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

**Session Title: Weeks 10 & 11 – Capstone Project: Putting it All Together**

**Description:**

*Weeks 10 & 11 are dedicated to developing a proposal for remaking one unit or component of an existing course incorporating authentic activities and assessment strategies into the new version. 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.*

**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.*

*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.*

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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 10 & 11 | Students work on assignment 4 – open class forum for questions  Encourage a critical friend option for reviews of a draft proposal – open a team forum for this if students want to share  Remind students to add artefacts from their their planning process to their ePortfolio – | **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 charts, diagrams, 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 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.  Share with peers during week 10 – post a draft to a critical friend  **ePortfolio** – select artifacts from the planning and drafting process  **Journal activity** - reflect on peer feedback if undertaken | **Readings**:  Herrington, J., Reeves, T., and Oliver, R. (2009) – Ch 6  Henry, J & Meadows, J. (2008). An absolutely riveting online course: Nine principles for excellence in web-based teaching.  **Sample proposals needed –**  **resources:**  course design matrix  example of a proposal – need to create one... |

**Summative Assessment – Assignment 4**

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| **Learning Outcome** | **Assessment criteria** | **Assignment 4 –** |
| 2. Apply key concepts of a learner-centered approach to the design of learning and assessment activities in courses. | Makes informed decisions about the design of course activities based on a learner-centered approach. | High level plan & rationale |
| 4. Use technology to develop and support effective authentic learning and assessment practices. | Integrates the instructional technology into unit or course design. |  |
| 5. Develop, revise and enhance appropriate assessment criteria and rubrics. | 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. | Course design matrix |
| 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. |  |