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

**Session Title: Week 7 & 8 – Building an Assessment Activity**

**Description:**

*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.*

**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.*

|  |  |  |  |
| --- | --- | --- | --- |
| Time | Instructor Activities (What will the instructor do?) | Learning/Learner Activities (what will the learner do?) | Resources (Handouts, PPT, video, etc) |
| Week 7/8 | Students apply the learning from weeks 3-6 in the production of an authentic learning activity, models the ideas of Herrington (9 characteristics) and Lombardi (good principles of online assessment).  Encourage students to build an activity that they did not use for the tech sheet in week 2 &3 and tools that they did not review in weeks 5 & 6.  Post plan by end of week 7 – peer and instructor review of plan –  Open a Q & A forum for questions about building activity  Encourage students to try out each other’s activities and post feedback – suggest that the assessment be provided back to the person who developed the activity – before suggesting this wait to see if anyone brings this up as an option.  journal activity –write about each stage of the process, include artifacts (screen shots, draft versions of plan, feedback from peers etc)  In instructor bulletin – remind students to add artifacts to ePort | **Assignment 3: Building a Learning and Assessment Activity**  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 appropriate technology to support it.  1. Prepare a brief project plan that includes: outcome(s); assessment criteria: description of activity: description of how the web 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. Submit to dropbox for instructor feedback.  2. . Build the activity and an assessment rubric during week 8. Use feedback recieved from peers to revise your plan and feed the production process. If time allows, invite a critical friend to test the activity. Once completed, add your activity to the community-wide repository as an exemplar for the type of activity and for the social media.web 2.0 tools used.  Class will review projects at start of week 9.  **ePortfolio** – add artefacts from production process. Add final activity  **Journal activity** - post entries at each stage of the process, include artifacts (screen shots, draft versions of plan, feedback from peers etc). | **Readings**:  Herrington, J., Reeves, T., and Oliver, R. (2009) – Ch. 6 & 7  Palloff and Pratt (2009) – Part 2 – Toolkit (pp. 67-141)  **Instructor resources:**  Diigo tags: wk5&6 |

**Summative Assessment - Assignment 3**

|  |  |  |
| --- | --- | --- |
| **Learning Outcomes** | **Assessment Criteria** | **Assignment 3** |
| 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 | Plan |
| 3. Communicates effectively in selected media and modes. | Ensures that the style, language and form of the communication are suitable for the context and the technology. | Plan |
| 4 Use technology to develop and support effective authentic learning and assessment practices. | Selects appropriate technology to support desired learning outcomes. | final activity |
| 5. Develop, revise and enhance appropriate assessment criteria and rubrics. | Aligns assessment criteria with learning outcomes. | final activity |
| 6. Select and apply suitable and relevant authentic assessment methods, including peer and self-assessment. | Identifies creative approaches to developing and using authentic assessment methods. | Final activity |