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

**Session Title: Week 1 Authentic Learning and Assessment in Technology-Enabled Learning Environments: An Introduction**

**Description:**

*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.*

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| Time | Instructor Activities (What will the instructor do?) | Learning/Learner Activities (what will the learner do?) | Resources (Handouts, PPT, video, etc) |
| Week 1By Sunday night | **General info about the course to share with facilitator** Let the students know which online tools you are going to use to tag the resources used in this course – social media and web 2.0 tools visit - <https://www.diigo.com/user/sandra_rru> and look for tags by week wk1, wk2, wks3&4 etc.In your welcome message –point out features of the site and the various tools you will be using (social bookmarking – i.e. diigo, and curation tools i.e. learnist or pinterest) Intro the idea of tagging…i.e. when students are searching for electronic journaling tools –they need to tag it for the course. This is a good habit to start early in the course, as they will be doing it throughout the course as they build their repository.You are encouraged to keep a twitter feed and ask the students to set-up an account to follow you. And you should follow them. Twitter should be incorporated into the community-wide repository the class builds from wk3-8Ensure that the circular nature of this course is explained – either in the opening welcome message to the students (via Latest News or your video welcome to course), or within the introductions activity. While the course follows a weekly format, the structure of the course site does not. The course is organized by sections – resources, wkly topics, activities assignments, forums,….instead 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 scaffolded – asking the students to build a community-wide resource repository – and the repository 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.**Introductions activity –** use video or audio in an instructor post – or in the intro forum.**Choice** **Poll (optional)**: to set-up time for activity 1. Set-up time for activity 1 using a poll. When you have a time and a sync tool chosen – post it to the activity page.**Activity 1: Learning and Assessment Continuum**  (consider combining introductions activity with this activity if extra time is allotted and all students are available for sync session). A set of slides is included in the facilitator’s resources for the course.Description: In collaborate sync session, students will participate in a class-wide activity where they will be asked to reflect on their assessment experiences and their assessment practices. During the activity students reflect on the activity of sharing assessment practices that have provoked powerful learning. Consider these in relation to the principles of authentic learning/ assessment as described by Lombardi in (first article).Consider the implications for your practice when integrating authentic learning and assessment in the e-learning environment.  The activity helps to clarify perspectives and provide rationales for positions.  The continuum activity requires two sets of concepts that are equal but opposite. In this case, we will be using two perspectives on assessment,  “traditional assessment (quizzes, multiple choice)” and at the other end of the continuum “authentic assessment— that is, " assessment of learning as would be applied in the workplace or profession" (Lombardi, 2008). There needs to be a range of applications across the continuum and any placement has to be equally valued—that’s important.  **Activity 2:** Reflective Activity on Course Outline, Learning Outcomes - forumJournal entry - Appropriate Use of Technology in Web-based Learning Environments (Forum and journal entries)review & respond to forum discussion. | Students introduce themselves in forum – encourage them to post an intro audio or videoRespond to poll for activity 1.**Activity 1: Learning and Assessment Continuum**Synchronous class activity – use web conferencing with white board allowing participant interaction (collaborate, google+ hangout, etc.)Show PPT slide and briefly describe the key differences between traditional and authentic forms of assessment. (Activity description is in PPT notes, but also described below).Then, provide the following instructions:Reflect on your own assessment experiences and think about one that was powerful; one that you feel strongly supported your learning—and where you had a sense that your abilities had been enhanced. These could be formal assessments (as part of educational programs) or informal ‘lived” experiences.Feel free to describe your assessment experience on a piece of paper — use bullet for the key highlights. Now, place your initials on the point on the continuum that best represents how ‘authentic’ or ‘traditional” you feel this activity was).Ask 2-3 participants to share their assessment stories and to indicate why they selected the specific point on the continuum that they did. Possible discussion question:1. Think about your current approaches to assessment in your courses – Where would you place these on the continuum?
2. Are they different from where you placed your most meaningful assessment experience above?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Journal (Individual activity):** This activity will be the entry point for you to record your understanding of authentic learning and assessment. It will also be an opportunity for you to choose the shell or container (online journaling tool) you will use to record your critical thinking, analysis and understanding of key elements of authentic activity throughout this course. Consider tools that support your working habits – do you have a smart phone or tablet that you can access easily? Cloud-based tools that allow you to enter info on one device and have it sync to your other devices (phone>>tablet>>desktop> **Activity 2: Reflective Activity on Course Outline, Learning Outcomes** **forum Discussion topic:** Review the course outline. Reflect on what you are looking forward to learning, what aspects of authentic learning and assessment you are not conversant as described by Lombardi in Authentic learning for the 21st century: An overview, and how you might prepare yourself to integrate your prior knowledge with your new learning. (post to forum & post to journal).Read the other participants posted reflections, start considering who you may want to work with on course activities and ask to be a critical friend.**Journal Activity:** Demonstrate your understanding of governmental regulations with which you need to be aware when using web 2.0 social computing applications in teaching assignments. (journal entry).The Freedom of Information and Protection of Privacy Act (FOI/POP) requires faculty to adhere to specific regulations. You will investigate these for your own institution/organization or government body if no institutional policies exist. In your journal explain your understanding of these regulations, how you have applied them to date (or not), how your institution supports your use of them in your teaching practice, and how you will ensure that your teaching activities are in compliance with this Act.The journal is private, however, you will choose entries from your journal to include in your e-portfolio (more on portfolio in wk2). Students to research online journaling tools. Students choose an online journaling tool – or use the course online Journal assignment (but instructor can review).Students are asked to tag their chosen journal tool in the social bookmarking site.  | **Handout:** How to record directly to youtube (post it online)**Videos**: Jan Herrington, What is NOT authentic learning? (embedded)**Handout**: Characteristics of Authentic Learning Handout.pdf**Readings**:Activity 1: Herrington, J., Reeves, T., & Oliver, R. (2009) – Intro, Ch 1, 3, 4Lombardi Lombardi, M. & Oblinger, D. (2007). *Authentic learning for the 21st century: An overview.* Activity 2: 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)  **Instructor resources:**Activity 1: PPT slides Social bookmarking site:Instructor to create a Diigo group (or other site) for social bookmarking. Students tag entries with name, week, course ID, resource type (for week 1 it would be: week1, e-journal) and other appropriate keywords.Online journaling resources:Either list in diigo or on course web site |

**Formative Assessment**

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| **Learning Outcome** | **Assessment Critera** | **tasks** |
| 1. Apply principles of effective authentic learning and assessment to curriculum planning. | Evaluates own teaching context and determines appropriate applications of authentic learning activities and assessment methods | Activity 1 - formative |
| 3.Communicates effectively in selected media and modes. | Responds to communications from others and creates opportunities for others to contribute.  | Forum discussion |
| 4. Use technology to develop and support effective authentic learning and assessment practices. | Evaluates the ethical implications of using technology to enhance learning. | Journal activity- formative |