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

**Session Title: Weeks 12 – Reflecting Back and Moving Forward**

**Description:**

*This is the final topic in the course and, therefore, it is an opportunity for students to take stock of their learning over the last eleven weeks and, then, to consider how to integrate their new insights into their own current and future course design activities and teaching strategies. Participants will be asked to virtually present their ePortfolio of course reflections, project samples, and other resources to other students in the course and to invite feedback from two students using the rubric developed in week 6. They will then write up a reflective summary based on the feedback received. See the description for Assignment 5 for more detail.*

*Students will conclude the course by preparing an action plan for integrating authentic learning and assessment into their course design and teaching practices – this will be the final entry in their journal.*

**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.*

*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 12 | (Finish grading assignment 4 to hand feedback to students at beginning of week)  **I**f you are using moodle – consider using the workshop tool to facilitate the peer feedback component instead of a discussion forum.  ePortfoflio week – students make their portfolios visible – depending on the container, this could simply mean publishing it (e.g. mahara) and posting the link to a public site.  Set-up a wiki to host the site links – each student to post a screen pic taken of their eportfolio, which links to it.  Feedback is posted to forum by day 4, summary response by day 5.  choose 1 portfolios to review and provide feedback using the rubric. Encourage students to look at all of the ePortfolios……it was optional for students to make their portfolio visible over the length of the course and ask for comments from peers. These reflections, if they exist, should be included.  Assess the eportfolios –  IB – post wrap-up message with final reflections on what has been learned.  Remind students to complete course evaluation.  journal activity – final entry is a personal action plan | By end of day Monday, students make their ePortfolio visible to the class.  Choose 1 ePortfolio to review using the rubric developed in wk 6. – complete feedback rubric and post to forum by day 4 so student can post summary response by day 5.  **Assignment 5: Virtual ePortfolio Presentation**  Participants will complete their e-portfolios and reflect on the highlights of their course learning experience. Students will ensure that the following artifacts (collected as the course progresses) are considered for inclusion in the portfolio:   * projects or achievements * notes from texts and articles * notes on the learning process * peer assessment of work or notes from a critical friend * questions on areas needing attention * a selection of journal entries * presentations and deliverables from the course assignments * references/bibliography * non-textual artifacts such as videos, graphics, and audio elements.   Based on the contents of their e-portfolios, students will prepare a final reflective summary of no more than 800 words or 5 minute audio or video or voice over ppt in their portfolio that describes (a) key highlights of the course; (b) how this course has impacted their thinking, behaviours or teaching practices; and (c) outstanding questions.  Peer Feedback:  Participants will review one of their colleagues' portfolios and provide feedback using a collaboratively-generated rubric (developed in week 6). After reviewing the feedback, participants will post a summary (500 words or 3 minute video or audio or voice over PPT in the Discussion Forum sharing one key highlight and one question that has still not been answered.  The assessment for this assignment will take into consideration the quality of the e-portfolio, the quality of the feedback to the peer, and the quality of the discussion group submission.  **Journal activity** - final entry is a personal action plan outlining how authentic learning and assessment will be integratedinto your course design and teaching practices. (formative) | **Readings**:  portfolio section from authentic assessment toolbox.  Process section - <http://jfmueller.faculty.noctrl.edu/toolbox/portfolios.htm#process>  Covers selection, reflection, |

**Summative Assessment –Assignment 5: Virtual ePortfolio Presentations**

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| **Learning Outcome** | **Assessment Criteria** | **ePortfolio** |
| 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 | Reflective summary posted to forum  Selected journal entries |
| 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. | Selected artifacts from your own work or others – explain why it was chosen |
| 6. Select and apply suitable and relevant authentic assessment methods, including peer and self-assessment. | Provides formative feedback to colleagues in a constructive manner. | Peer feedback |
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