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

**Session Title: Week 3 & 4 – Exploring Authentic Activities**

**Description:**

*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 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 an authentic learning activity. Participants may use the provided lesson plan models to guide their lesson preparation or one of their choosing.*

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

**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.*

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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)** |
| Day 1  Assignment 1: wk 3 | **Review the community profile**  Post intro to week 3&4 –  Check to see if any changes were made to the scenario posted in the wiki in week 2. This will be the scenario for the next 6 weeks (weeks 3-8). Acting as expert educators and as a class you will build a repository for your chosen audience. Review the community profile from wk 2 – and confirm the students’ choice for the repository.  Add in components from the community profile developed in week 2 to the scenario and introduce Assignment 1.  Posted to the activity 4 wiki – note any changes in the wiki and adjust accordingly.  *Scenario:*  *As a group you have agreed to make learning more engaging and relevant to learners as a focus for your department plan over the next two years. In order to reach this goal, Faculty members, including yourself, have determined that it's necessary to explore and engage in existing authentic activities and share your knowledge of these activities with your fellow department members before you each attempt to design your own activity. Thus, you've all decided, in pairs, to pick one type of authentic learning activity (role play, simulation, case study, web quests, portfolios, PBL, immersive, etc.) to investigate further. The pairs will be visiting a number of sites and evaluating one of the activity types against Herrington, Herrington and Oliver's 9 critical characteristics of authentic learning, as well, consider the affordances within technology mediated online environments that enable learners to engage in authentic activities (use Reeves et al & Anderson T. resources).*  End of wk 3 - Class discussion – be present in discussion, but do not lead it.  Teaching session – ask students to self-organize presentation times & format in the class wiki – provide a chart (pairing, topic, live or tape, time, etc) if they are slow to get going.  In instructor bulletin - Remind students to consider what authentic activities they can use in their own courses – and provide lead into weeks 5, 6, 7 & 8.  Remind students to add artifacts to their ePortfolio – could be sites of interest, reflections, ways of using authentic activities in own practice, future uses of authentic activities. Technologies they want to explore | **Assignment 1: move this description to course site**  Exploration of Authentic Activities  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 class repository as a tech sheet (c) discuss the highlights of the exploration processes in a subsequent plenary discussion. Please see below for more specific details.  **Exploration**: Using the simulated scenario developed in the community profile, participants in pairs, will examine and try out 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 start to consider the affordances within technology mediated online environments that enable learners to engage in authentic activities.  **Tech Sheet (due end of week 3):** Participant pairs will develop a "tech sheet" in a format of their choice (poster, document, slideshow, video, podcast, 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 by end of week 3.  **Assignment 1: Discussion (week 4)**: Participants review the uploaded tech sheets and in discussion with their classmates reflect on the following questions in the forum:   1. What was helpful to you in applying the nine characteristics to the assignment? 2. What opportunities might be emerging for you for designing/revising one of your course units/modules to enhance authentic learning? 3. What themes or patterns jump out for you when you look at the analyses in the tech sheets? 4. What questions do you still have about the development and use of authentic learning activities?   **Teaching session (wk 4)**: prepare and teach a short session (10 mins) over collaborate (or other sync tool that can be recorded) on the activity you have chosen, highlighting the points covered in your 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.  **Portfolio –**  Add artefacts from the production of your tech sheet and teaching session –consider including draft versions, final version, reflections, comments from peers about your two products.  **Journal questions**   1. review the tech sheets and presentations 2. consider how you would use at least 2 of these authentic activities in your practice 3. herrington authentic matrix – where do you think online sits in terms of the academic setting Herrington describes? | **Handout**:  **Readings**:  Herrington, J., Reeves, T. and Oliver, R. (2009), Ch. 2 & 5, pp. 79- 84.  Herringtons’s 9 principles videos –  Authenticity Matrix – Authentic Learning website  4 screen matrix that defines the pedagogical model for authentic learning environments.  Palloff and Pratt (2009) – Ch. 1  On learning outcomes, since this is part of the teaching lesson  Lombardi, M. & Oblinger, D. (2007). Approaches that work: how authentic learning is transforming higher education. – this includes case studies for 4 types of authentic activities  Lombardi, M. & Oblinger, D. (2007). Authentic learning for the 21st century: An overview. – 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.  Online examples of following tagged in Diigo:  (role play, simulation, case study, web quests, portfolios, PBL, immersive  BOPPPS model  Design Down model  ISC lesson plan  **Online resources:**  Diigo tags: wk3&4  Reproduce the 9 characteristics in a graphic format – p 79-84 in Herrington text |

**Summative Assessment – Assignment 1**

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| **Learning Outcome** | **Assessment criteria** | **Tasks** | **performance** |
| 1. Apply principles of effective authentic learning and assessment to curriculum planning. | Identifies principles of authentic learning and assessment  Determines the appropriateness of specific authentic assessment principles in application to practice | Assignment 1: tech sheet | always |
| sometimes |
| rarely |
| 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. | Discussion – relates to own teaching |  |
| 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.  Uses media to support ideas (e.g. text, image, graphics, sound, video, etc.). | Tech sheet  Discussion  Teaching session |  |
| 4. Use technology to develop and support effective authentic learning and assessment practices. | Selects technology to support desired learning outcomes. | Teaching Session |  |