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

**Session Title: Week 9 – Reflecting on Assessment Experiences**

**Description:**

*During Week 9, participants will engage in asynchronous small-group discussions about the key lessons learned after developing their authentic assessment projects during the previous two-weeks. They will consider the major insights that came out of the process of developing the assessment project and the advice they would provide to colleagues about designing an authentic assessment activity for the first time. Summaries of these discussions will be added to the community-wide repository. This activity is designed to facilitate the sharing of insights and to stimulate reflective thought about the lessons learned in designing and implementing meaningful and engaging forms of student assessment. As a follow-up activity, students are asked to consider their own personal “lessons learned” and to add these to their e-portfolios.*

**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 9 | Have students reflect on the learning from completing assignment 3.  Host a review of the activities. This could be synchronous or async. All activities are in community-wide repository. Wrap up the repository project – by publishing it if it isn’t already public – getting feedback from the intended audience, if not the class.  **Activity 6 : forum**  Questions to pose in the forum – see student column – monitor each team forum, add comments to encourage deeper reflection on learning  In instructor bulletin – reminder that they should have a course in mind for assignment 4.  Remind students to add artefacts to their ePortfolio and reflection from discussion to journal. | Review the activities produced in week 8 prior to the discussion. Be prepared to comment on the activities and technology.  **Activity 6: Discussion/reflection on Implications of Authentic Assessment**  1) students in small discussion groups (N=6) discuss the key learnings from their projects using the following questions:  1. What was a major insight for you that came out of the process of developing the assessment project?  2. What advice would you provide to a colleague that was just about to design an authentic assessment for the first time?  3. What questions do you still have about using authentic ways of assessing learning?  4. Wrapping up the repository – we come to the end our scenario – how successful have you as a class been at meeting the original goals? Revisit the community profile and discuss.  2) After engaging in the discussion, learners are asked to complete a short reflection based on the discussions about these questions and to place this entry into their journal and their ePortfolio.  **ePortfolio** – reflection post  **Journal activity** - reflection based on the discussions.  Ch 8 in herrington – start thinking about week 10&11 and what you might use for your project. | **Readings**:  Herrington, J., Reeves, T., and Oliver, R. (2009) – Ch 8  Palloff and Pratt (2009) – Ch. 3  **Instructor resources:** |

**Formative Assessment – Activity 9**

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| **Learning Outcome** | **Assessment Criteria** | **Activity 9** |
| 1. Apply principles of effective authentic learning and assessment to curriculum planning. | Identifies principles of authentic learning and assessment | Question 1 |
| 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. | Question 2 |
| 3. Communicates effectively in selected media and modes. | Responds appropriately to communications from others and creates opportunities for others to contribute. | All forum posts |
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