Building Authentic Assessments for Learning Beyond Covid
Recording

Judy Chan, Educational Consultant, LFS Liaison
Hailan Chen, Educational Consultant: Learning Design

Centre for Teaching, Learning, and Technology

Summer Institute 2021

Getting to Know Each Other

Share with us in the chat (1 min):
- Your name
- Your role
- Your department
- A question you have about assessment

Questions from Participants on August 24, 2021

- How to make interesting assignments that are "easy"/fast to grade in large 200+ classes?
- I'm working on getting students to do summative self-assessments
- I'm interested in expanding my background in assessment design to get a better foothold when asked for help with assessment creation.
- Creating authentic assessments that are efficient to mark.
- I am currently focused on designing assessments to be inclusive and to work for hybrid course delivery
- Im interested in thinking about how we can assess practical skills without it being super stressful for the students
- I am eager to hear more about approaches to grading group projects in equitable ways.
- I'm interested in learning more about how to deliver exams in a hybrid class with one section in person and one mostly online - what can I do to try to make the assessments fair to each group?
- Interested in how to best design assessments for students who have to work in groups.
- I am interested in alternative assessments and how to use them
- Looking for other ways to calibrate marking so that my assessment is fair, motivating, and meets university expectations.
- Interested in learning more about online assessments

Post-workshop notes from facilitators: We were not able to address all questions at the workshop. We provided some links to some of the questions near the end of this slide deck.

Agenda for the Session

1   Review authentic assessment principles

2   Explore UBC examples

3   Share authentic assessment ideas in breakout groups

**4**   Technologies and resources (in resources)

Review Authentic Assessment Principles

Hailan

General Course (Assessment) Design Principles

- Be authentic, real-world, and relevant

- Be constructive, sequential, and interlinked

- Require students to use and engage with progressively higher-order cognitive processes

- Be aligned with each other and the desired learning outcome

- Provide challenge, interest, and motivation to learn

Meyers and Nulty (2009).
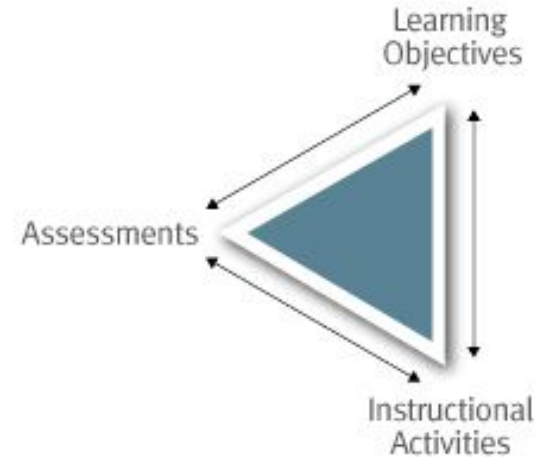
Authentic Assessment

Authenticity is understood as **realism**, **contextualisation** and **problematisation** when teaching and assessing curricular content.

- *Realism* involves linking knowledge with everyday life and work,
- *Contextualisation* characterises situations where knowledge can be applied in an analytical and thoughtful way.
- *Problematisation* invokes a sense that what is learned can be used to solve a problem or meet a need.

Thereby **authentic assessment** aims to integrate what happens in the classroom with employment, replicating the tasks and performance standards typically faced by professionals in the world of work.

(Wiggins 1990); Benner et al. (2009); Raymond et al. (2013)

Critical Elements in Designing Authentic Assessments

1. **Challenge:** Does the assessment activity challenge the student to an appropriate extent?
2. **Performance/Product:** Is a performance, or product, required as a final assessment outcome?
3. **Transfer of Learning:** Does the assessment activity require that transfer of learning has occurred by means of demonstration of skill?
4. **Metacognition:** Does the assessment activity require that metacognition is demonstrated by means of critical reflection?
5. **Accuracy/Authentic:** Does the assessment require a product or performance that could be recognised as authentic by a client or stakeholder?
6. **Fidelity:** Is (actual or simulated) fidelity required in the assessment environment and the assessment tools?
7. **Feedback:** Does the assessment activity require discussion and feedback?
8. **Collaboration:** Does the assessment activity require that students collaborate?

Ashford-Rowe, K., Kerrington, J., & Brown, C. (2013).

Logistic Reminders in Designing Authentic Assessments

- Front-heavy preparation
  - Assessment descriptions, Rubrics, Supporting resources
- Course and material organization
  - Accessible, and easy to find
  - Clear and not misinterpreted instructions
- Informal assessment opportunities
  - Ungraded self-check quizzes or reflection questions
  - Q&A discussion boards
  - Feedback requests
- Communication with students
  - Announcements, emails, discussion boards
- Adjustment time or opportunity
  - Practice assignments, tests, exams

Weleschuk, A., Dyjur, P., & Kelly, P. (2019). Online Assessment in Higher Education.
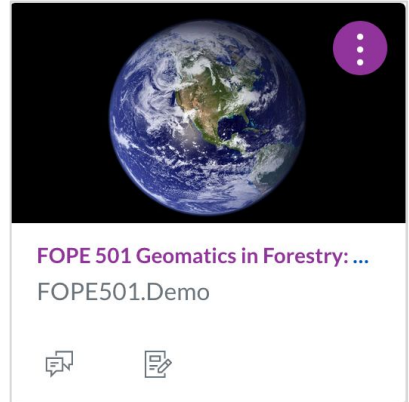
Explore UBC Examples

Judy

Example 1: Online Discussions

- Course information
  - [FOPE 502: Intro to Urban Forestry in the Asia Pacific Region](#)
  - [FOPE 501: Geomatics in Forestry: Data Collection and Management](#)

- Canvas discussion board

- Academic Integrity
  - Not be able to read posts until submit one's own initial post

- Key Advice
  - Small group, < 30 students
  - Streamline the process for target audience

FOPE 502 Intro to Urban Forestry ...
FOPE502.Demo

https://canvas.ubc.ca/enroll/ETL8WD

FOPE 501 Geomatics in Forestry: ...
FOPE501.Demo

https://canvas.ubc.ca/enroll/9E7ACJ
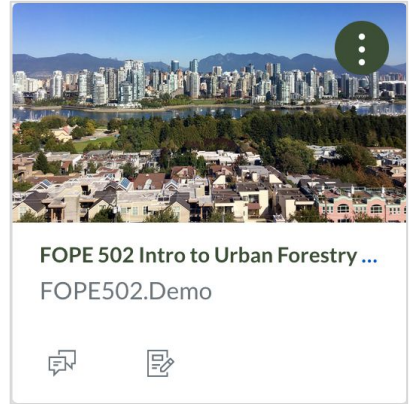
Example 1: Online Discussions (public)

Peter A. Allard School of Law
Video Game Law (423C)

| Course Stream | News of the Week | Issues/Your Take | Videos & Notes | Syllabus 2020 ⌄ | Socrates | Freedom of Thought |

» Peter A. Allard School of Law » Home » Issues/Your Take

Issues/Your Take

Presentation: Legal Solutions to Cheating in Video Games

By colton winiarski on December 2, 2020

Hi everyone, I hope you are all doing well coming into the final bit of the term here. My presentation [here] is on cheating in video games with a focus on the legal solutions that have been applied to deal with the issues of cheating in the modern gaming industry. In this presentation you will […]

Read More | No Comments

Example 2: Online Research Paper
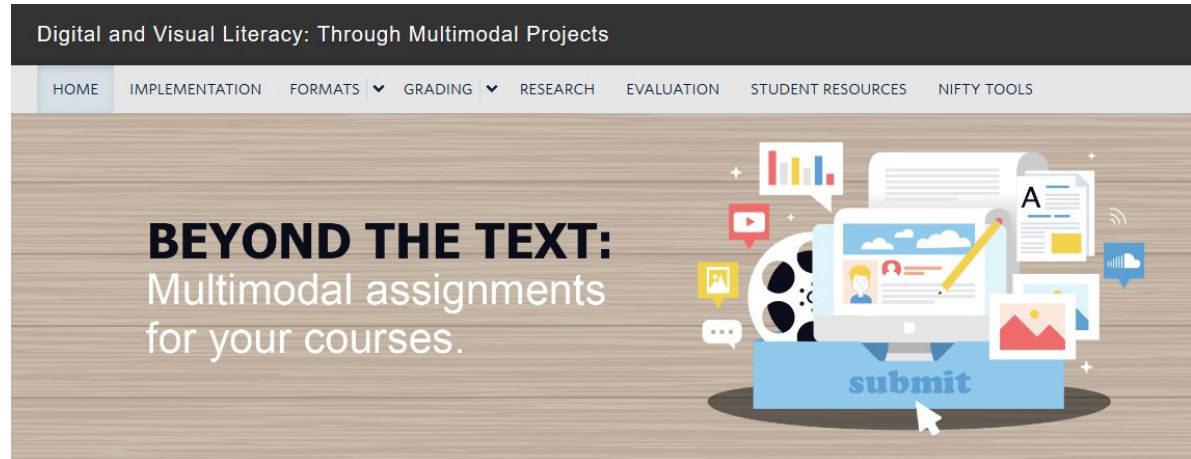
https://blogs.ubc.ca/holocaustliterature/

- GERM426:
  - Significance of Holocaust Artifacts Essays
- UBC Blog
- Vancouver Holocaust Education Centre
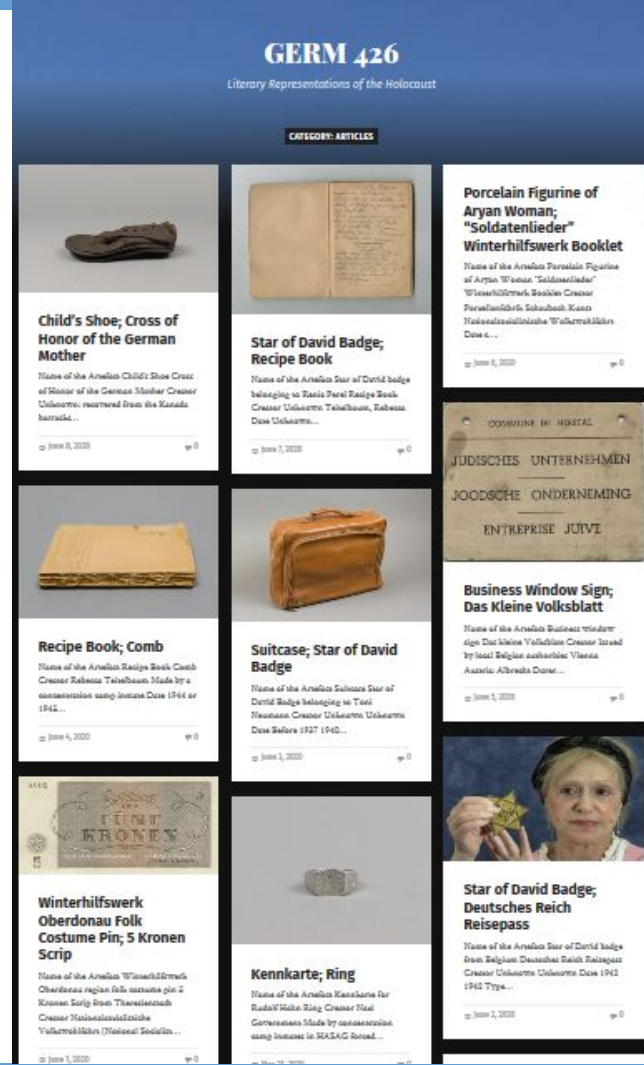
Example 3: ePortfolios, Digital Media

https://beyondtext.arts.ubc.ca/

- Christine D'Onofrio

- Arts History
- Multimodal assignments
- Learning Technologies
  - ○ Prezi
  - ○ Infographics
- Recognize students' talents
- Start small

Example 4: Case Study Collaborative Wiki

wiki.ubc.ca/Course:CONS200

- CONS 200
  - Foundation of Conservation
- Assessment Ideas
  - Investigate a current conservation issues and remedial actions
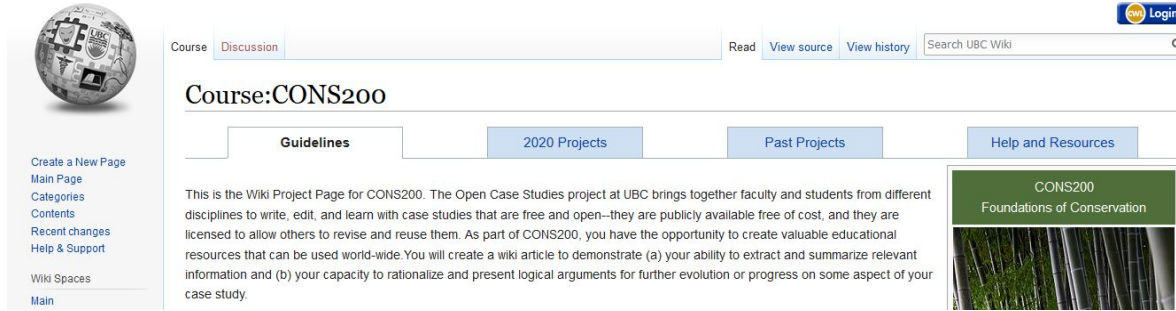
wiki.ubc.ca/Course:CONS200

- UBC Wiki, Open Case Studies

- Student identity is also visible; alias is possible on UBC Wiki

Example 4: Case Study Collaborative Wiki

https://cases.open.ubc.ca/case-studies/

Example 5: Community Work

Lfs250.landfood.ubc.ca   lfs350.landfood.ubc.ca

Faculty of Land and Food Systems
Land, Food, and Community II

Home   Course Info ∨   Session Notes ∨   Assignments ∨   Community Projects ∨   Resources ∨

» Faculty of Land and Food Systems » Home » Community Projects » 2020 Winter Projects » 2. DTES NH: Right to Food Zine

Community Projects

2020 Winter Projects	∧
1. InspireHealth: Food Safety Protocol and Infographic	›
2. DTES NH: Right to Food Zine	›
3. Ray-Cam: Cooking Up Community	›

2. DTES NH: Right to Food Zine

Overview   **Organization Information**   **Project Description**   **Required Reading**   **Expected Outcomes**

Overview

Project Title

Right to Food Zine Publication Support

lfs250.landfood.ubc.ca
lfs350.landfood.ubc.ca

- Centre for Community Engaged Learning
  - ccel.ubc.ca/faculty
  - Toolkits, funding, rubrics, etc.

"Open" Assessment

https://pose.open.ubc.ca/open-education/open-pedagogy/examples-and-ideas-for-open-pedagogy-assignments/

Program for Open Scholarship and Education

Home   Getting Started   Open Access   Open Research   Open Education   Capstone Project   Activity Bank   Program Updates   Resources

» Home » Open Education » Open Pedagogy » Examples and Ideas for Open Assignments

Open Education

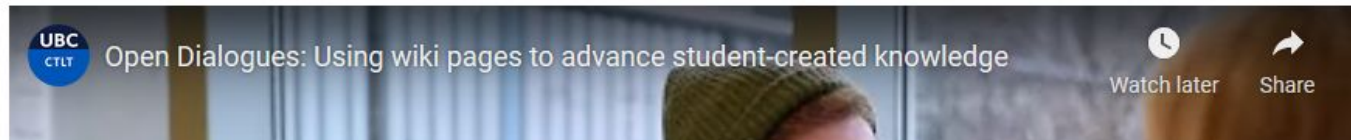| Creative Commons | ⌄ |
Open Educational Resources	⌄
Open Pedagogy	⌃
What is Open Pedagogy	›
Students As Knowledge Creators	›

Examples and Ideas for Open Assignments

What does open pedagogy look like inside of a course?

In this section, we've collected some examples of open assignments and projects at UBC and beyond. Let's start with the below video in which Janette Bulkan, Assistant Professor for Indigenous Studies in UBC's Faculty of Forestry, describes how she has been using a wiki to empower her students to create and share conservation resources:

UBC CTLT   Open Dialogues: Using wiki pages to advance student-created knowledge   Watch later   Share

Authentic Assessment Design Activity

Hailan & Judy

Instructions – Joining Breakout Rooms

1. Move/Join a room:

Will take a few moment.

Get weird silence as everyone joins.

Once you are in a room:
- Unmute
- Share video if you can/want
- Quick introduction
- Assign role (note taker, timer, 15 min.)

Take note on the corresponding group page in Google doc (not on Canada server).

Be prepared to share your discussion; one minute per group.

2. Share, decide, and document an authentic assessment idea you like to explore more:

- Case studies
- Field trips
- Laboratory work
- Community work
- Team projects/presentation/research paper
- Final performance
- Other?

Activity Instructions

Once you are together in a room:
1. Unmute
2. Share video if you can/want
3. Quick introduction
4. Assign role (note taker, timer, 15 min.)
5. Decide and document one authentic assessment idea as a group.

For the authentic assessment idea(s) you pick to discuss and document in the group, using the guiding questions below to reflect and provide feedback to the idea:

1. **Challenge** - How does your assessment strategy challenge your students at the appropriate level?

2. **Authentic Performance/Product** - What's the final product/performance? Will that be recognized as authentic by a real-world professional/client? Or, will it stimulate the real-world environment?

3. **Transfer of Learning:** By what means will students demonstrate the skill or learning?

4. **Metacognition:** How will students demonstrate their critical reflection?

5. **Feedback:** How will students receive and provide feedback to each other and/or from instructors?

6. **Collaboration:** How will students get opportunities to collaborate with each other or with real-world partners?

Activity Instructions

Google Doc Worksheet – Group page

Group 1

For the authentic assessment idea(s) you pick to discuss and document in the group, using the guiding questions below to reflect and provide feedback to the idea:

1. **Challenge** - How does your assessment strategy challenge your students at the appropriate level?

2. **Authentic Performance/Product** - What's the final product/performance? Will that be recognized as authentic by a real-world professional/client? Or, will it stimulate the real-world environment?

3. **Transfer of Learning:** By what means will students demonstrate the skill or learning?

4. **Metacognition:** How will students demonstrate their critical reflection?

5. **Feedback:** How will students receive and provide feedback to each other and/or from instructors?

6. **Collaboration:** How will students get opportunities to collaborate with each other or with real-world partners?

Authentic Assessment Idea	Steps/Milestone Assignments	Activities	Questions/Challenges
What's the final authentic product/performance?	List the steps/milestone assignments to help students to produce the final product or perform the final performance.	What and how will you ask students to do for each step/milestone assignment?	Any questions/ challenges you may have to implement each step?
e.g. An analysis report on case study on the topic of XXX for a large enrollment ABCD XXX course.	1.	1.	1.

Breakout Group Sharing

We will move to sharing screen mode ...

Closing Thoughts

What are you going to do next?

Feel free to speak up, annotate, type in the chat… we are flexible.

Resources

Resources

- [Assessment workshop](#) conducted by the University of Texas Arlington
- [Online Assessment in Higher Education](#) by The University of Calgary
- [Remote Assessment Guidebook](#) by UBC Peter Ostafichuk
- [Reimagining Assessments](#) by The UBC Provost working group
- [Digital and Visual Literacy](#) by Christine d'Onfrio at UBC Visual Arts
- [UBC's Alternatives to In-person Exam Guide](#)
- [Alternate Exam Resources](#) by UBC Skylight
- [Assessment Strategies module](#) by Queen's University
- The [Peer Assessment resources](#) by McGill's Teaching and Learning Service
- [Examples of Open Assessment](#), Open Scholarship and Education, UBC

CTLT Strategies to Support Temporarily Remote Students

- https://ctlt.ubc.ca/resources/strategies-supporting-temp-remote-students/

Online Teaching Program, CTLT
- Self and Peer Assessment: [Module 3.5](#)
- Using Rubrics for Grading: [Module 3.6](#)
- Making Teamwork Works and Grading Teamwork: [Module 4.6](#)

CTLT One-on-one Consultations, Practice Sessions, Learning Design Drop-in

UBC Sample Courses

Online Discussion:

FOPE 502: Intro to Urban Forestry in the Asia Pacific Region

FOPE 501: Geomatics in Forestry: Data Collection and Management

Online Research Paper:

Video Game Law Your Takes

GERM426 Significance of Holocaust Artifacts Essays

Multimedia:

Christine D'Onofrio's Beyond Text Website https://beyondtext.arts.ubc.ca/

Collaborative Wiki:

CONS200: Foundations of Conservation

Community-based Projects:

Lfs250.landfood.ubc.ca

Lfs350.landfood.ubc.ca

Open Assignment Examples, UBC:

Open Assignment Examples

This work is Creative Commons Licensed:
Attribution-NonCommercial-Share Alike-International

Attribute to:
UBC's Centre for Teaching, Learning and Technology

Thank you

Judy Chan
judy.chan@ubc.ca

Hailan Chen
hailan.chen@ubc.ca