



Report of the Massive Open Online Course on  
Authentic Assessment for Online Learning (AAOL)

First Offering: May 9 – June 3, 2022



Commonwealth of Learning

# Credits

The following AAOL MOOC design and delivery team members contributed to this report

**Dr. Jason Openo**, AAOL MOOC Instructor

**Dr. Annie Prud'homme-Genereux**, Teaching Assistant

**Melissa Hodgkinson**, Teaching Assistant

**James Keown**, Teaching Assistant

**Dan Wilton**, Instructional Designer and Web Developer

This report on the first offering of the Authentic Assessment for Online Learning (AAOL) MOOC has been submitted to COL as part of the agreement between COL and the design and delivery team.

© 2022 by Commonwealth of Learning.



This document is licensed under a Creative Commons Attribution-ShareAlike 4.0 International License. Any reuse of this document must make attribution to the Commonwealth of Learning and carry the same license. <https://creativecommons.org/licenses/by-sa/4.0/>

# Table of Contents

Credits .....	i
Table of Contents .....	ii
List of Tables .....	iii
List of Figures .....	iii
List of Abbreviations .....	iv
Executive Summary .....	1
Section 1. Background of the AAOL MOOC.....	3
Need and Purpose .....	3
Team members.....	3
Technology.....	3
Marketing.....	3
Section II: Learning Outcomes and Profile of Learners .....	4
Learning Outcomes .....	4
Profile of Learners.....	4
Section III: Pre-Survey .....	8
Section IV: Video Lectures and Resources .....	9
Section V: Participants' Experience and Reflections .....	11
mooKIT Analytics for the Entire Course:.....	11
Unit 1 Forum .....	11
Unit 2 Forum .....	11
Unit 3 Forum .....	11
Unit 4 Forum .....	11
mooKIT Analytics for Specific Aspects of the Course.....	12
Lectures .....	12
Assessments .....	12
Daily Student Engagement .....	13
Daily Forum Activity.....	13
Examples of Learner Participation.....	19
Examples of student video submissions.....	30
Artifacts.....	31
Certification .....	31

Section VI: Teaching Assistant Experiences and Reflections .....	32
Section VII: Course Evaluation .....	36
Section VIII: Concluding Discussion .....	37
Academic Integrity and Culture.....	38
References.....	41
Appendix A: Course Flyer .....	42
Appendix B: Marketing Message .....	43
Appendix C: AAOL MOOC Information and registration access page .....	45
Appendix D: Five-Dimensional Framework for Authentic Assessment .....	47
Appendix E: Unit 3 Assessment Worksheet.....	48
Appendix F: Course Announcement.....	49
Appendix G: End of Course Survey .....	56

## List of Tables

Table 1. Participants by gender.....	4
Table 2. Age distribution of learners.....	5
Table 3. AAOL participants' level of education.....	5
Table 4. Participants' affiliation.....	6
Table 5. Geographic distribution of AAOL learners.....	6
Table 6. Participants' teaching experience.....	9
Table 7. Participants' recorded lecture participation.....	12

## List of Figures

Figure 1 Student engagement over time.....	13
Figure 2 Daily forum activity.....	14
Figure 3 Unit 1 Learner-centred design and introduction to the course .....	14
Figure 4 Unit 1 Authentic assessment and the COVID pandemic.....	15
Figure 5 Unit 2 Authentic assessment and academic integrity.....	15

Figure 6 Unit 3 Authentic assessment and Universal Design for Learning.....	16
Figure 7 Unit 4 Issues in authentic assessment.....	16
Figure 8 Unit 1 Quiz pass rate.....	17
Figure 9 Unit 2 Quiz pass rate.....	17
Figure 10 Unit 3 Quiz pass rate.....	18
Figure 11 Unit 4 Quiz pass rate.....	18

### **List of Abbreviations**

- AAOL – Authentic Assessments for Online Learning
- CoL – Commonwealth of Learning
- MOOC – Massive Open Online Course

## **Executive Summary**

Authentic Assessment for Online Learning (AAOL) is a Massive Open Online Course (MOOC) first offered through the Commonwealth of Learning May 9 – June 3, 2022 using the mooKIT platform developed by the Indian Institute of Technology, Kanpur. The course curriculum was initially drafted by Dr. Dianne Conrad and revised by Dr. Jason Openo in the Winter of 2021. AAOL introduced the theory and practice of authentic assessments as the heart of the learning experience, with an emphasis on how authentic assessments intersect with academic integrity and various forms of human diversity.

The final curriculum for the four-week MOOC was provided by content expert Dr. Jason Openo, co-author of *Assessment Strategies in Online Learning: Engagement and Authenticity* (2018). AAOL explored the concept of learner-centred design for online assessment in higher education using short videos, open access readings, interactive forum discussions, and a learning portfolio assignment designed to model the characteristics and qualities of authentic assessments. Aligned with the theory of constructivism and authentic assessment, AAOL explored the changing nature of work in a digital age and the competencies and skills needed in the contemporary workplace, by focusing on assessment strategies that engage and motivate learners in the e-learning environment, as well as those assessment approaches that promote both academic integrity and deep learning. The course provided an overview of the fundamentals of creating learner-centered digital assessment through 21<sup>st</sup> century examples using the 5-dimensional framework for authentic assessment as both a tool for diagnosing existing assessments for authenticity, and as a design template for new assessments.

The course was divided into 4 units. Unit 1 explored how the COVID-19 pandemic disrupted traditional forms of assessment and provided an opportunity to rethink assessment practice in postsecondary education. Unit 2 explored the intersection of authentic assessment and academic integrity. Unit 3 highlighted how authentic assessment is a values-based, context-dependent approach that can be applied in different cultural contexts, and how the values of authentic assessments overlap with and support Universal Design for Learning (UDL) principles. Unit 4 reviewed the challenges of moving towards more authentic assessments using practical examples from a wide variety of disciplines. A full outline of the curriculum is included in this report.

2,541 individuals registered for AAOL, demonstrating the timely appeal of this learning topic. 1,522 active participants were drawn from all over the world, with the greatest concentrations in India (409), Nigeria (281), Kenya (243), Ghana (193), South Africa (132) and Malaysia (125).

An overwhelming majority of students were either postgraduates (1,192) or doctoral level educators (528). Participants largely came from academic institutions (1,467) or governmental institutions (385).

There was a strong response to AAOL, and AAOL was well-received by participants. This report documents how the learners interacted with AAOL's instructional design, suggesting that authentic assessment in online learning is a timely educational development topic, and that the instructional team provided a high-quality learning experience modeling best practices in online

learning design. The report concludes with several learnings that may be used to further refine this course, as well as the development of future MOOCs, including comments on the mooKIT platform, and learner behaviour in a MOOC within the context of academic integrity.

Participants submitted 358 pre-course surveys and 220 course evaluations. The respondents to the end-of-course survey (220) expressed a high level of satisfaction with the course, with 95.1% agreeing or strongly agreeing to a statement that learners got what they wanted out of the MOOC, and 99% agreeing or strongly agreeing to a statement that they had gained a greater understanding of authentic assessments. As the raw responses to the survey indicate, the diverse array of learners valued different learning elements of the course, including the strong teaching presence of the instructional team, the curricular focus on the *9 Principles of Good Practice in Assessing Student Learning*, the unit on academic integrity, and the practical steps of designing authentic assessments with UDL principles in mind. Participants specifically cited the recorded lectures, the reading materials, and the community as important elements that contributed to their learning.

AAOL was designed for digital learning enthusiasts, senior managers, instructors, and others who are interested in building knowledge, competencies and skills that are usable in or transferable to the postsecondary workplace. The forums and the assessments offered a choice to participate in the course as a faculty member or as a leader within an academic institution (e.g., chair, dean, administrator). Strong participation in the varied pathways of the AAOL MOOC suggests learner choice held value, and that multiple levels of institutional influence are required to support the move to more authentic assessments.

Two types of certificates were available for participants of AAOL, a Certificate of Participation and a Certificate of Completion, which were granted according to participants' level of participation and completion of assessment activities. The Certificate of Completion was awarded to participants who received a minimum of 60% on all 4 unit quizzes, the completion of the learning journal to required specifications, and meaningful participation in a minimum of 4 forum discussions. Certificates of Participation were awarded to those who received a minimum of 60% on all 4 quizzes and meaningful participation in at least 3 forum discussions.

There were a total of 376 certificates issued: 235 Certificates of Competency and 141 Certificates of Participation, for a total certification rate of 14.2%.

The following report elaborates upon the curriculum, the participants' experience, and reflections from the instructional team for growth and improvement of the CoL's future MOOC offerings.

## **Section 1. Background of the AAOL MOOC**

The Authentic Assessment for Online Learning (AAOL) MOOC is well-aligned to the mandate of Commonwealth of Learning (COL), within its Higher Education Initiative. COL strive to remove barriers to education and promote lifelong learning worldwide.

### **Need and Purpose**

The COVID-19 pandemic and the shift to emergency remote instruction altered many of the rhythms of academic life, especially assessment. The emergency shift to online instruction accelerated the use of online proctoring, and escalated concerns about contract cheating, causing instructors and postsecondary institutions to re-evaluate their assessment methods. The purpose of AAOL was to provide an accessible learning opportunity, particularly in developing countries, to shift postsecondary assessments towards more authentic assessments, especially in digitally-mediated learning environments.

### **Team members**

**Dr. Jason Openo**, AAOL MOOC Instructor  
**Dr. Annie Prud’homme-Genereux**, Teaching Assistant  
**Melissa Hodgkinson**, Teaching Assistant  
**James Keown**, Teaching Assistant  
**Dan Wilton**, Instructional Designer and Web Developer

The team was supported by the following COL staff members:

**Dr Sanjaya Mishra**, Director, Education  
**Jane-Frances Agbu**, Adviser, Higher Education  
**Kexin Feng**, Programme Assistant

### **Technology**

The AAOL MOOC was delivered on the mooKIT platform. This is a MOOC management software designed and developed by IIT Kanpur. mooKIT is a system designed for “Internet Novices.” Its unique architecture makes it highly customizable and cost-effective at any scale.

### **Marketing**

A promotional brochure containing overview of the course as well as enrolment information was designed by COL team, in collaboration with the course Facilitators and distributed through COL’s marketing channels (see Appendix A and B).



## Section II: Learning Outcomes and Profile of Learners

Modeling the principles of constructive alignment that AAOL advocated, this section outlines the outcomes, profile of learners, teaching and learning activities, and the assessment practices of the AAOL MOOC.

### Learning Outcomes

Upon successful completion of AAOL, participants were expected to be able to:

- Apply the 9 Principles of Good Practice for Assessing Student Learning in the context of Authentic Assessment.
- Explain the importance of constructive alignment and assessment in learning design.
- Identify examples of authentic and alternative assessments (e.g., reflections, problem-based assessments, open-book examinations, cooperative exams, presentations, debates, student-led discussions).
- Articulate personal teaching values relating to assessment.
- Recognize the importance of learner engagement and motivation in establishing academic integrity.
- Identify design principles and features that encourage academic integrity (engagement, motivation, flexibility, collaboration, authenticity, etc.).
- Explain how authentic online assessments can respect cultural and human diversity.
- Describe practical, institutional, and technical challenges pertaining to online assessment and academic integrity (e.g., online proctoring, algorithms, surveillance, trust/anxiety, academic concerns).
- Explain the effect of the COVID-19 “pivot” to emergency remote teaching on teaching, learning, and concerns about assessment.

### Profile of Learners

There were 2,541 registered learners for the AAOL MOOC. Participants were equally split between male (1,207) and female (1,268), with 10 students choosing to identify as nonbinary or not disclose their gender. The age demographic was widely dispersed, with the heaviest concentration being 31-45 (1,409). Of these, approximately 75% held post-doctorate (1,208) or doctoral levels of education (527). Over half (1,474) identified as coming from academia.

### Gender

A slight majority of the 2,485 enrollees were female.

Table 1. Participants by gender identification

Gender	Number	%
Male	1,207	48.6
Female	1,268	51

Not Disclosed	10	.004
Total	2,485	100**

## Age

Table 2. Age distribution of learners

Age range	Number	%
Less than 16	2	.001
16-20	107	4.3
21-25	154	6.2
26-30	299	12
31-35	403	16.2
36-40	438	17.6
41-45	368	14.8
46-50	283	11.4
Greater than 50	431	17.3
Total	2,485	100

The age demographics of the MOOC were equally distributed between early career professionals in their 20s and 30s, mid-career academics in their 30s and 40s, and more mature professionals over 50.

## Level of Education

An overwhelming majority of the learners identified as either post-graduates or possessed a doctoral degree.

Table 3. AAOL Participants' level of education

Level of education	Number	%
Not Disclosed	33	1.3
High School	42	1.7
Pre-University	46	1.9
Undergraduate	534	21.5

Post-Graduate	1,208	48.6
Doctorate	527	21.2
Other	95	3.8
Total	2,485	100

## Affiliation

In line with their educational status, a majority of the learners were affiliated with academic organizations. Governmental employees were strongly represented, as were those who chose to enroll as individual learners.

Table 4. Participants' affiliation

Affiliation	Number	%
Community Organization	19	.7
For Profit Organization	21	.8
Non-profit organization	34	1.4
Government	392	15.8
Individual	542	21.9
Academia	1,474	59.4
Total	2,482	100

## Geographic Distribution

Learners in AAOL came from all over the world, with greatest concentrations in India, Nigeria, Kenya, Ghana, Trinidad and Tobago, South Africa, and Malaysia.

Table 5. Geographic distribution of AAOL learners

Country	Registrants
India	464
Nigeria	281
Kenya	243
Ghana	193
Trinidad & Tobago	192
South Africa	150
Malaysia	125

Jamaica	96
Canada	86
Botswana	78
Guyana	49
Belize	48
Zimbabwe	35
Fiji	28
Swaziland	28
Mauritius	26
New Zealand	23
Uganda	22
Bangladesh	20
Barbados	20
Sri Lanka	18
United States	16
Grenada	15
Tonga	15
Zambia	14
Rwanda	13
Bahamas	11
Namibia	11
United Kingdom	11
Australia	10
Dominica	9
Pakistan	9
Saint Vincent & the Grenadines	9
Tanzania	9
Papua New Guinea	8
Ireland {Republic}	7
Philippines	7
Antigua & Barbuda	6
Netherlands	6
Solomon Islands	6
St. Lucia	6
Cameroon	5
Saint Lucia	5
Indonesia	4
St Kitts & Nevis	4
Tanzania	4
Vanuatu	4
Gambia	3
Lesotho	3
Bhutan	2

Ethiopia	2
Japan	2
Kiribati	2
Madagascar	2
Malawi	2
Maldives	2
Myanmar, {Burma}	2
Saudi Arabia	2
Sierra Leone	2
Algeria	1
Bahrain	1
Chile	1
Curacao	1
Egypt	1
Haiti	1
Hong Kong	1
Ivory Coast	1
Jordan	1
Lebanon	1
Mexico	1
Mozambique	1
Nepal	1
Oman	1
Portugal	1
Singapore	1
Spain	1
Switzerland	1
Syria	1
Tunisia	1
UAE	1

### Section III: Pre-Survey

358 learners participated in a pre-course survey. Of these, approximately 250 said that English was their primary spoken language. Other languages strongly represented include Filipino, Hindi, Malay, Swahili, Tamil, Tongan, and Yoruba. It can be assumed based on the number of course participants who did not take the pre-course survey and the discussions, that there were many participants who did not speak English as their primary language. Most of the respondents participated in the AAOL MOOC because of a general interest in authentic assessment and professional development, with a smaller number of individuals suggesting they had enrolled either because they were passionate about online learning (“Online teaching is the way to go!”) or to obtain a certificate.

In addition to the participant demographics and profile, AAOL began with a short survey inquiring into participants’ teaching experience, their primary reason for enrolling in AAOL, and their primary role. 358 participants completed the survey. Most of the respondents (211) identified as faculty, and the primary reasons for enrolling in AAOL included:

1. General interest in authentic assessment – 118 responses
2. Professional development – 211 responses

108 individuals identified primarily as teaching and learning professionals and 31 respondents identified as Administrators and postsecondary leaders. Participants cited obtaining the certificate, improving their teaching, and improving assessments in their institutions/countries as other major motivations for enrolling in AAOL.

One of the questions on the pre-survey asked participants to share their years of teaching experience. Participants in AAOL possessed a significant amount of teaching experience.

Table 6. Participants’ Teaching Experience

Years	Number	%
0-5 years	72	20.2
6-10 years	56	15.7
11-15 years	58	16.2
16-20 years	53	14.9
More than 20 years	117	32.9
Total	356	100

## Section IV: Video Lectures and Resources

Each unit included lectures, open access readings, a quiz based on the unit’s readings, discussion forums, and a portfolio assignment designed to be practical, relevant, and authentic. The following were specific resources for each of the units:

### *Unit 1: Video lectures*

- Introduction to the unit,
- what is learner-centred design?
- the COVID pandemic: assessment challenges and opportunities
- authentic assessments: definition and practice.

### *Unit 1: Readings*

Conrad, D., & Openo, J. (2018). *Assessment strategies for online learning: Engagement and authenticity*. AU Press.

- *Chapter 1: The big picture: A framework for assessment in online learning (pp. 3-20)*

- *Chapter 3: What do you believe? The importance of beliefs about teaching and learning in online assessment (pp. 37-54)*

**Unit 2: Video Lectures**

1. Introduction to the unit
2. Authentic assessment and academic integrity, Part 1
3. Authentic assessment and academic integrity, Part 2

**Unit 2: Readings**

Beukes-Amiss, M., Brown, T. H., Moore, S., Makoe, M., Skidmore, J., & Veletsianos, G. (2022). *Making digital assessment count: Designing for engagement, integrity, and authenticity. Commonwealth of Learning.*

Openo, J. (2019). The international dimension of academic integrity: An integrative literature review. *Canadian Perspectives on Academic Integrity*, 2(2), 25-44.

Encouraging academic integrity through a preventative framework, Anwar, R., Kalra, J., Ross, M., Smith, D., & Vogel, V. (n.d.).

**Unit 3: Video Lectures**

1. Introduction to the unit
2. The importance of educational values to authentic assessment
3. Authentic assessment and Universal Design for Learning (UDL)

**Unit 3: Readings**

Globalization, culture, and online distance learning. Gunawardena, C. N. (2014). Chapter 2 of O. Zawacki-Richter and T. Anderson (Eds.), *Online distance education: Towards a research agenda (pp. 75-108).*

Universal design for learning guidelines. CAST. (2022).

Assessment design: Perspectives and examples informed by Universal Design for Learning Zhang, J., Takacs, S., Truong L., Smulders, D., Lee, H. (2021). Centre for Teaching, Learning, and Innovation. Justice Institute of British Columbia.

**Unit 4: Video Lectures**

1. Introduction to the unit
2. Issues in Authentic Assessment
3. The authentic assessment continuum: Examples

**Unit 4: Readings**

Assessment strategies for online learning: Engagement and authenticity. Conrad, D., & Openo, J. (2018). AU Press.

- *Chapter 5: Assessment using e-portfolios, journals, projects, and group work (pp. 73-90)*
- *Chapter 7: Planning an assessment and evaluation strategy - authentically (pp. 107-130)*

## Section V: Participants' Experience and Reflections

The previous section detailed the various learning activities provided in AAOL, including the recorded lectures and readings. This next session reports on the quantitative and qualitative aspects of the learning experience.

mooKIT Analytics for the Entire Course:

- 2,541 - Registered Students
- 1,522 - Active Students
- 1,269 - Forum Posts
- 6,825 - Comments Posted

Unit 1 Forum

- Faculty – 183 replies
- Administrators – 113 replies

Unit 2 Forum

- Faculty – 131 replies
- Administrators – 82 replies

Unit 3 Forum

- Faculty – 90 replies
- Administrators – 75 replies

Unit 4 Forum

- Faculty – 93 replies
- Administrators – 55 replies

These Lectures and Assignments forum analytics show a high level of engagement and participation throughout the course; they further suggest that the choice of pathway provided a diverse and consistent value to a subset of the participants. Most of the 1,269 forum posts and 6,825 comments occurred outside these instructor-driven forums, and because mooKIT forums are not threaded, it was difficult to determine exactly how many forum participants were responding directly to the proposed discussion topics, and how many forum topics were learner-led and learner-directed.



## mooKIT Analytics for Specific Aspects of the Course

### Lectures

AAOL was, like many MOOCs, an instructor-driven course. A major element of the course was pre-recorded lectures designed to highlight core course concepts, elements of the readings, and the expectations of student participation. Participation in the lectures shows strong viewership that diminishes over the duration of the MOOC. The Unit 1 lectures exceeded 850 views times, with the final Unit 4 recorded lectures viewed approximately 350 times.

Table 7. Participants' recorded lecture participation

<b>Title</b>	<b>Visits</b>	<b>Downloads</b>	<b>Clicks</b>	<b>Views</b>
Introduction to the course	1234	295	1127	863
Learner-Centred Design	1153	421	1059	874
The COVID Pandemic: Assessment Challenges and Opportunities	974	358	903	725
Authentic Assessments - Definition and Practice	914	341	850	642
Authentic Assessment and Academic Integrity, Part 1	708	294	659	539
Authentic Assessment and Academic Integrity, Part 2	647	256	603	516
The Importance of Educational Values to Authentic Assessment	571	238	535	447
Authentic Assessment and Universal Design for Learning (UDL)	527	213	500	432
Issues in Authentic Assessment	457	191	426	372
The Authentic Assessment Continuum-Examples	432	172	404	351

### Assessments

Similar to lecture participation, completion of the AAOL assessments shows strong participation that diminished over the course of the 4 units.

#### Unit 1

- Quiz - 767
- Portfolio – 416

#### Unit 2

- Quiz – 589
- Portfolio – 376

### Unit 3

- Quiz – 512
- Portfolio – 346

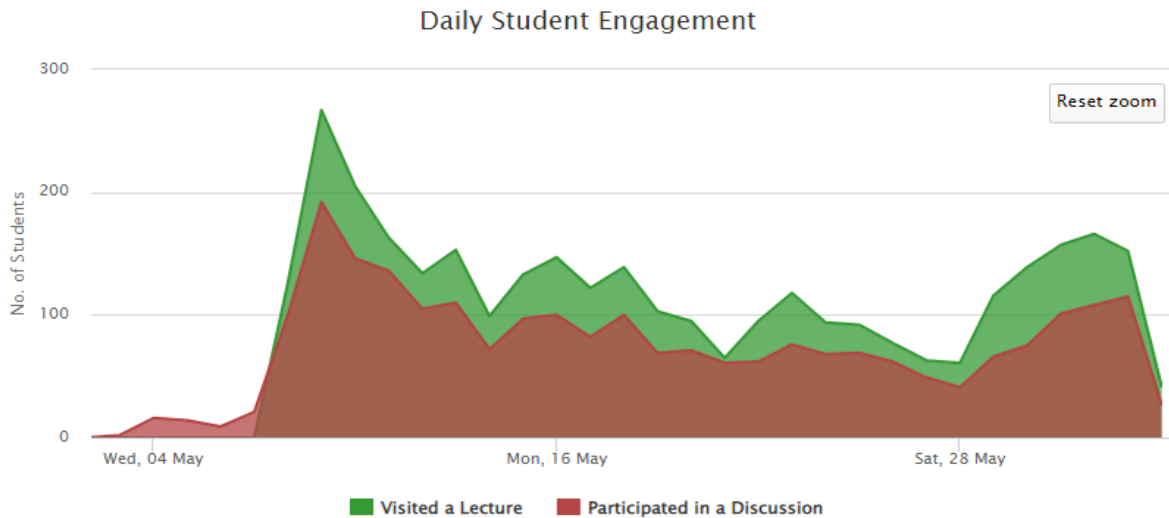
### Unit 4

- Quiz – 441
- Portfolio – 348

Daily student engagement shows a highlight of activity at the start of the course and each of the units. There was a final peak of activity as the course came to an end and learners worked to meet the minimal requirements to earn the Certificate of Completion.

### Daily Student Engagement

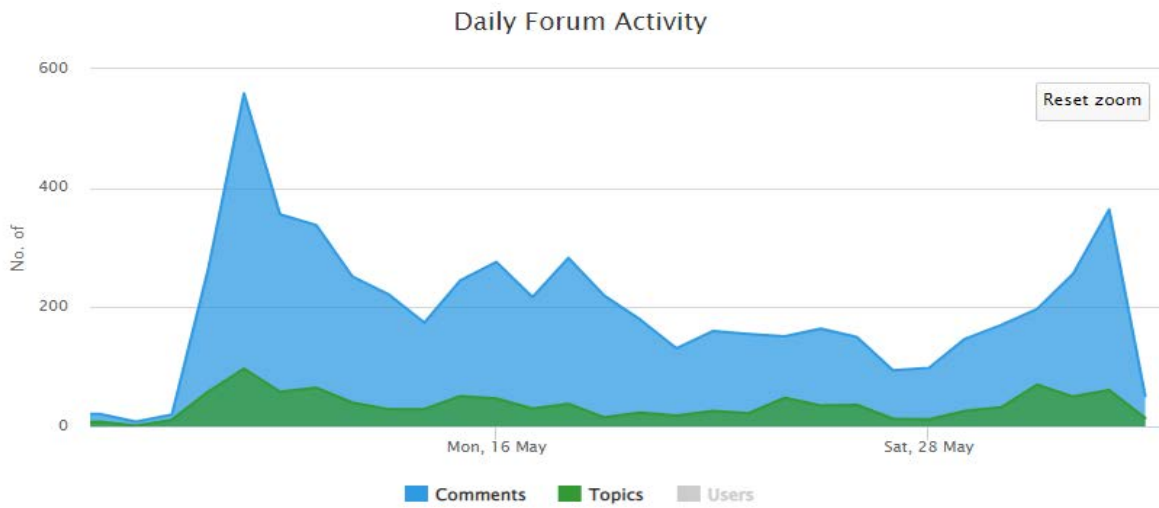
Figure 1: Student engagement



### Daily Forum Activity

The daily forum activity shows a similar pattern of learner behaviour; an initial peak followed by smaller peaks at the start of each unit, with a final peak at the end of the course.

Figure 2. Daily forum activity



### Unit 1 Lectures

Figure 3: Unit 1 Learner-centered design and introduction to the course

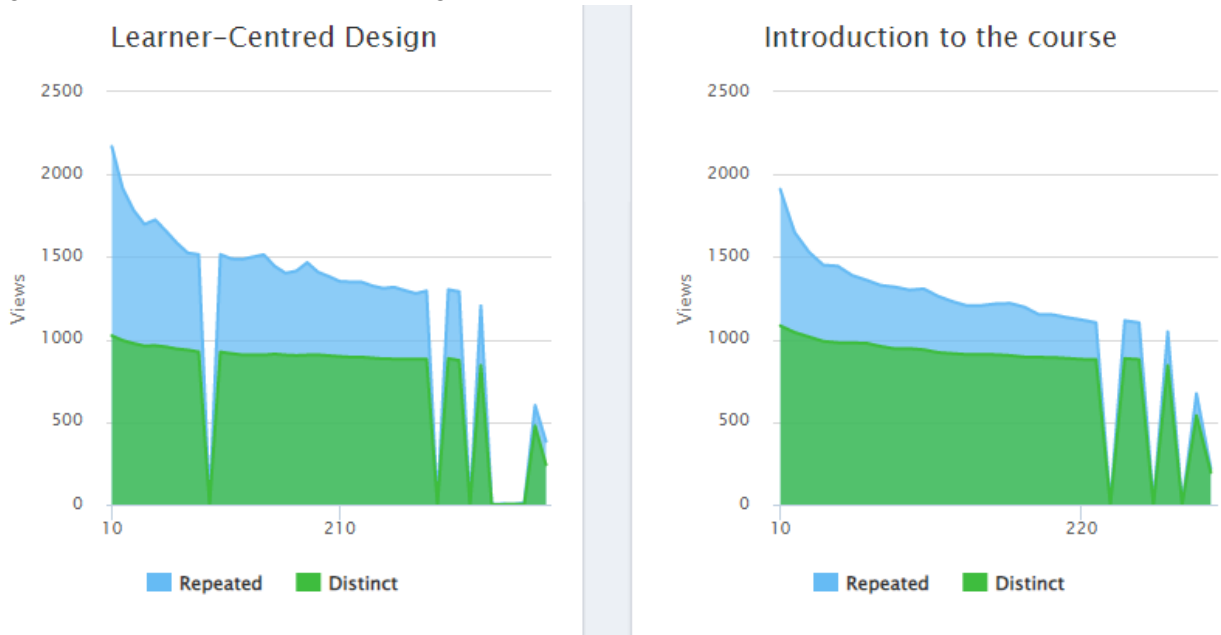
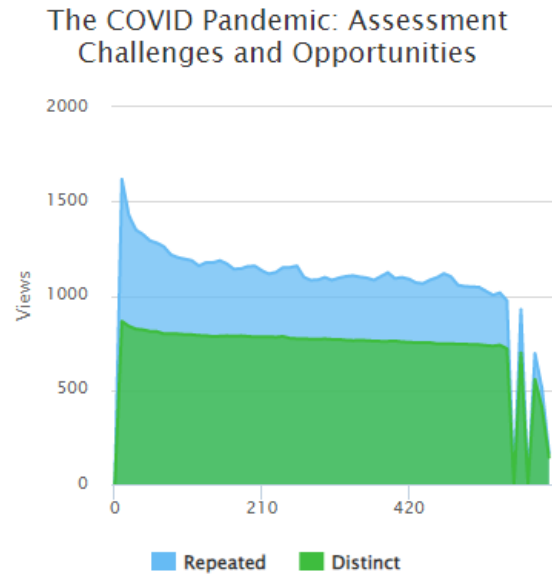
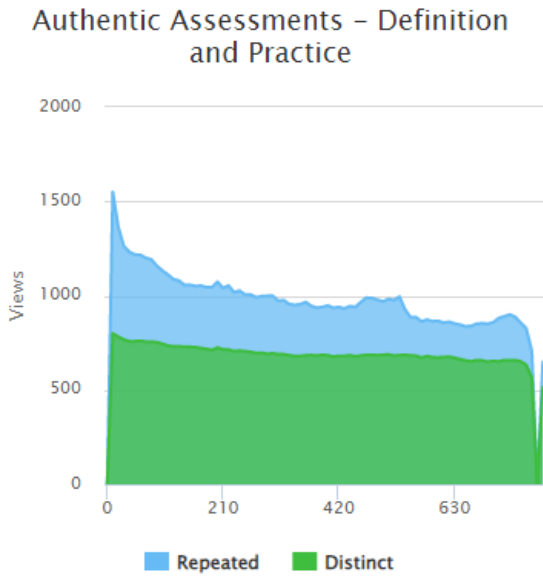
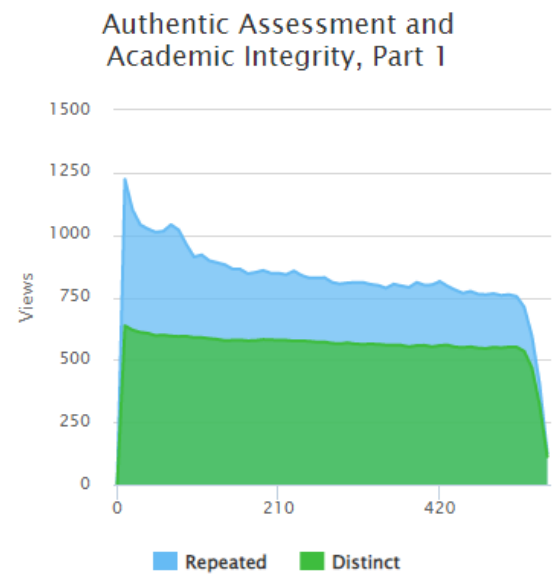
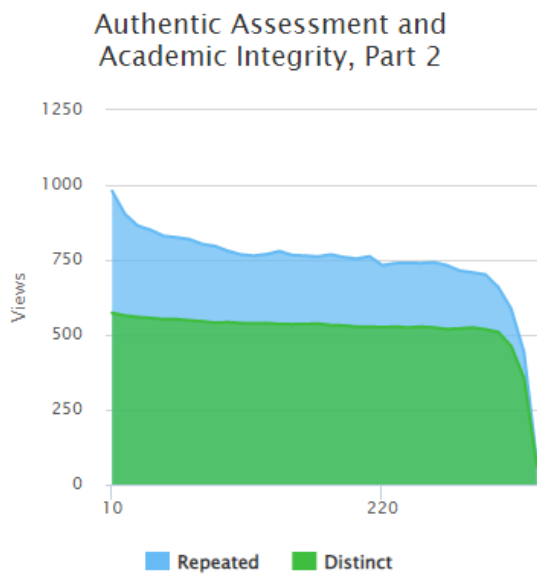


Figure 4: Unit 1 Authentic assessments and the COVID pandemic



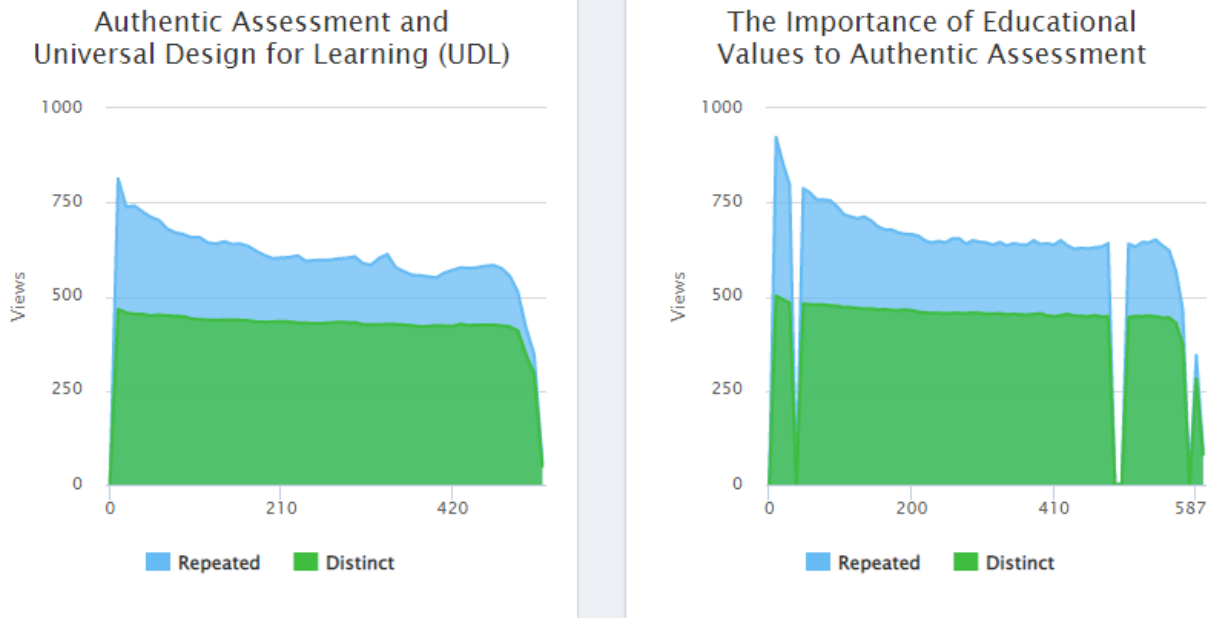
## Unit 2 Lectures

Figure 5: Unit 2 Authentic assessment and academic integrity



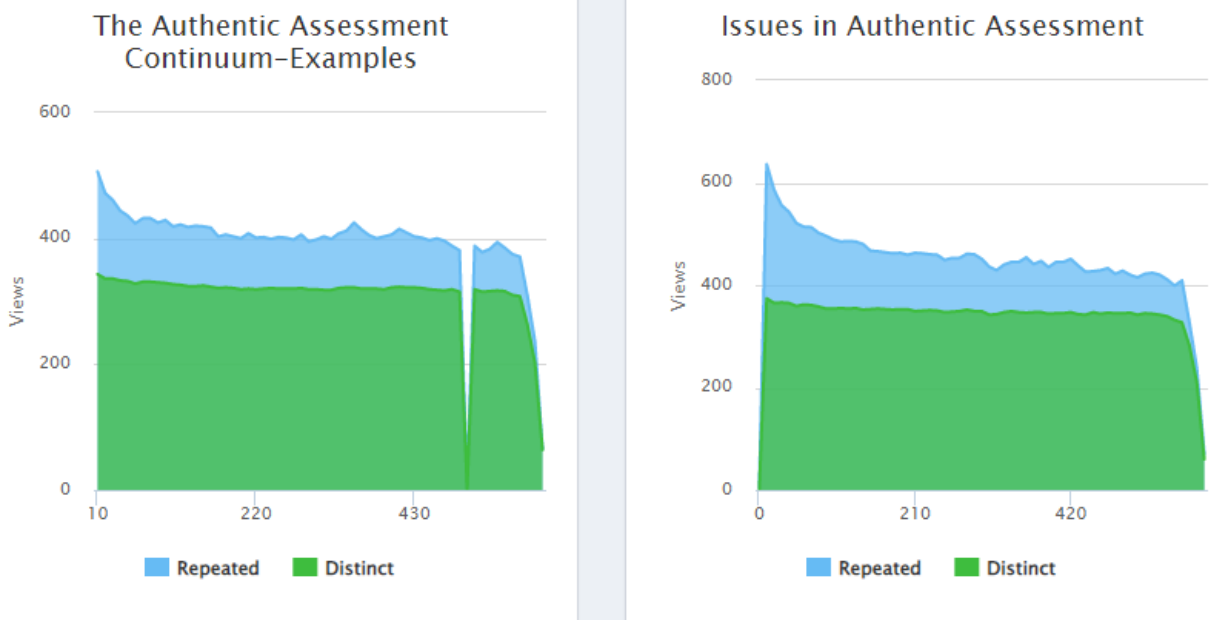
### Unit 3 Lectures

Figure 6: Unit 3 Authentic assessment and Universal Design for Learning



### Unit 4 Lectures

Figure 7: Unit 4 Issues in authentic assessment

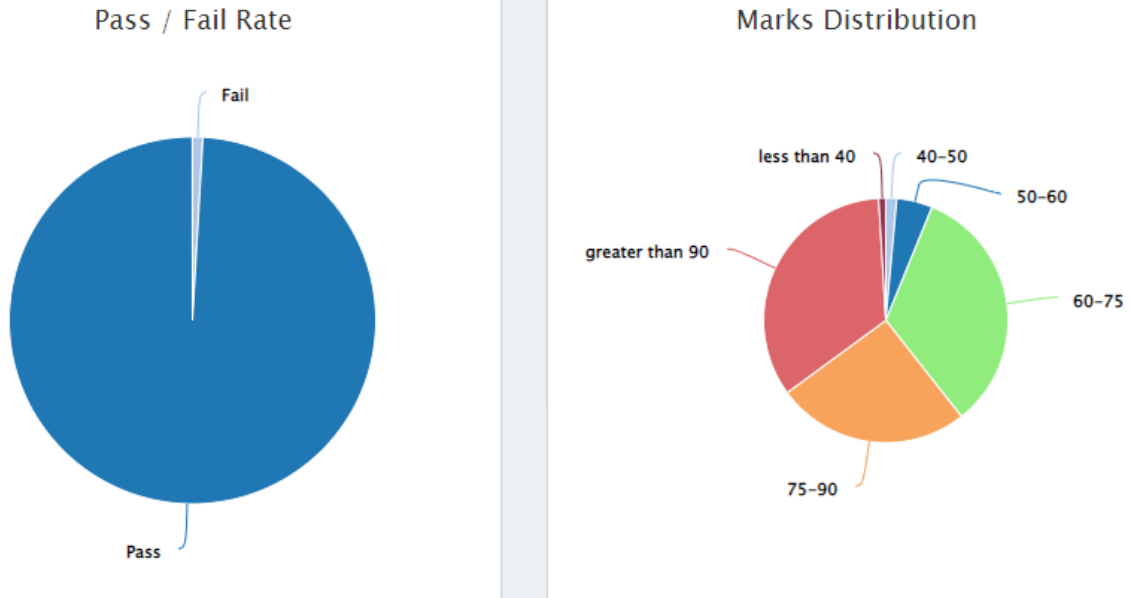


### Unit 1 Quiz

767 submissions

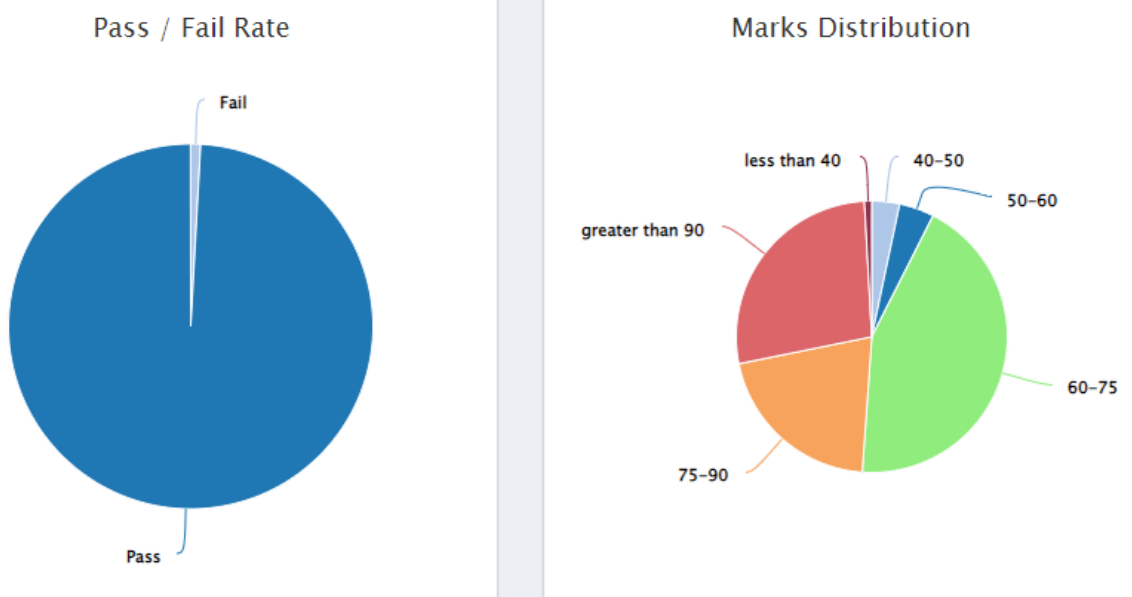
Average 78

Figure 8: Unit 1 Quiz



Unit 2 Quiz  
589 submissions  
Average 75

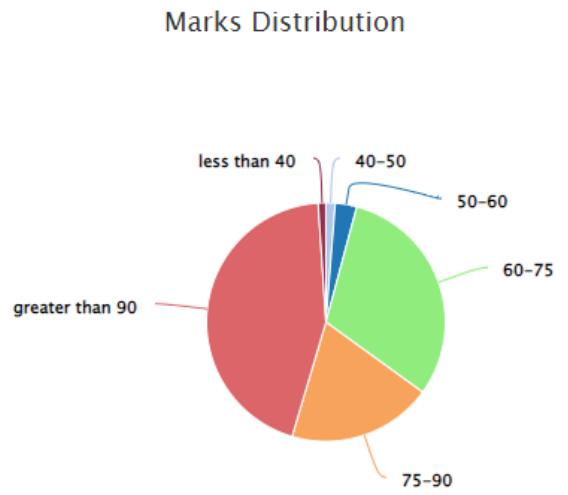
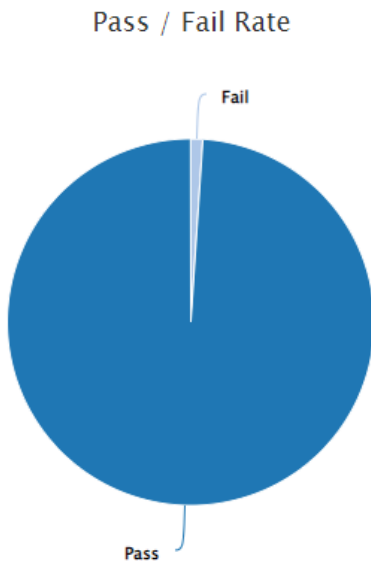
Figure 9: Unit 2 Quiz pass rate



Unit 3 Quiz  
517 Submissions

Average 80

Figure 10: Unit 3 Quiz pass rate

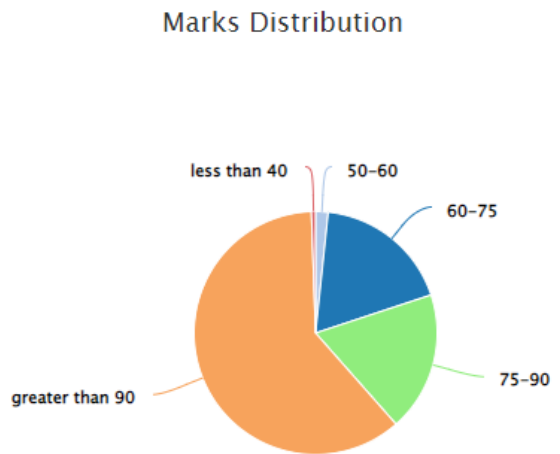
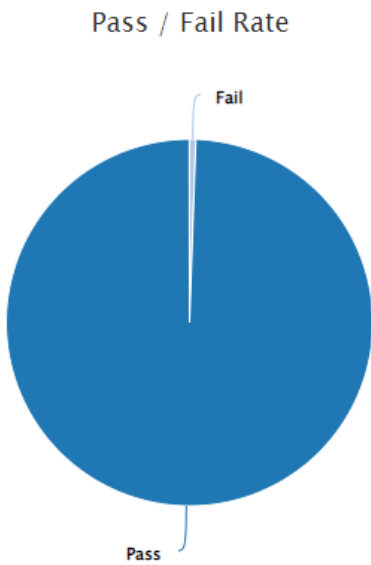


Unit 4 Quiz

361 submissions

Average 87

Figure 11: Unit 4 Quiz pass rate



## Examples of Learner Participation

The preceding sections outlined the rationale for AAOL, the design principle of authenticity, the curricular elements of the MOOC, and the basic analytics on participation with the core learning activities. The next section provides examples of learner voices in the forums and examples of student work; collectively, these provide a snapshot of the learners themselves and their engagement with the curriculum. Participant names have been removed, and the comments have not been edited.

### Unit 1

The following examples provide a glimpse into the global challenges toward moving toward more authentic assessments, and some of the creative suggestions learners offered to move in this direction.

*Example 1:* As Senior Lecturer and Programme Dean, it is important to gain momentum via a collaborative effort both by faculty and students in understanding the advantages and long term gains from authentic assessments. The explanation of the five dimensional framework of task, physical context, social context, polished product and criteria/ standards to the Deputy Director of our College would assist in his understanding of the authentic assessment to gain approval and his support to this type of assessment.

*Example 2:* Sometimes, the level of authentic assessment is limited by the core of the syllabus because we can have internal authentic assessments with the formative material, however, the summative assessments must follow the guides prepared for us as the stakeholders are interested in the pass rate.

*Example 3:* In my practice, I fully subscribed to learner-centred assessments. However, there is also a negotiation and balance with SME during the course development process based on what is already being done in the course. Developers are particularly sensitive, and especially if they are one of the faculty delivering the course to create additional work for their colleagues.

*Example 4:* To begin this change process, one of an understanding that child-centered approach, it needs to include all stakeholders. The parents and the education system need to understand that learner-centered approach results in the learner internalizing and integrating his/her learning. In order to create momentum for change towards authentic assessment one needs to use a backward design i.e., have the end in mind. The end is to create an institution and country that values critical, creative thinking, problem solvers who can work collaboratively in a changing global society. With this end in mind the ministry of education must first reduce the value of high-stake tests.

*Example 5:* The following is a particularly well done 5-Dimensional Framework of Authentic Assessment, where the learner choose an assignment that respects all of the requirements to be considered when designing an authentic assessment.



Five-Dimensional Framework for Authentic Assessment

Task	Physical Context/Digital Context	Social Context	Polished Product	Criteria & Standards
<p>To Integrate Environmental Policy Instruments at Halls of Residences (HOR) at The University of The West Indies (St. Augustine Campus).</p> <ul style="list-style-type: none"> <li>· Describe the environmental issues in the context of impacts on The HORs including waste generation, energy use etc.;</li> <li>· Prepare an inventory of existing “Environmental” and “Environmental-Related” Policies and the environmental objectives of these policies based on the assigned Hall;</li> </ul>	<p>Based on the specific HOR assigned, students will have to conduct interviews with the Administrators, Students and Stakeholders on Campus.</p> <p>Students will have to work together and individually to complete the tasks.</p> <p>Desktop/Online research.</p>	<p>Once the assignment is given, the groups are self-managed.</p> <p>The onus is on the group to select leadership for the project and delegate tasks to ensure the completion of the project.</p> <p>Groups are allowed to contact the lecturer if any unmanageable issues may arise.</p>	<p>A 15-page report on the group’s take on the best environmental policy instruments can best be integrated at the HOR on campus.</p> <p>A 10-minute power point presentation which summarizes the findings of the project and allows for feedback from both lecture and students of the course.</p>	<p>Application of Course Content.</p> <p>Justification of recommendations.</p> <p>Presentation and Creativeness.</p> <p>Reference to literature</p> <p>Staying within the technical guidelines of the project.</p>

<ul style="list-style-type: none"> <li>· Assess whether these existing approaches have been effective;</li>   <li>· Provide a review of Best Practices that have addressed “Sustainable Living” on Campuses;</li>   <li>· Identify appropriate recommendations for improving and promoting Sustainable Living on Campus;</li>   <li>· Briefly indicate an “operationalization plan” for the implementation of recommendations including expected outcomes</li> </ul>				
--	--	--	--	--

“One change I plan is including more required reflective components in some assignments; this can be done at the group level to allow for manageable assessment of these components. I also plan to discuss with students how (i) their assignments are connected to activities done by professional psychologists, and (ii) non-assignment assessments (e.g., practice questions in tutorials) are related both to their graded assignments as well as to their future as psychologists.”

Changes in assessment practice learners in AAOL would like to see include:

*Example 6:* I wish that my assessment practice allows me to have a true indication of how effective my teaching and learning strategies are and if students are learning and at the same time enjoying the course.

*Example 7:* I want the students to be creative, independent and self-reliant. They should be given opportunities to express their talents and abilities.

*Example 8:* As a member of my faculty, I will make every effort to ensure that students' assessments become realistic, that creativity and critical thinking skills are required, that students become more active constructors of knowledge and ideas, that students' ability to efficiently and effectively use a repertoire of knowledge and skills to negotiate a complex task is assessed, and that knowledge gained is contextualized.

*Example 9:* Now question arise that how can I initiate this as an academic leader of my institution. First, I have to arrange an academic meeting with my colleagues, in this I have to present that, what is authentic assessment, its aims and objectives and how it helps us to make student very authentic in their subject by giving various research findings. Then, according to the feedback of my colleagues I will start the next step such as how to integrate it as we are the novice to it and students also novice it. So, we have to make this as an experiment first, then after that we will start its full implementation in the respective course.

*Example 10:* Universal Design for Learning is a very important principle, considering its benefits, to be adopted in teaching regardless of geographical location. In developing countries such as Nigeria, the major challenges to the adoption of technology in education have always been poor electricity supply and paucity of funds. Could these also be applicable to UDL? Are there other possible challenges to the application of UDL to education in developing countries?

## Unit 2

Unit 2 discussed how authentic assessment can create a environment that promotes and supports academic integrity. Ironically, numerous learners copy and pasted their forum posts directly from the web. This is a topic we will return to in the discussion section of the course.

*Example 1:* From what I've come to know through the first week of this course, authentic tasks that allow learners to demonstrate their learning through formative means may decrease the likelihood of academic dishonesty. The problem I encounter is resistance from staff, subject matter experts (SME), and sessional instructors who may perceive those new methods will equate to heavier workloads.

*Example 2:* **Assessment as learning** and **assessment for learning** are the best methods to use in assessment practice to discourage academic integrity violations. **Assessment as learning** relates to engaging learners to reflect on the expectations of their learning. Information that learners provides to the teacher, forms the basis for refining teaching –learning strategies. Students are assisted to play their roles and to take responsibility of their own goals and monitor their progress. **Assessment for learning** on the other hand is an approach used to monitor learners progress and achievements. This occurs throughout the learning process. The teacher employs assessment for learning to seek and interpret evidence which serves as timely feedback to refine their teaching strategies and improve learner's performance. Learners become actively involved in the learning process and gain confidence in what they are expected to learn.

*Example 3:* One of my teachers used to tell students, ‘**if you want to fail, fail honourably; if you want to pass, pass honourably.**’

*Example 4:* Authentic assessments places students as “doers” of the subjects and seeks to assess the students’ ability to efficiently and effectively use a repertoire of knowledge and skills to negotiate and solve complex tasks.

*Example 5:* Students should participate in development of policies to guide integrity of assessment. This will enable students to understand the policies and give feedbacks in any gaps in academic support that students are facing that extend beyond classroom that need different kinds of support.

*Example 6:* I am a university lecturer at a university which offers degree programs in open and distance learning (ODL) mode. This was my experience for one of the regular course assignments. While marking the answer scripts, I realized that for one question focusing on a comparison of two digital circuits, most of the students have written answers using a specific set of words. It triggered when I had marked about 20 answer scripts. Then, I paused and thought maybe they had all copied it from a source on the Internet. I opened Google and typed a few those specific words. The Google search results landed me with a horrific truth. It was a from a magazine article. I immediately felt at a loss and felt that the students have tremendously failed in their learning. They have simply copied the content and submitted “the answer”. I felt that I must change the way in which I ask questions related to this topic.

Following academic year, I changed the question to a group activity. I opened up an opportunity for the students to form a group and to design a circuit which is relevant to that particular topic. We had presentations for the evaluation and a report. The results were beyond amazing! All of them had done a different selection and used different simulation tools. It was such a great relief for me as a teacher. I felt very happy. Even the students were very energetic, and they were happy to receive positive feedback from me. This made me a much happier teacher!

By allowing the students to group in completing activities can create a more inclusive learning environment in an ODL setting. They have their peers to talk to and reach out to. Creating more of collaborative authentic assessments can create a positive experience for the learners. I believe in these challenging times it is good to create spaces where there are more peer interactions.

*Example 7:* I liked how in the Week 2 video; Dr. Jason shared that “Academic integrity is not something added to a course; it is woven into the course.” I believe academic integrity is a shared experience and as much as participants are responsible for abiding by the code; instructors play a central role in making it the ‘shared experience’ that it is. My approach to addressing academic integrity starts from having an open conversation with the participants and setting expectations about the same. Once we have an informal “learning contract” established, I share resources and tools that they can use to understand how they’d like to participate with integrity. I like to think of it as less about preventing cheating and more about supporting them to reach their goals from the course.”

*Example 8:* I also give students several assignments and have them know I will use the highest grades. This reduces the pressure, in my view, to cheat as they know the final grade will be spread amongst different pieces. I encourage them by letting them know that the assessments are not

punishments but for me to see what they understand so I can properly guide them. Having this conversation is important and also giving them the opportunity to improve on their submission if they perform poorly.

*Example 9:* Reflecting on this week’s readings, I have decided to spend more time in the class, and especially in the first one, talking about academic integrity. Some elements I will include are:

1. Having students share their thoughts about integrity in our society – the perceived benefits of demonstrating and not demonstrating integrity. We would then connect this to our behaviour in the course and to academic integrity, and why even if they perceive integrity not being valued in the society it is important for the individual to maintain their personal standards.
2. Using short scenarios to demonstrate what academic integrity does and does not look like. I would structure this to target behaviours which I realise that many students do not see as failing to showing academic integrity.

Talking about ways in which I intend to demonstrate academic integrity, and what I expect of them throughout the course. Here, I would want to speak to some of the principles of academic integrity – fairness, responsibility, respect, and courage - and give specific examples for each. “

*Example 10:* The professional portfolio, for example, should be a reflection of an intern’s growth during internship, a reflection of his/her personal philosophy. In writing the personal philosophy, an intern could reference one or two theorists whose beliefs they may tend to believe in. Moreover, this is not an end in itself. Other works presented thereafter in the portfolio should reflect their beliefs stated in the personal philosophy. In order to move beyond citing theorists in a personal philosophy, student teachers need to understand that their personal philosophy defines who they are as prospective teachers and should reflect in all the work that they do in planning, teaching and developing their classroom environment. As they continue in the profession of teaching, their personal philosophy may change as well.

“Reflection is a form of authentic assessment that develops a teacher into a reflective practitioner.”

### **Unit 3**

Unit 3 focused on how authentic assessment can support cultural diversity and other forms of human diversity through authentic assessment’s connection to Universal Design for Learning (UDL) principles. Students were asked to complete a worksheet expressing their educational values; learner values about assessment are culturally grounded but often showed support and alignment with UDL, as evidenced by the examples below.

*Example 1:*

#### **Reflection & Action Plan**

##### **What do you believe about student assessment? What are your educational values?**

I believe that student assessment should be done in a coaching manner, over time, allowing students the opportunity benefit from peer review and instructor review in a continuous improvement manner. In addition, rubrics for self-assessment and peer review can be provided for

students to measure their assessment with given standards according to given criteria. Further, a formative assessment developed in this manner can be made into a summative assessment with the student being given a firm final deadline for summative grading.

My educational values, for higher education, are in the realm of student-centered learning in a democratic learning environment with multiple flexibility in lesson delivery, discussion, and assessments. Further, I believe that academic integrity among students can be improved by ensuring that we try to understand who our students are, what their interests are, what they hope to gain from the course and tailor our lesson planning to meet localized, engaging, interesting assessments, course content for students to read, discuss, and apply to their assessments as required.

**What can you do to improve constructive alignment between your outcomes, learning activities, assessment methods and your instructional beliefs?**

To improve constructive alignment, I would ensure that my learning outcomes are clearly stated in course guides, but also clearly perceived in my own mind. In a backward design manner, I would then design creative and engaging assessments to meet the needs/interests of the different cultures and specific interests/occupations of my learners (all adults). By making my assessments aligned with intended learning outcomes, using engaging, flexible, and multimedia learning activities, I can address my instructional beliefs that student centered learning with flexibility and localization of course content (as far as possible) and assessments that encourages students to move beyond memorization, and mere application to real world projects. I hope that may students would be more able to analyze and create in their engaging assessments while still using best practices as taught and required at the graduate levels.

**How might you better support students from different cultures or from a Universal Design for Learning Perspective?**

<p><b><u>Assessment Method</u></b></p> <p><b>Team Project:</b> Authentic - Backward design by starting with an example of polished product – such as a film or a poster.</p>	<p><b><u>Pick one of your course assessments you want to work on.</u></b></p> <p><i>Name of the Course: Strategic Communication</i> Use the given polished product to design a communication campaign that could have been the framework that produced that given product. Be sure to include possible: Goals, objectives, target audiences, perceived communication barriers, cultural differences, change actions/desired outcomes.</p>
<p><b><u>Assessment Context</u></b></p> <p>Checking for memorization, Understanding, application, analysis, and ability to</p>	<p><b><u>Describe the learning outcomes of the assessment.</u></b></p> <p>Learners will be able to design a communication campaign by applying a clear understanding of every element of its design and implementation.</p>

<p>create within a framework designed by research, theory, analysis, and application.</p>	<p><b><u>What skills, abilities, or competencies does the assessment address?</u></b>          Memorization, application, analysis, ability to create to meet design parameters.</p> <p><b><u>Who are the learners?</u></b>          Communication students.</p>
<p><b><u>Barriers</u></b></p>	<p><b><u>List some barriers you or your students have had:</u></b></p> <ol style="list-style-type: none"> <li>1. Differences in cultures of learners.</li> <li>2. Not fully appreciating the need to do thorough target audiences research before attempting to write messages.</li> <li>3. Not fully appreciating the need to do channel access, media preferences, and language (dialect) barriers</li> </ol> <p><b><u>What are some of the visible and invisible barriers students may experience?</u></b></p> <p>Visible barriers may include: 1. Ethnicity 2. Gender bias 3. Age differences</p> <p>Invisible Barriers may include:</p> <ol style="list-style-type: none"> <li>1. Differences in perceptions,</li> <li>2. Leadership/communication preferences – democratic, autocratic, &amp; other,</li> <li>and 3. Levels of comprehension of assessment requirements.</li> </ol> <p><b><u>What made it difficult during the process?</u></b>          Students’ preference for detailed arguments and critical examination every step of the way that made assessment completion delayed and time consuming.</p> <p><b><u>What didn’t work well?</u></b>          Teamwork was not as smooth and time efficient as preferred.</p>
<p><b><u>Possible Solutions</u></b></p>	<p><b><u>What are some ideas you have for changing or improving your assessments?</u></b>          Improving – making most pf the assessment requirements for individual students and leaving only one aspect to teamwork.</p> <p><b><u>What can be kept?</u></b>          All can be kept except division of different into teams.</p> <p><b><u>What can be fixed using Universal Design for Learning principles?</u></b>          Team can be put together by learner preferences – let students choose their own teams.</p> <p><b><u>What might need to be removed?</u></b>          Some aspects need to be taken out of teamwork and made individual student requirement.</p> <p><b><u>What can be added to the assessment?</u></b></p>

	<ol style="list-style-type: none"> <li>1. A <i>sample</i> so that students can see how the assessment can be executed.</li> <li>2. An optional <i>template</i> like this that provides clear guidelines.</li> </ol> <p><i>Table adapted from Zhang, et al., 2021.</i></p>
--	---

The following example provides an insight into how authentic assessment, grounded in cultural context and values, could potentially serve as an element of decolonizing practice, as well.

*Example 2:*

**How authentic assessments can better support diverse learners.**

The notion of diverse learners is an interesting topic in education. The curriculum, in our third world country was developed with the belief that there are certain concepts, ideas and ways of learning that all children can achieve because they all begin at the same level. This happened because our education system was based on a merit system handed down from the traditional British beliefs of effective education. The teacher’s expectation is that when a child enters their classroom, they all have the skills and knowledge at that grade level. When the child does not achieve the blaming begins. “It is the parent’s fault; they do not help their child.” “It is the child’s fault they did not pay attention.” (etc.)

The culture of education in this country is geared towards a high stake’s summative assessment at grade six and eleven. The prevailing belief is that if lots of notes are taken, it is a sign of a student learning. The result is that less than 40% of the students in the country do not pass the grade six English exam.

The present culture and system is not set up to cater for all learners.

With a move to more diverse assessment practices, such as authentic assessment, the learners and country would benefit. Authentic assessment would allow for all learners to enter the teaching learning cycle at their level. It would mean that real learning and understanding would occur rather than rote memorization. Students would have the problem-solving thinking skills they will need in the work force, no matter what type of job they have.

Authentic assessments offer a more personalized approach, caters to student’s interest and needs. This gives the learner a greater sense of control over their own learning but also builds confidence and self esteem. When the learner is allowed to also see how their learning has progress it results in a more confident individual.

When the learning task and assessment engage the learner their level of commitment would change. They would want to stay on the task longer and identify a variety of ways to complete the



task. This type of approach would allow the learner to take charge of their own learning and create a deeper understanding.

Authentic Assessment activities, by engaging the learners would give many learners a better understanding of the relevance of school which would result in them staying in school longer. The collaborative nature of many of the Authentic Assessment tasks would help learners understand that all learners are different which would create citizens who have more acceptance of diverse learners which is one goal of this country “unity and racial harmony”.

Using Authentic Assessment does not only benefit the learner and the country it also benefits the diverse teacher. He/she can see real learning taking place, his/her role becomes one of supporting, rather than the holder of the knowledge.

#### **Unit 4**

Unit 4 provided a pseudo-capstone activity where learners outlined how they would transition to more authentic assessments in their courses, considering the full impact this would have on other stakeholders, including students and other faculty. Academic leaders were encouraged to consider how they would influence change at their institutions, also taking this multi-stakeholder analysis to draft strategies to emphasize authentic assessments as an academic priority in their program, school, or institution. The first example highlights one from a faculty member and the second is from the perspective of an academic leader.

##### *Example 1 – Faculty*

Authentic Assessment has established that my teaching strategy is learner-centered. We must recognize that learners have varying levels of learning ability, and we may work with each of them to accomplish those learning outcomes by developing a strategy that includes authentic assessment. Teaching students with a wide range of learning skills needs creativity, time, and a drive to learn how a student learns best. Teachers can reach each of their pupils with the correct tools, regardless of how different their learning styles are.

Distinguishing learning skills takes time and usually demands additional preparation. Instructors, on the other hand, can create curriculum and settings that are specifically adapted to their students if they have a fundamental awareness of the different learning levels in their classrooms. Individual learners will succeed as a result of the teacher's ability to meet each one at his or her own level of learning. No one student will be singled out or permitted to catch up on their own, preserving the class's sense of unity.

Authentic assessment is a good technique to teach and assess since it prepares students for success while also being engaging and physically engaged. It provides assessment problems substance, and students gain skills in real-life situations that they can apply in the real world. Authentic

evaluation has numerous advantages, the most important of which is that it ensures student achievement. The purpose of authentic assessment is to improve the learning process by having students' complete tasks that are relevant to their "real-world" experiences. Authentic assessments allow students to demonstrate their true abilities without the burden of having to score well on a typical test, making them ideal for children with test anxiety.

The following are some of the impact of Authentic Assessment on students and faculty

1. It encourages students to take an active role in the assessment process.
2. Verifiable evidence of a student's knowledge and application of that information is provided via authentic assessments.
3. It prepares learners to face real-world problems. Learners use advanced logical and analytical skills to address a variety of real-world problems.
4. Authentic evaluations give teachers a comprehensive picture of a student's performance in class. Its intricate processes expose students' strengths and shortcomings, as well as learning gaps.
5. It creates a complete evaluation process by combining assessment and education.
6. Authentic assessments help students improve their problem-solving skills and their capacity to apply what they've learned in the classroom to real-world situations.
7. Authentic evaluations focus on accelerating the student's growth rather than analyzing the student's performance.
8. It improves teacher-student collaboration and fosters strong classroom teaching and learning connections.

Because of its practical nature, authentic assessment takes longer and requires additional resources. However, it is one of the most effective teaching methodologies that, if introduced and maintained, can provide long-term benefits to both teachers and students. In my institution, the best way to ensure long-term authentic assessment is to develop an environment conducive to evaluations, training, and benchmarking.

### *Example 2 – Academic Leadership*

#### **Introduction**

Authentic assessment is one component of a system comprising of many. Of course, authentic assessment is an academic priority, but it needs authentic teaching as its complement. Without an authentic instructional process, it will be an act of academic dishonesty to assess a learner with authenticity.

Therefore, as a leader in my school, I will first and foremost ensure that there is quality teaching in the school that will promote the development of the behavioral, affective, and psychomotor domains of learners in the school. By doing so, the school has every right to assess the students authentically.

Authentic assessments are an academic priority because they help to measure students' overall abilities and knowledge of a subject matter. This kind of assessment enables schools to test students' understanding and provide justification for the answers they provide.

### **Impact of authentic assessment on school's head**

1. Prioritising authentic assessment makes the school head feel satisfied in discharging his duties and responsibilities.
2. It helps the school head in assessing the efforts of the teachers working under him.
3. Reflecting on the significance of authentic assessments, the school principal's efforts to ensure them will assist him in obtaining promotions and awards from government, domestic, and non-governmental international development agencies.

### **Impact of authentic assessment on students**

1. Authentic assessment helps students develop more critical thinking skills.
2. It helps students to be more productive and relevant in the workplace.
3. It promotes the development of students' decision making abilities.
4. It helps schools obtain scholarships and awards.
5. It prepares students for global competition.
6. It helps learners become creative and innovative.
7. It helps learners become self-employed.

### **Impact of authentic assessment on organisations**

1. It helps in uplifting the status of an organisation.
2. It helps an organization become free from academic dishonesty.
3. The creativity authentic assessment promotes brings rapid development to an organisation.

### **Examples of student video submissions**

In keeping with the principles of authentic assessment (allowing for a diversity of outcome) and UDL (allowing for multiple forms of expression), the forums encouraged learners to provide YouTube responses to the forum discussions (YouTube being the only video format accepted by the mooKIT platform). Below are five excellent examples of video recorded forum participation. The video responses gave the learners an authentic voice, and the ability to be seen and heard helped the instructional team gain a sense of who was taking part in the learning community.

Dowrich, W. (2022, May 20). Reflection on authentic assessment.  
<https://youtu.be/f0ippWXLolY>

E.R. (2022, May 24). Assessment portfolio, part 2. <https://youtu.be/e7BZm1TAcrU>

Dave, K. (2022, May 25). Assessment portfolio, part 2. <https://youtu.be/mEdkcmjW3ug>

CNAF274. (2022, May 29). Reflecting on assessment strategies.  
<https://www.youtube.com/watch?v=SZ0MzNJSQMw>

CNAF274. (2022, May 29). UDL in Assessment.  
<https://www.youtube.com/watch?v=5fDKEFKp5-w>

## Artifacts

At one point, the forums spilled out of the closed forum discussions on the mooKIT platform into LinkedIn, highlighting that instructors should be prepared to participate in both the closed system of the MOOC and on open web platforms.

### *Example*

I am participating in a MOOC on "Authentic Assessments for Online Learning" with [Commonwealth of Learning](#) and [Dr. Jason Openo](#). One of the questions posted on the Discussion Forums this week was "Can wisdom be taught?"

I mulled about it, read a few things, and invited my twitter PLN to chime in. (<https://lnkd.in/gETmsJtN>)

Here are my thoughts:

There are many dimensions to the words "wisdom" and "taught". For example, what is wisdom? is teaching something the same as learning somethings? And is it important to teach wisdom?

I think we can create opportunities for learning, reflection and self-assessment that allow our wisdom muscles to develop. There is a place for personal and communal storytelling that can challenge our beliefs and encourage the expression of our values. And life experiences can make (some of) us wise.

But can we teach someone to be wise?

I heard someone describe this as "Knowledge can be taught, wisdom can be caught"! If that's how it is, mentors and guides can play an important role in such an exchange.

Perhaps what can be taught are skills that make up the expertise part of wisdom especially those that involve viewing decision-making as a systematic process. What can't be taught are the emotions and values surrounding wisdom such as humility, equity, and compassion.

What are your thoughts? Can wisdom be taught?

If you are looking to explore wisdom pedagogies, specifically those that might be used in higher-ed; university environments, I have left a link for you in the first comment. I found it to be an interesting read!

[#learning](#) [#teaching](#) [#knowledge](#) [#wisdom](#) [#mentors](#) [#experientiallearning](#)

## Certification

A **Certificate of Completion** was awarded to participants who complete the following:

- A minimum of 60% on all (4) unit quizzes.
- Completion of the Learning Journal assignment according to required specifications.
- Meaningful participation in a minimum of four (4) activities/forum discussions.

A **Certificate of Participation** was awarded to participants who complete the following:

- A minimum grade of 60% on all four quizzes.
- Meaningful participation in at least three (3) activities/ forum discussions.

376 certifications were issued, including 235 Certificates of Competency and 141 Certificates of Participation, for a total certifications rate of 14.2%.

## **Section VI: Teaching Assistant Experiences and Reflections**

This report has covered the rationale of AAOL, the curriculum of the course, participation analytics, and examples of the student learning experience that highlight some of the high-level learning that took place within this MOOC experience. It is now important to consider the experience of the three Teaching Assistants, in their own voices, because of their proximity to the learning, what they gained from the experience, and the challenges they faced.

The following reports provide an account of the experiences of the three teaching assistants (TAs) for the *Commonwealth of Learning* course *Authentic Assessment for Online Learning* offered between May 9-June 3, 2022.

### **Annie Prud'homme-Généreux, PhD**

#### What Worked Well

The instructional team and learners engaged in several practices that were effective at forming a community of inquiry. Several times a week, the lead instructor, Dr. Jason Openo, posted announcements on mooKit that responded to learner activities. Sometimes the post highlighted a quote that a learner had made in the discussion forum; other times, it summarized group performance such as commenting on the question on the quiz that learners found most challenging. Several of the TAs also posted a summary of the week's discussion that highlighted trends and noteworthy discussion contributions. These practices communicated that the instructional team was listening to learners. Some learners responded to the invitation to submit their portfolio assignment in a video format and recorded themselves reflecting on their contexts. These were particularly enjoyable to review, because it allowed the instructional team to see who they were interacting with in a mostly text-based (and less personal) form.

The instructional team met weekly on Zoom to review the week's tasks and coordinate activities. This was helpful in ensuring that the response to learners and assignment submissions were consistent, helped to problem solve technological issues, and to bond the team.

## **Areas for Improvement**

There were two “bumps in the road” in this course. Both have to do with course organization that lead to some degree of confusion and overwhelmed learners and the instructional team.

There was a need to clarify and perhaps simplify the channels of communication. There was a Hangout feature where learners could post comments. It was initially unclear how this “forum” differed from the discussion forums of the course. Eventually, learners (mostly) used the Hangout to ask questions about the course, and the discussion forum to discuss the course content. It might have been beneficial to clarify the function of both communication tools at the outset. In a similar vein, there were too many discussion threads to keep up. The instructor launched two or three threads each week, and these should have been the only ones used to discuss the topic. The learners’ abilities to start their own threads made keeping up with discussions challenging. I often couldn’t find the instructor’s (main) discussion threads where (presumably) the bulk of the conversation was taking place.

The second comment is about assignments. The assessment plan called for learners to reflect after each unit of the course, which is a valid way to implement an authentic assessment for this course. However, the learner response was greater than expected, so that there were 416 submissions for Unit 1, 376 submissions for Unit 2, 346 submissions for Unit 3, and 235 submissions for Unit 4. The first challenge with this is the labour involved. Even devoting 5 minute to review and comment on each submission means that it would take 1,750 minutes (29 hours) to grade just one of the assignments. With this workload, all TAs fell behind in their grading. This means that many assignments could not be reviewed until after the course was over and that participants did not receive feedback on their learning while it would have helped them to improve. The fact that each assignment accepted submissions throughout the month is problematic because learners could submit new assignments up until the last day of the course. This made it even more challenging to grade and contributed to many learners receiving feedback only after the course had concluded.

## **Lessons Learned**

One surprising observation relates to the quality of the assignment submissions. The assignments asked learners to reflect. The assumption was that learners understood how to do so. While some learners demonstrated this skill, a majority didn’t understand the expectations.

I (mostly) reviewed and graded the assignments submitted for Unit 2 on Academic Integrity. About one quarter of the assignments followed the instructions and were true reflections where the learner wrestled with the concepts learned in this course and considered opportunities and challenges to integrating them in their educational context.

About half of participants did not reflect on their context, but rather seemed to be answering the prompt “to get the correct answer” – in this case the response that the instructor would likely want to see. In most cases, learners reworded the assigned readings but did not link it to their context. Sometimes the responses were not informed by course content at all, yet it seemed that the learner was trying to get what they thought might be the “right” answer. For example, several submissions responded to the prompt “how can you promote a culture of academic integrity at your institution,”

by saying that instructors should use more plagiarism detection software and penalize students who cheat, which is in direct contradiction to the messages of this course, but is a common view held by educators who may not have been exposed to materials in this course. The takeaway here is that learners didn't understand the goal of the assignments, which didn't have a correct answer and asked students to integrate the course materials into their unique context. It asked them to reflect, and most learners did not do in this activity. This is disappointing considering the topic of the course, which encourages educators to use reflections as an assessment approach in their own courses (in other words, they didn't demonstrate that they understood these types of authentic assignments).

Finally, a little less than a quarter of learners plagiarized, copying website text and submitting it as their own work without attribution. Considering the topic of Unit 2 – Academic Integrity – this was a troubling trend that showed that learners didn't integrate the main messages of the unit.

## **Recommendations**

Based on this experience, the following recommendations emerge for future offerings of MOOC courses at the *Commonwealth of Learning*:

1. At the start of the course, clarify the function of each communication channel (e.g., Hangout for technical or course questions; discussion forums to discuss course content).
2. The instructional team should meet weekly on a platform such as Zoom to coordinate activities and align in ways to respond to learners to ensure consistency.
3. The instructor should post weekly announcements that respond to the activities that took place that week (highlight learner discussions or performance on a quiz).
4. Limit the number of discussion forums available each week (and perhaps do not allow learners to start new threads).
5. Limit when learners can submit assignments throughout the course; do not accept new learners throughout the course. Have set start and end date, so that learners can move through the course as a cohort.
6. Encourage learners to post video submissions for their assignments to promote learner presence.
7. If reflection or another non-traditional assignment activity is expected of learners, provide a description of what it is, perhaps including some exemplars that learners can review to understand the expectations.

## **Melissa Hodgkinson**

The following reflection is a brief review of my experience as an online facilitator for Authentic Assessment in Online Learning, offered by the Commonwealth of Learning. I am pursuing a Master of Education in Open, Digital and Distance Education at Athabasca University, focusing on Leadership. I begin the thesis route in September 2022. This course is my second opportunity to work as a MOOC facilitator, and I am once again encouraged by my experience with Commonwealth of Learning. It has been a tremendous benefit to be part of a fantastic instructional team, led by Dr. Jason Openo.

This MOOC added value to my learning as a graduate student, developing relevant skills for the field of teaching and learning in a digital society. The subject of authentic assessment has not been covered within my educational route, so this role provided me with new content relevant to my learning journey. The readings and assessment worksheets, such as the five-dimensional framework for authentic assessment, are resources and tools that will be utilized as I move forward professionally.

This was my first time using the learning management system mookIT. I found the LMS relatively easy to navigate, with little technical guidance required in the initial days of the MOOC. Anecdotally, the learners seemed to adapt to the LMS with few complaints within the general discussion board. The hangout chat feature was a great place for learners to ask for help. It was observed that the learners responded quickly to each other, offering technical support when needed. One suggestion that may be useful in the future is providing facilitators with a short onboarding training video of mookIT.

The discussion forums were active throughout the course. From the start, learners interacted with one another, providing self-introductions and general conversations about what they were interested in learning. The layout of the forums did present some confusion. It wasn't easy to respond to learners on an individual basis. Not being able to thread a conversation was challenging as a facilitator.

The weekly video conferencing meetings were an excellent opportunity to collaborate with the instructional team. These brief meetings set the week's schedule and were a vehicle for establishing a professional rapport in a virtual workspace. Continued communication throughout the week via email also provided a sense of ongoing collaboration and community. The group formed a working relationship quickly and seamlessly.

Overall, this was another wonderful experience as an online facilitator. In addition to developing a professional community with my peers from Athabasca University, I am beginning to establish a diverse learning community with the participants within the MOOC. I enjoy the fast-paced nature of MOOCs and look forward to facilitating more should the opportunity become available.

### **James Keown**

Being a part of the MOOC experience with such a varied array of participants from around the globe is rewarding and engaging. There is a wealth of exceptional people that participated and shared their insight. There was realistic insight into pursuing and implementing authentic assessment in the various institutions. A great example of this from one learner was:

"This is an optimistic vision, I know. At the root, I need to support the process by removing barriers for my team so they can learn, practice, evaluate, revise . . . and educate others. Next steps for me include getting my director on board and working this into our Objectives and Key Results strategy for the year. Once that is achieved, it will be an institutionally supported mandate that will give rise to the items above".



Some individuals stood out and took the lead in some of the discussions which showed the natural leadership talents of many involved. In addition, self-policing emerged in the face of a number of instances of postings that were merely copied from third-party sources. This was encouraging in the face of potential issues with academic integrity that presented themselves sporadically.

MooKIT: The system benefits from simplicity in layout for navigation, but it also suffers from subpar infrastructure in coding for forums (which become a major part of a MOOC course and are NOT threaded as has been commonplace for over twenty years). A lack of strength in the hosting environment for the volume of participants in a given course presents some hurdles that will need to be addressed in the near future. From an instructor and course facilitator perspective, MooKIT's lag times are obstructive to allowing for adequate turn-around time in feedback and marking (load times fluctuate widely in opening assignments and saving the grading of assignments).

Drupal being the underlying system to MooKIT has a long history and definitely has the capability to allow improvements to MooKIT to make it a winning approach to online courses. As it stands, a couple of small refinements and updates to how the forums and announcements work will go a long way to improving the learner experience and participation overall.

The vast majority of the participants were very positive, open to the ideas within the curriculum, and willing to share with their fellow students. This made participation easy and encouraging. The Commonwealth of Learning is in a great position to bring open education and learning resources to so many people. It is hoped that more focus on the venue for that learning online will manifest and create something even better.

## **Section VII: Course Evaluation**

*This is to confirm that I am happy to be part of this learning programme. I would like to highlight the high level of participation in the discussion forums and the dedication of the facilitators and the course leader Jason. A big thanks to all of you and the Commonwealth of Learning.*

The course evaluations suggest that the connection between authentic assessment and academic integrity was most valuable to learners.

The course evaluation also suggests that the application of Universal Design for Learning (UDL) principles (including varying forms of content presentation and offering various forms of content expression) had a positive impact on learners.

In answer to the question, *What were the most valuable aspect(s) the course?*, participant replies showed that each of the course elements had value to some degree, exemplified in the following comments that “the wealth of knowledge gained throughout was priceless,” and “Every aspect of the course was extremely important to me.” A more complete reading of the course evaluations (attached as an appendix) provides a sense of the value each learning activity contained, and how the learning elements were aligned with one another. The examples from the course evaluations

below highlight the value these learning elements had to individual learners within the AAOL MOOC community.

#### *Course Design*

- The most useful aspect of the course is the way in which the units were presented. This allowed for a proper flow of the course work. The topics were well presented and I was able to process the content coherently.

#### *Daily Emails from the Instructor*

- Thanks for the resources and daily email briefs

#### *The Role of Teaching Assistants*

- Mentoring the mentors i.e. the teachers
- I think I learnt a lot from the tutors, and other participants. I enjoyed the practical aspects. It pushed me to reflect on my practise
- Using multiple facilitators was very useful

#### *Recorded lectures*

- Video recordings and reading resources very useful
- Video lectures backed by slides and transcripts as well as current learning resources

#### *Readings*

- The readings
- I enjoyed the reading resources. They were invaluable and supported my understanding of the course and the application of the assignments.

#### *Discussions*

- The forum was excellent reading.

#### *Portfolio Assignment*

- The hands on aspect of all the assignments.
- Assessment portfolios allows for reflective learning

According to the evaluations, the most useful of the element of the course was Unit 2, the intersection between authentic assessment and academic integrity.

## **Section VIII: Concluding Discussion**

Dr. Terry Anderson (2004) once wrote,

Contrary to popular belief, the major motivation for enrolment in distance education is not physical access, but rather, temporal freedom to move through a course of studies at a pace of the student's choice. Participation in a community of learners almost inevitably places constraints on this independence, even when the pressure of synchronous connection is eliminated by use of asynchronous communications tools. *The demands of a learning-centered context might at times force us to modify the prescriptive*

*participation in communities of learning, even though we might have evidence that such participation will further advance knowledge creation and attention.*

This quote highlights a major challenge within the design and delivery of the MOOC. Should the MOOC be offered in a way that provides maximum flexibility for the learners, or should there be controls (such as releasing a unit per week) that make it easier for the instructional team to offer the learning experience? Balance is often required, but in this instance, many decisions were made by the question, “What could the instructional team actually handle?” The scale of the discussions and assignments was higher than anticipated; this was wonderful and contributed to the feel of a excited instructional adventure, but it also presented a challenge to respond to all of the questions and provide meaningful feedback to all the students who submitted assignments.

One of the more challenging (and unanticipated) experiences within the course was the volume of participants who copied their forum posts or learning portfolio reflections directly from the web.

## **Academic Integrity and Culture**

Dan Wilton, in addition to providing excellent technical support and assistance, also provided wise guidance and insight to the instructional team when the volume behaviour that would be considering plagiarism in Western academic contexts became known. The next section is assembled from correspondence from Dan Wilton to the instructional team to guide us in how to handle these issues from a technical standpoint within mooKIT, but also how to understand them in a broader multicultural learning context.

Yes, mooKIT definitely has its limitations when it comes to developing constructive dialogue. It’s partly technical and partly a reflection of a particular learning philosophy based more on rehearsing knowledge than on constructing it.

When working in mooKIT, you’re working within a different learning culture. Many of the participants will be on the flip side of that, feeling a similar degree of mismatch when working with a Canadian-authored course with Canadian facilitators. What is being learned here goes beyond the content itself; it’s also a cultural exchange, something for you to experience as much as they do.

In some ways, you’re a guardrail, not necessarily correcting any individual but catching any misconceptions that could lead the group as a whole into the ditch - reminding “everyone” of a definition, or an objective underlying authentic assessment, etc. That would mean reading as many of the posts as possible but responding selectively, strategically.

In other ways, you’re a model for the kind of learning you’d hope they’d try: comparing,

integrating, synthesizing, constructing. And that might mean noting themes as they emerge, referring to multiple participants by name within a single post of your own. If you see a participant making those kinds of posts, acknowledge it and explain why you've found those posts particularly useful - others will pick up on that.

The first few days tend to be pretty chaotic. It's ok to take your time to figure out what you're dealing with and what your style is going to be. For now, the most important thing you can do to improve the quality of the forums overall is to let them see that you're there, that you're reading and thinking about what they post, and that you appreciate them. That doesn't mean replying to everyone but replying thoughtfully to a few. If they see that they're being read, they'll write better posts. (Again, there's a cultural element in that - not to stereotype, of course). While it's certainly possible that someone is a bot, you'll probably find over the next few weeks that a few humans you're working with may behave in this bot-like manner - it's a fairly common pattern.

Many of the participants are coming from a learning and epistemological culture that emphasizes the "authoritative statement." That authority can be you or it can be a published webpage. To oversimplify things, correct knowledge is what has been established by an authority, and learning is to absorb and recite back those authoritative statements.

That changes the whole relationship with citing sources, academic integrity, and so on. To copy-paste from a website can be, to some extent, the modern version of demonstrating that you've learned from an authority - and they might feel no need for citation because that authoritative statement is now their own.

At the same time, the culture might say that struggling with an unfamiliar language is not only personally embarrassing but embarrassing for others and possibly offensive - while also saying that sitting silently in front of the teacher is just as much a sign of disrespect.

And so, paradoxically, a bot-like posting can be an attempt at respect in a difficult situation - respect for you as an authority and respect for others by posting a well-formed authoritative statement. It may be that, or it may not be; we don't know.

There's nothing you can do in four weeks to change a participant's language or culture, especially if they're struggling with the language already. Nor should you necessarily want to, since that individual is still ultimately embedded and has to operate within their culture as it stands. The individual and culture have to change together - which is the role of courses like this, the COL, and organizations like UNESCO by presenting alternatives.

As is often the case, that means your focus will likely be less on the individual in front of

you but the impact on the group as a whole. For example, if a learner presents copied content in a unit on academic integrity (ironically) as an authoritative statement about student-centred learning – if you want to address it at all – you might turn to the group and ask what their own personal thoughts are on that statement, emphasizing that they might have different perspectives - again, opening the possibility for others to respond to an authoritative statement in a different way.

For the entire instructional team, this was their first experience teaching a MOOC on the mooKIT platform through the Commonwealth of Learning. Some thought must be provided to training and orientation, and without Dan Wilton, the AAOL experience would have been far less pleasant for the instructional team, and the learners.

As it is, and hopefully as this report documents, AAOL offered a high-quality professional learning experience that was embraced by thousands of learners around the world. AAOL exemplified, with the constraints of the MOOC environment and the mooKIT platform, best practices in asynchronous online education, and examples of learner work highlight some of the high-level learning that took place. The response suggests that the importance of authentic assessment in the coming years will only increase.

Reich argues that “all assessments are imperfectly designed” (p. 177), which means instructors and institution will not and cannot develop perfectly authentic assessments. But it also means instructors need to pay close attention to their assessments’ imperfections. In online education, more instructors are turning towards online proctoring and/or auto-grading. There are several problems with this. First, surveillance is not good pedagogy. Secondly, autograders are good at routine tasks, but “these are exactly the kinds of task we no longer need humans to do” (p. 171). Third, as Reich states, “we need students to develop complex communication skills and take on unstructured problems,” such as problem finding and problem framing (p. 177). If we want to assess people on the kinds of performance that are most worthwhile for people to learn, instructors and postsecondary institutions will have to depend heavily on assessments evaluated individually, and this represents a challenge to large-scale learning environments, such as AAOL.

Towards the end of AAOL, one of the learners shared this in the forum:

First I must say that I feel so fulfilled to belong to such an intellectually apt community of internationals. The topic on Authentic Assessment is very enriching to me when it comes to teaching and learning in higher education. I have come to realize that the high stakes exams that call the shots in our institutions ought to be re-evaluated. There is 'another' assessment design that is worth giving a try when all is said and done. According to me, the attributes of authentic assessment far outweigh what we expose learners to in our learning institutions.

As Ursula Franklin writes,

Social change will not come to us like an avalanche down the mountain. Social change will come through seeds growing in well prepared soil – and it is we, like the earthworms, who prepare the soil. We also seed thoughts and knowledge and concern. We realize there are no guarantees as to what will come up. Yet we do know that without the seeds and the prepared soil nothing will grow at all. (p. 135)

AAOL planted the seeds of authentic assessment for many learners, as evidenced by the powerful and eloquent quote shared above. It is necessary for postsecondary institutions to re-evaluate assessments strategies so that postsecondary education can better build the future of human capacity to solve the wickedly complex and intractable problems that we face as a species. It may ring falsely in the ears to suggest that authentic assessments can change the world, but I do actually believe this is what's at stake, and this is why I am glad to have been part of this experience.

## References

- Anderson, T. (2004). Towards a theory of online learning. In T. Anderson & F. Elloumi (Eds.), *The theory and practice of online learning* (pp. 33–60). Athabasca University.
- Franklin, U. (1990). *The real world of technology*. CBC Enterprises.
- Reich, J. (2020). *Failure to disrupt: Why technology alone can't transform education*. Harvard University Press.

# Appendix A: Course Flyer

**Meet the Instructor**

Dr. Jason Openo currently serves as the Director of Teaching and Learning at Medicine Hat College and as an Assistant Lecturer in the University of Alberta's online Graduate School of Library and Information Studies, where he teaches leadership and management principles. He co-authored *Assessment Strategies for Online Learning: Engagement and Authenticity*, published by Kinokuniya University Press (2016). His other writings on postsecondary education have been published in journals, such as the *Journal of Education for Library and Information Science*, the *Canadian Journal for Learning and Technology*, and *Canadian Perspectives on Academic Integrity*. His research interests include high-quality online learning experiences, micro-credentials, and competency-based assessments in online learning contexts.

**Certification**

Upon completion, you will receive recognition for your participation through a verified, easily shareable Certificate.

**A Certificate of Completion will be awarded to participants who complete the following:**

- A minimum of 60% on all 4 unit quizzes.
- Completion of the Learning Journal assignment according to required specifications.
- Meaningful participation in a minimum of four (4) activities/ forum discussions.

**A Certificate of Participation will be awarded to participants who complete the following:**

- A minimum grade of 60% on all four quizzes.
- Meaningful participation in at least three (3) activities/ forum discussions.

**Registration**

For further information and registration, go to: <https://www.mooc4dev.org/AADL>

For inquiries, email: [jane-frances.agui@col.ab.ca](mailto:jane-frances.agui@col.ab.ca)  
**Jane-Frances Agui**  
 Advisor - Higher Education, COL  
 COL Higher Education.org

Commonwealth of Learning  
 470 Kingsway, Suite 2600  
 Burnaby, BC  
 V5H 4E2 CANADA  
<https://www.col.org>

**MOOC Authentic Assessment for Online Learning**  
 9 May - 3 June 2022

LEARNING FOR SUSTAINABLE DEVELOPMENT

**Course Description**

This course provides an overview of learning design to help you to conceptualize authentic assessments. Participants in the course will acquire knowledge of the competencies and skills needed in the contemporary workplace, focusing on assessment strategies that engage and motivate learners in the learning environment that promote both academic integrity and deep learning. This course will cover the fundamentals of creating learner-centered digital assessment through 20<sup>th</sup> century examples as well as hands-on, interactive forum discussions, and online practical exercises. Upon completion of this course, participants will have relevant knowledge and practical strategies to design learner-centered digital assessment focusing on academic integrity, engagement, authenticity, and deep learning in the learning environment.

**Target Audience**

This course is designed primarily for online instructors in a postsecondary setting who seek to create more authentic and engaging exams. It may also be useful for educational administrators and digital learning enthusiasts who are interested in building knowledge, competencies and skills that can support teachers in moving towards alternative assessment strategies.

**At a Glance**

Duration/length of course	9 May - 3 June 2022 (4 weeks)
Number of units	4 units
Language	English
Expected workload	4 to 6 hours per week
Challenge level	Introductory
Prerequisites	None
Cost	Free
Course Model	Asynchronous with some optional synchronous sessions

**Course Structure**

**Unit 1 Learning-Centered Design for Authentic Assessment**  
 In unit 1, learners will explore learning-centered design for authentic assessment through a critical overview of:

- Learning-centered approaches to authentic assessment design that demonstrates competencies and skills needed in the contemporary workplace
- Examples of authentic and alternative assessments
- The importance of assessment in learning design

**Unit 2 Fostering Academic Integrity in Authentic Assessment**  
 In unit 2, learners will develop a critical overview of:

- How course and assessment design can promote academic integrity
- The importance of learner engagement and motivation in establishing academic integrity
- Design principles and features that support academic integrity

**Unit 3 Authentic Assessment and Human Diversity**  
 In unit 3, learners will understand:

- The importance of recognizing cultural diversity and inclusion in higher education design for online learning assessment
- The connection between Universal Design for Learning (UDL) principles and authentic assessment

**Unit 4 Issues in Authentic Assessment Design**  
 In unit 4, learners will demonstrate:

- Practical, institutional, and technical challenges pertaining to online authentic assessments
- An implementable action plan to create and implement a move towards more authentic online assessment strategy

LEARNING DESIGN • ASSESSMENT • ACADEMIC INTEGRITY • IMPLEMENTATION

## Appendix B: Marketing Message



Hello,

In order to engage and motivate learners in the e-learning environment, we must rethink the way we assess.

This **Authentic Assessment for Online Learning** course will help you understand and conceptualize authentic assessments that promote both academic integrity and deep learning.

Upon successful completion of this course, you will be able to:

- Apply the 9 Principles of Good Practice for Assessing Student Learning in the context of Authentic Assessment.
- Explain the importance of constructive alignment and assessment in learning design.
- Identify examples of authentic and alternative assessments (e.g., reflections, problem-based assessments, open-book examinations, cooperative exams, presentations, debates, student-led discussions).
- Articulate personal teaching values relating to assessment.
- Recognize the importance of learner engagement and motivation in establishing academic integrity.
- Identify design principles and features that encourage academic integrity (engagement, motivation, flexibility, collaboration, authenticity, etc.).
- Explain how authentic online assessments can respect cultural and human diversity.
- Describe practical, institutional, and technical challenges pertaining to online assessment and academic integrity (e.g., online proctoring, algorithms, surveillance, trust/anxiety, academic concerns).
- Explain the effect of the COVID-19 “pivot” to emergency remote teaching on teaching, learning, and concerns about assessment.



**Price:** FREE

**Start Date:** Monday, May 9, 2022

**Duration:** 4 weeks

**Time Commitment:** 4 - 6 hours/week

**Location:** Online

**REGISTER TODAY!**

See you in the course!

## **Appendix C: AAOL MOOC Information and registration access page**

Authentic Assessment for Online Learning | MOOCs For Development (mooc4dev.org)

### Course Description

This course provides an overview of learning design to help you to conceptualize authentic assessments. Participants in the course will acquire knowledge of the competencies and skills needed in the contemporary workplace, focusing on assessment strategies that engage and motivate learners in the e-learning environment that promote both academic integrity and deep learning.

This course will cover the fundamentals of creating learner-centered digital assessment through 21st century examples via visual layouts, interactive forum discussions, and online practical exercises. Upon completion of this course, participants will have relevant knowledge and practical strategies to design learner-centered digital assessment focusing on academic integrity, engagement, authenticity, and deep learning in the e-learning environment.

### Course Contents

#### **Unit 1: Learning-Centered Design for Authentic Assessment**

In unit 1, learners will explore learning-centered design for authentic assessment through a critical overview of:

Learning-centered approaches to authentic assessment design that demonstrates competencies and skills needed in the contemporary workplace

Examples of authentic and alternative assessments

The importance of assessment in learning design

#### **Unit 2: Fostering Academic Integrity in Authentic Assessment**

In unit 2, learners will develop a critical overview of:

How course and assessment design can promote academic integrity

The importance of learner engagement and motivation in establishing academic integrity

Design principles and features that support academic integrity

#### **Unit 3: Authentic Assessment and Human Diversity**

In unit 3, learners will understand:

The importance of recognising cultural diversity and inclusion in higher education design for online learning assessment

The connection between Universal Design for Learning (UDL) principles and authentic assessment

#### **Unit 4: Issues in Authentic Assessment Design**

In unit 4, learners will demonstrate:

Practical, institutional, and technical challenges pertaining to online authentic assessments

An implementable action plan to create and implement a move towards more authentic online assessments

Target audience

This course is designed primarily for online instructors in a postsecondary setting who seek to create more authentic and engaging assessments. It may also be useful for educational administrators and digital learning enthusiasts who are interested in building knowledge, competencies and skills that can support teachers in moving towards alternative assessment strategies.

Outcomes of this Course

Upon successful completion of this course, participants are expected to be able to:

Apply the 9 Principles of Good Practice for Assessing Student Learning in the context of Authentic Assessment.

Explain the importance of constructive alignment and assessment in learning design.

Identify examples of authentic and alternative assessments (e.g., reflections, problem-based assessments, open-book examinations, cooperative exams, presentations, debates, student-led discussions).

Articulate personal teaching values relating to assessment.

Recognize the importance of learner engagement and motivation in establishing academic integrity.

Identify design principles and features that encourage academic integrity (engagement, motivation, flexibility, collaboration, authenticity, etc.).

Explain how authentic online assessments can respect cultural and human diversity.

Describe practical, institutional, and technical challenges pertaining to online assessment and academic integrity (e.g., online proctoring, algorithms, surveillance, trust/anxiety, academic concerns).

Explain the effect of the COVID-19 “pivot” to emergency remote teaching on teaching, learning, and concerns about assessment.

Certificates

Upon completion, you will receive recognition for your participation through a verified, easily shareable Certificate.

A **Certificate of Completion** will be awarded to participants who complete the following:

A minimum of 60% on all (4) unit quizzes.

Completion of the Learning Journal assignment according to required specifications.

Meaningful participation in a minimum of four (4) activities/forum discussions.

A **Certificate of Participation** will be awarded to participants who complete the following:

A minimum grade of 60% on all four quizzes.

Meaningful participation in at least three (3) activities/ forum discussions.

## Appendix D: Five-Dimensional Framework for Authentic Assessment

<b>Task</b>	<b>Physical Context/Digital Context</b>	<b>Social Context</b>	<b>Polished Product</b>	<b>Criteria &amp; Standards</b>
<p>What do students have to do? What are some of the sub-tasks involved</p> <p><i>Develop a business case for a new project or service</i></p> <p><i>Executive Summary</i> <i>Rationale</i> <i>Budget</i> <i>Implementation timeline</i></p>	<p>In real-life, where would students complete this task?</p> <p><i>Laboratory, office, work individually online)</i></p>	<p>What kinds of social relationships are involved?</p> <p><i>Teammates?</i> <i>Managers? (power relations)</i> <i>Cross functional teams?</i></p>	<p>The task is different than the product. What would a finished product look like?</p> <p><i>Marketing plan?</i> <i>Sales pitch?</i> <i>Strategic plan?</i> <i>Podcast?</i></p>	<p>What are the elements of the project that would be judged?</p> <p><i>Content</i> <i>Visual appeal</i> <i>Student's tangible and intangible contributions</i> <i>Creativity</i> <i>Analysis of market data</i></p>

## Appendix E: Unit 3 Assessment Worksheet

### REFLECTION & ACTION PLAN:

What do you believe about student assessment? What are your educational values?

---



---



---



---



---

What can you do to improve constructive alignment between your outcomes, learning activities, assessment methods and your instructional beliefs?

---



---



---



---

How might you better support students from different cultures or from a Universal Design for Learning Perspective?

Assessment Method	Pick one of your course assessments you want to work on.
Assessment Context	Describe the learning outcomes of the assessment. What skills, abilities, or competencies does the assessment address? Who are the learners?
Barriers	List some barriers you or your students have had: What are some of the visible and invisible barriers students may experience? What made it difficult during the process? What didn't work well?
Solutions	What are some ideas you have for changing or improving your assessments? What can be kept? What can be fixed using Universal Design for Learning principles? What might need to be removed? What can be added to the assessment?  <i>Table adapted from Zhang, et al., 2021.</i>

## **Appendix F: Course Announcement**

### **Week 0: Welcome! By Course Instructor**

Hi everyone, Welcome to Authentic Assessments for Online Learning. I am so excited about this course, and I look forward to learning with you. I will be introducing the instructional team next week - they are amazing! More soon!

*Posted on April 24, 2022*

### **Week 0: Welcome to Authentic Assessment: By Teaching Assistant**

Welcome to Authentic Assessment for Online Learning!

My name is Annie and I am one of your facilitators for the course. Dr. Jason Openo is the instructor, and three of us (James, Melissa, and myself) will be supporting him by facilitating some of the activities (moderating the discussion forums and providing feedback on assignments).

I am really excited to be working with you over the next month to explore authentic assessments.

I created a short video (about 1 minute) so that I can welcome you "in person." Since participants in this course are joining from around the world, I thought it would also be fun to "show you" where I am on this planet and what I see outside my window, every day...

The reason why I am enthusiastic about authentic assessments is because it helps learners transfer what they learn in theory and in class to the real world. I have been implementing authentic assessments in my courses for over twenty years. One particularly successful assignment asked my students to research and write a case study on a real-world topic of their choice. I told students that the best cases would be submitted for peer review and publication to the *National Center for Case Study Teaching in Science*. In this way, their assignment could be used by educators around the world. Many of my students ended up publishing their cases (you can see examples of my students' work here: a case on the 1918 Flu, on using viruses to fight off infection, on the scientific merits of the popular paleo diet, on the origins of life, and on the placebo effect). Some have been downloaded by educators more than 40,000 times!

I am looking forward to learning about you, your own teaching context, and how you envision that authentic assessments could enhance your learning environment. This will further my own understanding of the possibilities, and limitations, of authentic assessments.

If you have any questions, don't hesitate to reach out to me. I'm here to help.

I look forward to exploring authentic assessments with you!

*Posted on: May 5, 2022*

### **Week 0: Welcome to Authentic Assessment: By Teaching Assistant**

Hi everyone and welcome to Authentic Assessment for Online Learning!

My name is Melissa, and I am excited to be one of three facilitators for this course. Annie and James will be the other facilitators along with Dr. Openo as the course instructor. I am a graduate student in the Master of Education in Open, Digital and Distance Education program at Athabasca University. I live in Prescott, Ontario, a small town along the St. Lawrence River in Canada, and have been a leader in the non-profit, small business, and health care sectors, recently playing an active role as lead at a Covid-19 assessment and mass vaccination centre in eastern Ontario.

I am looking forward to learning more about authentic assessment for online learning alongside all of you. See you in the course! All the best,

*Posted on, May 07,2022*

### **Week 0: Welcome to Authentic Assessment – I’m James, one of your facilitators!**

Greetings to all and welcome to Authentic Assessment for Online Learning! I’m James, one of the facilitators for this MOOC developed by Dr. Jason Openo. When I’m not wandering around this course, I’m teaching online for a private vocational college and working on completing my graduate degree in Master of Education in Open, Digital and Distance Education at Athabasca University. I look forward to working with you all. See you soon!

*Posted on May 07,2022*

### **Week 1: Authentic Assessment for Online Learning is now open: By Course Instructor**

Welcome to Authentic Assessment for Online Learning! The course is now open!

We are very excited to learn with you. The incredible instructional team for this course consists of: Annie, James, Melissa (see her welcome announcement), and Jason (you will see me in the recorded lectures). Each learning unit includes: lectures, readings, discussions, an assessment portfolio, and a unit quiz based on the readings. First steps for you to get the most out of this course? 1. Here is a link to the home page: <https://www.mooc4dev.org/aaol> 2. Please complete the pre-course survey: <https://www.mooc4dev.org/course/aaol/#/feedback> 3. Please introduce yourselves in the General Forums and say hello to at least 3 other participants in the learning community.

This course models a learner-centred approach and employs authentic assessments. You will construct knowledge through the discussions and assessments. The discussion forums and assessment portfolio assignments give you a choice to adopt a role as an instructor or as an academic leader (dean, chair, or administrator). At the end of each path, you will have a contextually relevant plan to move towards more authentic assessments in your courses or at your institution.

Enjoy the course! Dr. Jason Openo

Course home page: <https://www.mooc4dev.org/aaol>

Pre-course survey: <https://www.mooc4dev.org/course/aaol/#/feedback>

General forums: <https://www.mooc4dev.org/course/aaol/#/forums/general>

*Posted on: May 08, 2022*

### **Week 1: Online Learning Insight #1 - Low-end vs. High-end e-learning: By Course Instructor**

Hello everyone! Yesterday was one of the most exciting days of my professional life because Authentic Assessments for Online Learning launched with 2,022 dedicated educators from around the world! Thank you all for joining this course!.....

*Posted on: May 10, 2022*

### **Online Learning Insight #2 - The 3 Interactions: By Course Instructor**

We hope you are enjoying the course! We certainly are! As efforts to expand online education proceed, it is critical to design more interactive educational experiences that integrate regular, direct, and meaningful contact and communication (Protopsaltis & Baum, 2019).....

*Posted on: May 11, 2022*

### **Online learning insight #3 – Assessment & Teaching Presence: By Course Instructor**

We are rapidly moving towards the end of Unit 1. The course gets better and more interesting from here! The instructional team of Annie, James and Melissa are working hard to respond to all your forum posts and are in the process of reviewing the portfolio assignments that have been submitted. Today's insight builds off yesterday's insight on Moore's 3 interactions....

*Posted on: May 13, 2022*

### **Online Learning Insight #4 - Answer to Quiz 1: By Course Instructor**

Based on the hundreds of answers so far, the hardest question on Quiz 1 is #9, so I am going to give you the answer as we finish up Unit 1....

*Posted on: May 13, 2022*

### **Unit 1 Wrap-Up: By Course Instructor**

What a great starting week for this MOOC! Before the week even began, the Hangout component of the AAOL MOOC was lit up with anticipation...

*Posted on: May 14, 2022*

### **Week 2 is now open by Dan Wilton**

Week 2 of *Authentic Assessment for Online Learning* is now open.

This week, we discuss the relationship between authentic assessments and academic integrity.

*Posted on May 15, 2022*

### **Welcome to Unit 2 - Authentic assessment is a political act: By Course Instructor**

Welcome to Unit 2! I'd like to thank James for all the work he did in responding to everyone in the forums in Unit 1, and to Annie for all her work in reviewing the hundreds of assignments we received. Thank you to everyone who took part in quickly creating this powerful learning community. In Unit 2, our fantastic forum facilitator will be Melissa, and James will be reviewing the Learning Journals for Unit 2.

*Posted on: May 16, 2022*

### **Academic Integrity Insight - Great Question! By Course Instructor**

This question appeared in the forum today: "What is the best practice in curbing academic dishonesty among undergraduate students in higher institutions?"

*Posted on: May 18, 2022*

### **Final remarks on Unit 2 - Authentic Assessments and Academic Integrity: By Course Instructor**

Hello everyone,



On behalf of the instructional team, I want to say how much we are loving learning with and from you. We're a bit overwhelmed, but this is tempered by the effort and quality work we are seeing from so many learners! We are about to close out Unit 2 on academic integrity and move on to Unit 3 – how authentic assessments can support human diversity. Unit 3 will be published this weekend and is (perhaps) my favourite unit, and it has relevance for our diverse learning community.

*Posted on: May 21, 2022*

### **Week 3 is now open by Dan Wilton**

Week 3 of *Authentic Assessment of Online Learning* is now open.

This week, we discuss the importance of educational values and talk about another dimension of authenticity: our authentic teaching selves.

The best way to approach authentic assessments is by first examining the concept of authenticity in teaching and by talking about our teaching values. As you work through the materials and participate in the discussions, you will consider your teaching values and begin surfacing your authentic teaching self.

Course home page: <https://www.mooc4dev.org/aaol>

*Posted on: May 22, 2022*

### **Cultural Values and Authentic Assessment, Part 2: By Course Instructor**

Hi everyone,

I hope you are enjoying Unit 3 and exploring your authentic teaching self! Unit 3 feels like it is flying by and perhaps some momentum is waning. This message is designed to rejuvenate your learning spirit....

*Posted on: May 27, 2022*

### **Unit 3 Wrap Up: By Teaching Assistant**

Universal Design for Learning was at the top of the list of things to focus on and discuss. Many were seeing the alignment between UDL, inclusiveness and diversity. We were in Unit 3 but there were still even MORE people joining us online and working their way through Units 1 and 2! The conversations touched on everything from learning new cultures, to optimal class sizing for Authentic Assessment, to asking what a true test of knowledge actually is! After some wondered what would they as teachers get out of promoting Authentic Assessment in their classrooms, many of you outlined the rewards of helping build knowledge. Following A LOT of discussion on how UDL could be a tool to address many different kinds of learners, I asked you to put yourselves in your students' place. Asking yourself what YOU would want or need to succeed in a course as a student struck a chord with many of you and your reflections really enriched us all!

We've all come so far, no time to slow down now! **Onward to Unit 4!**

*Posted on: May 29, 2022*

### **Week 4 is now open: By Dan Wilton**

Week 4 of *Authentic Assessment of Online Learning* is now open.

In this final unit, you will review some of the key issues we have considered so far - including designing authentic assessment, cultural and human diversity, and academic integrity - and examine their implications for learners, policymakers, administrators, and instructors.

You will then have an opportunity to pull all your learnings together into an action plan for how to create and support the development of authentic assessments. Course home page: <https://www.mooc4dev.org/aaol>

*Posted on: May 29, 2022*

### **Learning Portfolios Due June 3: By Course Instructor**

Hello everyone,

This MOOC ends this Friday, June 3. Learning portfolios for Units 1-3 are due by June 3. After that point, they may not be reviewed. The Unit 4 learning portfolio is also due on June 3, but we will be allowing some flexibility until June 10 for the unit 4 learning portfolio only.

*Posted on: June 01, 2022*

### **End with the beginning in mind: By Course Instructor**

Hi everyone,

The course ends on Friday, June 3, so this is one of my last messages. It has been such a joy to learn with all of you! Please submit your learning portfolios, complete the quizzes, and please provide feedback in the course evaluation survey.

When I began designing this course, I had this day in mind, and as we near the end, it's important to back to the beginning and revisit the course outcomes.

Upon successful completion of this course, participants were expected to be able to:

- Apply the 9 Principles of Good Practice for Assessing Student Learning in the context of Authentic Assessment.
- Articulate personal teaching values relating to assessment.

“The assessment of student learning begins with instructional values.” Instructors apply the 9 principles whenever they discuss their educational values so that assessment does not become an exercise in measuring what is easy. Assessment is most effective when it is multidimensional and revealed in performance over time. Instructors apply the 9 principle whenever they move towards authentic assessments. Assessment works best when program have clear, explicitly state purposes.

This brings us to the second learning outcome.

- Explain the importance of constructive alignment and assessment in learning design.

Assessment requires attention to outcomes, but also the experiences that lead to those outcomes. Outcomes – Teaching and Learning Experiences – Assessment strategies have to be constructively aligned. This was the heart of the learning portfolio assignments.

- Identify examples of authentic and alternative assessments (e.g., reflections, problem-based assessments, open-book examinations, cooperative exams, presentations, debates, student-led discussions).

Several examples have been provided for examples of alternative assessment strategies AND what makes them authentic. We've used the work authentic a lot, but the best definition also comes from the 9 principles. To be useful, assessments must be connected to issues or questions that people really care about. This is grounded in either real-world problems or real-world activities.

- Recognize the importance of learner engagement and motivation in establishing academic integrity.
- Identify design principles and features that encourage academic integrity (engagement, motivation, flexibility, collaboration, authenticity, etc.).

This was the essence of Unit 2. Students are more likely to commit academic integrity violations on high-stakes assessment with low turn-around time. Students have learning goals, and sequenced

assessments grounded in relevant tasks is one strategy to build a learning environment with integrity.

- Explain how authentic online assessments can respect cultural and human diversity.

This was the heart of Unit 3. Authentic assessments will look different in different cultural contexts, based on the tasks, physical and social contexts. Because of these differences, it's important for us to build learning environments with human diversity in mind.

- Describe practical, institutional, and technical challenges pertaining to online assessment and academic integrity (e.g., online proctoring, algorithms, surveillance, trust/anxiety, academic concerns).
- Explain the effect of the COVID-19 “pivot” to emergency remote teaching on teaching, learning, and concerns about assessment.

The pandemic intensified and accelerated certain trends underway, and the pandemic forced many instructors to rethink their assessments. The amazing and wonderful response to this course will hopefully create a new era of assessments.

*Posted on June 02, 2022*

### **Farewell and Thank You: By Course Instructor**

When I agreed to teach the Authentic Assessment for Online Learning MOOC, I had no idea what a wild and wonderful experience it would be.

- 2,507 learners from around the world; 1,482 that remained active during the course
- 1,107 forum posts; 6,006 comments
- Over 400 learners completed the quizzes
- Over 300 portfolios

We are both excited and a bit exhausted. We truly hope that these figures represent the big and little transformations that will take place as a result of the learning gained. On behalf of the entire instructional team of Annie, James, and Melissa, thank you all for putting so much effort into this course, and I hope you take away more than you put in.

One of the learners in the MOOC said this today:

First I must say that I feel so fulfilled to belong to such an intellectually apt community of internationals. The topic on Authentic Assessment is very enriching to me when it comes to teaching and learning in higher education. I have come to realize that the high stakes exams that call the shots in our institutions ought to be re-evaluated. There is 'another' assessment design that is worth giving a try when all is said and done. According to me, the attributes of authentic assessment far outweigh what we expose learners to in our learning institutions.

I couldn't have said it better myself! And it's what I needed to hear as an instructor. Ursula Franklin is a hero of mine, and she developed *Franklin's earthworm theory of social change*, that states:

Social change will not come to us like an avalanche down the mountain. Social change will come through seeds growing in well prepared soil – and it is we, like the earthworms, who prepare the soil. We also seed thoughts and knowledge and concern. We realize there are no guarantees as to what will come up. Yet we do know that without the seeds and the prepared soil nothing will grow at all.

Annie, James, Melissa and I all share this sense of fulfillment because the seeds of authentic assessment have been planted, as evidenced by the powerful and eloquent quote shared above. It is time to re-evaluate our assessment strategies so that we can better build the future of human capacity to solve the wickedly complex and intractable problems that face us as a species. It rings

falsely in the ears to suggest that authentic assessments can change the world, but I do actually believe that this is what's at stake. I am a better human being because of this experience. Best wishes on your journeys. Thank you all.

*Posted on: June 04, 2022*

### **Postscript by Course Instructor**

Don't forget to complete the course

evaluation: <https://www.mooc4dev.org/course/aaol/#/feedback-instructions/131>

And I want to also thank Dan Wilton for his support throughout this MOOC. As learners, you never felt his presence in the course, but you most certainly would have felt his absence. He provided valuable guidance and assistance on this journey, and I want to give him a proper shout out of gratitude for all his assistance in making this learning experience happen as smoothly as it did.

*Posted on June 04, 2022*

### **Final Announcement by Course Instructor**

Hi everyone,

A reminder that this course was designed to run from May 9 - June 3. We extended the due date for Unit 4 until June 10. If you received a Resubmission Required for any of the Unit 1 -3 assignments, we determined that these assignments had largely been copy and pasted from websites and do not meet expectations. If you have Resubmission Requested on any of your assignments, these are also due June 10. Only those students who had not received feedback before June 3 have the opportunity to resubmit.

Thank you. Again, on behalf of the instructional team, thank you for all of your efforts to expand your understanding and practice of authentic assessments.

*Posted on: June 10, 2022*

### **Issuance of Certificates By Course Instructor**

Hello everyone, The mooKIT team has run the reports for those who qualified to received the course certificates. If you feel you should have received one but did not, please contact: [colhighered@col.org](mailto:colhighered@col.org).

Thank you again for all your efforts that contributed to this powerful learning experience.

Most sincerely, Dr. J. Openo

*Posted, July 15, 2022*

## Appendix G: End of Course Survey

### Question 1: What was the most useful ...

- The wealth of knowledge gained throughout the course was priceless.
- The reading material
- The forum discussions and portfolio assignment
- The Concept of Authentic Assessment as a whole
- Mentoring the mentors i.e. the teachers
- I have learnt about the 9 principles of good practice of Learning outcomes. Also, That authentic assessment is formative, a continuous process throughout the course and learner centred thus there should be a shift from the traditional teacher centred approach of learning and assessment. In addition, academic integrity will enhance polished products that are useful to real world situations.
- All the units and references
- The short quizzes, OER
- The synergy between AAOL and Academic Integrity
- Video recording and reading resources very useful
- Videos, Quizzes, Assignments etc. It all made us to think and complete
- Every aspect of the course is extremely important to me
- Useful engagement is the key concept of learning, authentic assessment provides the solution to nurture diversity. According to me this is the most useful aspect of this course.
- all
- The course was the best in various aspects. One of the most useful elements is the forum discussion and responses. they have played a significant role in helping me comprehend the topics well.
- Academic Integrity and how to make it known to your students, up top asking them to sign a pledge
- Authentic assessment and Academic Integrity for Week two
- Fostering Academic Integrity in Authentic Assessment
- READINGS AND RESOURCES BECAUSE I CAN ALWAYS GO BACK TO THEM
- The video discussions on Authentic Assessments and UDL
- Assessment portfolios allows reflective learning
- Five Dimensions of Authentic Assessment
- Interacting with instructors and fellow learners in discussions forums
- Academic Integrity
- Almost all
- Authentic Assessment integrity
- All the courses are very useful. It has really enlightened me a lot

- forum discussions that revealed others points of view and experiences
- Authentic assessment in online learning. I was able to infuse what I learnt from this course with my work as an online tutor
- All aspects of the course are useful
- Understanding Authentic Assessment and How to curb authentic academic violations
- The ability to reflect on your assessment methods to check if you have been using authentic assessments and also to some extent being aware of ways to improve those assessments to motivate and encourage your students to perform better.
- Learning- centred design for authentic assessment, (authentic and alternative assessments forms) principles of good practice for assessing student learning, fostering academic integrity in authentic assessment, authentic assessment and human diversity (principles of UDL and authentic assessment) and authentic assessment continuum
- Assessment strategies
- Integrity
- Subject Content
- How to build an authentic assessment
- The assignments- The hands-on aspect of all assignments. The forum was excellent reading
- The video lectures, discussion forum and email explanations
- Acquiring information on authentic assessments and how to develop them
- Video transaction file
- The recorded lectures, the resources and the quizzes.
- The most useful aspect of the course was realizing that authentic assessments can be done and does not have to be too complex as long as they achieve the learning outcomes because that was my mentality at first.
- In fact, all aspects of this course are very useful. Each aspect performed very important specific functions very relevant to Authentic Assessment.
- The readings
- Nine Principles of Good Practice for Assessing Student Learning
- The discussion forums, I have learnt a lot from colleagues.
- Video Lectures
- Qualities of authentic assessments
- Video lectures backed by slides and transcripts as well as current learning resources.
- Integrity
- authentic assessment
- As I am at a CODEL institution most of our assessments are authentic, however it made me aware of alternative and additional more authentic manners in which I can assess students and also gave me new ideas that can be applied, and students can provide feedback of their learning progress. I also enjoyed the forums and reading the posts in the forum.
- The well packaged presentations and resource materials
- I love the quizzes and the assessment portfolio questions
- The most useful aspect of the course was the idea of considering culture differences and other differences when crafting assessment tasks. This was an eye opener for me.

- The interactive activities
- Designing authentic assessments as well as the incorporation of UDL principles in a course
- great use of web to facilitate study out of class
- the videos, discussion forum, quizzes and assignment portfolios
- The concept of universal design and its value in accommodating diversity
- The most useful aspects of the course is the way in which the units were presented. This allowed for a proper flow of the course work. The topics were well presented and I was able to process the content coherently. Thanks for the resources and daily email briefs
- The recorded lectures were so clear and informative and also the discussion forum helped a lot because we were free to express ourselves.
- The lectures
- Authentic assessment and the problem it tends to solve
- I think I learnt a lot from the tutors, and other participants. I enjoyed the practical aspects. It pushed me to reflect on my practise
- THE VALUE OF AUTHENTIC ASSESSMENT
- The most useful aspect is learner -centered teaching and learning.
- How to design and implement authentic assessment in an online environment
- Unit 4 where examples of authentic assessment is shown and discussed. I prefer if more discussion is provided.
- The alignment of all course elements, from course outcomes to the discussions, quizzes and portfolio tasks.
- explanation with examples, daily announcements and feedback
- Portfolios
- All the aspect of this course is very important and none must not be left without been touch. each class leads to another.
- I enjoyed he various forms of assessment, I particularly enjoyed the brief lecture videos and the reading resources.
- Generally all the units were informative. However in understanding how authentic assessments can positively impact academic integrity,
- Everything in this course was useful. The reading was sometimes a lot but it opened up new worlds to me. I wouldn't have read these articles on my own. I also liked the lectures. They were of a high quality.
- All of the aspects were equally useful.
- Integrity in assessment
- The practical aspect of having to answer the questions in practical terms
- Learning Resources and Video tutorials scripts
- Universal Design for Learning; Formative Assessments; 5-dimensional framework for Authentic Assessments; Two stage exams
- The way it is organized and delivered
- Instructors video lecturers and scholarly resources provided. Further, using multiple facilitators was very useful.
- The content and learner interactions

- new experience
- I was able to tap in, into other aspect of Authentic online assessments.
- The resources and the videos
- The journal entries required me to apply knowledge to the concepts learned.
- How to curb learners from cheating or copying either through the Assignment or during examination
- All
- Learning about Authentic Assessment and Academic Integrity and Universal Design for Learning. I recognize that often times the learning designs do not take into consideration human diversity where I work and I too have overlooked this aspect at some point.
- The facilitator's dexterity
- Weekly feedbacks from instructors and the e-portfolio. They inspire me to reread, and make more personal research.
- Diverse and unique assessment applications
- Variety of authentic assessments.
- All the resources and the video lessons
- Authentic assessment benefits , it's dissimilarity from traditional assessment
- I enjoyed the reading resources. They were invaluable and supported my understanding of the course and the application in the assignments. What i also appreciated about the course was the having one set deadline and giving me the freedom to work within that timeline particularly at a time when i had many competing responsibilities.
- Getting to understand what authentic Assessment is all about
- Getting to so much on Authentic Assessment
- Content on authentic assessment
- Academic integrity, design of authentic assessment and human diversity gives me ideas to plan and develop my course assessments.
- videos
- I found the reading materials to be very instructive. I also applauded the interaction. At first it felt extremely overwhelming to receive emails prompting the advancement of a UNIT when I was way behind. Having started and while engaging, however, I appreciated the "feedback" as though it was "live"/ synchronous. I think this was superb!
- How to design Authentic Online Assessment Tools that address diverse learners needs -both cultural and human diversity.
- It's completely online mode and there's no limit in between four weeks. I felt easy to learn that whenever I can do.
- Imparting Authentic assessment skills among teaching and academic professional.
- The most useful aspects of the course are the Importance of Educational Values to Authentic Assessment and Authentic Assessment & Universal Design for Learning (UDL)
- the relevant information
- I found it all very useful, but I would say the 9 principles.



- Academic integrity
- Integrity of authentic assessments
- Structure and resources and the commentaries that lead into them; personal reflections these all led provoked; a limited timeframe and some friendly 'pressure' to stay engaged
- The resources
- Assessment methods and video description
- The readings and videos
- the experiences shared by the presenter, the content of authentic assessment, the diverse sources of content, the presentation through various media, the quizzes
- recorded lectures
- The materials provided being video and transcript. It made learning easier.
- Forum
- Applying authentic assessment
- The concept of authentic assessments and academic integrity
- focus on learning engaging all stakeholders
- Big Picture, 9 principles of Good AA and Design of AA for Learning