long-term sales development, but may be a little bit abstract for beginners. So, in the teaching design, I will focus on practical and operational skills to help students quickly master sales skills. Meanwhile, I will use GPT to mention some theoretical content to help students understand the sales logic and principles during sales practice.

### **Prompt:**

### **Discussion: Communities and e-Tivities**

As we look at building learning experiences which use digital tools, I want to bring together some important theoretical perspectives. You have a good idea where you want to end up and how to get there, but how do you build to that?

One is an important reading the Garrison, Anderson & Archer reading describing the Community of Inquiry Model which looks at three presences - Social, Cognitive and Teaching. It isn't the only framework for designing online activities, and it was originally rooted in asynchronous discussion forums (which is what we are using here - old school online learning) but it certainly applies both to more complex forms of online interaction as well as to face to face work.

Gilly Salmon's work on e-Tivities is firmly located in the area of online learning. Her five stage model for a sharing knowledge community, again, a simple but very important roadmap for building learning communities. I very much like the early stages in her process, I think I might add more detail to the later stages which I feel lack specifics.

I think therefore both of these frameworks are important to grasp, but also challenge us to look at how they might be developed. Thinking about your own area of interest, how would you apply the Community of Practice model to that in a practical way? How, using Gilly Salmon model, would you develop specific eTivities for learners.

So, design 2 or 3 activities to get you online learners introduced and bonded to each other as group. Part of this should try to find out what they already know about the course topic, and why they are interested in it - try to discover information which you can use to fine tune the early lessons to suit them.

Since we're thinking in terms of online and digital learning here, I think its important to design some digital activities for early in a course, to build the 'social presence' of our Community of Inquiry. Once we get past this, and you have got your new students who have never before met one another talking as a group, we can move to thinking about how to design some learning content

### **Response:**

In the after-class reading on "Communities of practice," I learned that Garrison, Anderson, and Archer (2000) proposed the "*Community of Inquiry (CoI) Model*." This model made me understand that truly effective online learning needs construction in three presences: **social presence, cognitive presence, and teaching presence.**

**Social presence** can help online learners build trust and connection.

**Cognitive presence** means we can explore and reflect to create knowledge.

**Teaching presence** is the teacher through designs and guides lessons to promote

the learning process.

This model belongs to the theoretical level, but this week, Gilly Salmon's (n.d) E-tivities is a practice-level method. I can take through next step to design my sales practice course. It is really helpful and useful to me.

1. title should be inventive and creative, but keep it very short.
2. purpose needs to use a verb to describe the learning outcome.
3. brief summary of overall task needs to be clear task, each information just one task, if we have 2-3 activities, we can divide them into 2-3 e-tivities.
4. spark purpose is to inspire learners who are interested in this topic.
5. individual contribution needs us to clear the requirements of the assignment.
6. dialogue begins needs to involve student participative interaction.
7. e-moderator interventions: teachers comments.
8. schedule and time: the total schedule and deadline;
9. next: provides the next link of e-tivity.

Here we go!

## **E-tivity 1**

**Title:** "Sales Story Icebreaker"

**Purpose:** This activity can let students get to know each other and share their own sales or purchase experiences, improve their social presence, and help students understand psychological factors in the sales process.

**Brief Summary of Overall Task:**

students need to share their most impressive sales experience or experience of being persuaded to buy;

comment on the post of the least one classmate, and analyze his or her story's sales skills or customer psychology.

**Spark:** what is the most impressive sales experience or buying experience? In the last, why do you buy it or don't buy it?

**Individual Contribution:** write approximately 200 words or record a 1-2-minute video to share this story, published on the Cavans discussion.

**Dialogue Begins:** each student needs to comment on the post of the least one classmate, pointing out the most effective sales skills or the most attractive points in the stories.

**E-Moderator Interventions:** teacher comments have nice ideas sharing, and highlight successful sales skills and customer thinking, give extended questions, and guide students' deep discussion.

**Schedule and time:** week 1, students need to complete the personal sharing within 3

days, and complete the classmates' comments within the next 2 days.

**Next:** the next activity will help students analyze the type of customer and the value of the product.

## **E-tivity 2**

**Title:** “Analyze the Customer psychology and Product value”

**Purpose:** This activity can help students understand customer needs and psychology; enhance their ability to think from another’s perspective.

### **Brief Summary of Overall Task:**

Students need to select one product and list 3 potential customer portraits.

For each customer portraits list 5 product selling points, thinking about what value customers can get from it?

**Spark:** Suppose now you are selling an apartment in the city center for 100,000 euros, which customers will buy this apartment? And what are they most concerned about?

### **Individual Contribution:**

upload a text description, students need to describe 3 potential customer portraits (require each portrait to be 150 words)

For each customer portraits list 5 product selling points (require each selling point 50-100 words)

published on Canvas discussion

**Dialogue Begins:** each student needs to comment on the post of the least one classmate, pointing out does the selling point of the product accurately matches the customer’s value, and give some suggestions.

**E-Moderator Interventions:** teacher needs to summarize common customer types and customer psychology activities; share how to design sales talk to combine with product selling points; guide students to think about different customer types need to use different sales talk.

**Schedule and time:** week 2-3, students need to complete the description of 3 potential customer portraits and 5 product selling points within week 2, and complete the classmates' comments within the week 3.

**Next:** the next activity is a sales role-play simulation, students need comprehensive to use of customer analysis, the value of product, and sales talk.

## **Prompt:**

## **Discussion: Authentic Assessment**

Review the readings - particularly Rawyluslk and Lombardi; possibly reading Lombardi first and think about some design issues

What is your own experience of assessments? How far did the design of the course assessment affect how you approached learning? (We often say that students will only study material that is 'on the exam')

Suggest some Authentic assessments you might use in your course (2 or 3 is enough) They should be linked to the Learning outcomes/Understanding goals.

I also want you to consider how the existence of AI tools like ChatGPT or Dall-E (both free) and other AI tools incorporated in to everyday tools like search engines or wordprocessors will affect assessment. for this you will need to search on topics like AI and assessment, as this is still very much an open, and contested debate.

## **Response:**

### **Thinking about some design issues:**

In this Reading week, I read Lombardi's (2008) article *«Making the Grade: The Role of Assessment in Authentic Learning»* and Rawylusyk's article *«Assessment in Higher Education and Student Learning»*. During the reading, I was deeply thinking about the design issues of Authentic Assessment.

Lombardi (2008) stated that many authentic assessments' design focuses more on the task itself but ignores the scoring method. When teachers design homework or projects, they often only consider what tasks students want to do, and rarely pay attention to how to score fairly and reasonably. And in the Rawylusyk (2018) also mentioned *“Investigators identified that teachers do not always link assessment with quality teaching (Postareff, Virtanen, Katajavuori, & Lindblom-Ylänne, 2012). Instead, they view assessment as a practice that signifies evaluation and the formation of grades (Sambell, McDowell, & Montgomery, 2013; Torrance, 2012).”* In my opinion, if the assessment only focuses on tasks rather than the scoring method, students may only focus on how to get a high score instead of really understanding the knowledge. It made me realize that when I design a course evaluation, task design, and score standards must be closely combined; otherwise even if the task or assignment is very real, the learning outcome may be greatly reduced.

The second design issue is the problem of class size environments' feedback. Rawylusyk's (2018) article stated that in small classes of less than 26 students, teachers can provide targeted feedback for each student, but in large classes, it is difficult for teachers to take care of each student, and a lack of effective feedback may lead to students' motivation to learn was decrease. This issue made me to think more deeply about the evaluation design. If the design is unreasonable, students may

favour “coping-based learning” and we cannot cultivate student critical thinking. Therefore, although it is a large class or limited resources, we also need to consider fairness, and personalization characteristics, not just giving scores in the task or exam.

### **Own experience:**

I am a student who grew up in the traditional Chinese education system. Due to the large population of China, I went from primary school to university school, and the average number of people in my class is about 60, so I have hardly experienced of personalized education. Almost all Chinese students receive the same teaching content, take the same examination, and use scores to distinguish student good and bad grades. And I am not a good grades student, so I naturally cannot get much attention or encouragement from my teacher.

My most impressive assessment experience is China’s very famous college entrance examination. I took the college entrance examination in 2017, and the number of people who took the college entrance examination in China that year was approximately 9.4 million (Toutiao, 2017). This is a national exam, and almost all high school students must take. The examination subjects include Chinese, Mathematics, English, History, Geography, and Politics. In Chinese society, this exam almost determines our future. Since childhood, many Chinese parents have been counting down “how many days before the college entrance examination” for their own children, and even nicknamed their children “Tsinghua” and “Peking University” (the two top universities in China). In this atmosphere, study is almost completely dominated by exams.

To be honest, the processing of the college entrance examination has caused me a lot of psychological pressure. For a while, I even had a depressed emotion, because I usually don’t know the meaning of my study, and I don’t know how the knowledge contents will help me in the future. At that time, I just studied passively and just for the scores, not out of interest or understanding; it made me lack the motivation to actively explore and think deeply. Meanwhile, due to each student being required to complete the same questions according to the same standards, I have little opportunity to try different learning methods or give my unique insights, which also inhibits the development I have created. In retrospect, this experience can be said to be a bad experience. Now I often dream that I woke up without being admitted to college, which also reflects the long-term impact of the college entrance examination and over-standardised assessment on mental health.

This experience made me deeply realise that when the assessment design places too much emphasis on scores and standardised tests, students’ learning motivation and creativity will be seriously suppressed.

### **Authentic Assessments:**

Based on the last week's designed 2 e-tivities and the discussion of "authentic assessment" this week, I try to design several more authentic assessment methods for my course Sales Practice Course. I hope my students can learn sales skills in practical tasks, instead of just relying on the exam to remember knowledge.

Authentic assessment 1: "sales story icebreaker"

Purpose: This activity can let students get to know each other and share their own sales or purchase experiences, improve their social presence, and help students understand psychological factors in the sales process.

Brief Summary of Overall Task: students need to share their most impressive sales experience or experience of being persuaded to buy; comment on the post of the least one classmate, and analyze his or her story's sales skills or customer psychology.

Corresponding to learning outcomes: students can clearly describe the key stages of the sales process; Judge the different customers' motivations for buying, and match the appropriate communication method.

Corresponding to understanding goals: Learners should understand that sales is an interrelated process, and recognise that different customers have different needs.

Let students reflect on the sales situation in real life and analyse psychology and communication skills, instead of doing rigid questions.

Authentic assessment 2: "Analyze the Customer psychology and Product value"

Purpose: This activity can help students understand customer needs and psychology; enhance their ability to think from another's perspective.

Brief Summary of Overall Task: Students need to select one product and list 3 potential customer portraits. For each customer portraits list 5 product selling points, thinking about what value customers can get from it?

Corresponding to learning outcomes: student can explain their own product's positioning and clearly express "what am I selling?"; Judge the different customers' motivations for buying, and match the appropriate communication method; and

Formulate a plan of later-period customer relationship maintenance

Corresponding to understanding goals: The learner should know the value of products clearly because this is very important to obtain customer trust; Different customers have different demands. Salespeople need to find out the customer's needs and preferences by using appropriate sales language; Successful sales are not only about one deal, but also about establishing a long-term relationship.

The task simulates the real sales planning process, allowing students to think about product value and communication strategies from the customer's perspective.

**I think AI is an auxiliary tool for learning and evaluation.**

I think that if AI is reasonably integrated into the assessment design, the quality of learning can be improved. The emergence of AI has also made "process-based assessment" more important. For example, students can use ChatGPT to help them brainstorm their sales plan ideas, use DALL·E to make product posters, or use AI search tools to analyse the data of potential customers. The key issue is not "whether AI can be used", but "how to use AI". The evaluation criteria can include reflection on the use of AI, such as: Where did AI really help me? What is the difference between me and AI? What are the good things about AI? What do I do better than AI? This will not only prevent students from rejecting AI, but also improve learning efficiency and cultivate independent thinking ability.

I think this way is in Dr. Mr. Mike's performance in class is very good. Mike does not prohibit us from using AI, but encourages us to think for ourselves first, and then compare with AI to find out the gaps and improvements. Through such practice, I can clearly see the advantages and disadvantages of my thinking and AI output, and I can also understand how to make reasonable use of AI to assist learning.

I think future course evaluations should also use AI as part of the learning process, not a cheating tool, like Mike. Such a design can not only enhance students' sense of participation and autonomy, but also make the assessment closer to the real learning and work situation, while cultivating students' critical thinking and digital literacy needed in the AI era.

### **Prompt:**

#### **Discussion: Assessments & Rubrics**

Most teaching relies on a very limited range of assessments - essays, or exams, some MCQ quizzes, and the occasional presentation. These old tools have a place, but only if used thoughtfully (which they often are not!) and they certainly do not do justice to the range of ways in which people learn.

To take a classic example, if you are teaching people to ride a bicycle, clearly "Write an essay about bicycle riding" is not an authentic assessment! You will want people to demonstrate their understanding by actually riding a bicycle

A few years ago, I have split assessments and rubrics, because while they are very closely related topics they are big.

And this brings us to rubrics - how do we grade these performances? After a few lessons we'd expect learners to be able to move off and pedal a bit with wobbling too much. By the end, we might expect them to cycle from the city centre to the University



- and we might grade them based on speed, care, observation, obeying rules of the road or other relevant criteria.

So these readings introduce two things - firstly the range of assessments you can use, Many of these lists draw on Angelo & Cross' book on Classroom Assessment Techniques with example lists which are descriptive. None of these 'CATs' are complicated, and many could be easily adapted for new situations

The readings introduce the idea of rubrics - explicit assessment criteria. There aren't enough good readings on rubrics!, but there are plenty of examples online. Outside of machine graded quizzes, assessment always involves an element of judgement, and experience does help. Rubrics should never become a box checking exercise, but they should provide a clear framework, both to ensure fairness and consistency, and to inform students about what is expected of them.

You have designed some very interesting assessments, now you need to think about what criteria you might apply.

and, of course, ideally you should show how this will work with digital tools! Some of you already noted the possibilities of "AI" for assessment - if you have a rubric, is it fair to get "AI" to apply it and do the grading?

### **Response:**

This week's study made me more deeply understand that assessments are not only scores, but it is a very important part of the teaching design. In traditional teaching, we often use the assessment method of an essay, or a final exam. Although these methods can test students' mastery of knowledge, it often ignores students' processing in study and practical application ability. If the teacher just focuses on the task itself and does not think about how to grade them, it may lead students to often study to get high scores rather than to truly understand the knowledge. Rawlasyk (2018) pointed out that teachers do not always link assessment with quality teaching, and the author also emphasized that effective assessment should involve students constantly rethinking their study and providing feedback to continuously improve.

It made me rethink my course "Sales Practice", my course is aimed at beginners who are interested in sales but have no practical experience. Traditional assessment methods, such as asking them to write a paper on "sales theory", or answer "The definition of the sales process" in the exam, it cannot truly test whether they have real sales abilities, it's just like Mike gave us a bicycle example, if we teach student how to ride the bicycle, we cannot require them to write an essay about bicycle theory. Therefore, I want to use more truly authentic assessments. I hope my students can

throw role play, analyze real sales cases, and simulate customer etc. activities to develop sales abilities.

Before, I designed two e-tivities for my sales course, with the second activity is “Analyze the Customer Psychology and Product Value.” This activity purpose is that help students understand customer needs and psychology, and enhance their ability to think from another’s perspective. Here is the Rubric I designed for this event:

Sales Practice -- Analyze the Customer Psychology and Product Value		
Criteria	Ratings	Points
Customer Analysis	<p>Excellent (21-25): The student can clearly describe three types of customers. (including customer profiles with detailed needs, motivations, and purchasing psychology)</p> <p>Satisfactory (16-20): The student can provide at least two customer portraits, but some descriptions little vague or repetitive, and the purchasing psychology is not very deep.</p> <p>Need Improvement (0-15): The customer profile is vague and lacks logic; they cannot express customer purchasing psychology.</p>	25
The product matches the customer	<p>Excellent (21-25): Lists five product selling points on how to match the customer needs, and can express a deep understanding of product value.</p> <p>Satisfactory (16-20): The selling points are basically in line with the customer's needs, but lack strong persuasion.</p> <p>Need Improvement (0-15): The selling points are not in line with customer needs and lack relevance or logic.</p>	25
Logic and	Excellent (21-25): The language expression is natural and smooth, and the analysis sales process	25

Expression	<p>structure is very clear and logically rigorous, can use mind mapping or other visible tools to show the sales process, can clearly show the connection between the customers' needs, product value, and sales strategy.</p> <p>Satisfactory (16-20): The whole language expression is basically acceptable, but some parts lack logical connections, and the mind mapping structure is not complete.</p> <p>Need Improvement (0-15): Lack of organization, disordered logic or unclear expression, and never uses any visible tools to show the sales process.</p>	
Interaction and peer feedback	<p>Excellent (21-25): Actively participate in online discussions and provide some clear or details suggestions to peers.</p> <p>Satisfactory (16-20): The comment task has been completed, but the content is rather superficial or general.</p> <p>Need Improvement (0-15): Did not participate in the online interaction.</p>	25
Total points:100		

### Rubric Design Description:

The purpose of my designing this Rubric is to make the assessment rules clearer and fairness. I hope my assessment can truly reflect students' comprehensive abilities with sales practices, rather than just understanding sales theory. This rubric has four scoring dimensions -- **Customer Analysis, The product matches the customer, Logic and Expression, Interaction and peer feedback**, which directly correspond to the course learning outcomes, such as judging the different customers' motivation for buying and matching the appropriate communication method, using professional sales language to deal with different situations and customers, etc. in the traditional

assessment (like exam or essay) It is very difficult to demonstrate student abilities in truly sales scenarios. But through this rubric, we not only focus on students' final scoring, but also important students' thinking process and application ability. In this way, when students complete tasks, they will be more positive in reflecting and improving, rather than studying just for "scores".

In terms of the scoring method, I referred to **NUI Grade Descriptors (n.d)**, which emphasize a highly developed capacity for original, creative, and logical thinking, and meanwhile refer to **Swestyani et al. (2018)**, who used mind mapping to make the students' thinking process visible. In the scoring criteria, I used three criteria (excellent, satisfactory, need development), it can help me how to rapidly score, and meanwhile can help students self-assess and adjust their learning goals.

### **About AI for assessment:**

I think in the course "Sales Practice" that I designed, AI cannot completely replace teachers for grading. Because the sales course is more reliant on practice and simulation performance, students need to go through many role plays and simulate the sales process to show them communication skills and the ability of emotional express emotions, but this content AI cannot truly assess. For instance, the student talk's attitude, tone and emotion, and if they truly understand the customer's purchasing psychology, all of them are important in judging a student's learn sales ability, but AI cannot understand the emotions behind human language; therefore, we cannot use AI score for sales practical tasks.

However, AI can still play a certain auxiliary role in my course. For example, in the second activity, students need to create a mind map to show the customer psychology and match the product process. AI can help me to initially test the logic and structural clarity of mind maps. It can enable me to have some preliminary judgement on the student work's overall logic. So I think AI can play an auxiliary role in the evaluation process, but the final judgment should be made by the teacher.

### **Prompt:**

#### **Discussion: Universal Design For Learning**

The last practical issues I wanted to deal with are very important - Universal Design for Learning and inclusive assessment. UDL has been around for quite a while now, Inclusive assessment practices are more recent. Both fit together well

UDL began as a method to ensure access, especially for learners with disabilities, but as Basham says, we now understand more deeply that learners are not all the same, and UDL practices need to be universal in every way - universally applied for as many possible learners as we can design for.

UDL itself is pretty simple; the graphic explains it well, and the UDL website provides more than enough detail on how to do it. Applying it is hard work though - it is demanding, it requires attention to details to accommodate the varieties of learners. We can't all hit all the points of UDL all the time, but awareness of it will certainly improve our teaching design (I'll be the first to put my hand up and admit mine is perfect in this respect! )

The Basham reflection has a lot of good ideas in there. I both like and am skeptical of his ideas on VR based game type learning - on one hand, I've seen every new technology promising to totally transform education (videodisc anyone? ) but on the other I can see how it is in theory easier to design a VR experience which can teach complex things like anatomy or aircraft engine repairs than it is to either write the textbooks in 50 different languages, or write them in English in a way which people from many different cultural contexts will all understand in the same way. In fact, our colleagues in Computer Science and Anatomy are doing world class work on VR in learning.

Inclusive Assessment deals with designing assessment in ways that allow diverse learners to perform to their best in assessments, going beyond simply allowing more time in exams. Of the three readings here, one is a general literature review, one is a case study of a single course and the other deals with Inclusive assessment in the context of the 'flipped classroom' - that is where students read and study on their own time and do practical or applied work during the class time

So what can you do here? Well, you are only designing 2-3 topics of your online course in detail, and some of you have done a lot of that already. The task here is to look at those in the light of UDL in inclusive assessment, and see how far you can work those into the design of those topics: 1 re worked topic will be fine here, more would be excellent, but creatively fitting it to your course ideas may take time so 1 topic which shows UDL and inclusive assessment in online learning will do.

### **Response:**

I chose to redesign the topic of “**Analyze the Customer Psychology and Product Value**” because it requires students to conduct higher-level analysis, empathy, and communication expression, it is very suitable for using the principle with Universal Design for Learning (UDL) and Inclusive Assessment (CAST, 2018). Traditional sales

teaching usually depends on a written report or case analysis; however, these assessment methods may be more beneficial to students who have strong language skills and a preference for expression, while this assessment may ignore the students' differences (Bain, 2023).

Therefore, I want to use a diverse design of UDL (CAST, 2018) to enable each learner to find a suitable way of studying and expression, and reduce the learner's obstacles in the learning process (including learners' different languages, cultural backgrounds, and technological conditions). Each learner can depend on their own advantages to express their own understanding of customer psychology and product value, without being limited by a single way of expression. Because the industry of sales itself attaches importance to diverse expression styles, different sales methods, tones, and presentation styles all may affect the customer experience and transaction results.

### **Learning Outcomes**

By the end of this topic, students will be able to:

1. Describe at least three different customer profiles, including customer needs and real buying motivations.
2. Match product sales points to different customer needs, and explain why it matches.
3. Through the multimodal approach of you want to choose (like mindmap, Audio explanation, or analysis text, etc.) to express customer and product analysis processing.
4. The learner gives at least one helpful suggestion to another classmate and points out whether the value points of the product match the customer's needs.

### **UDL-Based Learning Design (*Basham et al., 2020*)**

- **Multiple Means of Engagement (WHY)**

1. **Recruiting Interest:** Learners can freely choose themselves familiar with or interested in the product. (like Chinese course, real estate, beauty products or electronic products) It can improve learner study motivation, and also can make a study task have more real meaning, enabling different cultural backgrounds student can combine their experience to analyze.
2. **Sustaining Effort & Persistence:** Learners can decide to do it alone or with classmates together to do, which can support different learners' learning

preferences. And then, learners need to give some feedback in the discussion board. This module is the same as a real sales team: independent thinking + team communication.

3. **Self-Regulation:** Provide task lists, examples, and step breakdowns, it make student easier to manage their own time, improve their ability to independently complete tasks.

Task lists: step 1 choose product → step 2 write three types of customer profiles  
→ step 3 find each customer's needs → step 4 prepare to output

- **Multiple Means of Representation (WHAT)**

1. **Perception:** I won't just give my student a textbook; instead, prepare materials in different forms. (like a mind map for customer analysis, Instructional video, etc.) It can make my class content easier to understand.
2. **Language & Symbols:** Because some students' English skills are not very good, I will explain and make the key sales vocabulary list (customer profile, pain points, value points, demands), reducing the students' language burden.
3. **Comprehension:** I will give them a "customer profile example" and a "value matching example". Students don't need to start analyzing from scratch; instead, they should first look at examples.

- **Multiple Means of Action & Expression (HOW)**

1. **Physical Action:** Students can choose tools according to their own equipment conditions.
2. **Expression & Communication** (use different ways to express sales ideas): Due to the sales industry having different styles, I want my students can freely choose what expression ways they like.
3. **Executive Functions:** I will provide a Customer profile template, "Product value point" example, Task description of step breakdown, so that my student can follow the steps, like a real salesperson to make a good analysis of customer + product value matching.

## **Task Description**

### **Final Task:**

Students analyze a self-chosen product by:

1. Choose an interesting product (such as a Chinese course, real estate, beauty products, or electronic products etc.).
2. Create three types of customer profiles, and they can present the analysis through their own chosen format (video/audio/map/text).
3. List five product value points for each type of customer, and explain the corresponding relationship.
4. Giving peer feedback.

### **Why is this inclusive**

1. Multiple expressions (video/ audio/ text/ mind map), if students lack language skills or have difficulty in writing, they can fully demonstrate their own abilities. (Bain, 2023)
2. The study task from a real sales scenario (analyzing customer and matching product value) , cannot due to students' lack of English skills or lack of academic writing skills to a deduction of points.
3. Providing a module and multiple materials for learning can reduce the difficulty of understanding, and enable students from different backgrounds can understand.(Basham et al., 2020)
4. No matter which way the student chooses, I use the same Rubric to ensure the fairness of the grading (Camedda et al., 2024).

### **Accessibility & Support Features**

All teaching materials include:

- Subtitles and text transcription
- Alternative text for pictures
- Suitable color-blind visual design
- Concise and understandable English instructions
- Can choose to participate individually or in cooperation.

### **Inclusive Rubric**



Sales Practice -- Analyze the Customer Psychology and Product Value		
Criteria	Ratings	Points
Customer Analysis	<p>Excellent (21-25): The student can clearly describe three types of customers. (including customer profiles with detailed needs, motivations, and purchasing psychology)</p> <p>Satisfactory (16-20): The student can provide at least two customer portraits, but some descriptions little vague or repetitive, and the purchasing psychology is not very deep.</p> <p>Need Improvement (0-15): The customer profile is vague and lacks logic; they cannot express customer purchasing psychology.</p>	25
The product matches the	<p>Excellent (21-25): Lists five product selling points on how to match the customer needs, and can express a deep understanding of product value.</p> <p>Satisfactory (16-20): The selling points are basically in line with the customer's needs, but lack strong persuasion.</p> <p>Need Improvement (0-15): The selling points are not in line with customer needs and lack relevance or logic.</p>	25
Logic and Expression	<p>Excellent (21-25): The language expression is natural and smooth, and the analysis sales process structure is very clear and logically rigorous, can use mind mapping or other visible tools to show the sales process, can clearly show the connection between the customers' needs, product value, and sales strategy.</p> <p>Satisfactory (16-20): The whole language expression is basically acceptable, but some parts lack logical connections, and the mind mapping structure is not complete.</p> <p>Need Improvement (0-15): Lack of organization, disordered logic or unclear expression, and never uses any visible tools to show the sales process.</p>	25
Interaction and peer feed	<p>Excellent (21-25): Actively participate in online discussions and provide some clear or details suggestions to peers.</p> <p>Satisfactory (16-20): The comment task has been completed, but the content is rather superficial or general.</p> <p>Need Improvement (0-15): Did not participate in the online interaction.</p>	25
		Total : 100

## Conclusion

This redesign shows that UDL and inclusive assessment can be applied in my course "Practical Sales Skills". Through providing multiple participation ways, different study materials, and diverse expression ways, learners can use suitable ways to complete the task of customer analysis (Basham et al., 2020). And then the Inclusive assessment is not about accommodations, It is about universal design for all students (Bain, 2023). I also according to Camedda et al. (2024) stated that different learners perform better in multimodal tasks, so I provide different study materials and a diverse choice to students. Although my course fully complies with UDL will require much time and preparation, even small changes in just one activity, like adding some different material types, it can already make the learning experience better and the

assessment much fairer for everyone.

### **Prompt:**

#### **Discussion: Some Theories**

I want to bring together some theoretical perspectives to draw us to a close.

There is a big map of learning theories, some of which we touched on during the module. Its huge, and fun to look over but all you could ever hope to do is use it as a guide to exploration later.

Bourn's Pedagogy of Hope is important because it addresses challenges of teaching in our current world where so much seems negative. There are no final answers to these challenges, but it is a topic which everyone needs to consider and try to find pathways to teaching for a better future

The "Equipping Graduates.." paper is good because it covers three important theoretical approaches - constructivist, transformational and social learning in a neat way and offers a methodology to integrate and apply them.

The others are more specific - on 'Threshold Concepts', self directed learning, and fostering engagement.

Read the first two papers carefully and reflect here briefly on how you might use them. Skim the other three more briefly, and see if anything in them particularly appeals to you. Save the "big map" image for future exploration

### **Response:**

From the reading, I mainly attention on Bourn's (2021) *Pedagogy of Hope and Equipping Graduates with Future-Ready Capabilities* (Geertshuis, Wass and Liu, 2024), and other articles about 'Threshold Concepts', self-directed learning, and fostering engagement. I also did a quick reading, and I found some important points for my 'Practical Sales Skills' course. The following is my own reflection on these theories and how to apply them in my course design.

#### **1. Pedagogy of hope: global learning and the future of education**

Bourn (2021) stated that "Pedagogy of hope" is not a simple theory; it's grounded in real-life issues and challenges, and it is used in some hopelessness and fears due to challenges, competitiveness, and uncertainty to create. In this modern society, the sales industry especially lets some beginner salespeople produce some anxiety. Many beginner salespeople may suffer some refuse, query, or cold shoulder; they will

rapidly lose confidence. Therefore, the pedagogy of hope is very important to my course.

In the sales course, I want to apply hope pedagogy in this way:

- Let's students share some experience of failure, and find some improved methods together. For instance, we can design a discussion activity, let students share some experience of "failed sales", and reflect on how we can do better next time.
- Highlight the ability of sales can be improved through practice, it's not a fixed talent. Use real cases to show how ordinary salespeople can become excellent salespeople through continuous learning, making students have more hope in the future.
- Establish a positive feedback culture. In the feedback on role-play or E-tivities, I will pay more attention to the students' growth, advantages, and potential, rather than judging what's wrong.

Sales require emotional resilience; the "Pedagogy of Hope" gives me a teaching framework, let me to help students keep motivation and confidence during the study of the sales course, and provides encouraging education.

## **2. Equipping graduates – Cognitive constructivist perspective, Transformational perspective, Social learning perspective**

Research shows that the learner will according to themselves studying experience to construct new knowledge structures, rather than passively accepting information. When learner begin to critically think about their original assumption or beliefs, it will occur the transformational learning. Learning through interaction, discussion, and collaboration with others to become efficient, which means communication can significantly improve study efficacy (Geertshuis, Wass & Liu). These theories are highly consistent with my sales course.

- Cognitive constructivist perspective: Let students' positive build an understanding of customer psychology. In sales, studying customer psychology cannot depend on the theory; in contrast, it must be constructed through experience and reflection. In the E-tivity 2, students can choose them familiar product, and then, based on real consumption experience to create customer profiles. They are not passive memory; they have built a new understanding structure.
- Transformational perspective: change the way of students' thinking in sales.

Many students, when they first study sales, will think of sales as marketing a product, but through study, they will realize that sales is understanding customer needs and providing emotional value. This processing is transformational learning.

- Social learning perspective: through interaction and collaboration to improve sales ability. Actually, sales is a highly socialized discipline, such as group play a role, and share the different customers' analysis outcomes, all of them is a practical form of social learning.

### **3. There are some inspired by the Self-Determined Learning, Threshold Concept, and ARC Engagement Model.**

- Blaschke (2012) points out that learners prefer to be responsible for themselves learning and prefer to have choices in the way of learning. Which made me realize that it is important to provide choice rights for students. Therefore, in my activity design, I allow students to choose the products to analyze by themselves, and also allow them to have different expression styles (like video, mp3, mindmap, or text, etc.). This autonomy not only enhances students' motivation but also makes them feel safer and freer.
- Meyer and Land (2003) argue that the threshold concepts have some characteristics, such as transformative, troublesome, irreversible, and integrative etc. I think there are two threshold concepts in the sales course: one is that sales is not production, rather it is a value when we help customers, and the other one is that different customers have different motivations. Once students understand customer differentiation, they will prefer to think about how to think from another perspective, and this is a key threshold of professional sales growth.
- Hourigan (2013) emphasizes that the ARC model through application, response, and collaboration to improve learners' engagement. I designed the sales practice course e-tivity to completely conform to the ARC structure, from analyzing the real sales situation to peers' comments and analyzing customer psychology to peer feedback and group discussion.

### **4. Conclusion**

Through reading these theories, I begin to rethink about "sales teaching" meaning. Before, I focused more on whether students had learned the sales process, script skills, or customer analysis methods. Bourn's "Pedagogy of Hope" opened my new perspective. He highlights that pedagogy needs to help students construct hope and

execution in this uncertain world, it made me realize that the core of the sales course is not just training students how to sell a product; in contrast, we need to help learners keep confidence and resilience when they suffer refuse, pressure, and competition. Many new salespeople often deny themselves due to initial setbacks, but now I prefer to create an atmosphere of allows failure, encourages failure, and enables learners to know each failure is very important to their growth.

Meanwhile, Constructivism, Transformational Learning, and Social Learning made me understand more systematically why my course is efficiency, and also helped me with the direction for future improvement. Constructivism reminds me to let students build a customer portrait and analyze buying motives more important than directly telling them the answer. Transformational Learning made me realize that students' growth is often not due to learning new skills; in contrast, it's that they changed their own way of viewing the sales. Social Learning strengthens my confidence in playing role, peers' feedback, and interaction ways, because students often gain inspiration from peers' perspectives. Self-Determined Learning, Threshold Concept, and ARC Engagement Model also made me realize that, actually, there are some key "cognitive barriers" in sales learning, and teachers' role is not only teaching sales skills, but also to provide some free and clear steps, in this way, students can gain some growth experience of real and continuous.

In conclusion, these theories remind me that teaching is not just about teaching knowledge, but about helping students become learners who can grow independently. Therefore, I hope my sales course environment can be more hopeful, inclusive, and supportive, which can enable students who have different abilities and experiences to maintain motivation for continuous development in learning.

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### **Final Reflection:**

By completing the course DH6006, I have undergone a very profound change in my understanding of "teaching". For me, the biggest feeling brought by this course is not just the update of teaching methods or tools, but that it makes me truly start to think about curriculum design from the perspective of "human feelings". In the past, I paid more attention to what content to teach and how to arrange the structure. But now I keep asking myself: Is this course really suitable for every student? Can they understand it? Can they participate? Can they really apply it to real life?

During the course, I gradually realized that instructional design cannot assume that all students are in the same conditions. Students may have hearing impairments, physical disabilities, or need to study both online and offline due to practical conditions; It may also be that, because English is not their native language, they face additional difficulties in understanding the course content. This course made me start to think seriously, as a teacher, what plans can I make in advance to reduce these obstacles? For example, whether to provide a clear course structure, multimodal materials, content that can be watched repeatedly, or a language expression that is easier to understand. This shift from considering "whether students can understand" rather than "whether I have finished covering the content" is a very important change for me.

In specific practice, I have designed a curriculum structure centered on real situations around "sales practice", including E-tivities, real assessment and clear grading criteria. This process made me realize that sales should not be evaluated by a single exam or paper, but rather through role-playing, customer analysis and peer feedback, allowing students to learn in practice. By incorporating Lombardi and Rawlusk's discussion on authentic assessment, I have come to realize that assessment itself is part of instructional design, and it directly affects how and why students learn.

In addition, this course has also enabled me to have a more mature understanding of

the role of AI in teaching and assessment. I no longer simply regard AI as a "risk," but rather as a tool to assist teaching and learning, such as for initial structural organization or logical checks. However, the final judgment should still be made by teachers, especially in learning situations involving emotional understanding, communication skills, and real judgment. Overall, the DH6006 has enabled me to shift from "teaching content" to "enabling students to understand and apply", paying more attention to whether students are truly incorporated into the curriculum design, whether they can participate in learning, build confidence under their own conditions, and apply what they have learned to the real world. I believe that this teaching philosophy, which centers on students' feelings and understanding and emphasizes fairness and accessibility, is precisely what I understand as the true humanistic spirit.