Characteristics of Authentic & Traditional Learning

More Authentic ⟵————————⟶ **More Traditional**

More Authentic	More Traditional
Have real-world relevance – activities match real-world tasks of professionals in practice	Are decontextualized
Are ill-defined, requiring students to define the tasks and subtasks needed to complete the activity	Well defined problems with procedures to follow for completion
Comprise complex tasks to be investigated by students over a sustained period of time	Take place in one or two sessions
Provide the opportunity for students to examine the task from different perspectives, using a variety of resources	Provide one perspective that the learners must imitate to be successful. Limited number of pre-selected resources
Provide the opportunity to collaborate	Are completed by the individual learner
Provide the opportunity to reflect and involve students' beliefs and values	Reflection is limited to the instructor's perspective
Can be integrated and applied across different subject areas and lead beyond domain-specific outcomes	Are domain and subject specific
Are seamlessly integrated with assessment	Are not integrated with assessment but are removed form the nature of the task
Create polished products valuable in their own right, activity culminates in the creation of a whole product	Exercises or sub-steps in preparation for something else
Allow competing solutions and diversity of outcomes	Have single correct response obtained by the application of rules and procedures

From Randall, Roberts & Rogers (2005), based on Reeves, Herrington & Oliver (2002)