

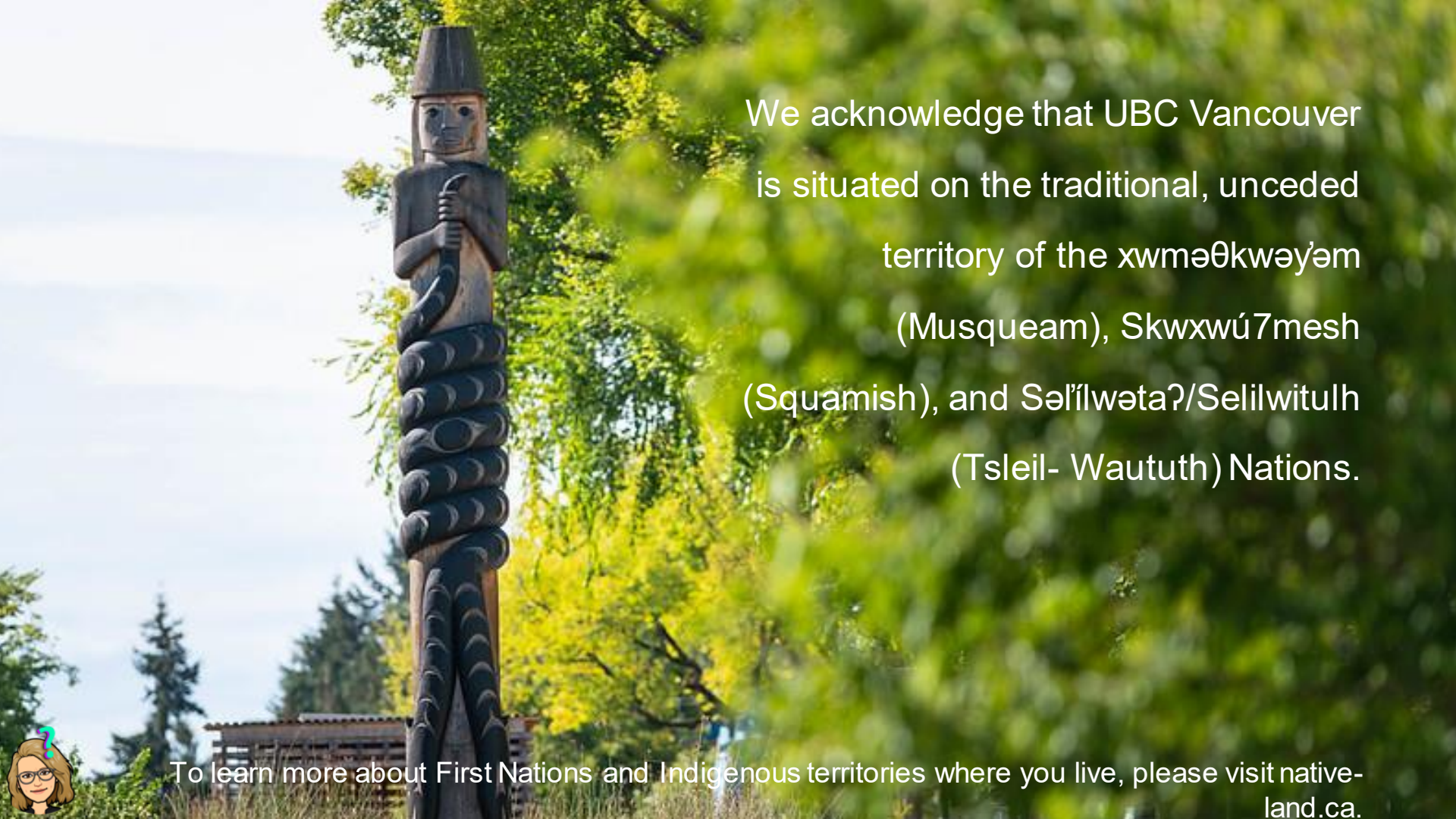
ALTERNATIVE & AUTHENTIC ASSESSMENT



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LEARNING DESIGNERS
ETS, FACULTY OF EDUCATION

UBC Educational Technology Support



We acknowledge that UBC Vancouver
is situated on the traditional, unceded
territory of the xwməθkwəy̓əm
(Musqueam), Skwxwú7mesh
(Squamish), and Səl̓ílwətaʔ/Selilwitulh
(Tsleil- Waututh) Nations.

To learn more about First Nations and Indigenous territories where you live, please visit native-land.ca.



ABOUT US



Helen DeWaard, MET

A learning designer with ETS and an educator in the Faculty of Education in Ontario. I am passionate about open educational practices that include authentic assessment opportunities.



Simone Hausknecht, PhD

A learning designer with ETS and an affiliate researcher with the University of Sydney. I am passionate about exploring the different ways students can show understanding and build knowledge during authentic assessment.



Meghan McMillen, MET

A learning designer with ETS and an educator in the K-12 system in BC. I am passionate about student learning experience and authentic assessment opportunities in learning.



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LEARNING OUTCOMES:

Identify the
role of
assessment.

Assess and evaluate ways
to integrate alternative
and
authentic assessments.



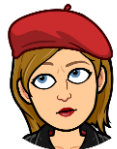
Differentiate
between
alternative and
authentic
assessment.



WHAT IS ASSESSMENT? WHAT SHOULD IT INCLUDE?

This is an interactive part of the session. We are creating a word cloud from your answers. There are three ways to access the activity:

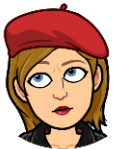
1. Follow the link in the chat
2. Go to Menti.com and enter the code: **7950 3824**
3. Use your mobile device to scan the QR code on the screen



ASSESSMENT WORD CLOUD RESULTS



[Mentimeter Results](#)



Let's think about alternative and authentic assessment.

Assessment (etymology):
to sit beside

Assessment

- Design
- Process
- Tools



LET'S TALK ABOUT ALTERNATIVE AND AUTHENTIC ASSESSMENT:



What are alternative assessments?

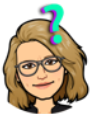
What are authentic assessments?



QUESTIONS TO CONSIDER FOR ALTERNATIVE ASSESSMENT

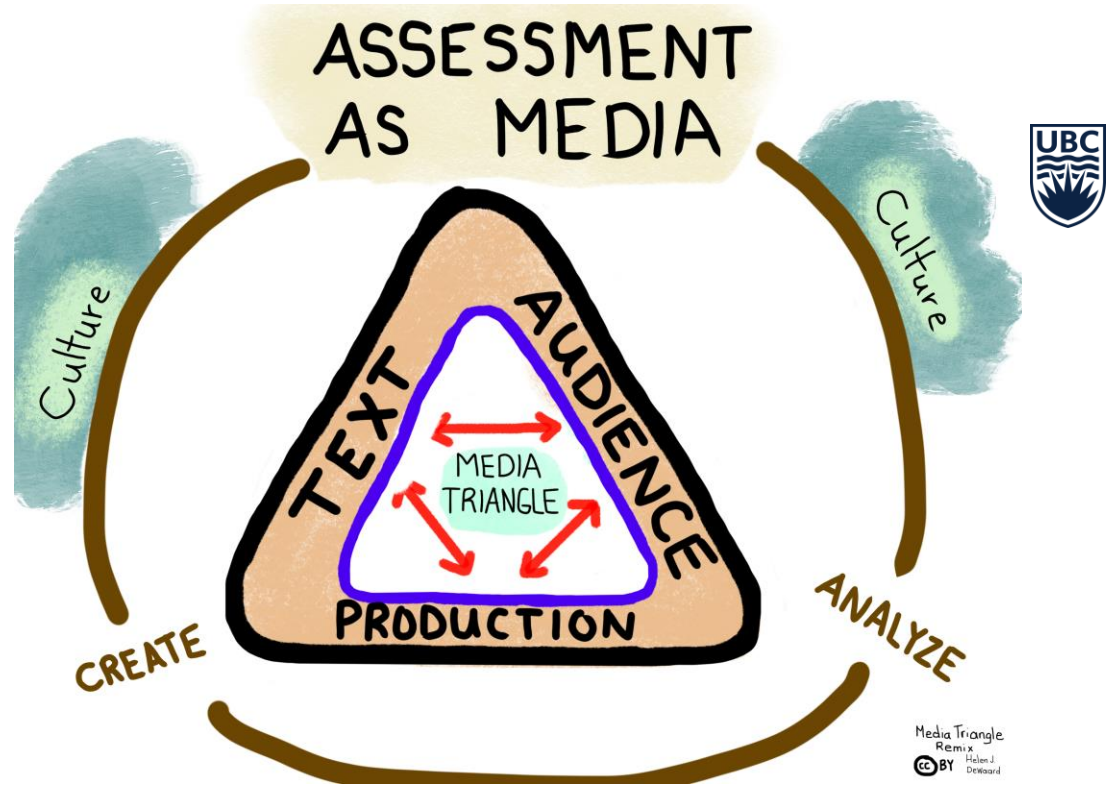
When you are thinking about an alternative assessment, here are some considerations:

- What is the intention of your assessment?
- Are specific time constraints important?
- Do you want to test acquisition of content knowledge, or the ability to apply that knowledge?
- Do you want to assess a product that a student has produced, or the process by which they produced it?
- What kind of content knowledge should students be able to demonstrate and at what level?



ALTERING THE PERSPECTIVE

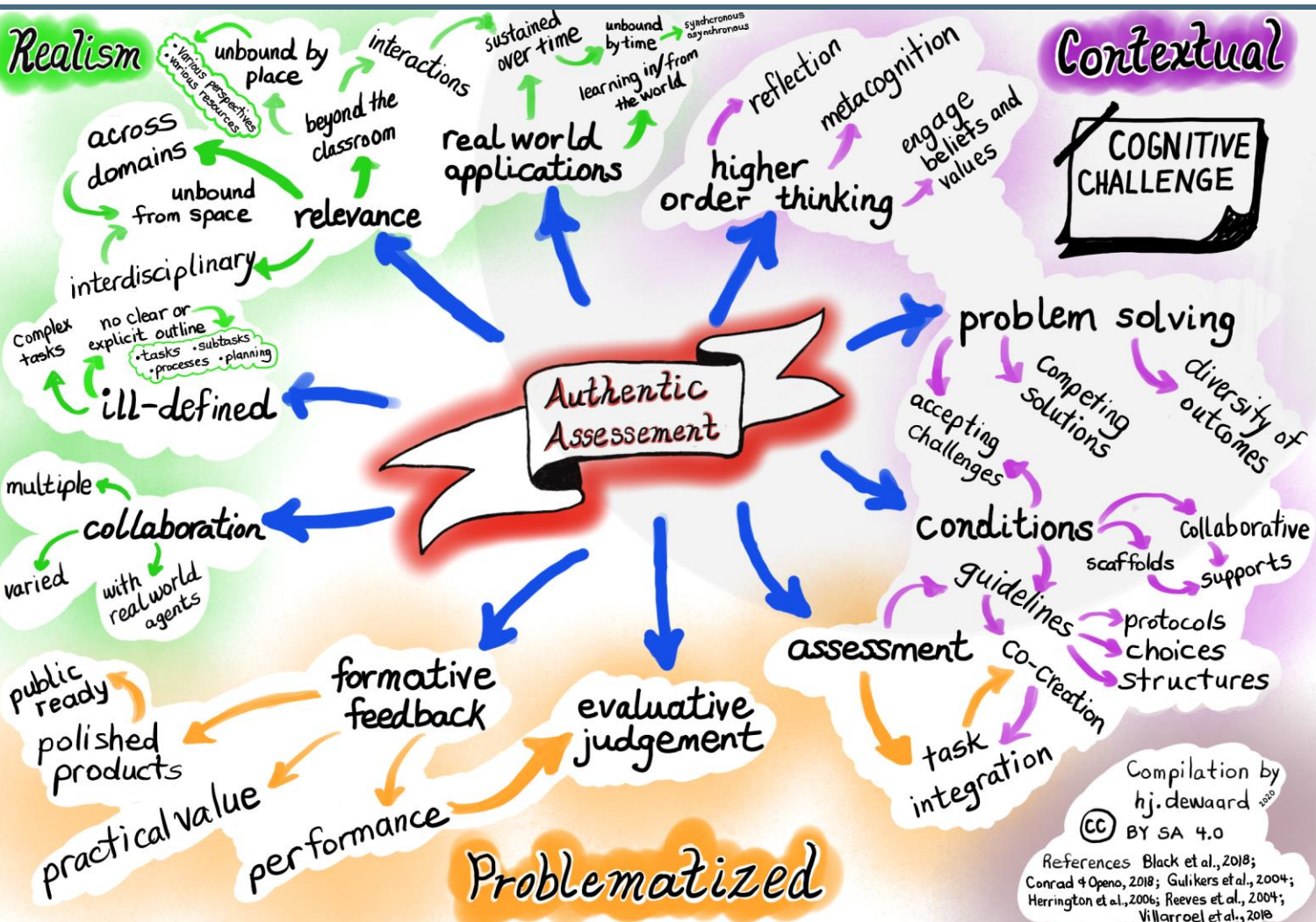
- ✓ What form of 'text' will students create or analyze?
- ✓ Who is the potential or intended audience?
- ✓ How can students produce assignments using multiple media tools and strategies?
- ✓ What cultural conditions need to be considered?





Realism

Contextual



COGNITIVE CHALLENGE

Authentic Assessment

Problematized

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hj.dewaard 2020
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References Black et al., 2018;
Conrad & Openo, 2018; Gulikers et al., 2004;
Herrington et al., 2006; Reeves et al., 2004;
Villarroel et al., 2018



SOME EXAMPLES



CREATING A WEBSITE (OR PORTFOLIO)

Example Use:

- Understand a particular area / theory
- Reflect on one's own learning process over time using metacognitive approaches, while also demonstrating leadership / expertise in a topic area

Tools to Use:

- UBC Wordpress
- Weebly
- Wix
- [Google sites](#)
- Explore on the [Open ETC Inspire](#) site



Example of an Online Learning web



ANNOTATIONS – WEBSITES, VIDEOS, IMAGES, OR DOCUMENTS

Example Use:

- Explore a topic (bird's eye view) and play with ideas to find areas of interest

Tools to Use:

- Clas – video annotation
- Hypothes.is - text, pdf, web
- H5P – embedded into Canvas

The screenshot displays a PDF viewer interface. The main content is an article titled "Critical Thinking" by Daniel T. Willingham. A red box highlights an annotation on the text: "Annotations on a PDF reading can be public, private, or within a group (such as a course group). The individual's login name is visible. The annotation captures what is highlighted by the reader, followed by their annotated comment which can include links, videos, images, and tags." The right sidebar shows the annotation tool interface, with a red box highlighting the "Post to Public" dropdown menu, which is currently set to "Public".

Examples can be seen in these Canvas open access course locations:

- [Welcome to Online Education: Digital Literacies](#)
 - [Digital literacies page](#), at the bottom of the page
- [ETS Showcase](#)
 - [H5P page](#)



UBC BLOGS, WIKIS AND PODCASTS

Example Use:

- Reflective practice
- E-Portfolio
- Course content creation and curation

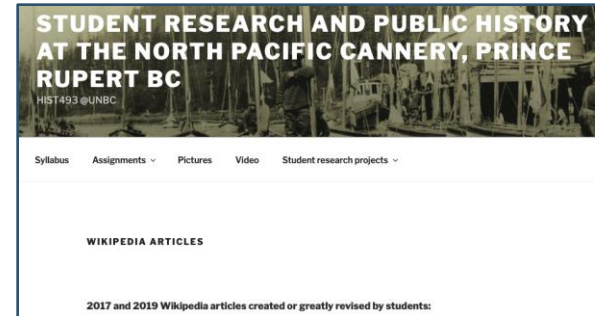
Tools to Use:

- Wordpress
- UBC Wiki
- Audio recording software



Link to course podcast

archives: <https://hist492.opened.ca/podcast/>



Link to course Wikipedia archives:

<https://hist493.opened.ca/wikipedia-articles/>





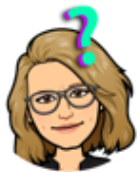
INFOGRAPHIC

Example Use:

- Demonstrate understanding of a particular topic area/theory
- Create a visual representation of what is learned

Tools to Use:

- Canva, Piktochart, Adobe Spark



Formative and Summative Assessment

Mix and Match

Formative Assessments

- Assess and provide feedback during learning process
- Learners critically evaluate their own work
- Use content specific language to make sense of their learning

Summative Assessments

- Used to demonstrate learner growth after instruction
- Learners demonstrate learning with a cumulative project/paper
- Provides a measurable way of evaluating success against a benchmark

What does it look like?

- Concept maps, graphic organizers
- Exit slips, summaries, reflections
- Peer activities, self-assessments
- Simulation games

What does it look like?

- Formal exam or quiz
- Term paper
- Cumulative project
- Formal presentation

Your Options



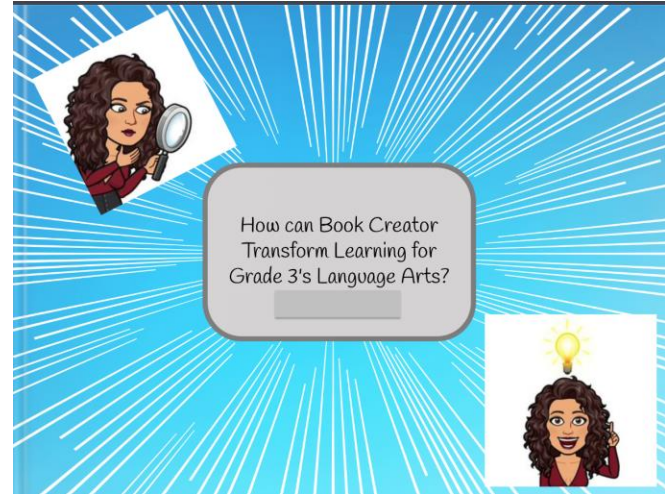
CREATING AN E-BOOK/PRESSBOOK

Example Use:

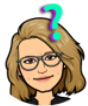
- Demonstrate understanding of a topic area
- Reflect and share one's own learning process over time

Tools to Use:

- [Pressbooks](#), Book Creator, LucidPress, Canva



[A student's video presentation done in Book Creator about using BookCreator](#)



DIGITAL STORYTELLING

Example Use:

- Explore a deep reflective understanding of a topic using multimodal approaches and story
- End project that reflects on process and experiences (e.g. Post-practicum)

Tools to Use:

- Video editing software such as iMovie or Camtasia
- Twine



Example [Dance Me Home](#)



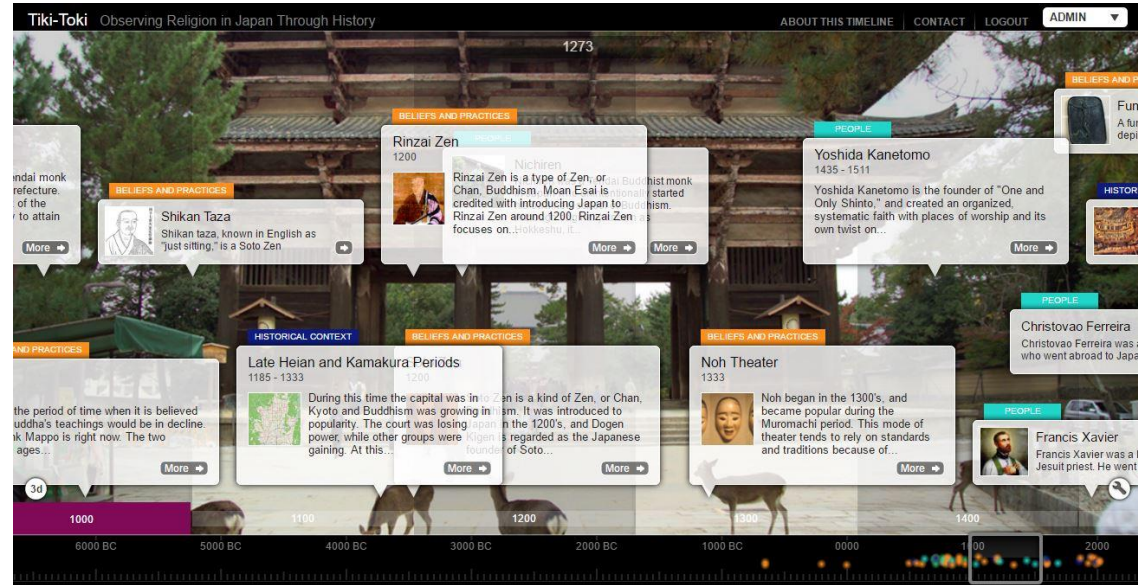
TIMELINES

Example Use:

- Develop contextual understanding
- Analyze relationships
- Visualize change over time and see overlapping events.

Tools to Use:

- Storymap JS
- H5P
- Adobe timeline
- Time.graphics



<https://cft.vanderbilt.edu/guides-sub-pages/digital-timelines/>



CONSIDER: SAFETY, SECURITY, PRIVACY, & PERMISSIONS

Possible Concerns:

- FOIP / FIPPA – freedom of information and protection of privacy act compliance
- public vs private publications
- perceptions of safety when posting in Canvas
- sharing and building learning in wider communities within/outside the course
- Issues of surveillance within software platforms



Provide choices to students:

- publishing with a pseudonym
- publishing in a way that only other people in that class can see their work
- submitting only to the instructor or T.A.
- publishing publicly with or without an open (Creative Commons) license

UBC Digital Tattoo to build awareness and understanding: <https://digitaltattoo.ubc.ca/>

OPEN EXAMPLES FOR MORE EXPLORATION

- MET students work and generate ideas on technology.
- Forestry students create a multilingual dictionary
- Physics students create course learning resources
- Latin American Studies students create and share videos
- MET students Create Knowledge Repository.
- Forestry students create conservation case studies
- English students add Canadian literature to Wikipedia



YOUR 'TAKE-AWAY'

Thinking about what you have heard today – what can you apply to your context in the next week, month, course offering?

How might you use an alternative and authentic assessment?



REFERENCES AND RESOURCES

DeWaard, H., & Roberts, V. (2021). Revisioning the potential of Freire's praxis: Influences on the art of assessment in open and online learning through blogging. *Distance Education, Special Edition* <https://doi.org/10.1080/01587919.2021.1910494>



Hausknecht, S., Vanchu-Orosco, M., & Kaufman, D. (2019). Digitising the wisdom of our elders: connectedness through digital storytelling. *Ageing & Society*, 39(12), 2714-2734.

UBC Blogs, Frequently asked questions <https://blogs.ubc.ca/faq/>

UBC Wikis, Instructor Guide <https://lthub.ubc.ca/guides/ubc-wiki-instructor-guide/>



THE UNIVERSITY OF BRITISH COLUMBIA

Faculty of Education

Educational Technology Support

These slides will be posted on the [Celebrate Learning Week wiki site](#). Check out other [Celebrate Learning Week presentations and events](#).

Continue having conversations on hot topics in education and assessment with the [Viewpoints ETS Discussion Series](#).