Warm-up

While we wait, write down on a piece of paper:

- authentic assessment strategies you used in your teaching

Or

- challenges you anticipate

Building Authentic Assessments for Learning

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Centre for Teaching, Learning, and Technology

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Getting to Know Each Other

- Your name
- Your role
- Your department
- A question you have about assessment

Learning Objectives

- Revisit existing assessment strategies in our own courses.
- Reflect critical design considerations for authentic assessments for our own courses.
- Identify and share our own ideas and perceived challenges.
- Begin to develop practical authentic assessment strategies for our own courses.

Agenda for the Session

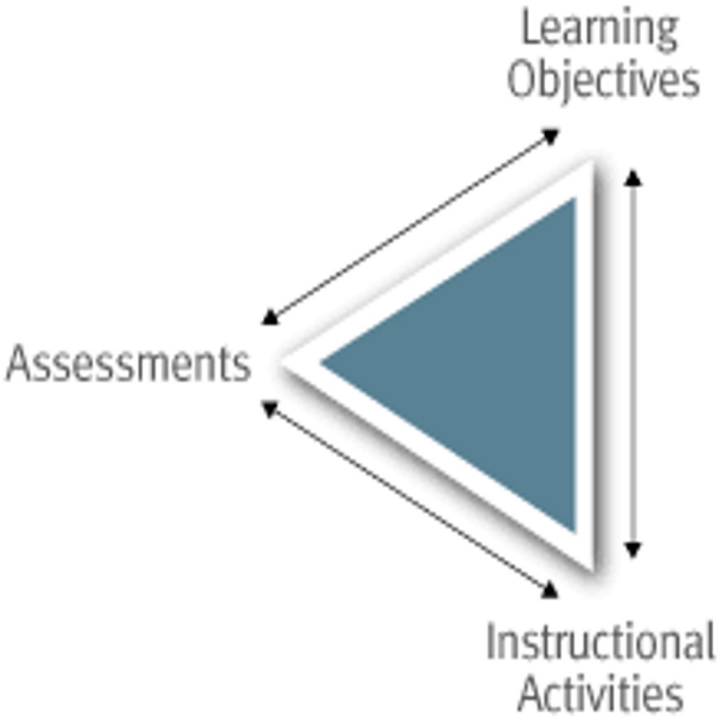
- Review authentic assessment principles
- Reflect your own course assessment design
- Explore some examples
- Share authentic assessment ideas and challenges with colleagues
- Provide technologies and resources (in resources)

Review Authentic Assessment Principles

Hailan

Five Principles of Curriculum Design

- 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

Yes/No

1. **Challenge:** Does the assessment activity challenge the student to an appropriate extent?
2. **Authentic Product/Performance:** Is an actual or simulated real-life product or performance 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 or learning?
4. **Metacognition:** Does the assessment activity require that metacognition is demonstrated by means of critical reflection?
5. **Feedback:** Does the assessment activity require discussion and feedback?
6. **Collaboration:** Does the assessment activity require that students collaborate?

Ashford-Rowe, K., Kerrington, J., & Brown, C. (2014).

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

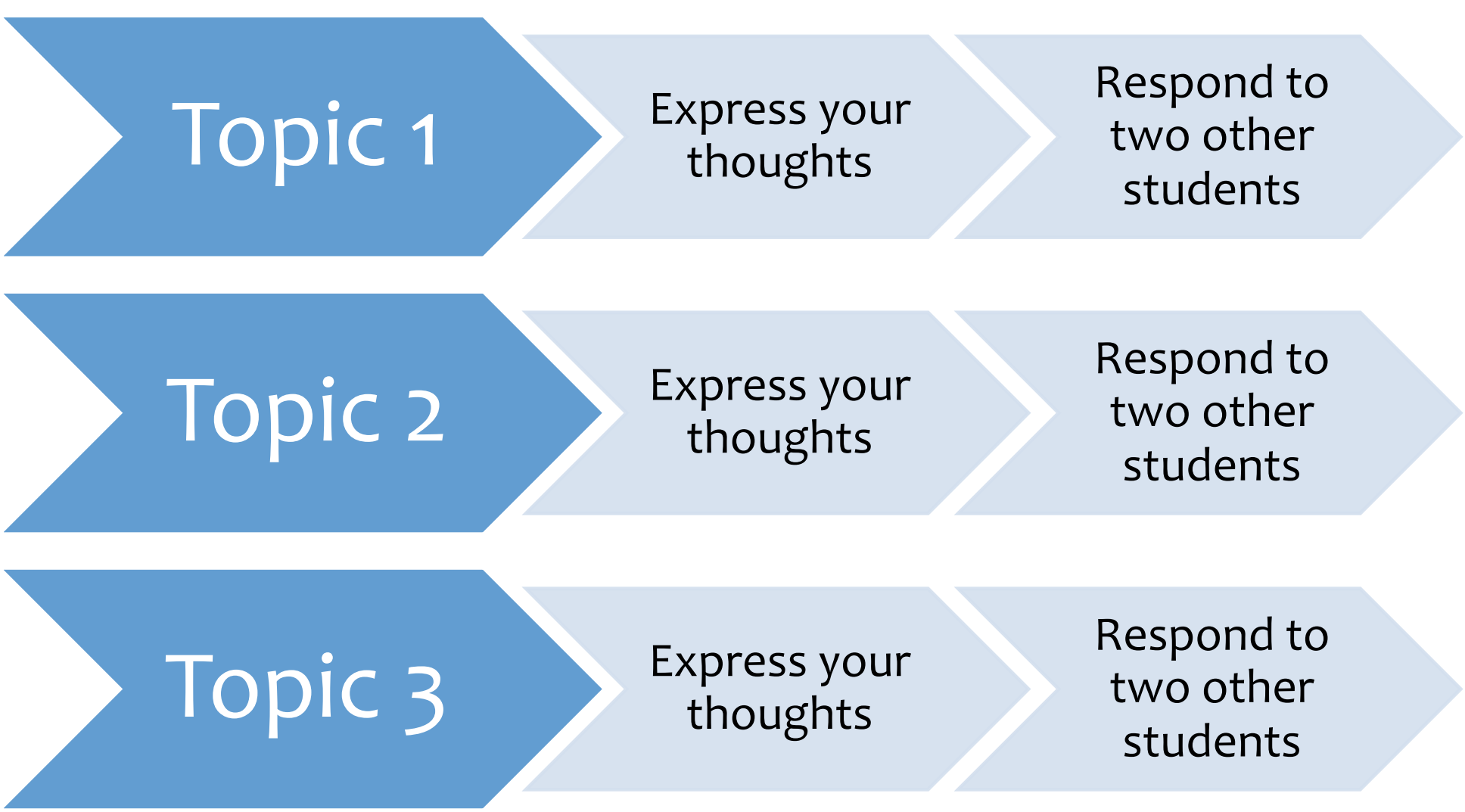
Independent Reflection (10 min)

- Jot down your ideas on a piece of paper
  - List existing assessment strategies in your own courses
  - On your overall course assessment strategies:
    - How would you enhance your existing assessment strategies considering the critical design elements for authentic assessments?
      - Challenge
      - Authentic product/performance
      - Transfer of learning
      - Metacognition
      - Feedback
      - Collaboration
    - How each of your assessment components support each other and lead to a final authentic product/performance?

From Traditional to Authentic
Explore Some Examples

Discussion Academic Paper Midterm and Final Community-based Learning

On-line Discussion: Traditional



Online Discussion: Authentic

Introduction	Case Study (Topic 1)	Case Study (Topic 2)	Case Study (Topic 3)	Final
Introduce Self	Express your thoughts	Express your thoughts **Respond to two similar ideas**	Express your thoughts Responds to two similar ideas **Responds to two different ideas**	**An overall analysis**

Online Discussion: Authentic

Introduction	Case Study (Topic 1)	Case Study (Topic 2)	Case Study (Topic 3)	Final
Introduce Self	Express your thoughts	Express your thoughts **Respond to two similar ideas**	Express your thoughts Responds to two similar ideas **Responds to two different ideas**	**An overall analysis**

(Before) Academic Paper

- Scaffolding
  - Small, achievable steps or milestones
  - Supported by in-class activities as structure

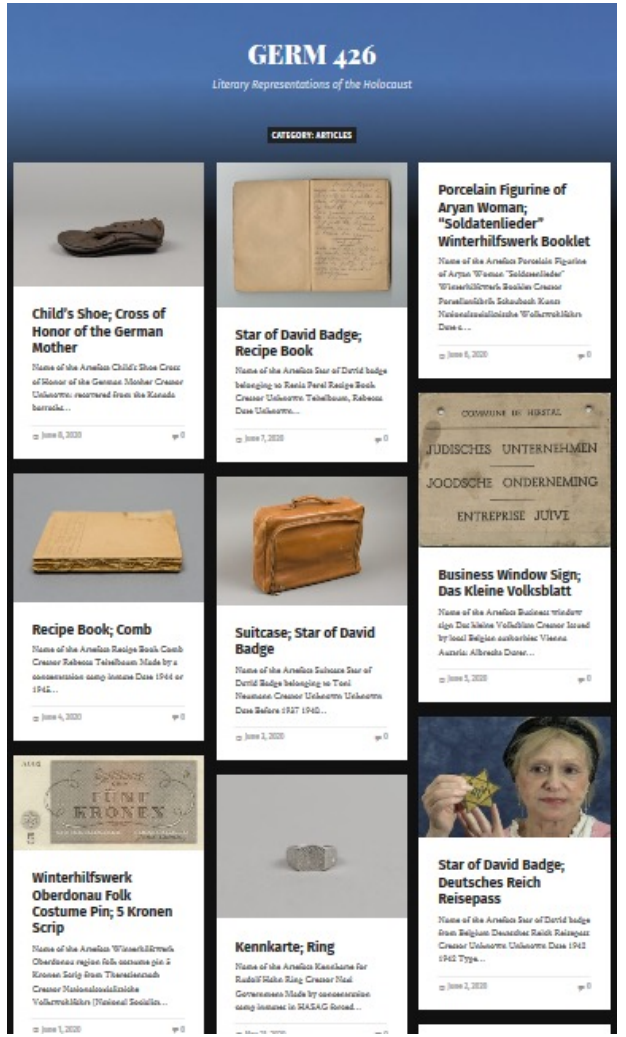
1. Topic selections
    1. online sharing
2. Key concepts to explore
    1. share with video, discussion
    2. align with learning outcomes
3. Peer review and feedback
    1. small group activities

Beyond Academic Papers

- Making the final product open
- UBC Examples
  - Germ426
    - https://blogs.ubc.ca/holocaustliterature/
  - Cons200
    - https://wiki.ubc.ca/Course:CONS200/2018w2/Wiki_Projects
  - Open Case Studies
    - https://cases.open.ubc.ca/case-studies/

List of Projects

Team #	
01	Implications of Single Use Styrofoa
02	Climate Change Impact on Great V
03	Socio-economic implications of the
04	BC Forest Practice Act
05	Socio-ecological impacts of commu
06	BC's investment in natural gas: Is i
07	Conservation in the Social Media
08	Southern White Rhino Brought Ba
09	Is hydropower really green? Socio
10	The feasibility of using wood waste
11	The Impact of Trophy Hunting on S
12	Community Forestry in BC: a Revi
13	Anthropogenic Impacts on Sperm
14	Socio-ecological impacts of commu
15	Socio-economic impacts of the est
16	Impacts of Cattle Ranching in the



Beyond Academic Paper

- Multimodal assignments
- Authentic audiences
  - Business proposals
  - Health guidelines for parents
  - Infographics for community partners
  - Podcasts

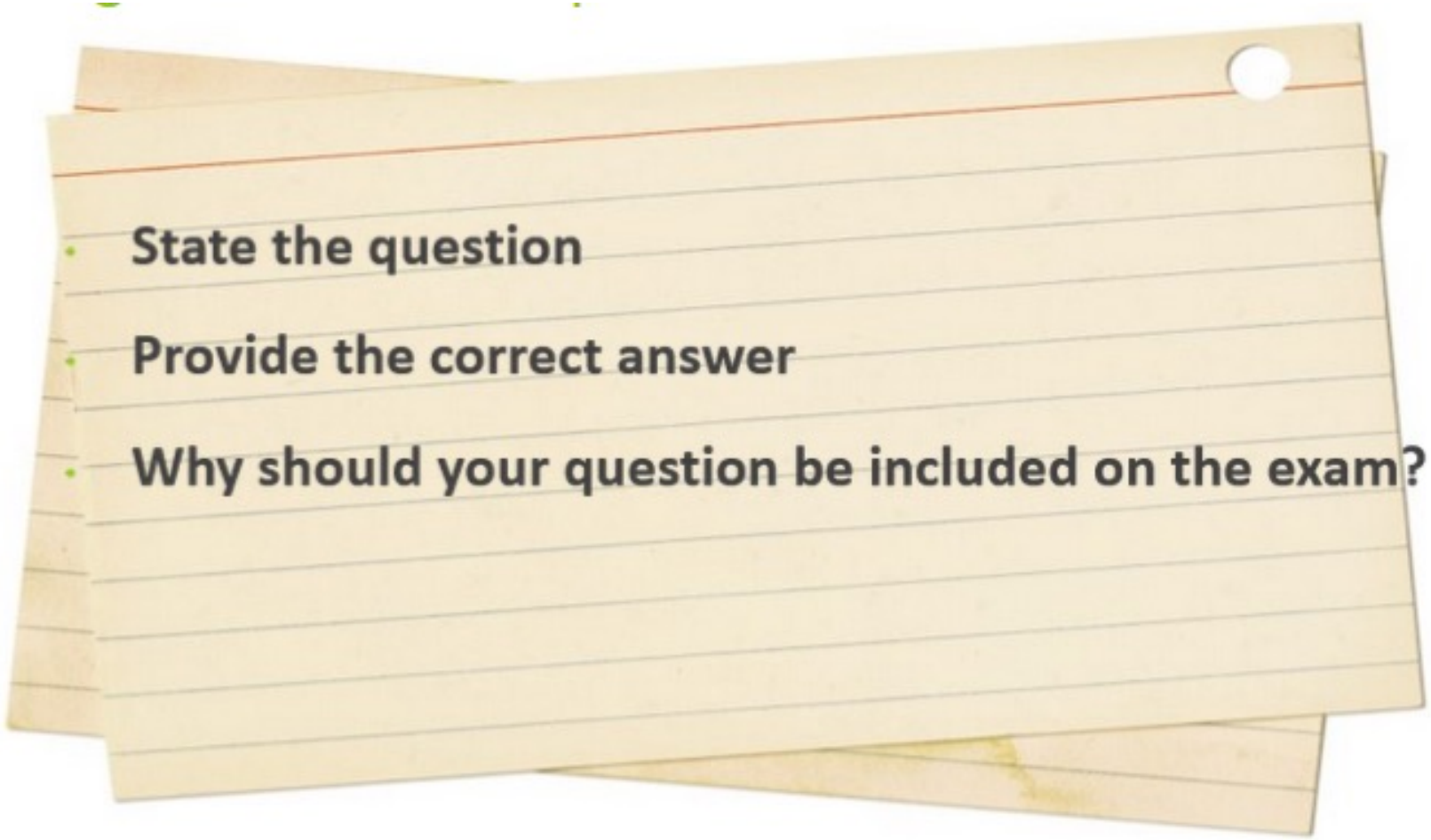
Christine D'Onofrio
https://beyondtext.arts.ubc.ca/

Midterm and Final Exam

- Student Generated Questions
- Flexible Assessment
- 2-Stage Exam

Midterm and Final

- Student generated (some) exam questions



Flexible Assessment

- Students choose how to allocate their assessment
  - **Default:** Assignment 20%, Midterm 30%, Final 50%
  - **Option:** Assignment 0%, Midterm 30 to 50%, Final 50 to 70%
- Or, eg Candice Rideout's samples

	Date	Proposed Value (% of Final Grade)	**OR**: Choose the value for you (% of Final Grade)*
In-class activities:			
Mini-assignments	Throughout the term	2.5	2.5
Clicker responses	Throughout the term	2.5	2.5
Canada's Food Guide Quiz	9 AM Jan 22 – 11:59 PM Jan 24	5	5
Case Studies:			
#1: Pregnancy Case Study	9 AM Jan 29 – 11:59 PM Jan 31	5	0 – 5
#2: Childhood Case Study	9 AM Mar 4 – 11:59 PM Mar 6	5	0 – 5
#3: Family Case Study	9 AM Apr 1 – 11:59 PM Apr 3	10	5 – 10
Assignment:			
Lifespan Nutrition Q & A	March 11	20	0 – 20
Midterm	February 11	20	10 – 30
Final exam (cumulative)	TBD (April 12– 27)	30	30 – 55

Midterm and Final Exam

- 2-Stage Exam
  - Individual - 75 to 85%
  - Group - 15 to 25%

Community-based Learning

- Centre for Community Engaged Learning
- https://ccel.ubc.ca/faculty/

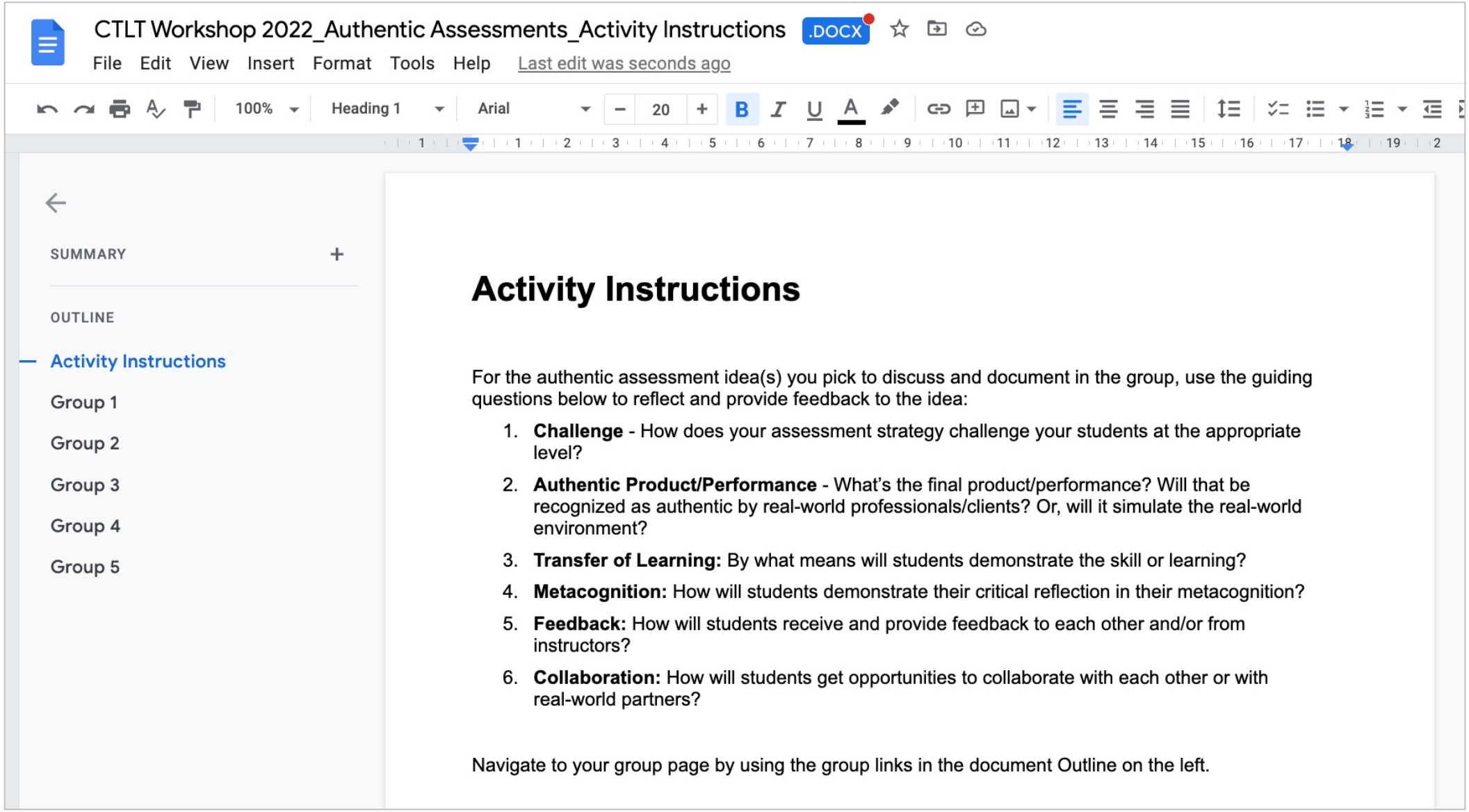
Authentic Assessment Design Activity

Hailan & Judy

Group Activity (30 min)

- Work in group of three
- Each share and document an authentic assessment idea you like to explore more for your course
  - Case studies
  - Field trips
  - Lab work
  - Community work
  - Team projects/presentation/research paper
  - Final performance
  - Other?
- Provide feedback to each others' ideas
- Prepare to share one idea from your group

Google Doc Instructions



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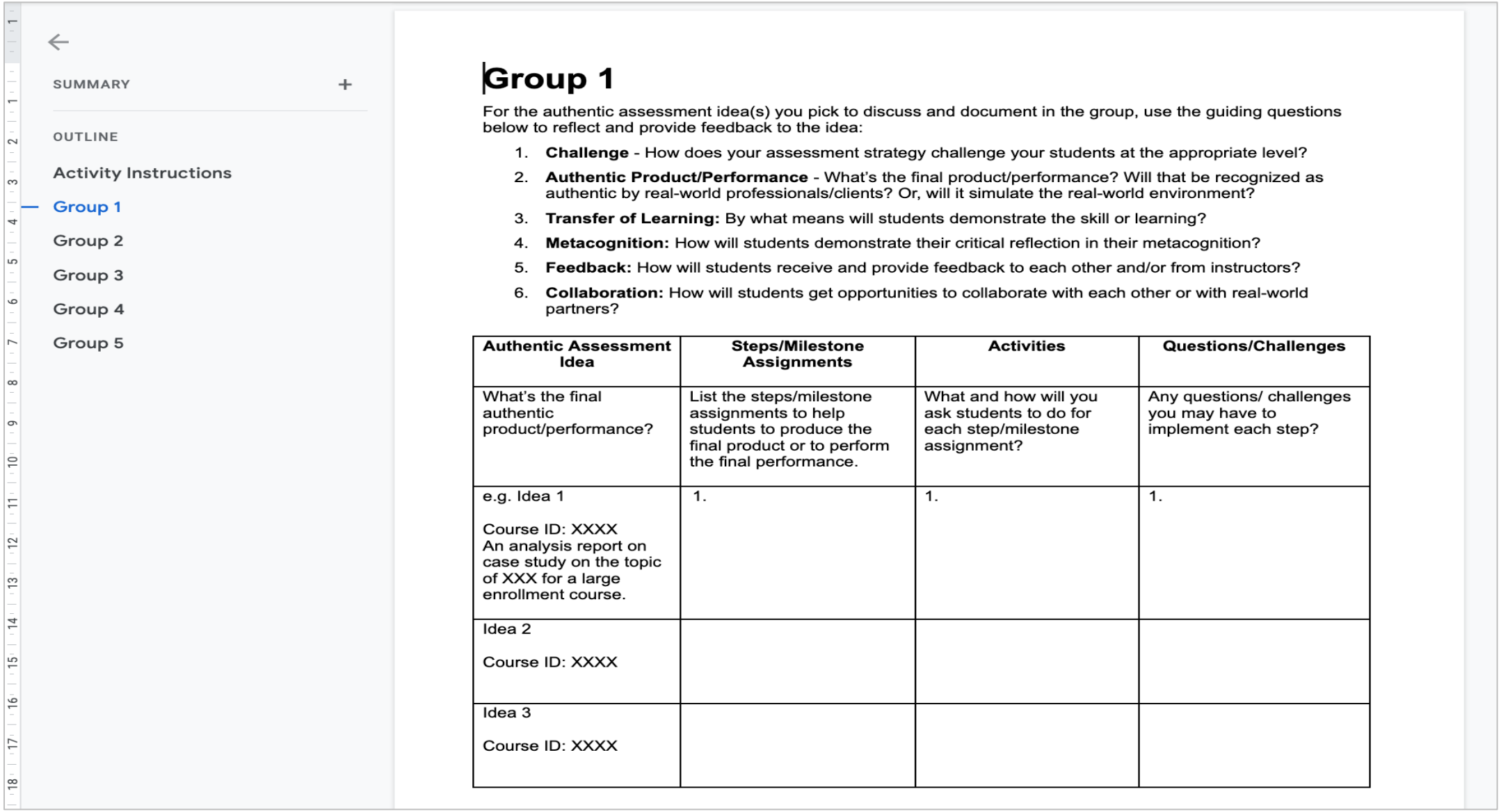
Google Doc Instructions



SUMMARY +

OUTLINE

Activity Instructions

Group 1

Group 2

Group 3

Group 4

Group 5

Group 1

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

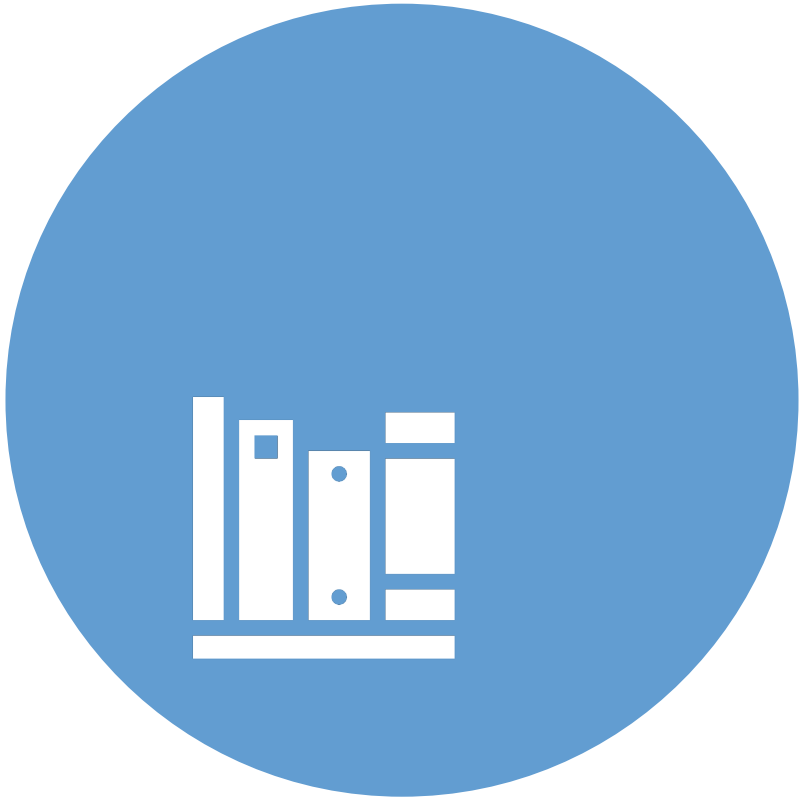
1. **Challenge** - How does your assessment strategy challenge your students at the appropriate level?
2. **Authentic Product/Performance** - What's the final product/performance? Will that be recognized as authentic by real-world professionals/clients? Or, will it simulate the real-world environment?
3. **Transfer of Learning:** By what means will students demonstrate the skill or learning?
4. **Metacognition:** How will students demonstrate their critical reflection in their metacognition?
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 to 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. Idea 1 Course ID: XXXX An analysis report on case study on the topic of XXX for a large enrollment course.	1.	1.	1.
Idea 2 Course ID: XXXX			
Idea 3 Course ID: XXXX			

https://docs.google.com/document/d/1zXUPcLUpmlgkBxe2-TqAdZrVCO8uD9ix/edit?usp=sharing&ouid=112018032702172145548&rtpof=true&sd=true

Sharing Back (10 min)

- Pick up one idea from your group to share back.



Resources

Resources

- **Alternative Assessments**
  - 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

UBC Sample Courses

- **Online Discussions**
  - 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

Follow-up One-on-one Consultation

One-on-one Consultations

- CTLT One-on-one Consultations
  - One-on-one Consultation Online Request Form: https://ctlt.ubc.ca/programs/all-our-programs/online-teaching-program/consultations/
  - Individual Consultation with a Learning Designer (Event Sign-up): https://events.ctlt.ubc.ca/event-category/learning-design/
  - Direct Contact with a Learning Designer: https://ctlt.ubc.ca/about/contact-us/strategic-curriculum-services/

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

Thank you
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THE UNIVERSITY OF BRITISH

Principles

Real and relevant
Sequential
Progressive order
Align: each other
Challenging

Critical Elements

Challenges
Product/performance
Transfer of learning
Metacognition
Feedback
Collaboration