



Winterfest 2024: Learning by doing

Designing authentic, experiential learning assessments

Facilitators:

Samantha Larocque, Lead, Experiential Learning

Ying Li, Curriculum Developer, Office of the Provost



**We acknowledge that
Concordia University
is located on unceded
Indigenous lands.**

Workshop Learning Outcomes

By the end of the workshop, participants should be able to

1. Explain the key principles that define experiential learning and authentic assessments.
2. Gain foundational skills to design their own experiential learning assessment that reflect principles and best practices in using authentic assessment.
3. Give and receive constructive peer feedback to improve assessment practices.

Workshop Agenda

Activity	Time
Introduction and connection building	15 minutes
Section 1: Understanding experiential learning assessments – From Theory to Practice	50 minutes
Section 2: Workshop activity - Assessments design, peer feedback, and reflection	50 minutes
Wrap-up and resources	5 minutes

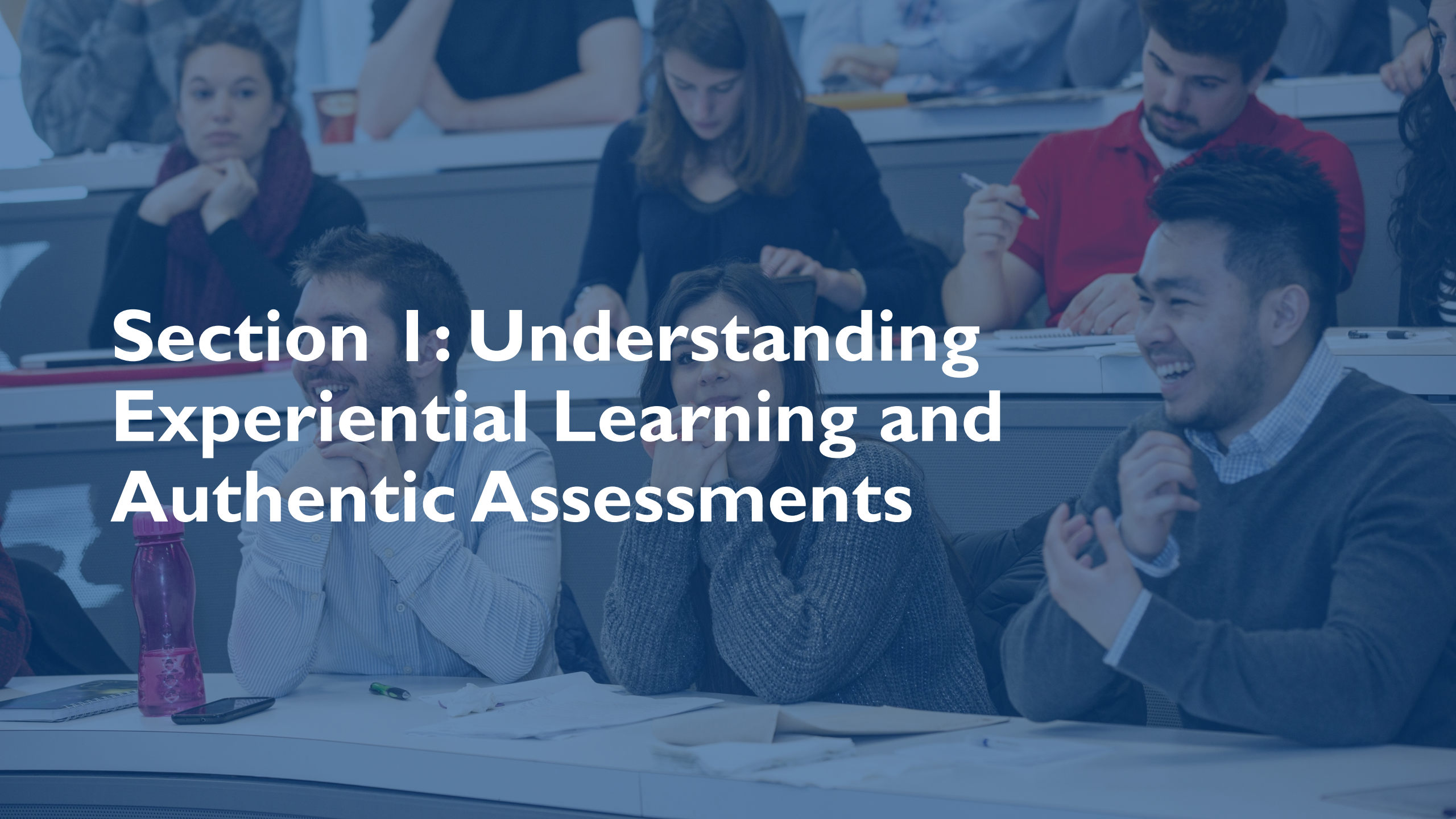


Ice-breaker Activity

Table Introductions

Each person at the table will introduce themselves by answering the following questions:

- Name
- Faculty/Department
- Role
- What experience, if any, do you have with experiential learning in the classroom?
- What are you hoping to learn in this workshop?



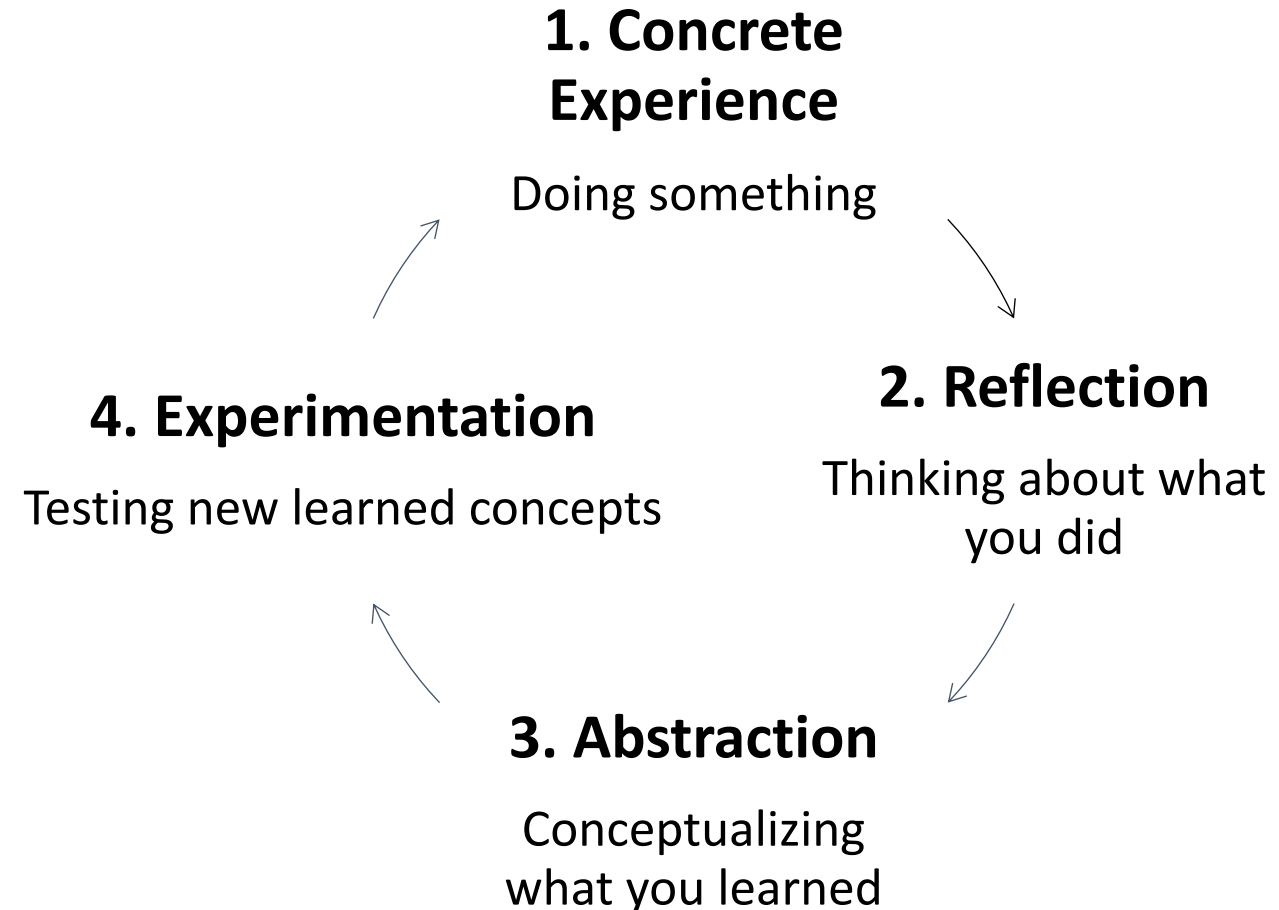
Section I: Understanding Experiential Learning and Authentic Assessments

What is experiential learning?

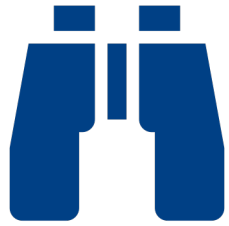
EL is learning by doing.

- Active, hands-on process
- Learners apply knowledge, practice skills, and engage in reflective learning.

Reflection before, during and after the experience is crucial to the learning process.

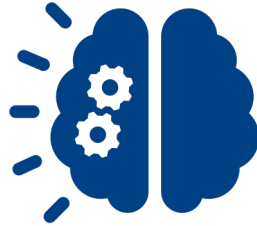


Essential Elements of Course-Integrated EL



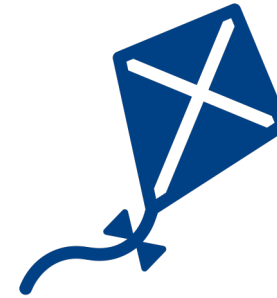
Direct Experience

- Students engage in learning by doing
- E.g. investigations, experiments, projects, etc.



Focused Reflection

- Students reflect on their own experiences and process of learning and sense making.



Authentic Assessment

- Students demonstrate their gains in knowledge / skills / values.
- Assessments are scaffolded and included feedback.



Assessing experiential learning involves capturing both the **learning process** and the **product of learning**.

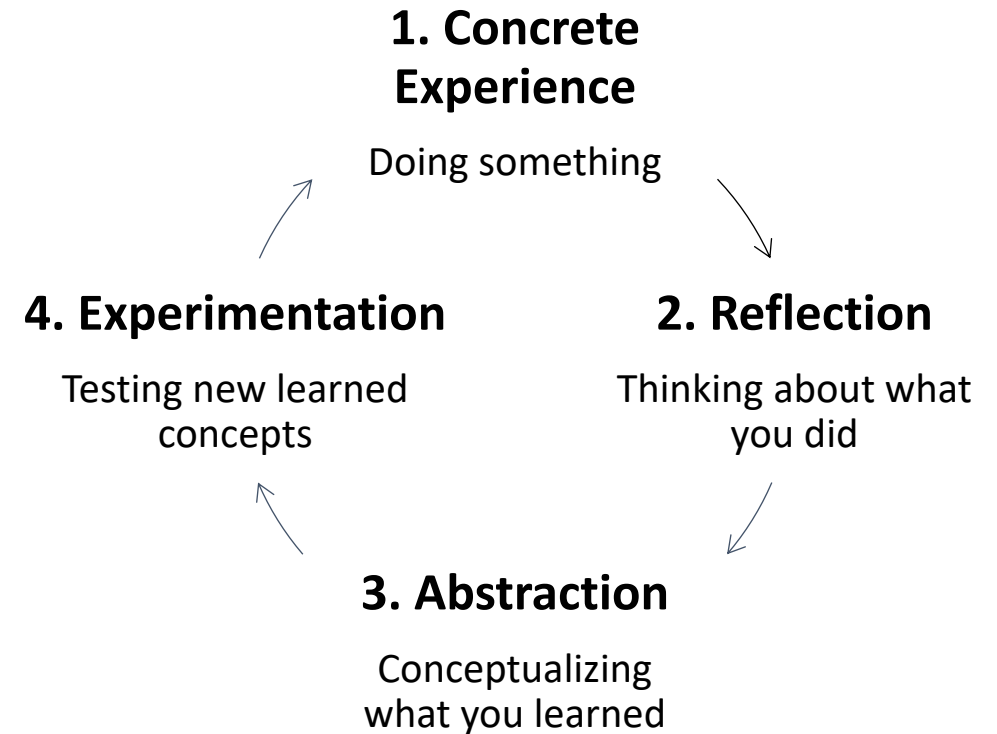


Assessing Learning Processes

Learning processes: how students approach tasks, make decisions, collaborate with others, and overcome challenges when trying to apply knowledge and skills to hands-on learning experiences.

Capturing and assessing students' learning process is key because it:

- Helps them reflect on and make sense of their experiences by connecting them to existing knowledge, theories, and concepts.
- Helps them develop new insights and understanding
- Allows them to apply their new understanding and insight
- Allows them to adapt their approaches based on feedback and outcomes.



Why focus on learning process?

For Students:

- Promotes Metacognition
- Encourages Active Engagement
- Provides Feedback for Growth and Development
- Develops Transferable Skills
- Validates Learning Experiences

For Instructors:

- Better Understanding of Instructional Strategies
- Facilitates Continuous Improvement



Assessing Learning Process: I-E-O

Alexander Astin's Input-Environment-Output (I-E-O) assessment model approach.

Students' learning experiences in EL activities are enhanced when students are assessed

- **before (input)**
- **during (environment),**
- **and after (output)**

their engagement in the learning activity.

Before (Input): Assessments should seek to capture students' prior knowledge and misconceptions of the content areas related to the EL activity.

During (Environment): Assessments should encourage students to process and understand their learning in real time through **reflection**.

After (Output): Assessments should capture students' learning and growth as a result of the EL activity.

SOURCE: Albertus Magnus College, Center for Teaching and Learning Excellence.

[Assessing Experiential Learning.](#)



Process Learning outcomes – Examples

- Before (Input):
 - Students will identify and describe the existing knowledge/skills/behaviours they have that would allow them to successfully complete the EL activity.
- During (Environment):
 - Students will attempt to solve problems as they arise using prior knowledge and knowledge introduced during the course.
- After (Output):
 - Students will make connections between their experience and academic theories or concepts.

Assessing Learning Process: Kolb's Cycle of Learning

Apply: Students can properly apply academic concepts to the concrete experience and develop solutions to a problem effectively, with the ability to aptly describe specific methods used from their field of study that are required to complete the activity.

Reflect: Students can meaningfully reflect on the experience by thinking critically about the activity that was undertaken, how the experience evoked an emotional response, and how the learning was achieved through the process itself.

Abstract: Students can meaningfully synthesize connections between concepts and applications, which allows for a deeper understanding of the area of study and for developing a broader perspective.

Communicate: Students can effectively communicate knowledge, skills, and results, demonstrating an understanding of how concrete experience links to academic concepts.

SOURCE: Concordia University, Experiential Learning Office. [Learning Outcomes and Assessment Guidelines](#).





Assessing Learning Product or Outcomes

“The most obvious way of assessing experiential learning is to ask the learner to demonstrate the ability that the learner has concerned.”

- Jennifer A. Moon. A Handbook of Reflective and Experiential Learning

How Does Authentic Assessment Fit in?

In the context of **Experiential Learning**, assessing outcomes can be more complex:

Diverse Learning Experiences: Each experience is unique, making standardized measurement challenging.

Emphasis on Soft Skills: Experiential learning frequently targets the development of soft skills such as teamwork, problem-solving, and adaptability, which are not easily quantified through traditional testing methods.

Personalized Learning Paths: Students engage with experiential learning in personalized ways, often leading to varied learning paths and outcomes.

Authentic Assessment is well suited for this task because:

It can account for the variability in students' learning experiences by measuring the **application** of knowledge and skills in real-world scenarios.

It allows for a more **holistic and nuanced** evaluation of both hard and **soft skills**.

It can be **tailored to individual** learning experiences, providing a more accurate picture of student learning and development.

Example from an Environmental Science Class

Diverse Learning Experiences:

In a class project, each student selects a different local environmental issue to study. One student might choose to focus on the effects of *urban development* on a nearby wetland, while another might examine the impact of agricultural runoff on a local river system. The diversity here lies in the *different ecosystems* they choose and the *unique environmental issues* each ecosystem faces.

Authentic Assessment Application:

The authentic assessment for this project involves students conducting *field research*, *collecting data*, and *proposing a sustainability plan* tailored to their chosen issue. The student studying urban development might apply knowledge of urban planning and wetland conservation to create a development plan that minimizes impact on the wetland. Meanwhile, the student focusing on agricultural runoff could use knowledge of farming practices and water filtration to devise a plan that reduces the runoff's harmful effects.

Analysis of the Example

The assessment measures the application of knowledge by allowing each student to demonstrate understanding in a context directly related to their selected study area. Instead of a one-size-fits-all test, the project:

- Is holistic, considering the ecological, social, and economic aspects of the issue.
- Evaluates hard skills (like data analysis and ecological knowledge) and soft skills (like problem-solving and adaptability).
- Is tailored to individual experiences, as each student chooses a distinct focus area and develops a plan based on that choice.

What is Authentic Assessment

“Authentic assessment is a form of assessment in which students are asked to perform real-world tasks that demonstrate **meaningful application** of essential knowledge and skills.”

-- Mueller, 2005

“Assessment is authentic when we **directly examine student performance on worthy intellectual tasks**. Traditional assessment, by contrast, relies on **indirect or proxy 'items'**--efficient, simplistic substitutes from which we think valid inferences can be made about the student's performance at those valued challenges.”

-- Wiggins, 1990



What is Authentic Assessment (Continued)

- is realistic.
- requires **judgment** and **innovation**.
- asks the student to “**do**” the subject.
- replicates or simulates the contexts in which adults are “tested” in the **workplace** or in **civic** or **personal life**.
- assesses the student’s ability to efficiently and effectively use a **repertoire** of knowledge and skills to negotiate a complex task.
- allows appropriate opportunities to rehearse, practice, consult resources, and get **feedback** on and **refine** performances and products.

-- Wiggins, 1998

Defining Attributes of Traditional and Authentic Assessment

Traditional	Authentic
Selecting a Response	Performing a Task
Contrived	Real-life
Recall/Recognition	Construction/Application
Teacher-structured	Student-structured
Indirect Evidence	Direct Evidence

Quick example: MCQs on historical facts vs analyzing primary source docs to create a presentation on the impact of a historical event on modern society.

-- Jon Mueller ([Authentic Assessment Toolbox](#))

Differences btw. Typical Tests and Authentic Assessments

Typical tests	Authentic tasks	Indicators of authenticity
Require correct responses	Require a high-quality product or performance, and a justification of the solutions to problems encountered	Correctness is not the only criterion; students must be able to justify their answers.
Must be unknown to the student in advance to be valid	Should be known in advance to students as much as possible	The tasks and standards for judgment should be known or predictable .
Are disconnected from real-world contexts and constraints [usu. Written, proxy measurers]	Are tied to real-world contexts and constraints; require the student to “do” the subject. [direct measures of targeted skills]	The context and constraints of the task are like those encountered by practitioners in the discipline.
Contain items that isolate particular skills or facts	Are integrated challenges in which a range of skills and knowledge must be used in coordination	The task is multifaceted and complex , even if there is a right answer.

-- Wiggins, 1998

Table screenshotted from Indiana University Bloomington [Centre for Innovative Teaching and Learning](#), slightly adapted.



Differences between Typical Tests and Authentic Assessments (Continued)

Typical tests	Authentic tasks	Indicators of authenticity
Include easily scored items	Involve complex tasks that for which there may be no right answer, and that may not be easily scored	The validity of the assessment is not sacrificed in favor of reliable scoring. [so called objective tests]
Are “one shot”; students get one chance to show their learning	Are iterative; contain recurring tasks	Students may use particular knowledge or skills in several different ways or contexts.
Provide a score	Provide usable diagnostic information about students’ skills and knowledge	The assessment is designed to improve future performance , and students are important “consumers” of such information.

-- Wiggins, 1998

Table screenshotted from Indiana University Bloomington [Centre for Innovative Teaching and Learning](#), slightly adapted.



Grant Wiggin's Story

"I can't see it now! The other team won't line up like the drill for me!"



Educational Philosophy behind Assessment Design

Traditional Assessment: Curriculum drives assessment [content-centred]

"The" body of knowledge is determined first. That knowledge becomes the curriculum that is delivered. Subsequently, the assessments are developed and administered to determine if acquisition of the curriculum occurred.

Authentic Assessment: Assessment drives curriculum [outcome/competency-based]

... teachers first determine the tasks that students will perform to demonstrate their mastery, and then a curriculum is developed that will enable students to perform those tasks well, which would include the acquisition of essential knowledge and skills.

-- Jon Mueller ([Authentic Assessment Toolbox](#))

Authentic Assessment Complements Traditional Assessment



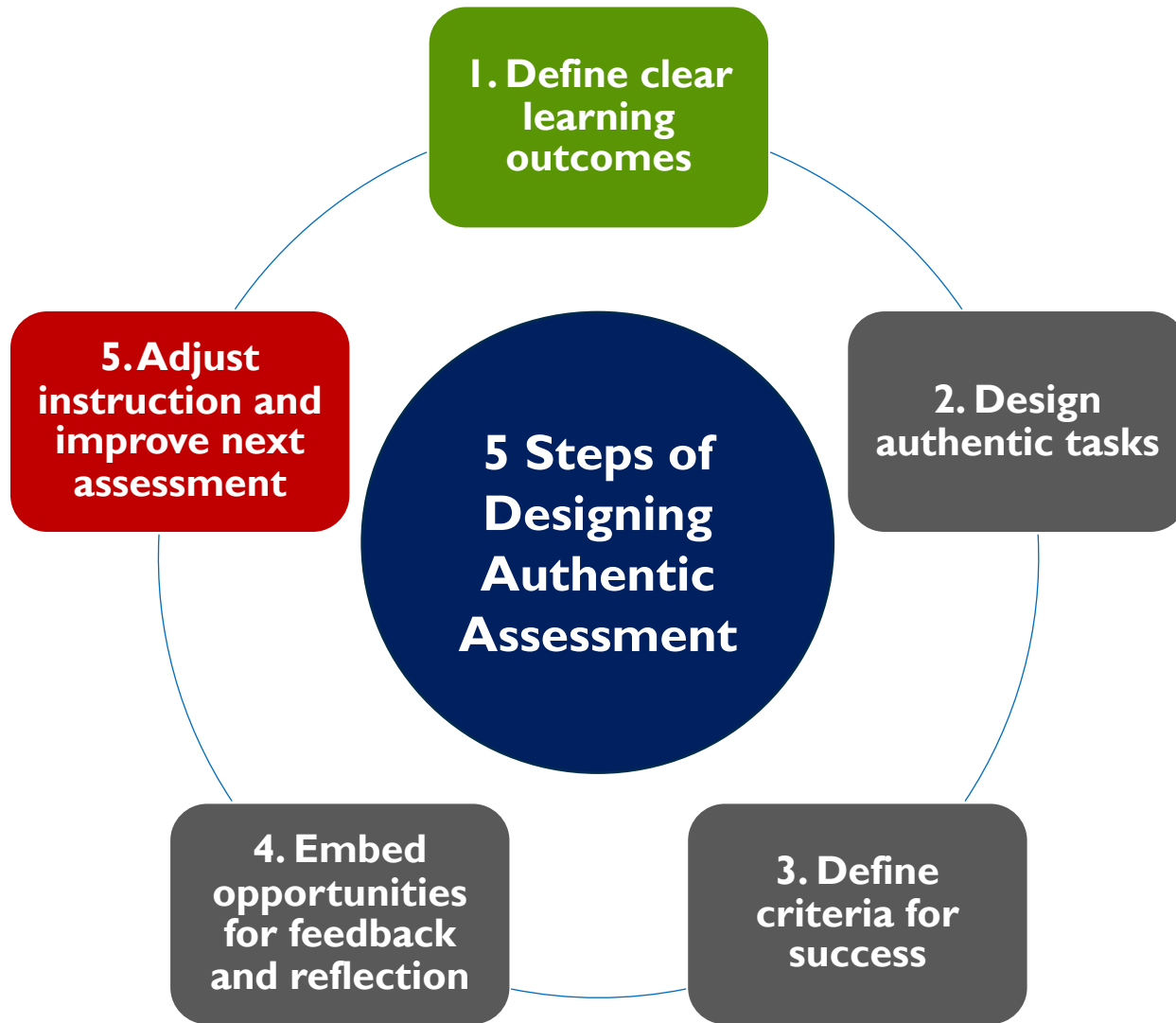
But a teacher does not have to choose between AA and TA. It is likely that some mix of the two will best meet your needs. -- Jon Mueller ([Authentic Assessment Toolbox](#))

Why Authentic Assessment?

- 1. Support an inclusive learning environment:** Authentic assessment embraces the core values of the UDL framework: multiple means of engagement, representation, action & expression.
- 2. Promotes Deeper Understanding [better retention] [and nurture real-life skills]:** Authentic assessment encourages the development of critical thinking, problem-solving, teamwork, and the ability to articulate and defend one's work.
- 3. Increases student motivation and engagement:** Students are more involved when tasks mimic real-world challenges. Relevance is one of the key factors contributing to increased motivation.
- 4. Aligns with Educational Goals:** Wiggins suggests that if the aim of education is to improve performance and prepare students for the complexities of professional and adult life, then assessment should *reflect those goals* through tasks that are exemplary of the knowledge and skills valued in the real world.
- 5. Enhance academic integrity:** Authentic assessment encourages genuine understanding and personal engagement with the material, involving tasks that require original thought, analysis, and application, making it difficult for students to simply copy answers.

Principles of Authentic Assessment

- 1. Real-World Relevance [realistic] and holistic Approach:** Authentic assessments mirror the complexities and ambiguities of real-life situations. They require students to apply their knowledge and skills in contexts that resemble professional or real-world settings (Wiggins, 1990). Rather than focusing on isolated skills or pieces of knowledge, authentic assessments evaluate students' abilities in a holistic manner, often integrating multiple disciplines or areas of knowledge (Wiggins, 1998).
- 2. Performance-Based [application-based]:** Authentic assessments are often performance-based, requiring the creation of a product or the demonstration of a skill. This approach assesses students' ability to actively perform or produce something with their knowledge (Herrington & Herrington, 2006).
- 3. Integration of Higher-Order Thinking Skills:** These assessments typically involve tasks that require critical thinking, problem-solving, analysis, synthesis, and evaluation, rather than just recall of facts (Mueller, 2005). [embracing the possibility of multiple valid conclusions or solutions.]
- 4. Assessment as Learning with tailored feedback and reflection:** In authentic assessment, the process of evaluation itself is a learning experience. This approach encourages reflective practice and self-assessment, allowing students to learn from the process of completing the assessment (Ashford-Rowe, Herrington, & Brown, 2014). [multiple opportunities to practice; formative assessment-summative assessment]



Step 1: Define Clear Learning Outcomes

Action:

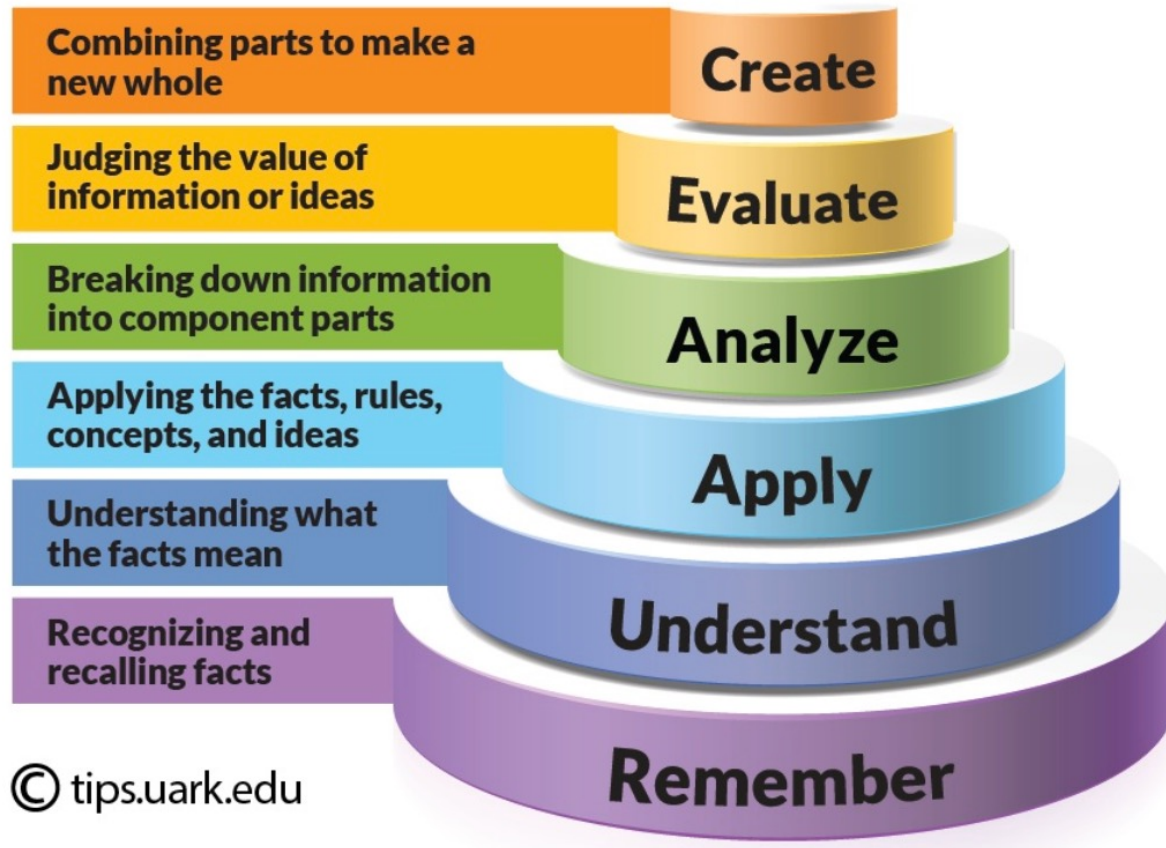
- Specify the knowledge and skills students are expected to **gain** and subsequently **demonstrate** through the assessment.
- Make sure that these learning outcomes **align with** and **support** the **course-level learning outcomes**. This ensures all assessments are purposefully driving towards the same course goals.

Tips: Learning outcomes should be specific, measurable, achievable, relevant, and time-bound (SMART). Use action verbs that denote observable outcomes (e.g., analyze, design, implement).

Assessment Title: "Ethical Business Solution Proposal"

Learning outcomes: Students will be able to evaluate ethical dilemmas in business contexts, apply ethical theories to real-world cases, and develop strategic recommendations for ethical business practices.

Bloom's Taxonomy



Bloom's Level	Key Verbs (keywords)
Create	design, formulate, build, invent, create, compose, generate, derive, modify, develop.
Evaluate	choose, support, relate, determine, defend, judge, grade, compare, contrast, argue, justify, support, convince, select, evaluate.
Analyze	classify, break down, categorize, analyze, diagram, illustrate, criticize, simplify, associate.
Apply	calculate, predict, apply, solve, illustrate, use, demonstrate, determine, model, perform, present.
Understand	describe, explain, paraphrase, restate, give original examples of, summarize, contrast, interpret, discuss.
Remember	list, recite, outline, define, name, match, quote, recall, identify, label, recognize.

Source: [University of Arkansas](https://www.uark.edu)

Step 2: Design Authentic Tasks - Real-World Relevance

Action: Craft tasks that not only reflect real-world scenarios and challenges but also require students to actively demonstrate their knowledge and skills through tangible products or performances.

Tips:

- **Real-World Relevance:** Connect learning outcomes to actual scenarios relevant to the discipline.

Assessment Title: "Ethical Business Solution Proposal"

Real-world relevance: Students will analyze a recent ethical controversy in the business world involving a well-known company to understand the implications and responses to the company's actions.

Strategies in Identifying Real-World Applications

Esp. for Humanities Disciplines:

- Community Engagement Projects
- Digital Storytelling
- Debate and Deliberation
- Public Writing and Communication
- Simulations of Historical or Literary Scenarios
- Peer Teaching and Workshops
- Creative Responses
- Interdisciplinary Collaboration
- Policy Proposals and Analysis



Step 2: Design Authentic Tasks – Performance Based

Action: Craft tasks that not only reflect real-world scenarios and challenges but also require students to actively demonstrate their knowledge and skills through tangible products or performances.

Tips:

- **Real-World Relevance:** Connect learning outcomes to actual scenarios relevant to the discipline.
- **Performance-Based:** Design tasks with open-ended solutions that encourage creativity. Tasks should result in a concrete deliverable, such as a report, presentation, or project.

Assessment Title: "Ethical Business Solution Proposal"

Performance-based: The core of the assessment is a comprehensive report where students must:

Analyze the ethical dilemma presented in the case.

Evaluate the company's response to the ethical issue based on ethical theories and principles.

Create and propose an actionable strategy for ethical resolution, demonstrating innovative thinking.

Examples of Performance-based Tasks

Science (Biology):

Conduct a field study to document biodiversity in a local ecosystem.

Performance Task: Students will observe, record, and analyze species diversity in a designated area, create a field report with their findings, and present a plan for protecting the ecosystem based on their data.

Mathematics:

Solve real-world problems using mathematical modeling.

Performance Task: Students will develop a mathematical model to predict the spread of a hypothetical virus in a population and present their findings, including graphs and predictions, to the class.

Engineering

Design a prototype to address a specific engineering challenge.

Performance Task: Students will work in teams to design, build, and test a functional prototype of a device that solves an identified problem, such as clean water access in remote areas. They will document the design process, materials used, and testing results, and then present their prototype along with a justification of their design choices and an assessment of the prototype's effectiveness and sustainability.

Examples of Performance-based Tasks (Continued)

History:

Analyze historical events and their impact.

Performance Task: Students will research a significant historical event, create a multimedia presentation that examines its causes and effects, and theorize alternative outcomes based on different choices made by historical figures.

Additionally, here's an interesting authentic assessment example from [Toronto Metropolitan University](#) (Working with archival photos from a partnered gallery or centre, students will research the historical context of the photos and criminological theories to write gallery labels to accompany the archival photos. The labels will offer gallery visitors a particular context for interpreting the significance of the photograph.)

Art:

Create original artwork that communicates a specific message or emotion.

Performance Task: Students will produce a piece of art (painting, sculpture, digital) that represents a social issue important to them, accompanied by an artist's statement explaining their work and the message behind it.

Step 2: Design Authentic Tasks – Higher Order Thinking

Action: Craft tasks that not only reflect real-world scenarios and challenges but also require students to actively demonstrate their knowledge and skills through tangible products or performances.

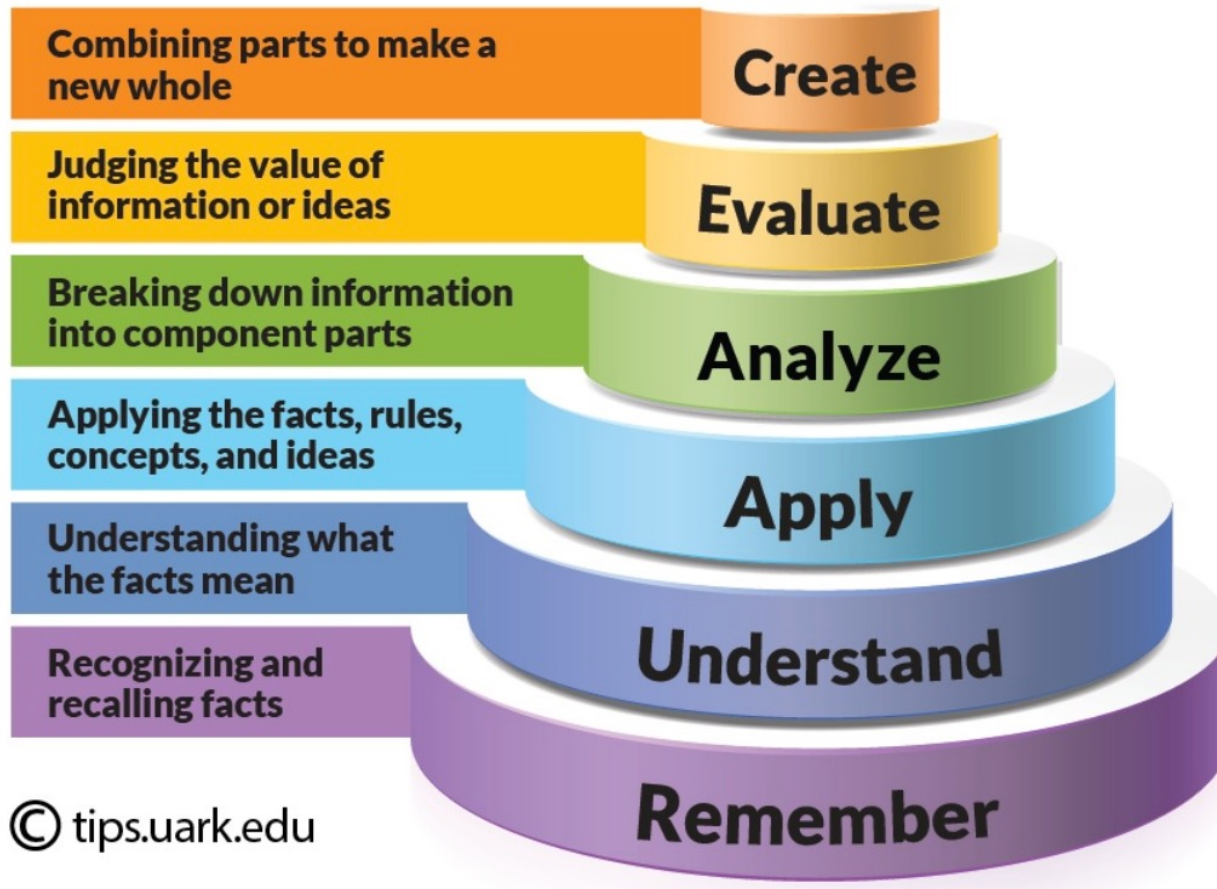
Tips:

- **Real-World Relevance:** Connect learning outcomes to actual scenarios relevant to the discipline.
- **Performance-Based:** Design tasks with open-ended solutions that encourage creativity. Tasks should result in a concrete deliverable, such as a report, presentation, or project.
- **Higher-Order Thinking:** Infuse tasks with opportunities for critical thinking, problem-solving, and innovation. Ask students to analyze data, synthesize information into coherent structures, evaluate processes, and create novel solutions.

Assessment Title: "Ethical Business Solution Proposal"

Higher-order thinking: The task requires students to apply, analyze, synthesize, and evaluate information, culminating in a set of strategic recommendations that showcase a deep understanding of ethical theories and their practical application.

Bloom's Taxonomy (Continued)



Source: [University of Arkansas](https://www.uark.edu)

Step 2: Design Authentic Tasks – Group Work

Action: Craft tasks that not only reflect real-world scenarios and challenges but also require students to actively demonstrate their knowledge and skills through tangible products or performances.

Tips:

- **Real-World Relevance:** Connect learning outcomes to actual scenarios relevant to the discipline.
- **Performance-Based:** Design tasks with open-ended solutions that encourage creativity. Tasks should result in a concrete deliverable, such as a report, presentation, or project.
- **Higher-Order Thinking:** Infuse tasks with opportunities for critical thinking, problem-solving, and innovation. Ask students to analyze data, synthesize information into coherent structures, evaluate processes, and create novel solutions.
- **Group Work Consideration:** When tasks involve collaboration, design them so each member can contribute meaningfully. Assess both the group's output and individual contributions to ensure fairness and accountability.

Assessment Title: "Ethical Business Solution Proposal"

Group work consideration:

Group Work Design: Students will form groups and each group will choose a different ethical case study that aligns with the learning outcomes of understanding and applying ethical theories in business.

Role Distribution: In each group, roles such as researcher, analyst, coordinator, and writer are assigned to ensure that each member brings their expertise to the collective task.

Task Structure: The group must collectively analyze the ethical case, but each member must contribute an individual piece, such as a section of the report or a part of the presentation, that is uniquely their responsibility.

Assessment of Group Work: The final report will include a section where each group member reflects on their role and contributions. In addition to the instructor's assessment, group members will provide peer feedback on each other's performance. A portion of the grade will be based on individual contributions to encourage accountability.

Incorporating Group Work in Authentic Assessment

When to use group work:

- Complex Tasks: When the task mirrors workplace projects that require diverse skill sets.
- Interdisciplinary Work: When multiple perspectives enhance the learning experience.
- Resource Management: When tasks involve sharing or managing limited resources or data.

How to design group work:

- Define Clear Roles: Assign specific roles to ensure equitable participation and accountability.
- Set Common Goals: Establish objectives that require collaboration to achieve.
- Diverse Groups: Create groups with a mix of abilities and backgrounds to mimic real-world teams.

Incorporating Group Work in Authentic Assessment (Continued)

Assessing Group Work:

Combined Assessment: Evaluate the group's product and the individual's process.

Peer Assessment: Include peer feedback as part of the assessment to gauge teamwork dynamics.

Self-Assessment: Encourage self-reflection on each member's role and learning within the group.

[Concordia Peer Evaluation System](#)

Online tool for assessing the contributions of team members in various class activities.



Step 3: Define Criteria for Success

Action: Identify specific, measurable criteria that encapsulate what success looks like for the assessment task. These criteria will form the basis of the rubric that will be used to evaluate student work.

Tips:

- **Detail-Oriented:** Break down the task into component skills or elements that can be individually assessed.
- **Measurable:** Ensure that each criterion is quantifiable or can be described in terms of quality, not just quantity.
- **Student-Centered:** Write criteria in student-friendly language that clarifies expectations.
- **Holistic Approach:** Include both product- and process-oriented criteria to capture the entirety of the student's effort and learning.
- **Rubric Development:** Use the criteria to create a rubric with clear performance levels (e.g., exemplary, proficient, basic, needs improvement).

Assessment Title: "Ethical Business Solution Proposal"

Criteria for success:

Understanding of Ethical Theories: Demonstrates a comprehensive grasp of ethical theories relevant to the case.

Analytical Rigor: Analyzes the ethical dilemma with depth, considering multiple viewpoints and implications.

Strategic Thinking: Proposes well-reasoned, strategic solutions that are feasible and ethical.

Creativity and Innovation: Shows originality in approach to problem-solving and ethical reasoning.

Communication: Articulates ideas clearly and persuasively in both the report and presentation.

Reflection: Provides insightful reflection on the learning process and ethical considerations.

Ethical Business Solution Proposal Rubric

Criteria	Exemplary (4 points)	Proficient (3 points)	Basic (2 points)	Needs Improvement (1 point)
Understanding of Ethical Theories	Demonstrates an exceptional grasp of ethical theories, applying them insightfully to the case.	Shows a solid understanding of ethical theories relevant to the case.	Displays a basic understanding of ethical theories, with superficial application.	Lacks a clear understanding of ethical theories or fails to apply them to the case.
Analytical Rigor	Provides a comprehensive and nuanced analysis of the ethical dilemma, considering all stakeholders and potential impacts.	Offers a thorough analysis of the ethical dilemma with consideration of key stakeholders.	Analysis lacks depth, with limited consideration of the ethical dilemma's complexities.	Provides minimal or no analysis of the ethical dilemma.
Strategic Thinking	Proposes creative, well-reasoned strategies that are both innovative and feasible.	Suggests solid, actionable solutions with clear ethical justification.	Proposes basic solutions with minimal ethical justification.	Solutions are unrealistic, unethical, or poorly explained.
Creativity and Innovation	Exhibits originality in problem-solving and ethical reasoning, presenting unique solutions.	Demonstrates creativity in approach, with solutions that show thoughtful consideration.	Shows limited creativity, with generic or standard solutions.	Lacks creativity, with no original thought or insight in proposed solutions.
Communication	Articulates ideas clearly, persuasively, and professionally, with well-organized content and exemplary presentation style.	Communicates effectively, with minor errors in organization or clarity that do not detract from the overall message.	Communication is understandable but lacks clarity or organization, affecting the message's delivery.	Poor communication skills, with significant issues in clarity, organization, or professionalism.
Reflection	Provides deep, insightful reflection on ethical considerations and the learning process, demonstrating significant personal growth.	Offers thoughtful reflection on the learning experience and ethical decision-making process.	Reflection is present but superficial, with limited insight into the learning experience or ethical considerations.	Minimal or no reflection on the learning process or ethical considerations.

February 20, 2024



CENTRE FOR TEACHING AND LEARNING

Another Rubric Example: for a Marketing Plan Project

Criteria	Excellent (4 points)	Good (3 points)	Satisfactory (2 points)	Needs Improvement (1 point)
Research and Analysis	Thorough market analysis; comprehensive understanding of customer needs and competitive landscape.	Adequate market analysis; generally understands customer needs and competitive landscape.	Basic market analysis; some understanding of customer needs and competitive landscape.	Insufficient market analysis; limited understanding of customer needs and competitive landscape.
Creativity and Innovation	Marketing plan demonstrates originality and strong innovation aligned with market needs.	Marketing plan shows some originality and moderate innovation.	Marketing plan includes standard ideas with limited innovation.	Marketing plan lacks originality and innovation.
Strategy and Planning	Highly strategic plan with clear, measurable objectives; well-planned tactics and execution.	Clear strategy with mostly measurable objectives; good planning and execution.	Basic strategy with some objectives; simple tactics and execution.	Strategy is unclear or incomplete; poor planning and execution.
Application of Theories	Excellent integration of marketing theories and concepts into the plan.	Good application of marketing theories and concepts.	Adequate application of some marketing theories and concepts.	Poor application or misunderstanding of marketing theories and concepts.
Communication	Plan is articulated with high clarity, persuasiveness, and professional presentation.	Plan is clearly and effectively communicated with a professional presentation.	Plan is communicated in an understandable way with minimal errors.	Plan lacks clarity, persuasiveness, and contains multiple errors.
Feasibility and Justification	Solutions are realistic, well-justified, and show a deep understanding of potential challenges and solutions.	Solutions are mostly realistic and justified with consideration of challenges.	Solutions are somewhat realistic but lack strong justification and consideration of challenges.	Solutions are not realistic or justified; challenges are not adequately addressed.
Reflection	Demonstrates insightful reflection on the learning process and marketing plan development.	Demonstrates good reflection on the learning process with some insights.	Reflection shows basic understanding with minimal insights.	Little to no reflection or relevance to the learning process.



Communicating to students

- Purpose (Skills, Knowledge)
- Task (realistic, relevant, targeting higher-order thinking, align with purpose/outcomes...)
- Criteria for success (rubrics, examples, etc.)

Transparent Assignment Design Template for Teachers

This template can be used as a guide for developing, explaining, and discussing class activities and out-of-class assignments. Making these aspects of each course activity or assignment explicitly clear to students has demonstrably enhanced students' learning in a national study.¹

Assignment Name Due date(s):

Purpose: Define the learning objectives, in language and terms that help students recognize how this assignment will benefit their learning. Indicate how these connect with institutional learning outcomes, and how the specific knowledge and skills involved in this assignment will be important in students' lives beyond the contexts of this assignment, this course, and this institution.

Skills:

The purpose of this assignment is to help you practice the following skills that are essential to your success in this course / in school / in this field / in professional life beyond school:

Terms from [Bloom's Taxonomy of Educational Objectives](#) may help you explain these skills in language students will understand. Listed from cognitively simple to most complex, these skills are:

- understanding basic disciplinary knowledge and methods/tools
- applying basic disciplinary knowledge/tools to problem-solving in a similar but unfamiliar context
- analyzing
- synthesizing
- judging/evaluating and selecting best solutions
- creating/inventing a new interpretation, product, theory.

Knowledge:

This assignment will also help you to become familiar with the following important content knowledge in this discipline:

- ...
- ...

Tasks: Define what actions the students should take. Bloom's Taxonomy Action Verbs may be helpful. List any guidelines or a recommended sequence for students' work. Specify any mistakes to be avoided. If there are sound pedagogical reasons for withholding information about how to do the assignment, protect students' confidence and sense of belonging with a purpose statement something like this: "The purpose of this assignment is for you to struggle and feel confused while you invent and test your own approach for addressing the problem..."

Criteria for Success: Define the characteristics of the finished product. Provide multiple examples of what these characteristics look like in real-world practice, to encourage students' creativity and reduce their incentive to copy any one example too closely. Engage students in analyzing multiple examples of real-world work before the students begin their own work on the assignment. Discuss how excellent work differs from adequate work. This enables students to evaluate the quality of their own efforts while they are working, and to judge the success of their completed work. It is often useful to provide or compile with students a checklist of characteristics of successful work. Students can also use the checklist to provide feedback on peers' coursework. Indicate whether this task/product will be graded and/or how it factors into the student's overall grade for the course. Later, asking students to reflect and comment on their completed, graded work allows them to focus on changes to their learning strategies that might improve their future work.

Checklist* for Designing Transparent Assignments

This updated checklist incorporates revisions by faculty at the University of Houston, Downtown and staff at the Center for Teaching and Learning at Indiana University-Purdue University Indianapolis.

*Students are the best judges of how transparent an assignment is. Invite them to parse the purposes, tasks and criteria for the assignment before they start working. This will help you to make the assignment even more transparent for them.

TRANSPARENT ASSIGNMENT CHARACTERISTICS		If you select yes, explain how your assignment satisfies the criteria. If you select no, identify changes you will make to incorporate the criteria.	
Does the assignment have a stated due date(s) at the top?	YES	NO	
PURPOSE SECTION			
Does the assignment have a stated purpose that is marked in a section labeled "purpose"?	YES	NO	
Does the purpose define the learning objectives in language and terms that help students recognize how this assignment will benefit their learning?	YES	NO	
Does the "purpose" section of the assignment state that the assignment will help the student practice specific skills essential to success in the course, in school, in the field, and how the skills can serve in students' professional lives beyond school?	YES	NO	
Does the "purpose" section use terms from Bloom's Taxonomy of Educational Objectives (understanding, applying, analyzing, synthesizing, judging, evaluating, creating, inventing, etc.)?	YES	NO	
Does the "purpose" section specify what content knowledge the assignment will help the student become familiar with in the discipline?	YES	NO	
TASK SECTION			

Step 4: Embed Opportunities for Feedback and Reflection

Action: Incorporate structured moments within the assessment process for both peer and instructor feedback, as well as self-reflection, to deepen learning and improve outcomes.

Tips:

- **Scheduled Feedback Points:** Plan specific moments in the timeline for feedback, such as after initial drafts or presentations.
- **Guidance for Quality Feedback:** Provide criteria or guidelines for constructive feedback, emphasizing specificity, relevance, and encouragement.
- **Reflection Prompts:** Offer questions or prompts to guide reflective essays or journals, focusing on personal learning, ethical considerations, and application of feedback.
- **Feedback Loops:** Ensure there's an opportunity for students to act on feedback received, refining their work iteratively.

Assessment Title: "Ethical Business Solution Proposal"

Embed opportunities for tailored feedback and reflection:

Peer Review Session: Halfway through the project timeline, organize a class session where students exchange their reports for peer feedback. *Provide a feedback form* that mirrors the rubric criteria, encouraging *focused* and *actionable* comments.

Instructor Feedback: After the peer review, provide your own feedback on the drafts, highlighting strengths and areas for improvement. Use the same rubric criteria for consistency.

Reflective Essay Prompt: Require students to submit a reflective essay alongside their final report, prompting them to consider:

- How did the feedback received shape your final proposal?
- What ethical dilemmas did you struggle with, and how did you resolve them?
- How has your understanding of business ethics evolved through this project?

Revising Based on Feedback: Allow students to revise their reports based on the feedback received before submitting the final version. This demonstrates the value of feedback in the learning process.

Balancing Support with Opportunities to Learn from Mistakes

Provide support to alleviate student frustration:

- **Scaffolding:** starting with more structured tasks and gradually increase in complexity
- Incremental challenges: break a complex task down into smaller, manageable components that build upon each other.
- **Modeling and examples**
- Clear expectations, formative assessment/feedback
- Encourage a growth mindset.
- Encourage peer learning
- **Adjustment and flexibility**

Provide opportunities to learn from mistakes:

- Create a safe learning environment
- Normalize mistakes
- Encourage risk-taking
- Turn mistakes into learning opportunities
- **Balance challenges with skill level** (Zone of Proximal Development; Flow theory)
- **Teach problem-solving strategies**
- Foster a growth mindset (value the learning process)

Engaging Students in Reflection (Assessing Process)

- Maintenance of a learning journal or portfolio (reflection overtime, documenting growth)
- Reflection on critical incidents (analyze the experience and lessons learned)
- Presentation on what has been learnt (assess understanding and communication)
- Essay or report on what has been learnt (synthesis and coherence)
- Analysis of own strengths/weakness and related action planning (metacognition, strategies)
- Short answer questions of a “why” or “explain” nature (articulate reasoning)
- Self-evaluation of a task performed (approach, quality of outcome, work ethics)
- An article (e.g. for a newspaper) explaining a concept (audience consideration)
- Recommendation for improvement of some practice (apply critical thinking)

How to Assess Reflection

- Rubric for Reflection (shared with students before reflection)
- Reflective Prompts (help focus response)
- Levels of Reflection (descriptive, analytical, critical)
- Evidence of Learning (sample work, feedback, etc.)
- Growth and Future Application (setting new goals, new strategies, etc.)
- Personal Insights (making connections)

Sample Rubric for Evaluating Reflection

Criteria	Excellent (4 points)	Good (3 points)	Satisfactory (2 points)	Needs Improvement (1 point)
Depth of Reflection	Provides a thorough and detailed analysis of the learning experience. Insightfully discusses successes, challenges, and personal growth.	Offers a clear analysis of the learning experience, including successes and challenges, with some personal insights.	Describes the learning experience and identifies some successes and challenges but lacks depth.	Reflection is superficial, with limited or no analysis of the learning experience.
Connection to Learning Objectives	Clearly connects reflection to specific learning objectives, demonstrating a deep understanding of the course material.	Makes relevant connections to learning objectives, showing a good understanding of the course material.	Makes basic connections to learning objectives but with limited understanding.	Fails to connect reflection to learning objectives or shows a misunderstanding of the course material.
Critical Thinking	Reflection demonstrates an excellent ability to evaluate experiences, synthesize new knowledge, and apply critical thinking.	Shows good critical evaluation and synthesis of experiences and knowledge.	Some evidence of critical thinking, but analysis and synthesis are basic.	Little to no evidence of critical thinking, analysis, or synthesis.
Application to Future Learning	Articulates specific ways in which the learning will be applied to future scenarios. Sets concrete goals for future improvement.	Identifies how the learning might be applied in the future and suggests areas for improvement.	Makes general statements about future application and improvement with no specifics.	Does not articulate how the learning will be applied in the future or set goals for improvement.
Personal Insight and Honesty	Demonstrates a high level of self-awareness and honesty. Reflects on personal values, beliefs, and growth.	Shows good self-awareness and honesty. Reflects on personal changes and acknowledges strengths and weaknesses.	Displays some self-awareness and honesty but lacks deep personal insight.	Reflection lacks self-awareness and honesty. Avoids personal insight.
Structure and Clarity	Reflection is well-organized and clearly written, with thoughtful structure that enhances the content.	Reflection is organized and clear, with a good structure that communicates the content.	Reflection is somewhat organized and clear but may lack a coherent structure.	Reflection is disorganized and unclear, making it difficult to understand the content.

Step 5: Adjust Instruction and Improve the Next Assessment

Action: Use insights gained from the feedback and reflection process to refine teaching strategies and enhance the design of future assessments.

Tips:

- **Analyze Feedback Trends:** Review feedback and reflections to identify common areas where students struggled or excelled.
- **Collaborative Review:** Engage with colleagues or a teaching and learning center to discuss potential instructional adjustments.
- **Iterative Design:** Treat assessment design as an ongoing process, continuously looking for ways to incorporate learning from each iteration.
- **Document Changes:** Keep a record of adjustments made and their impacts on student learning, to inform future teaching practices.

Assessment Title: "Ethical Business Solution Proposal"

Adjust instruction and improve the next assessment:

Identifying Patterns: After evaluating the student reflections and performance on the "Ethical Business Solution Proposal," you notice a trend where students consistently struggle with applying certain ethical theories in a business context.

Instructional Adjustment: In response, you decide to integrate more targeted mini-lectures and discussions about these theories, using case studies that closely resemble the assessment task for the next semester.

Assessment Improvement: Based on the feedback, you also realize the need for clearer guidelines on the expected structure and content of the report. For the next iteration of the assessment, you include a detailed template and examples of exemplary work.

Feedback Implementation: Incorporate a mid-project check-in for the next group of students, allowing them to receive preliminary feedback on their application of ethical theories in their proposals.

Reflecting on Adjustments: At the end of the next semester, compare the outcomes and reflections of the new cohort with the previous one to evaluate the effectiveness of the instructional adjustments and further refine your approach.

Another Example

Assessment title: Community-based Environmental Sustainability Plan

Step 1: Define Clear Learning Outcomes (Purpose)

Learning Outcomes: Students will be able to analyze local environmental issues, collaborate with stakeholders to propose sustainable solutions, and develop a detailed action plan that includes implementation and evaluation strategies.

Step 2: Design Authentic Tasks

- **Task:** Students will work in groups to assess a local environmental problem, such as water pollution or waste management. They will then design a sustainability plan that addresses this issue, taking into account local context, stakeholder interests, and available resources.
- **Real-World Application:** Engagement with community members and local environmental agencies for firsthand data and perspectives.
- **Performance-Based:** The final deliverable is a comprehensive sustainability action plan with a presentation to local stakeholders.
- **Group Work Consideration:** Students must divide roles based on expertise: researcher, analyst, liaison, and project manager.
- **Higher-Order Thinking:** Analysis of the environmental issue, synthesis of research into a viable plan, and evaluation of potential solutions.

Step 3: Define Criteria (Rubric Development)

Criteria for Success: The rubric assesses the sustainability plan's feasibility, scientific accuracy, stakeholder integration, and clarity of communication.

Levels of Performance: Distinguished, proficient, basic, and below basic levels are described for each criterion in the rubric.

Step 4: Embed Opportunities for Feedback and Reflection

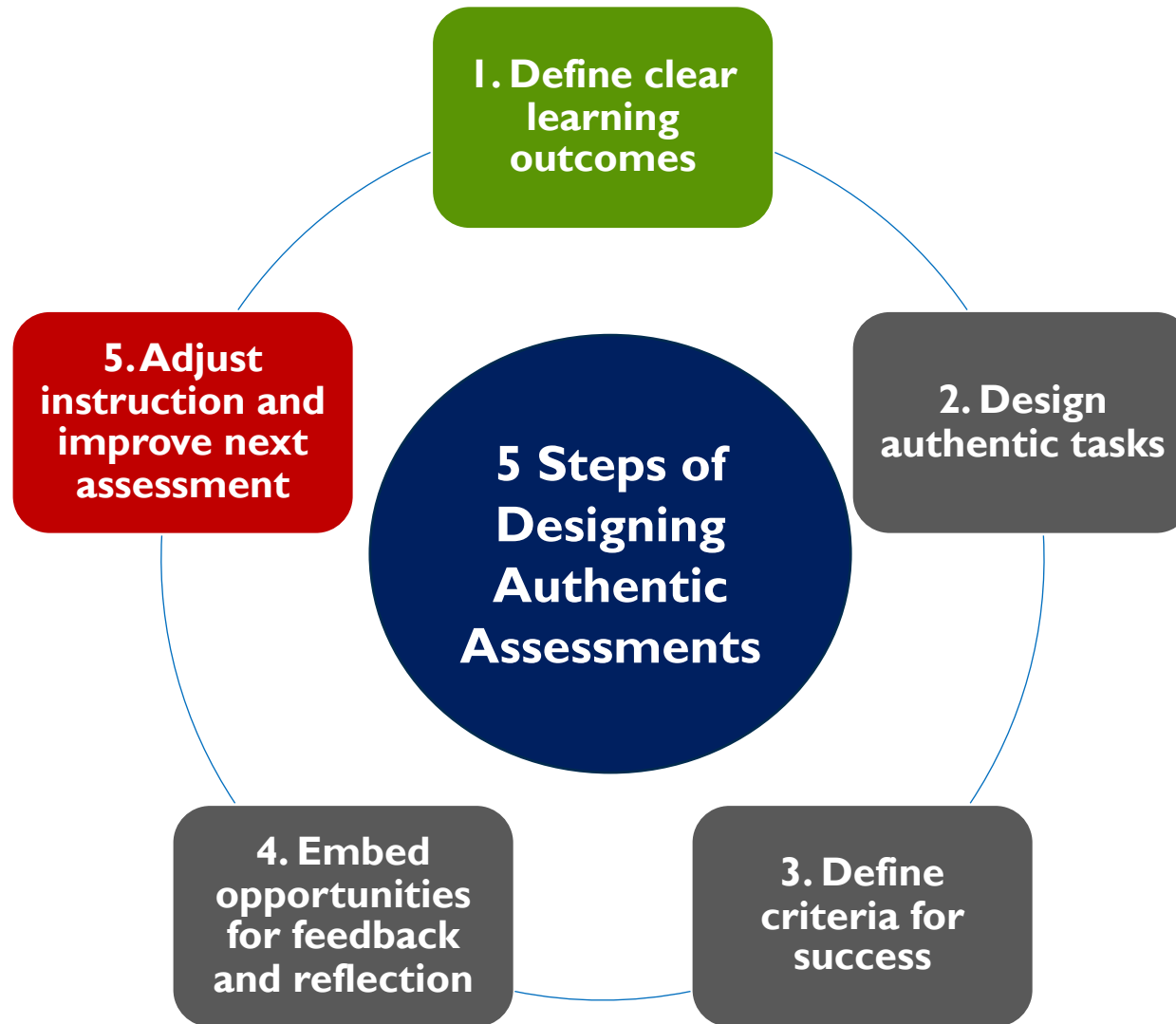
Feedback: Students participate in peer review sessions, receive iterative feedback from the instructor, and engage with community stakeholders.

Reflection: Students submit a reflective essay discussing their learning process, collaboration experiences, and insights into environmental sustainability.

Step 5: Use Feedback to Adjust Instruction and Inform Next Assessment Design

Incorporating Feedback: Instructors use the feedback from this assessment to adjust lectures, activities, and resources for future iterations of the course.

Informing Next Assessment: Reflections and outcomes inform the design of subsequent assessments, ensuring they remain relevant and impactful.





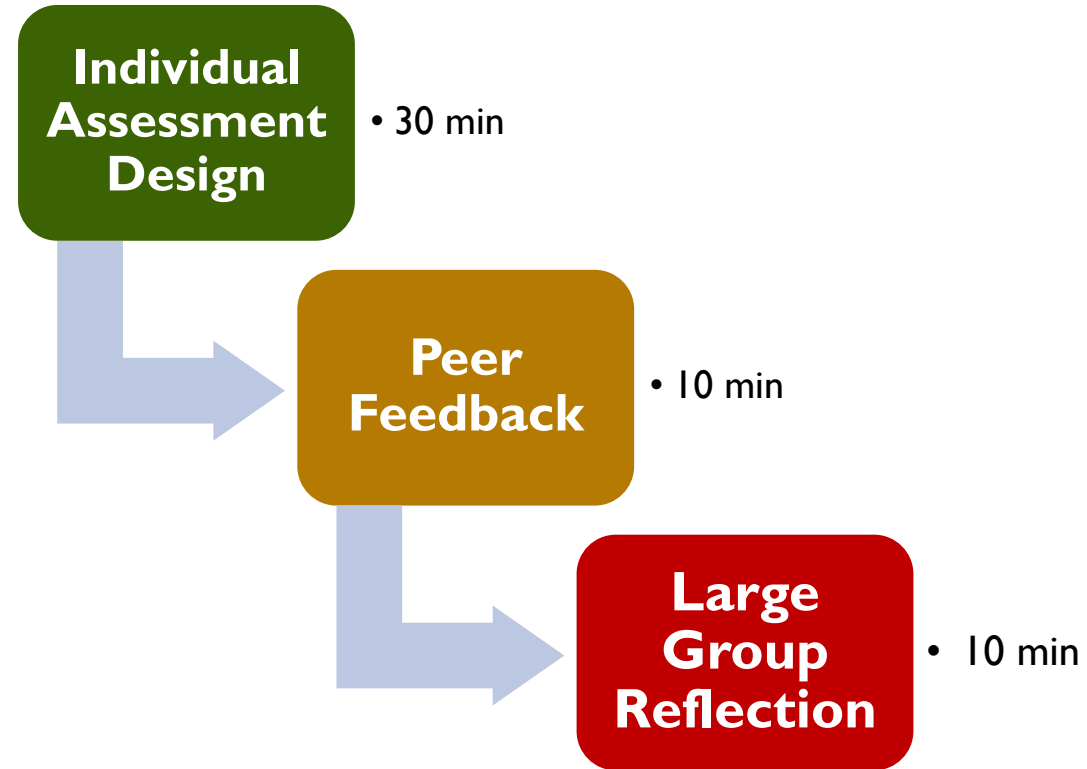
QUESTIONS?



A person is shown from a high angle, focused on a task. They are using a yellow hot glue gun to attach small, light-colored rectangular pieces to a dark circular base. The workspace is cluttered with various materials: wooden sticks, a blue string, a CD, a keyboard, and a partially assembled blue and white object. The scene is dimly lit with a blue tint, suggesting an evening or indoor lighting. The text 'Section 2: Designing Your Own Authentic Assessment' is overlaid in white, bold font on the left side of the image.

Section 2: Designing Your Own Authentic Assessment

Activity Overview



Part I: Individual Assessment Design

Duration: 30 minutes

Description: Apply the 7-step guide to create a draft of an authentic assessment tailored to your course. Consider real-world relevance, tasks that align with learning outcomes, and integration of higher-order thinking skills.

Learning Outcome: To produce a concrete example of an authentic assessment that can be implemented in your own teaching context.

Part 2: Peer Feedback

Duration: 10 minutes

Description: Pair up with a colleague to exchange and discuss your draft assessments. Provide and receive constructive feedback, focusing on the clarity of instructions, alignment with learning outcomes, and the practicality of the assessment.

Learning Outcome: To refine your assessment draft by incorporating peer insights and to practice giving effective feedback.

Part 3: Large Group Reflection

Duration: 10 minutes

Description: Reconvene as a large group to reflect on the activity. Share experiences, discuss the challenges encountered, and the insights gained from the peer feedback process.

Learning Outcome: To broaden your perspective by learning from the experiences of the entire group and to identify common areas for improvement and best practices.

Group Reflection Guiding Questions

1. How has your understanding of experiential and authentic assessment changed as a result of this workshop?
2. What is one key takeaway from today's workshop that you plan to implement in your teaching?



Wrapping Up

References

- Ashford-Rowe, K., Herrington, J., & Brown, C. (2014). [Establishing the critical elements that determine authentic assessment](https://doi.org/10.1080/02602938.2013.819566). *Assessment & Evaluation in Higher Education*, 39(2), 205–222. <https://doi.org/10.1080/02602938.2013.819566>
- Albertus Magnus College, Center for Teaching and Learning Excellence. (n.d.) *Assessing Experiential Learning*. <https://www.albertus.edu/academicservices/ctle/experiential-learning/assessing-experiential-learning.php/>
- Herrington, J. & Herrington, A. (2006) [Authentic conditions for authentic assessment: Aligning task and assessment](#), in *Critical Visions, Proceedings of the 29th HERDSA Annual Conference, Western Australia, 10-12 July 2006*: pp 146-151.
- Moon, J.A. (2004). *A handbook of reflective and experiential learning : theory and practice*. Routledge.
- Mueller, J. (2005). *The Authentic Assessment Toolbox: Enhancing Student Learning through Online Faculty Development*. *Journal of Online Learning and Teaching*. http://jolt.merlot.org/documents/vol1_no1_mueller_001.pdf.
- Wiggins, Grant (1990). *The case for authentic assessment*. *Practical Assessment, Research & Evaluation*, 2(2).
- Wiggins, G. (1998). *Educative Assessment: Designing Assessments to Inform and Improve Student Performance*. Jossey-Bass.

List of Resources Part I

Examples of Experiential Learning Assessments:

- [Industry-based learning](#). Supply Chain and Business Technology Management. Concordia University.
- [Community-based learning](#). Journalism. Concordia University.
- [Community-based learning](#). Recreation and Leisure Studies. University of Waterloo.
- [Interdisciplinary Community-based learning](#). Criminology. Toronto Metropolitan University.
- [Simulations](#). Political Science. University of Waterloo.
- [Competitions](#). Professional Communication. University of Waterloo.
- Examples of [Experiential Learning Assessment at Carleton University](#).

List of Resources Part 2

Authentic Assessment examples from different disciplines

<https://jonfmueller.com/toolbox/examples/authentictaskexamples.htm>

- [Biology](#)
- [Education](#)
- [English](#)
- [General Education](#)
- [History](#)
- [Interactive Media Studies](#)
- [Journalism](#)
- [Mathematics](#)
- [Music](#)
- [Psychology](#)

List of Resources Part 3: Miscellaneous

- [A full guide on authentic assessment for educators](#)
- [Authentic Assessment Toolbox](#) created by Jon Mueller, Professor of Psychology at North Central College
- The Value of Authentic Assessment (10-min video) <https://online.lsu.edu/faculty/videos/value-of-authentic-assessment/>
- A short guide on Authentic Assessment from the Centre for Teaching and Learning, Ohio University: [AUTHENTIC ASSESSMENT.pdf \(ohio.edu\)](#)
- [TILT Higher Ed Examples and Resources](#)
- [Concordia Peer Evaluation System](#): an online tool for assessing the contributions of team members in various class activities.

Winterfest 2024 schedule

- **Workshop: Integrating reflective learning into courses**
 - Online, Thursday February 15, 1:30–3:00 PM



Winterfest 2024: Learning by doing

Thank you

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