# Course Outline

## Faculty

*Applied and Social Sciences*

## School

*School of Communications and Culture*

## Program

*MA in Learning and Technology*

## Course Title

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

## Course Number

*LRNT xxx.*

## Credits

*3 credits. Each credit represents about 33 hours of learner effort.*

## Calendar Description

Provides participants with enhanced skills and knowledge on how to design and use authentic forms of learning and assessment in technology-enabled learning environments. This course addresses the needs of both experienced and new course instructors who are interested in making online learning experiences more meaningful and relevant to their students.

## Co-requisites

*None.*

## Pre-requisites

*None.*

## Course Overview

In this course, participants will learn how to design courses that focus learning and assessment on the real-life application of skills and knowledge and, at the same time, shift away from using more traditional evaluation measures such as exams and tests. Participants will discover how authentic learning and authentic assessment principles and strategies can be implemented across a variety of disciplines, subjects, and diploma and degree levels. Using practical, real-world activities, participants will apply the key principles of authentic learning and assessment to an actual course design of their choice. As they design their course activities, they will learn how to align course outcomes, content, and assessment strategies to provide a more authentic, real-world approach to learning and assessment. Examples using problem-based learning, immersive scenarios, digital portfolios, online reflective journals will help illustrate the seamless integration of authentic learning strategies and assessment techniques. Finally, the role of technology as an enabling strategy will be examined including the pros and cons of different software tools, open educational resources and implications of social media and web 2.0 developments.

### Required Texts and Readings

*Texts*

Herrington, J., Reeves, T., and Oliver, R. (2010). *A guide to authentic e-learning.* New York: Routledge

Palloff, R.M. and Pratt, K. (2009). *Assessing the online learner: resources and strategies for faculty.* San Francisco: Jossey-Bass.

*Online Resources – Journal Articles* *& text chapters*

Anderson, T. (2004). Towards a theory of online learning. In T. Anderson & F. Elloumi (Eds.), *Theory and practice of online learning*. Athabasca, Alberta, Canada: Athabasca University. <http://cde.athabascau.ca/online_book/ch2.html>.

Authenticity Matrix – Authentic Learning website  
http://authenticlearning.info/AuthenticLearning/Matrix.html

[Barrett, H. (n.d.) - Why Reflect?](https://sites.google.com/site/reflection4learning/why-reflect" \o "Barrett Why Reflect?" \t "_blank) - https://sites.google.com/site/reflection4learning/why-reflect

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

Bower, M., Hedberg, J. G., & Kuswara, A. (2010). A framework for Web 2.0 learning design. Educational Media International, 47(3), 177-198. doi:10.1080/09523987.2010.518811 https://ezproxy.royalroads.ca/login?url=http://search.ebscohost.com.ezproxy.royalroads.ca/login.aspx?direct=true&db=aph&AN=55053956

FacilitadorTube (n.d.). E-Learning Project Management – YouTube video <http://www.youtube.com/watch?v=WURExEwxU2M>

Grosseck, G. (2009). To use or not to use web 2.0 in higher education? *World Conference on Educational Sciences 2009.* http://webpages.csus.edu/~sac43949/pdfs/to%20use%20or%20not%20to%20use.pdf

Henry, J & Meadows, J. (2008). An absolutely riveting online course: Nine principles for excellence in web-based teaching.  *Canadian Journal of Learning and Technology / La revue canadienne de l’apprentissage et de la technologie, V34(1),* Winter / hiver. <http://www.cjlt.ca/index.php/cjlt/article/view/179/177>.

Herrington, J., Oliver, R., & Herrington, A.  (2007). Authentic learning on the web:guidelines for course design in flexible learning in an information society. In Khan, B (ed), *Information Science Publishing*, Hershey PA, 26-35. <http://ro.uow.edu.au/edupapers/48/>.

Lee, M. J. W. & McLoughlin, C. (2010). Beyond distance and time constraints: Applying social networking tools and web 2.0 approaches to distance education. In G. Velastanos (Ed.), *Emerging Technologies in Distance Education.* Athabasca, Alberta, Canada: AU Press, 69-75. http://www.aupress.ca/index.php/books/120177

Lombardi, M. & Oblinger, D. (2007). *Authentic learning for the 21st century: An overview.* <http://connect.educause.edu/Library/ELI/AuthenticLearningforthe21/39343>.

Lombardi, M. & Oblinger, D. (2007). *Approaches that work: how authentic learning is transforming higher education.* <http://connect.educause.edu/Library/ELI/ApproachesThatWorkHowAuth/44821>.

Lombardi, M. & Oblinger, D. (2008). *Making the grade: The role of assessment in authentic learning.* <http://connect.educause.edu/Library/ELI/MakingtheGradeTheRoleofAs/45771>.

Lorenzo, G. & Ittelson, J. (2005). Demonstrating and assessing student learning with e-portfolios. Educause Learning Initiative Paper 3. <http://net.educause.edu/ir/library/pdf/ELI3003.pdf>.

Mertler, Craig A. (2001). Designing scoring rubrics for your classroom. Practical Assessment, Research & Evaluation, 7(25). http://PAREonline.net/getvn.asp?v=7&n=25.

Mueller, P. (2008). Portfolios: authentic assessment toolbox. <http://jfmueller.faculty.noctrl.edu/toolbox/portfolios.htm>.

Portal, P., Cooper, S., Southwell, J. (2010).  Privacy Guide for Faculty Using 3rd Party Web Technology (Social Media) in Public Post-Secondary Courses (Revised Feb. 2010). BC Campus:SOL\*R. <http://www.bccampus.ca/assets/Content/Whitepapers/PrivacyGuideforUsing3rdPartyWebTechnologyinPublicPost-SecondaryCoursesRevisedFeb2011.pdf> or http://solr.bccampus.ca:8001/bcc/items/d7cb3b64-ec73-7cd1-3be7-aa8a6b289ca1/2/

*Websites for sidebar*

Authentic Task Design- <http://www.educause.edu/ero/article/implementing-authentic-tasks-web-based-learning-environments>

Authentic Assessment Toolbox http://jfmueller.faculty.noctrl.edu/toolbox/rubrics.htm

[Authentic Learning](http://authenticlearning.info/AuthenticLearning/Home.html" \o "Authentic Learning" \t "_blank). J. Herrington site - http://authenticlearning.info/AuthenticLearning/Home.html

[Authentic Task Design](http://www.authentictasks.uow.edu.au/index.html" \o "Authentic Task Design" \t "_blank) (Reeves, et. al.) - http://www.authentictasks.uow.edu.au/index.html

[Authentic Learning - Diigo group](https://groups.diigo.com/group/AuthenticLearning" \o "Authentic Learning - Diigo group" \t "_blank) https://groups.diigo.com/group/AuthenticLearning

[Diigo](https://www.diigo.com/index) weekly topics - https://www.diigo.com/list/sandra\_rru

[Jan Herrington YouTube channel](http://www.youtube.com/playlist?list=UUsf3yY2GYN82H_Jcq3_3ehQ" \o "Jan Herrington YouTube channel" \t "_blank) http://www.youtube.com/playlist?list=UUsf3yY2GYN82H\_Jcq3\_3ehQ

[Social Networking Sites | March 2013](http://moodle.royalroads.ca/moodle/Top%2015%20Most%20Popular%20Social%20Networking%20Sites%20%7C%20March%202013" \o "top 15 social networking sites" \t "_blank) -http://moodle.royalroads.ca/moodle/Top%2015%20Most%20Popular%20Social%20Networking%20Sites%20|%20March%202013

***Learning Outcomes***

| **Learning Outcome** | **Assessment Criteria** |
| --- | --- |
| 1. Apply principles of effective authentic learning and assessment to curriculum planning. | * Identifies principles of authentic learning and assessment * Determines the effectiveness of specific authentic assessment principles in application to practice * Evaluates own teaching context and determines meaningful applications of authentic learning activities and assessment methods * Incorporates authentic learning and authentic strategies and activities into online, face-to-face or blended courses |
| 2. Apply key concepts of a learner-centered approach to the design of learning and assessment activities in courses. | * Explains the rationale for applying key concepts of a learner-centered approach to own course or unit design. * Makes informed decisions about the design of course activities based on a learner-centered approach. |
| 3. Communicates effectively in selected media and modes. | * Organizes written material and media presentations coherently, concisely and completely. * Develops written material and media presentations that conform to standard grammatical, formatting, and referencing conventions. * Uses an effective structure to help the audience identify main points and follow the sequence of ideas. * Proof reads and re-drafts documents and media presentations to ensure accuracy. * Ensures that the style, language and form of the communication are suitable for the context and the technology. * Responds to communications from others and creates opportunities for others to contribute. * Uses media to support ideas (e.g. text, image, graphics, sound, video, etc.). |

|  |  |
| --- | --- |
| 4. Use technology to develop and support effective authentic learning and assessment practices. | * Selects technology to support desired learning outcomes. * Evaluates options for using different technologies to support authentic learning and assessment. * Integrates the instructional technology into unit or course design. * Evaluates the ethical implications of using technology to enhance learning. |
| 5. Develop, revise and enhance assessment criteria and rubrics. | * Designs and revises assessment criteria that are meaningful, clear, and transparent. * Aligns assessment criteria with learning outcomes. * Recognizes and assesses the impact that criteria have on the selection of meaningful assessment approaches. |
| 6. Select and apply suitable and relevant authentic assessment methods, including peer and self-assessment. | * Makes informed decisions about the most effective course/unit design to support authentic assessment. * Details the activities required to design a course/unit using authentic assessment principles and strategies. * Identifies creative approaches to developing and using authentic assessment methods. * Provides formative feedback to colleagues in a constructive manner. |
| 7. Develop a plan of action for integrating authentic assessment into practice. | * Describes the rationale for incorporating authentic assessment principles and strategies into a specific course or unit. * Evaluates different authentic assessment strategies to determine suitability for integration into a course or unit. * Applies project management strategies to the planning process. |

## Assessment Matrix – formative and summative

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Date** | **Learning Activities & Assignments** | **Learning Outcomes** | | | | | | | **Value** |
| **1** | **2** | **3** | **4** | **5** | **6** | **7** |
| Wk 1 | *Activity 1*  Learning and Assessment Continuum (class) | X |  |  |  |  |  |  | F |
| Wk 1 | *Activity 2* Forum (class) |  |  | X |  |  |  |  | F |
| Wk 2 | *Activity 3* Creating an ePortfolio (individual) |  |  |  | X |  |  |  | F |
| Wk 3 | *Activity 4* Community-wide repository (class) |  |  | X |  |  |  |  | F |
| Wk 4 | *Assignment 1* Exploration of Authentic Activities (pairs & class) | X | X | X | X |  |  |  | 20% |
| Wk 6 | *Assignment 2* Building a Repertoire of Web Tools (individual & class) | X |  | X | X |  |  |  | 15% |
| Wk 6 | *Activity 5*  Develop ePortfolio Rubric for Peer Feedback (class) |  |  |  |  | X |  |  | F |
| Wk 8 | *Assignment 3* Build a Learning and Assessment Activity (individual) | X |  | X | X | X | X |  | 25% |
| Wk 9 | *Activity 6*  Discussion/reflection on Implications of Authentic Assessment | X | X | X |  |  |  |  | F |
| Wk 11 | *Assignment 4* Proposal for a Course Makeover (individual) |  | X |  | X | X | X | X | 25% |
| Wk 12 | *Assignment 5* Virtual ePortfolio Presentation (individual and class) | X | X |  |  |  | X |  | 15% |
| Total | | | | | | | | | 100% |

F=formative assessment, no grade assigned

## Assignment and Evaluation Descriptions

**Assignment 1: Exploration of Authentic Activities (20%)**Participants, in pairs, will (a) research a variety of online authentic learning activities and forms of authentic assessment; (b) post a summary of their findings in the community-wide repository and class forum as a tech sheet (c) discuss the highlights of the exploration processes in a subsequent plenary discussion and (d) teach a short session about their findings. Please see below for more specific details.

1. **Exploration:** Using a simulated scenario, participants in pairs, will examine a variety of authentic activities (e.g. role play, simulation, case study, web quests, portfolios, PBL, immersive scenarios, etc.). Students will evaluate one activity using the nine characteristics of Authentic Learning on the web described by Herrington, Oliver, and Herrington (2007), as well as consider the affordances within technology mediated online environments that enable learners to engage in authentic activities.
2. **Tech Sheet:** Participant pairs will develop a "tech sheet" in a format of their choice (document, slide show, video etc.) that includes a (1) brief explanation/description of the chosen activity; (2) description of why they chose the activity; (3) an assessment of how the activity relates to the nine characteristics; (4) the pair’s suggestions for how the activity could be made more authentic. The tech sheet will be no longer than 500 words (or 3 minutes in length if video or audio is chosen) and will be uploaded to the community-wide repository
3. **Discussion:** Participants review the uploaded tech sheets and in discussion with their classmates reflect on the following questions in the forum:
4. What was helpful to you in applying the nine characteristics to the assignment?
5. What opportunities might be emerging for you for designing/revising one of your course units/modules to enhance authentic learning?
6. What themes or patterns jump out for you when you look at the analyses in the tech sheets?
7. What questions do you still have about the development and use of authentic learning activities?

**(d) Teaching Session:** Participants will prepare and teach a short session (10 mins) over collaborate (or other sync tool that can be recorded) on the chosen activity, highlighting the points covered in the tech sheet. Demonstrate the role learning outcomes play in an authentic activity. Design your session using the Design Down Model, BOPPPS or a model of your choice. This can be taught live and recorded OR recorded live and shared in community-wide repository by end of week 4.

**Assignment 2: Building a Repertoire of Web Tools (15%)**

Working as a class, generate a list of social media and web 2.0 tools and add to the community-wide repository you started building in week 3.

Individually, review and evaluate at least 2 different social media or web 2.0 tools and explain how each can be used to support authentic activities, use specific examples to demonstrate. Include a description of the technology affordances of the social media or web 2.0 tools. Post your results to the class repository, (maximum 400 words for each).

Collaboratively, as a class, use the posted reviews to develop a framework for assessing the “goodness of fit” for determining how specific social media and web tools 2.0 can support authentic learning. This framework will be used in week 7 for assignment 3.

**Assignment 3: Building a Learning and Assessment Activity (25%)** Individually, students will choose a course (either an existing course or one that they are developing for their program). Review the learning outcomes or objectives and choose one or two that will guide the development of an authentic learning and assessment activity using one (or more) of the social media and web 2.0 tools – use the community-wide repository to help you choose an activity and the technology to support it. Prepare a brief project plan that includes: outcome(s); assessment criteria: description of activity: description of how the social media and/or web 2.0 tool is used in the activity: and a description of the proposed assessment method. The project plan should be no more than 800 words while including sufficient detail to enable someone else to use the plan to build the activity. It can be in the form of a mindmap or other document.

Post your plan by end of the week; review 1 other plan and provide feedback. Build the activity in week 8 add it to the community-wide repository as an exemplar.

**Assignment 4: Proposal for a Course Makeover (25%)** For this assignment, students will develop a proposal to either develop a new course or remake an existing course that incorporates authentic learning and assessment into the course design. The proposal will include the following elements (images or graphics are encouraged – flow chart, diagram etc.):

1. high level overview of the planned units; learning outcomes and assessment criteria
2. rationale, including support from the literature on why this course is noteworthy;
3. description of the instructional and assessment activities planned for the course;
4. project plan and timeline;
5. course design matrix;
6. step-by-step implementation process; and
7. any notable collaborations or partnerships that will enhance the relevance, meaningfulness, or quality of the course.

Proposals should be no more than 1200 words or 4 pages.

**Assignment 5: Virtual ePortfolio Presentation (15%)**   
Participants will complete their e-portfolios[[1]](#footnote-1) and reflect on the highlights of their course learning experience. The following artifacts (collected as the course progresses) should be considered for inclusion in the portfolio:

* projects or achievements
* notes from texts and articles
* notes on the learning process
* peer assessment of work or notes from a critical friend
* questions on areas needing attention
* a selection of journal entries
* presentations and deliverables from the course assignments
* references/bibliography
* non-textual artifacts such as videos, graphics, and audio elements.

Based on the contents of their e-portfolios, students will prepare a final reflective summary of no more than 800 words or 5 minute audio or video or voice over PowerPoint in their ePortfolio that describes (a) key highlights of the course; (b) how this course has impacted their thinking, behaviours or teaching practices; and (c) outstanding questions. Participants will review one of their colleagues' portfolios and provide feedback using a collaboratively-generated rubric (developed in week 6). After reviewing the feedback, participants will post a summary (500 words or 3-minute video or audio or voice over PPT in the Discussion Forum sharing one key highlight and one question that have still not been answered. The assessment for this assignment will take into consideration the quality of the e-portfolio, the quality of the feedback to the peer, and the quality of the discussion group submission.

## Unit Descriptions

**Week 1: Authentic Learning and Assessment in Technology-Enabled Learning Environments: An Introduction**This week, through personal reflection and group activity, participants will connect their most powerful learning experiences with the principles of effective authentic learning and assessment and consider these in relation to the tenets of learner-centered teaching. They will also examine the implications for practice when integrating authentic learning and assessment in technology-enabled environments. Additional reflective activity will include the examination of personal goals for enhancing authentic online learning and assessment practices, integrating prior knowledge with new learning, and discussing ethical issues regarding FOIPOP regulations when using Web 2.0 and social media computing applications in teaching assignments.

*Learning Outcomes*

*1. Apply principles of effective authentic learning and assessment to curriculum planning.*

*2. Apply key concepts of a learner-centered approach to the design of learning and assessment activities in courses.*

*4. Use technology to develop and support effective authentic learning and assessment practices.*

*6. Select and apply suitable and relevant authentic assessment methods, including peer and self-assessment.*

Readings

Herrington, J., Reeves, T., and Oliver, R. (2010) – Intro, Ch. 1, 3, 4

Lombardi, M. & Oblinger, D. (2007). Authentic learning for the 21st century: An overview.

Portal, P., Cooper, S., Southwell, J. (2010).  

Supplemental (if background in online learning needed)

Anderson, T. (2004). Towards a theory of online learning.

**Week 2: Developing an ePortfolio and Building Community**During week 2, participants will create and begin to develop an ePortfolio and a plan of action for integrating authentic assessment into practice. They will also be introduced to and review elements and stages of ePortfolio development that will assist them in completing a personal profile. Participants will then design an outline for an ePortfolio to enable them to begin capturing their understanding and ongoing reflection on the key principles and concepts of effective authentic learning and assessment practice in technology-enabled learning environments. Finally, participants will collectively begin the development of a community-wide repository that they will use throughout the course to capture key ideas, suggestions, and resources related to authentic learning and assessment.

*Learning Outcomes*

*2. Apply key concepts of a learner-centered approach to the design of learning and assessment activities in courses.*

*3. Communicates effectively in selected media and modes.*

*4. Use technology to develop and support effective authentic learning and assessment practices.*

*7. Develop a plan of action for integrating authentic assessment into practice.*

Readings

Palloff and Pratt (2009) – pp. 100-103

Lorenzo and Ittelson (2005)

Mueller (2008)

**Weeks 3 & 4: Exploring Authentic Activities**Over these two weeks, participants in pairs, will partner to complete Assignment 1, which includes an exploration of various technology-enhanced authentic activities and evaluation of these activities using the characteristics to gauge authenticity (Herrington et al, pp. 79-84). Also during the completion of this assignment, participants will partner to select an authentic online activity and develop a tech sheet (in the a format of choice) that will include comprehensive, yet succinct, information about it in relation to the nine characteristics and how the activity could be further refined to increase its value in authentic learner-centered instruction. Group discussion will then ensue on questions to promote reflection on designing for technology-enabled authentic learning.

Concurrent to completing Assignment 1, participants, in pairs, will prepare and teach a short synchronous or asynchronous session to their cohort on one of the activities investigated. This session will demonstrate their understanding of the significant role outcomes play in the design of authentic learning activity. Participants will use the provided lesson plan models to guide their lesson preparation.

Both the tech sheet and recording of the teaching session will be added to the community-wide repository begun in week 2.

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Readings

Herrington, J., Reeves, T. and Oliver, R. (2010), Ch. 2 & 5, pp. 79-84.

Authenticity Matrix – Authentic Learning website

Palloff and Pratt (2009) – Ch. 1

Lombardi, M. & Oblinger, D. (2007). Approaches that work: how authentic learning is transforming higher education. (case studies)

Lombardi, M. & Oblinger, D. (2007). Authentic learning for the 21st century: An overview.

Herrington, J., Oliver, R., & Herrington, A.  (2007). Authentic learning on the web: guidelines for course design in flexible learning in an information society.

**Weeks 5 & 6: Building a Repertoire of Web Tools and Examining Assessment Practices**During these two weeks, participants will review a variety of social media and web 2.0 tools and evaluate their effectiveness for use in authentic learning and assessment. Based on this individual review, the class will develop a framework for assessing social media and web 2.0 tools and their effectiveness in supporting authentic learning. Refer to Assignment 2 for more details.

During the second week, participants will analyze e-learning assessment case studies to identify effective and ineffective assessment practices. As a class, participants will develop a rubric that will be used to assess the e-portfolio assignment introduced in week 2 and due in week 12. This rubric will be added to the community-wide repository.

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*4. Use technology to develop and support effective authentic learning and assessment practices.*

*5. Develop, revise and enhance assessment criteria and rubrics.*

*6. Select and apply suitable and relevant authentic assessment methods, including peer and self-assessment.*

Readings

Palloff and Pratt (2009) – Ch. 2, pp. 68-83

Bower, M., Hedberg, J. G., & Kuswara, A. (2010).

Mertler, Craig A. (2001).

Boateng, R., Mbarika, V., & Thomas, C. (2010)

Lee, M. J. W. & McLoughlin, C. (2010) 69-75

[Grosseck, G. (2009).](http://webpages.csus.edu/%7Esac43949/pdfs/to%20use%20or%20not%20to%20use.pdf" \o "Grosseck 2009" \t "_blank)

**Weeks 7 & 8: Building an Assessment Activity**Over these 2 weeks, participants will design and build an authentic assessment activity that uses at least one of the social media and web 2.0 tools reviewed in Assignment 2. They will prepare a project plan for the activity before building it and develop a method of assessment. Participants will journal about their experiences as well as collect artifacts from the production process for use in their portfolios. The assessment activity will be added to the community-wide repository as an exemplar. Please refer to Assignment 3 for more details.

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*4. Use technology to develop and support effective authentic learning and assessment practices.*

*5. Develop, revise and enhance assessment criteria and rubrics.*

*6. Select and apply suitable and relevant authentic assessment methods, including peer and self-assessment.*

Readings

Herrington, J., Reeves, T., and Oliver, R. (2010) *–* Ch. 6 & 7

Palloff and Pratt (2009) – Part 2 – Toolkit (pp. 67-141)

**Week 9: Reflecting on Assessment Experiences**During Week 9, participants will engage in asynchronous small-group discussions about the key lessons learned after developing their authentic assessment projects during the previous two-weeks. They will consider the major insights that came out of the process of developing the assessment project and the advice they would provide to colleagues about designing an authentic assessment activity for the first time. Summaries of these discussions will be added to the community-wide repository. This activity is designed to facilitate the sharing of insights and to stimulate reflective thought about the lessons learned in designing and implementing meaningful and engaging forms of student assessment. As a follow-up activity, students are asked to consider their own personal “lessons learned” and to add these to their ePortfolios.

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*4. Use technology to develop and support effective authentic learning and assessment practices.*

*5. Develop, revise and enhance assessment criteria and rubrics.*

*6. Select and apply suitable and relevant authentic assessment methods, including peer and self-assessment.*

Readings

Herrington, J., Reeves, T., and Oliver, R. (2010) *–* Ch. 8

Palloff and Pratt (2009) – Ch. 3

**Weeks 10 & 11: Capstone Project: Putting It All Together**Weeks 10 & 11 are dedicated to developing a proposal for a new course or the remaking of an existing course incorporating authentic activities and assessment strategies into it. The activity will enable participants to apply what they have learned in the previous weeks about the design and assessment of authentic learning activities and how this potentially impacts on their practice. They will prepare a four-page proposal (no more than 1200 words) that includes the rationale, description of the learning activities, design matrix, description of the re-design strategy and a project plan. Please see the description of Assignment 4 for further details.

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*2. Apply key concepts of a learner-centered approach to the design of learning and assessment activities in courses.*

*3. Communicates effectively in selected media and modes.*

*4. Use technology to develop and support effective authentic learning and assessment practices.*

*5. Develop, revise and enhance assessment criteria and rubrics.*

*6. Select and apply suitable and relevant authentic assessment methods, including peer and self-assessment.*

*7. Develop a plan of action for integrating authentic assessment into practice.*

Readings

Herrington, J., Reeves, T., and Oliver, R. (2010) *–* Ch. 6

[FacilitadorTube](http://www.youtube.com/user/FacilitadorTube?feature=watch) (n.d.) e-Learning Project Management – YouTube video

Henry, J & Meadows, J. (2008).

**Week 12: Reflecting Back and Moving Forward**This is the final topic in the course and, therefore, it is an opportunity for students to take stock of their learning over the last eleven weeks and, then, to consider how to integrate their new insights into their own current and future course design activities and teaching strategies. Participants will be asked to virtually present their ePortfolio of course reflections, project samples, and other resources to other students in the course and to invite feedback from two students using the rubric developed in week 6. They will then write up a reflective summary based on the feedback received. See the description for Assignment 5 for more detail.

Students will conclude the course by preparing an action plan for integrating authentic learning and assessment into their course design and teaching practices – this will be the final entry in their journal.

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*3. Communicates effectively in selected media and modes.*

*4. Use technology to develop and support effective authentic learning and assessment practices.*

*6. Select and apply suitable and relevant authentic assessment methods, including peer and self-assessment.*

Readings

Mueller, P. (2008). Portfolios: authentic assessment toolbox.- Portfolios: sections on [process, management & communication](http://jfmueller.faculty.noctrl.edu/toolbox/portfolios.htm" \l "process" \o "portfolios" \t "_blank)

***Policies and Guidelines***

*Include the following links in your outline. Please note that you are responsible for knowing University and Program policies and guidelines that govern your work in this course.*

***[RRU Academic Regulations](http://myrru.royalroads.ca/learners/learner-services/policies-and-procedures" \t "_blank)*** *including course withdrawals, academic probation, and formal grade appeals*

***[RRU Grading Policy](http://myrru.royalroads.ca/learners/learner-services/section-4-grading" \t "_blank)***

***[RRU Student Rights & Responsibilities](http://myrru.royalroads.ca/files-myrru/File/Microsoft%20Word%20-%20RRU%20Policy%20on%20Learner%20Rights%20and%20Responsibilities.pdf" \t "_blank)***

*Include any links here to program, school, or faculty-specific academic guidelines.*

1. The e-Portfolio will be introduced to students during the first two weeks of the course. [↑](#footnote-ref-1)