**Authentic Learning and Assessment in Technology-enabled Learning Environments**

**Facilitator’s Guide**

**Course Structure**

This 3-credit course is designed to run 12 weeks, broken into 1 and 2 week sessions. A lesson plan is available for each session and has been uploaded to the course site. Each lesson plan provides a breakdown of the instructor and student activities, as well as the resources that should be used to support the session.

Course development followed the guidelines provided by Herrington, J. and Oliver, R. (2000) A*n instructional design framework for authentic learning environments*, table 1 on page 4, with the goal to create a learning environment congruent with these principles, principles we expect the students to learn and apply as they progress through the course. The course was designed as a model of an authentic learning environment.

The course is circular in nature…students work on several projects over the entire course (the journal and ePortfolio), as well as use a scenario to provide context for the first 3 assignments. While the course follows a weekly format, the structure of the course site does not. The course is organized by sections – overview, collaboration spaces, weekly topics, activities, and assignments….instead of a chronological set of units. This is because many of the assignments are not confined to a given week or topic. Assignments 1-3, over weeks 3-8 are designed to scaffold learning – asking the students to build a community-wide resource repository, which is then a used as a resource for assignment 4. Assignment 5 – ePortfolio is a culminating assignment, due in week 12, however, students start it in week 2 and add artefacts and reflections (peer & self) to it each week. Students also keep a personal learning journal – making entries each week – and will choose entries to add to the ePortfolio.

**Weekly Topics**

Each topic is introduced with an embedded audio file and transcript. Please replace these with your own audio or video welcome. Consider doing an end of topic wrap-up at the end of the weekly sessions –either synchronous meetings with the students or as a stand-alone video.

Weekly activities and assignments can be altered to meet the audience capabilities. For example, there are 3 activities planned for weeks 3 & 4 – 1) student pairs produce a tech sheet about an authentic learning activity, take part in a class discussion about the tech sheet and prepare a lesson plan and deliver a short teaching session about their chosen learning activity. A cohort of experienced teachers should be able to accomplish all of these activities over the 2 weeks, while a less experienced cohort may only complete the tech sheet, discussion and lesson plan.

There are several synchronous activities planned during the course – suggested tools: Blackboard Collaborate, Adobe Connect, BlueJeans, google+hangout.

**Activities and Assignments**

There are six formatively assessed activities and five summatively assessed assignments in the course, with an assessment rubric for each one. The rubrics are aligned with the course learning outcomes and assessment criteria, providing three levels of performance descriptors. You are encouraged to share these with the students before they undertake the activities and assignments, and to use them when assessing the student work.

**Social Bookmarking & Social Media**

The course designer has chosen to use diigo social bookmarking to house links to the many resources used in the course. And you will see references to these tagged resources in the weekly descriptions like this: <tagged wks5&6>. You are encouraged to use your own choice of social media tools (e.g., diigo, delicious) and are welcome to re-tag the diigo resources available here: https://www.diigo.com/list/sandra\_rru. You will also want to have the students tag resources to share in the social bookmarking tool you choose. As a community you will build a robust selection of resources. You are also encouraged to use twitter to communicate with the class and have them use it to share links, ideas, resources, etc. Recommend setting up an RSS feed for the twitter accounts and making it available from the front page of the course.

**Course Resources**

The majority of the required readings are available on the open web at no cost. However, there is one that is not, so it links to Royal Roads University library database under subscription. If you have an Royal Roads account you will be able to authenticate and access the article. If not, you will need to find an alternate source or remove this link from the course.

Boateng, R., Mbarika, V., & Thomas, C. (2010).  [When Web 2.0 becomes an organizational learning tool: evaluating Web 2.0 tools,](http://dx.doi.org.ezproxy.royalroads.ca/10.1108/14777281011037254" \o "When Web 2.0 becomes an organizational learning tool: evaluating Web 2.0 tools," \t "_blank) Development and Learning in Organizations, 24(3), pp.17 – 20

Educational Media International, 47(3), 177-198.

**Bibliography**

[Herrington, J.](http://researchrepository.murdoch.edu.au/view/author/Herrington,%20Jan.html) and Oliver, R. (2000) An instructional design framework for authentic learning environments. Educational Technology Research and Development, 48 (3). pp. 23-48. <http://researchrepository.murdoch.edu.au/5251/>