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

**Session Title: Week 5 & 6 – Building a Repertoire of Web Tools and Examining Assessment Practices**

**Description:**

*During these two weeks, participants will review a variety of social media and web 2.0 tools and evaluate their appropriateness for use in authentic learning and assessment. Based on the 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.*

**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.*

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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 5 | Students continue to work the scenario they started in wk 3. Wk 5 introduces assignment 2 – due at the end of wk 6.  Encourage students to research diverse and emerging technologies and tools, not just ones they are familiar with or are well known when they generate the list.  In wk 6 – a bit more structured than week 5  Post message to IB to remind them to do readings, review assignment 5 - ePortfolio and respond to the poll to choose the type of rubric that will be used for the peer-feedback of the ePortfolio (takes –place beginning of wk 12) – choose between analytic or holistic. Read Mertler first.  Sync activity – develop a rubric or the peer feedback of the e-portfolio (wk 12)  slides – template for holistic or analytic  5 minutes – intro & results of poll  10 mins - set-up categories for performance criteria and observable indicators (using Mertler) – need to prep two templates (holistic & analytic)  20 minutes - break into teams to develop each section –  20 mins – report back and finalize rubric  LO for rubric activity -  5. Develop, revise and enhance appropriate assessment criteria and rubrics.  Journal activity - analyze elearning assessment case studies – to identify effective and ineffective assessment practices. They can choose from the paloff and pratt text, the diigo resources or choose one of their own assessments. This could be an activity they choose to rework in wks 7 & 8.  In instructor bulletin - Remind students to start thinking about an authentic activity (see types of activity and technologies to support it in the repository) for the development of their own activity in wks 7 & 8.  Remind students to add artefacts to their ePortfolio – could be sites of interest, reflections, goodness of fit framework, possible activity for wk 7&8, examples of assessment in practice | Students continue the scenario from week 3. The goal for week 5 is to examine web 2.0 and social media tools that support or enable the authentic learning activities explored in assignment 1. Including asynchronous (e.g. Facebook, YouTube, Flickr, podcasts, etc); mash-ups (e.g. Vuvox, Mozilla popcorn etc); and synchronous tools (e.g. Collaborate, google hangout, Google Docs, WordPress, etc.).  **Assignment 2: move this description to course site**  **Building a Repertoire of Web Tools**  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 tool. Post your results to the community-wide repository. [maximum 400 words for each review]  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 as a resource for assignment 3.  **Wk 6**  **Activity 5: Develop a rubric for peer feedback–**  Prepare by reading paloff and pratt pp 68-71  Mertler (2001) – holisitic vs analytic  Assignment 5  Prior to session – take the poll – holistic or analytic?  attend the sync session (60) minutes –  already determined type – via poll  break into teams to develop sections of the rubric  **ePortfolio** – add artefacts - could be sites of interest, reflections, goodness of fit framework, possible activity for wk 7&8, examples of assessment in practice  **Journal activity** - analyze elearning assessment case studies – to identify effective and ineffective assessment practices. They can choose from the paloff and pratt text, the diigo resources or choose one of their own assessments. This could be an activity they choose to rework in wks 7 & 8. | **Readings**:  **Wk 1**  Bower, M., Hedberg, J. G., & Kuswara, A. (2010). A framework for Web 2.0 learning design.  Richard Boateng, Victor Mbarika, Carlos Thomas, (2010) "When Web 2.0 becomes an organizational learning tool: evaluating Web 2.0 tools"  Lee, M. J. W. & McLoughlin, C. (2010) Beyond distance and time constraints: Applying social networking tools and web 2.0 approaches to distance education. 69-75 – about affordances of web 2.0 technologies  Diigo list of social media web 2.0 tools  Tag wk5&6  **Wk 2**  Palloff and Pratt (2009) – Palloff and Pratt (2009) – Ch. 2, pp. 68-83  Mertler, Craig A. (2001). Designing scoring rubrics for your classroom. Practical Assessment, Research & Evaluation, 7(25).  Diigo list of case studies  **resources:**  Diigo tags: wk5&6  Authentic task design web site |

**Summative & Formative Assessment**

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| **Learning Outcome** | **Assessment Criteria** | **tasks** |
| 1. Apply principles of effective authentic learning and assessment to curriculum planning. | Determines the effectiveness of specific authentic assessment principles in application to practice | Assignment 2 |
| 3. Communicates effectively in selected media and modes. | Responds to communications from others and creates opportunities for others to contribute.  Proof reads and re-drafts documents and media presentations to ensure accuracy. | Assignment 2 - framework |
| 4. Use technology to develop and support effective authentic learning and assessment practices. | Evaluates options for using different technologies to support authentic learning and assessment. | Assignment 2 |
| 5 – Develop, revise and enhance appropriate assessment criteria and rubrics.[formative] | Designs and revises assessment criteria that are meaningful, clear, and transparent. | ePortfolio rubric design - formative |
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