

UNIVERSITI TEKNOLOGI MARA

**DESIGN AND DEVELOPMENT OF
PSYCHOMOTOR ASSESSMENT
FRAMEWORK IN OPEN DISTANCE
LEARNING FOR HOSPITALITY
EDUCATION**

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ABSTRACT

This study explores the critical need for effective psychomotor assessments in hospitality education delivered through open distance learning (ODL), particularly in response to the rapid transition from face-to-face to ODL during COVID-19. The unique nature of psychomotor skills, which typically require hands-on practice, poses significant challenges in ODL environments, and there is a notable gap in how Malaysian higher education institutions (HEIs) have adapted these assessments. Motivated by the lack of empirical evidence and limited guidance on conducting psychomotor assessments in ODL for hospitality programs, this research aims to develop an adaptive framework aligned with 21st-century learning and technology integration. Using a Design and Development Research (DDR) methodology guided by the ADDIE instructional design model, the study proceeded through three phases. Phase I involved needs analysis via semi-structured interviews with nine hospitality educators, six students, and document analysis of five hospitality practical courses, with findings analyzed through reflexive thematic analysis. In Phase II, expert consensus was achieved through the Fuzzy Delphi Method (FDM), resulting in the development of 39 constructs and 308 items, refined into a final set of 34 constructs and 273 items. Phase III validated these frameworks through expert review. The research concluded in the development of two sequentially dependent frameworks: the Ecosystem of ODL Psychomotor Assessment, addressing critical components such as quality assurance, ODL standards, and leadership; and the Adaptive Formative and Summative ODL Psychomotor Assessment, which focuses on designing flexible and technology-integrated assessments. These frameworks provide concrete guidelines and best practices for improving the quality and adaptability of psychomotor assessments in ODL environments, benefiting hospitality education by ensuring more reliable and valid assessments of students' practical skills in a remote learning context.

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CHAPTER 1

INTRODUCTION

1.1 Chapter Overview

This chapter discusses the background and issues surrounding psychomotor assessment for hospitality education delivered through open and distance learning (ODL). This chapter discusses the study's background, problem statement, research purpose, research objectives, research questions, study significance, study scope, and proposal structure and conclusion. At the end of this chapter, definitions of terms that define the concepts and key terms contained in this proposal are provided.

1.2 Background of the Study

1.2.1 Hospitality Education in Malaysia

Hospitality education in Malaysia plays a pivotal role in preparing students for the workforce, particularly in a sector where practical skills and hands-on learning are essential (Bilsland et al., 2020). In Malaysia, the Program Standard of Hospitality and Tourism mandates that all practical/laboratory-based courses in the core curriculum must include at least 70% of practical components specific to trades or skills, across certificate, diploma, and degree levels (Malaysia Qualification Agency, 2019). This requirement highlights the importance of practical skills in the hospitality curriculum in Malaysia, contributing to the development of industry-ready talent (Kallou & Kikilia, 2021; Reiss et al., 2016).

Practical skills are closely associated with the psychomotor learning domain, which involves the ability to perform physical movements, coordinate actions, and utilize both fine and gross motor skills (Hill et al., 2018; Knufinke et al., 2018; Lin, 2023). Fine motor skills involve smaller muscle groups and require excellent hand-eye coordination, leading to precise and complex movements, such as measuring ingredients and carving fruits in a kitchen setting. In contrast, gross motor skills involve larger muscle groups and require less precise movements, such as baking, making appetizers, and cooking hot dishes. Mastery of these skills necessitates consistent practice over time, and the traditional method of teaching and assessing psychomotor