

Authentic Assessment for Online Learning



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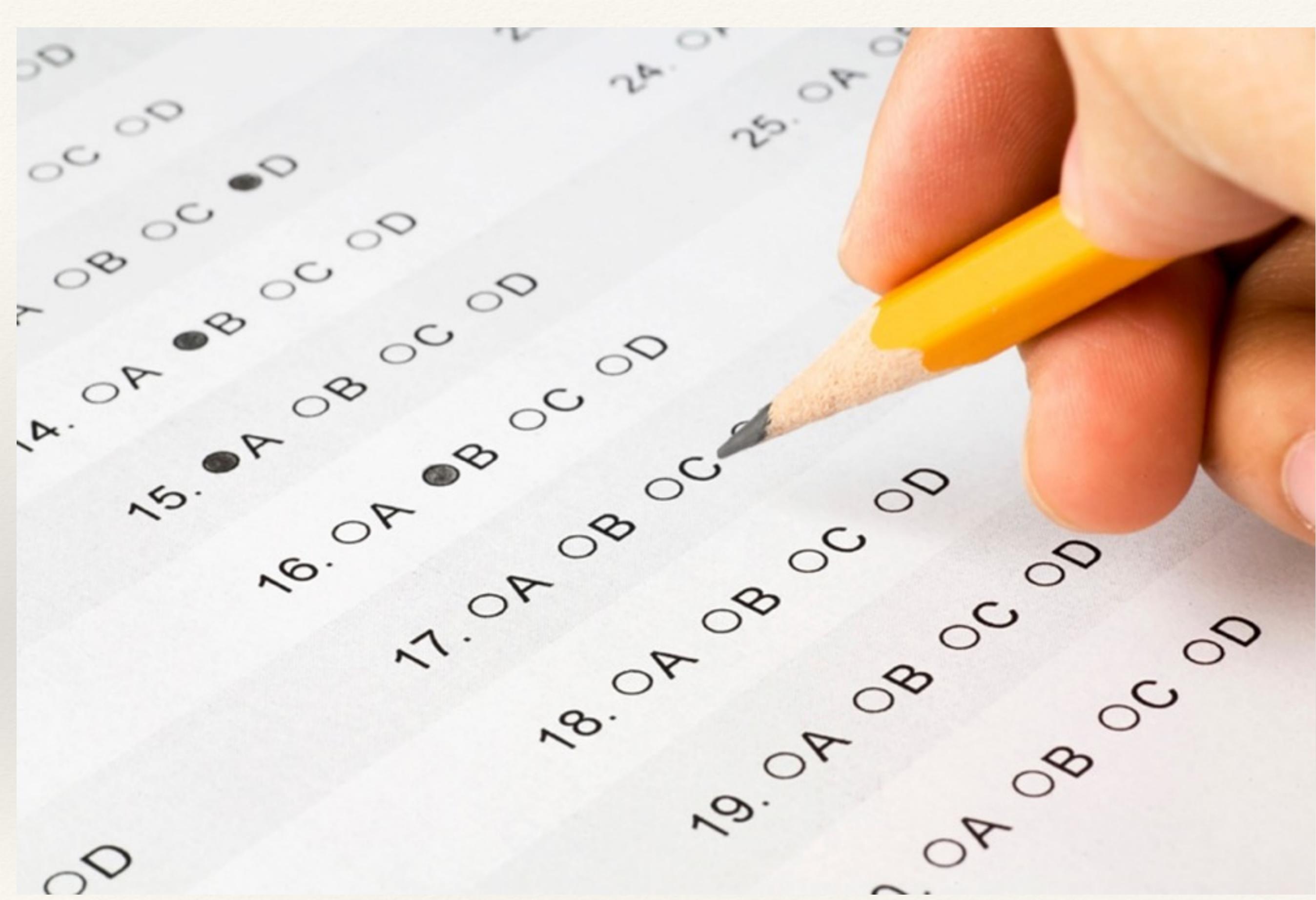
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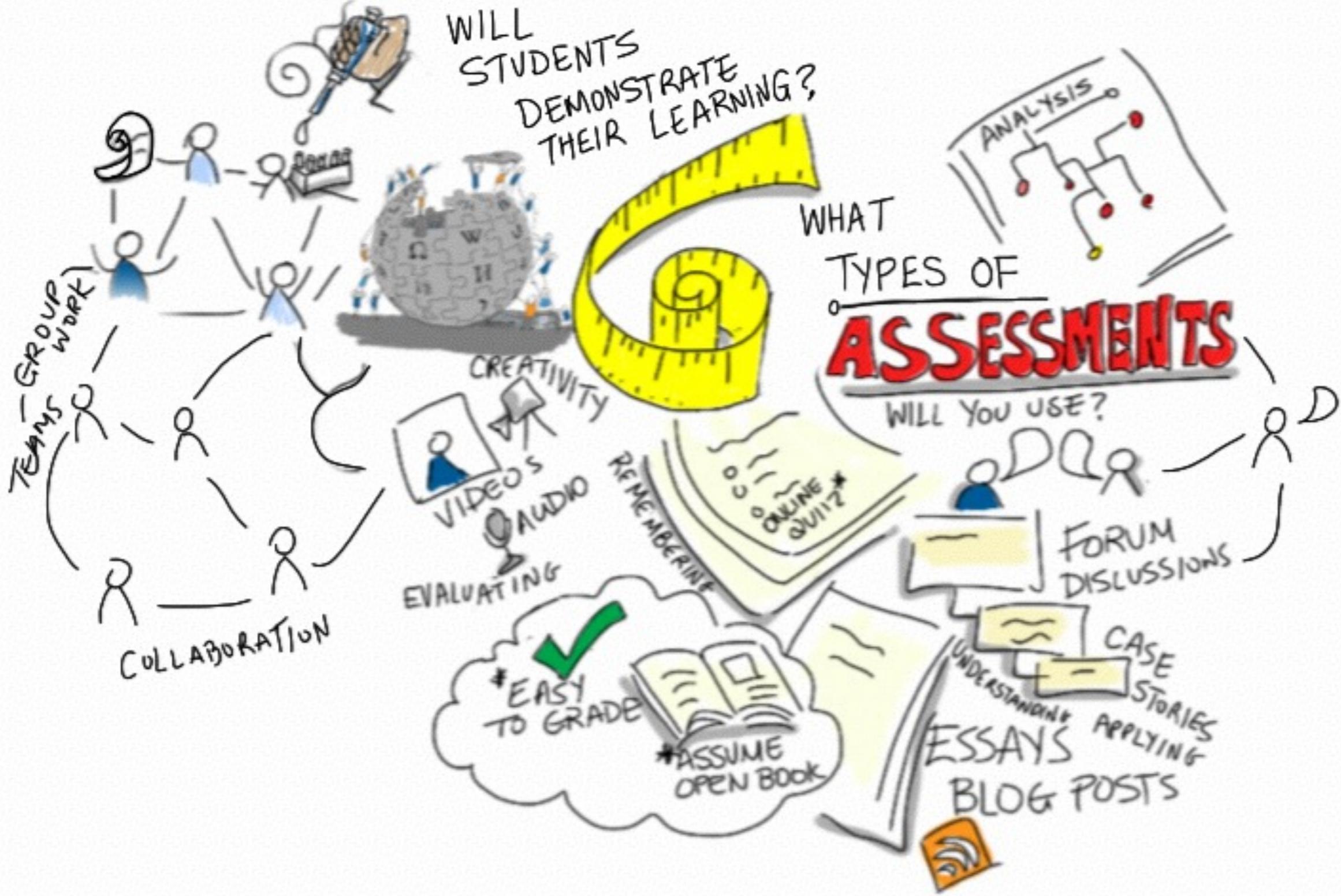
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"The Tech Twins"

* * INTRODUCTION * *



HOW





Vulnerability of Critical Infrastructures

5, 2014 7:44 PM

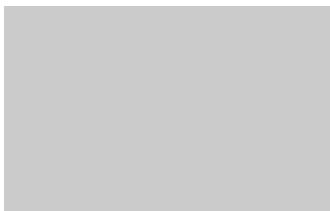
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Looking at vulnerabilities of critical infrastructure even almost still should be addressed. One of these is the water supply. depend on daily. This is also a life sustaining resource. In fact river doesn't reach the Pacific Ocean because its supply is us resource is vital to securing this resource for the future (Hek this resource has the ability to interrupt economic, social, and

Mitigating this type pf critical infrastructure is difficult because used for. Constant monitoring at key points of its use is one altered. Unfortunately there are many substances that can be. Much is treated and though there are many vulnerabilities it create toxic levels and targeting a specific population can be can make both of these threats difficult to carry out.

[Reply to Thread](#)

Filter by: Unread Flagged



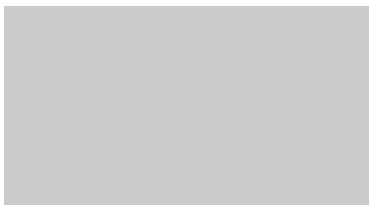
If, as you point out in your last paragraph, it would be the volume of toxic material that would be necessary to survive dilution and water treatment facilities, I am curious as to why you chose this as your answer to the question?

Also, remember that you need to give the full reference citation for your sources - not just in-text.

Thanks.

AAL

[Reply](#)



Do you have any thoughts or theories on how we can protect the water supply? Also, do you see the inability of the Santa Fe river (and similar watersources) to provide water for everyone be something that needs to be addressed? And how?

Thread: Very interesting

Select: All None

[Message Actions](#)

[Expand All](#)

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Very interesting

I was most intrigued by the amount of stress the characters seemed to go through. I could really relate to that.

[Reply](#)



RE: Very interesting

Good post. me too.

Select: All None

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Traditional
Discussion Boards

* Definition *

Authentic Assessment

is....

“An assessment task is one that is realistic and values worthwhile skills and strategies.”

(Wiggins, 1998, 2002)

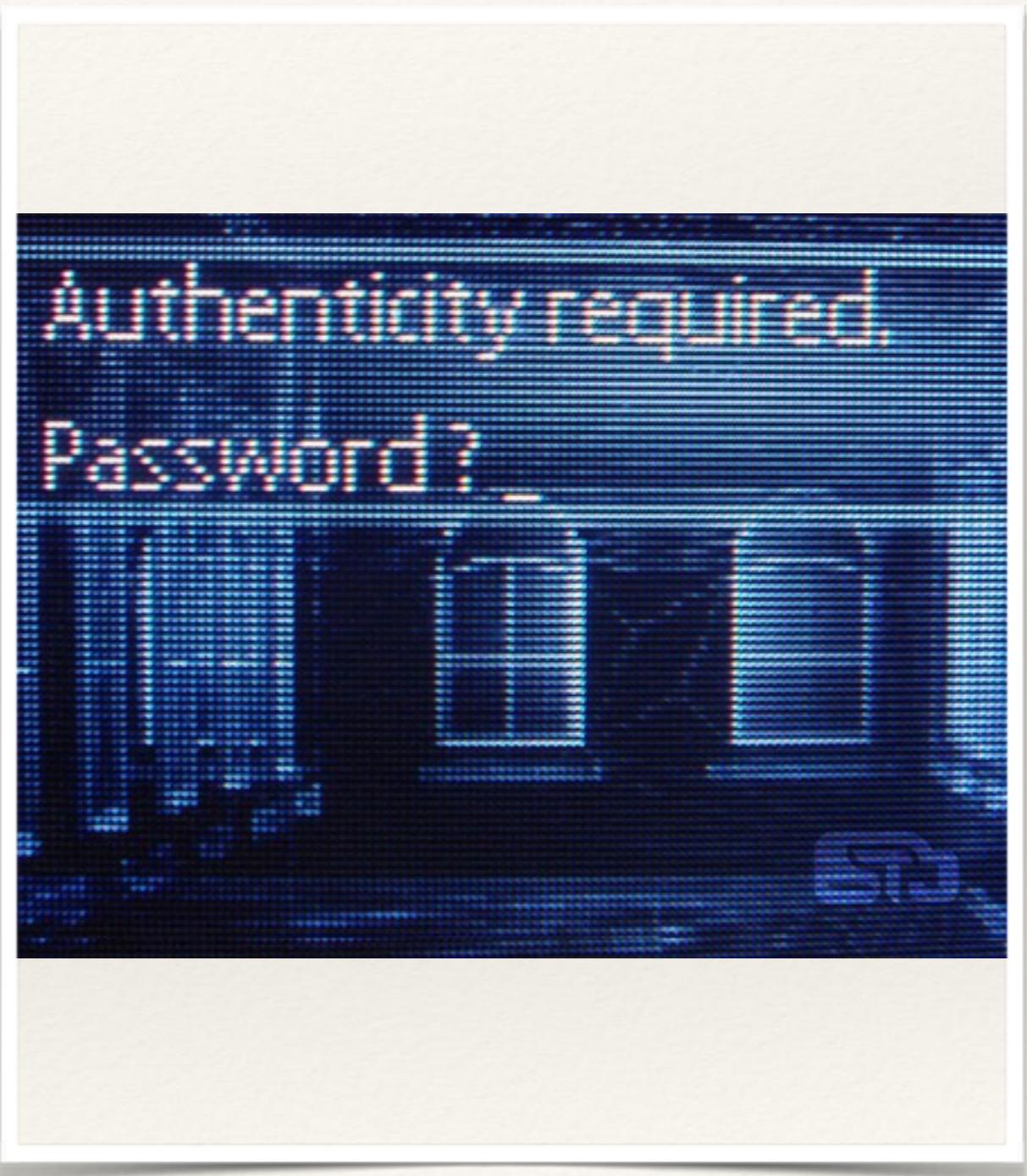


Photo Credit: <https://www.flickr.com/photos/liako/3170874142/>

Traditional Assessments	Authentic Assessments
Curriculum drives the assessment	Assessment drives the curriculum
Selecting a response	Performing a task
Contrived	Real-life
Recall / recognition	Construction / application
Teacher-structured	Student-structured
Indirect evidence	Direct evidence
Discourage teaching to the test	Encourage teaching to the test

Photo Credit: <http://tlc.provost.gwu.edu/authentic-assessment>

Traditional vs. Authentic

Demonstration of Learning



Why We Care...

- * Imitates real life
- * Performance-based
- * Demonstrates understanding



Photo Credit: <https://www.flickr.com/photos/colinkinner/2200500024/>

What format of classes do you primarily teach?

A. Online classes

B. Face-to-face classes

C. Blended classes

Who Can Use It?

- * Online classes
- * Face-to-face classes
- * Blended classes



Photo Credit: <http://en.wikipedia.org/wiki/Typing>

Activities

- * Engage students
- * Gather data
- * Global learning opportunities

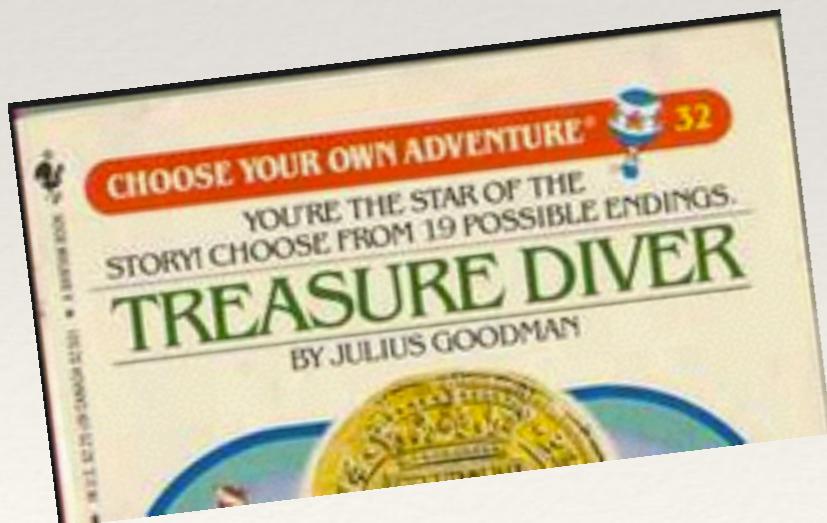


Photo Credit: <http://pixabay.com/en/hands-protection-tree-65342/>

* * CHARACTERISTICS * *



- * Real-life scenarios



- * Multiple possible outcomes:
More than one right answer





* Requires problem solving

* More fun!



* Challenges *



Photo Credit: roujo via Compfight cc

* Student expectations (or lack there of)



Photo Credit: Pragmagraphr via Compfight cc

- * Instructor time constraints

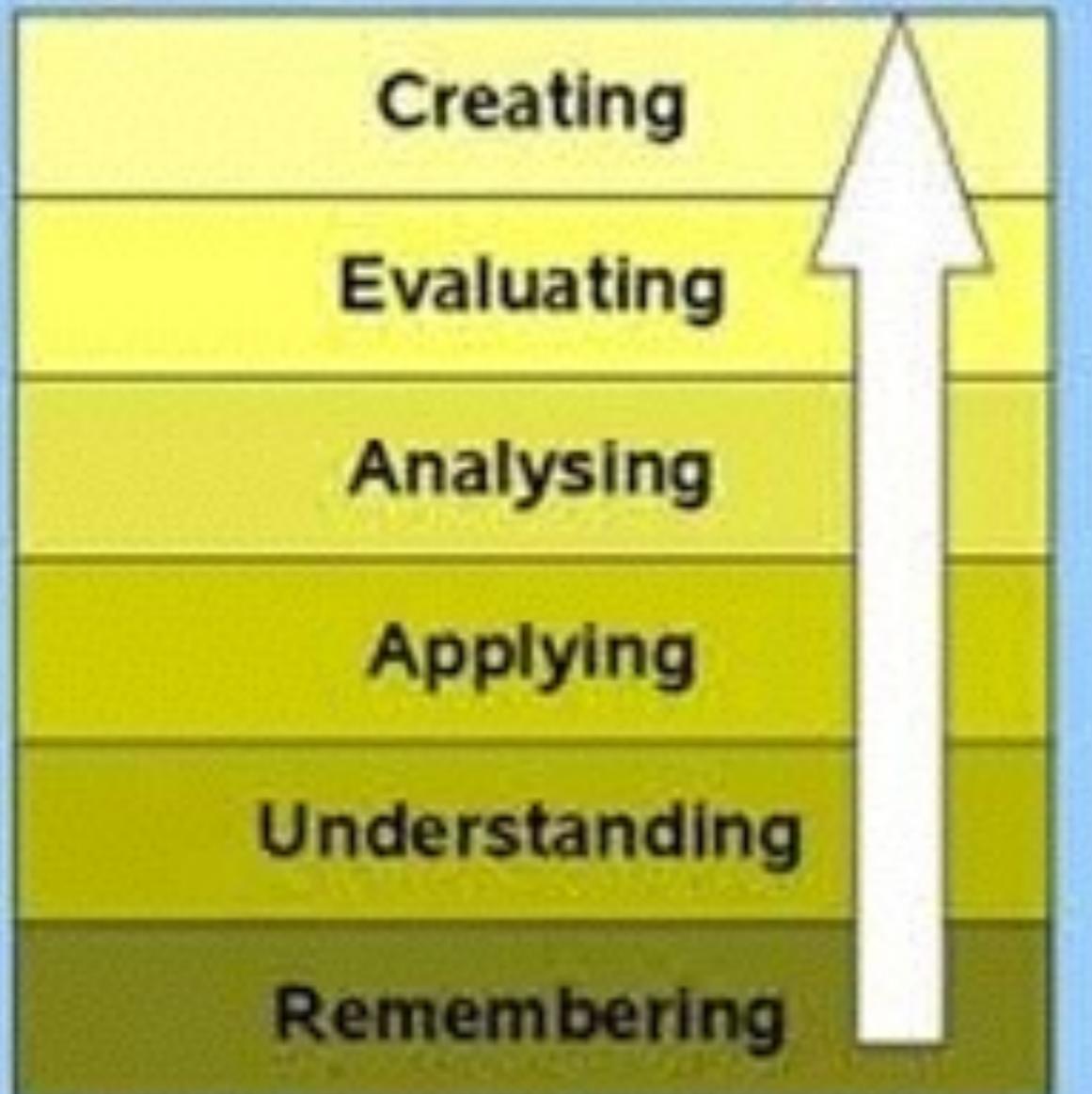


* Benefits *



Photo Credit: http://commons.wikimedia.org/wiki/File:The_Thumbs-up_position.jpg

Higher Order Thinking Skills



Lower Order Thinking Skills

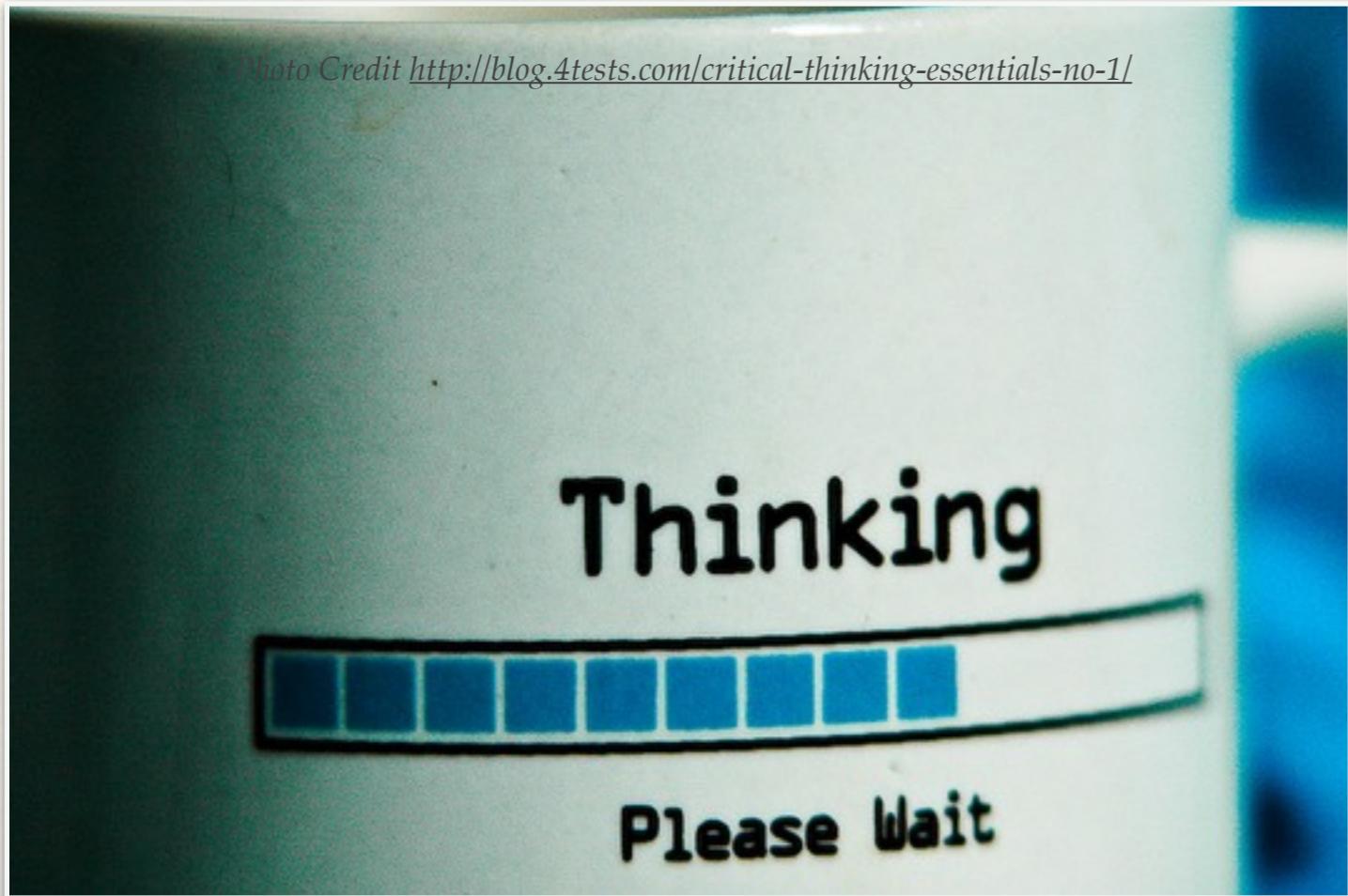
Photo Credit <http://www.everyteacherleftbehindblog.com/index.php/category/lesson-plans/>

* HOT Skills
(Higher Order
Thinking)

* Real world applicability

* Collaborative learning environment

Photo Credit <http://blog.4tests.com/critical-thinking-essentials-no-1/>



- * Comprehension:
 - check for understanding
 - provide immediate feedback

- * Cross-curricular



Photo Credit http://commons.wikimedia.org/wiki/File:Interior_view_of_Stockholm_Public_Library.jpg

* * LEARNING EXPERIENCES
& TECH TOOLS * *

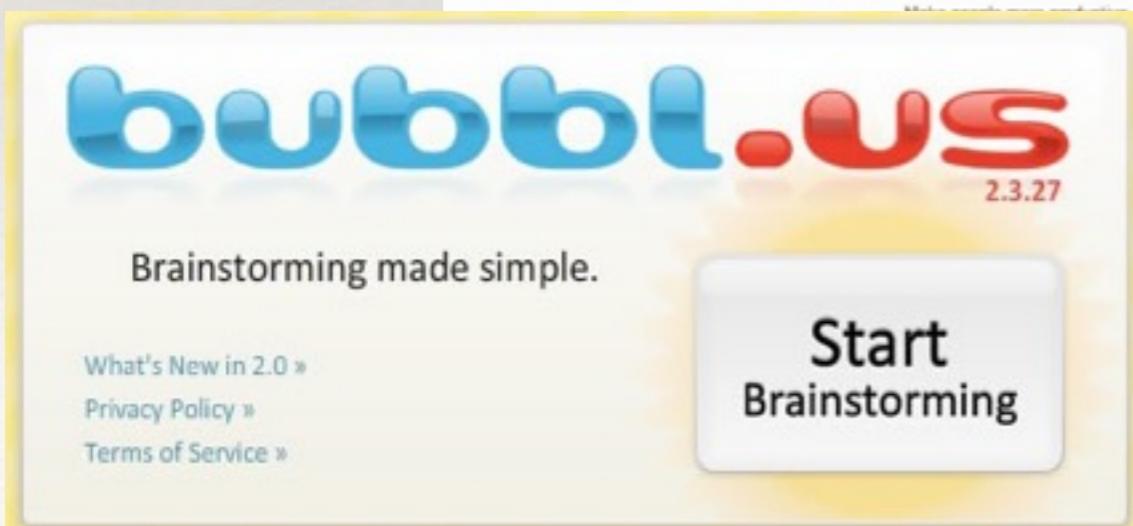
* Concept Mapping *

Tech Tools:

- * MindMeister
- * Coggle
- * bubbl.us
- * Popplet



Use to Assess:



- * Synthesis
- * Brainstorming
- * Research topic development

* Online Presentations *

Tech Tools:

- * Prezi
- * Google Docs
- * Padlet
- * Infographic makers
(Piktochart
& easel.ly)



WATCH THIS SPACE. INFOGRAPHICS ARE IN!

100% OF BUSINESSES CAN BENEFIT
EVERYONE SHOULD CONSIDER THE POTENTIAL ADVANTAGES

THEY CATCH THE EYE OF JOURNALISTS AND STAND OUT FROM THE REST. TEXT-BASED PREDICTIONS

90% OF INFORMATION STORED IN THE BRAIN IS VISUAL.

~13 MILLION REQUESTS FOR THE TERM INFOGRAPHIC ON GOOGLE

INFOGRAPHICS GO VIRAL

INFOGRAPHIC OF GRAPHICS

2011-2012 IMMIGRATION DATA

Category	Top 10 Countries
Top 20 Ethnic background by total population	1. UK 2. New Zealand 3. China 4. India 5. Vietnam 6. Italy 7. Philippines 8. South Africa 9. Malaysia 10. Germany
Top 20 Family Stream Migration sources	1. China 2. UK 3. India 4. Philippines 5. Vietnam 6. Thailand 7. USA 8. South Korea 9. Indonesia 10. Lebanon 11. Pakistan 12. Canada 13. South Africa 14. Malaysia 15. Hong Kong 16. Albanian 17. USA 18. Netherlands 19. Ireland 20. Indonesia
Top 20 Student Migration sources	1. China 2. UK 3. Philippines 4. India 5. South Africa 6. Saudi Arabia 7. China 8. Indonesia 9. South Korea 10. USA 11. Nepal 12. Pakistan 13. Japan 14. South Africa 15. Hong Kong 16. Philippines 17. Singapore 18. Germany 19. Vietnam 20. Thailand
Top 10 Overall Migration Sources	1. India 2. China 3. UK 4. Philippines 5. South Africa 6. Sri Lanka 7. Malaysia 8. Ireland 9. South Korea 10. Vietnam
Top 20 Employer Sponsored Migration Sources	1. UK 2. Philippines 3. India 4. South Africa 5. China 6. Ireland 7. South Korea 8. USA 9. Nepal 10. Sri Lanka 11. Germany 12. France 13. Malaysia 14. Canada 15. Zimbabwe 16. Japan 17. Vietnam 18. Italy 19. Pakistan 20. Indonesia
Top 20 Visitor Migration sources	1. UK 2. China 3. USA 4. Japan 5. Malaysia 6. South Korea 7. Singapore
Top 20 Long Stay Business Migration Sources	1. UK 2. India 3. Ireland 4. Philippines 5. USA 6. China 7. South Africa
Top 20 General Skill Stream Migrant Sources	1. India 2. UK 3. China 4. Sri Lanka 5. Malaysia 6. South Africa 7. Pakistan

POST YOUR QUESTIONS ABOUT ASIAN IMMIGRATION TO: Double click/hap the screen and type your question.

Sebastian: How do Asians migrate to Australia at such high levels?
Sebastian: Why are so many Asian students and migrating.
Clare and Jacqueline: Why were there more Europeans than Asians?
Ethan: Why do European come?
Ethan: what subjects think they to study?
Ethan: I thought it was china and India and Japan were the 3 most.
Darcy: Can we in the future do the same thing as the other country so we can stop importing people for skills in Country?
Selina: What would happen if someone from Germany go to Malaysia?
Olivia: Just after the war why did the Asia emmigrants go up and the Europe

Use to Assess:

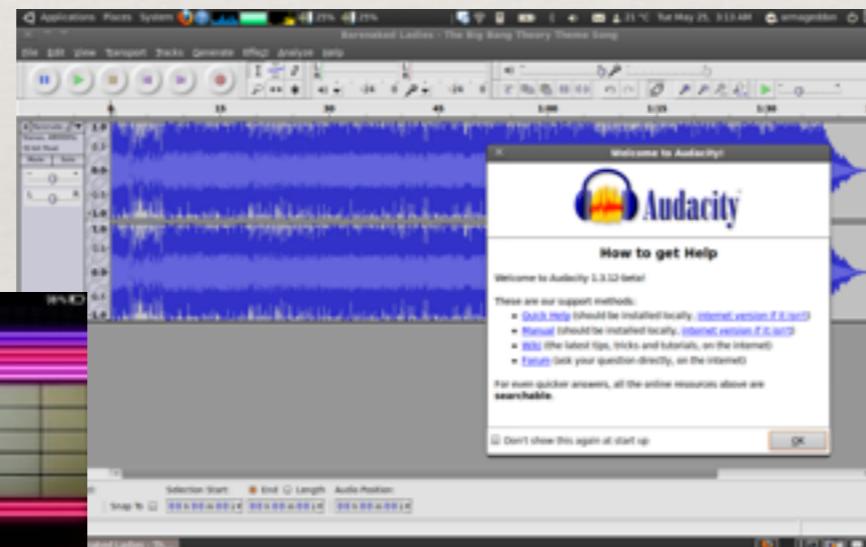
- * Presentation of materials
- * Research projects
- * Summative assessments



* Multimedia *

Tech Tools:

- * Blogs (Blogger)
- * Podcats (Audacity)
- * Videos (iMovie)



Use to Assess:

- * Demonstrations
- * Experiments
- * Digital storytelling

* Virtual Field Trip *

Tech Tools:

- * Skype
- * Twitter
- * Google Earth/Maps
- * Variety of websites



Photo Credit: http://en.wikipedia.org/wiki/Gray's_Inn_Road

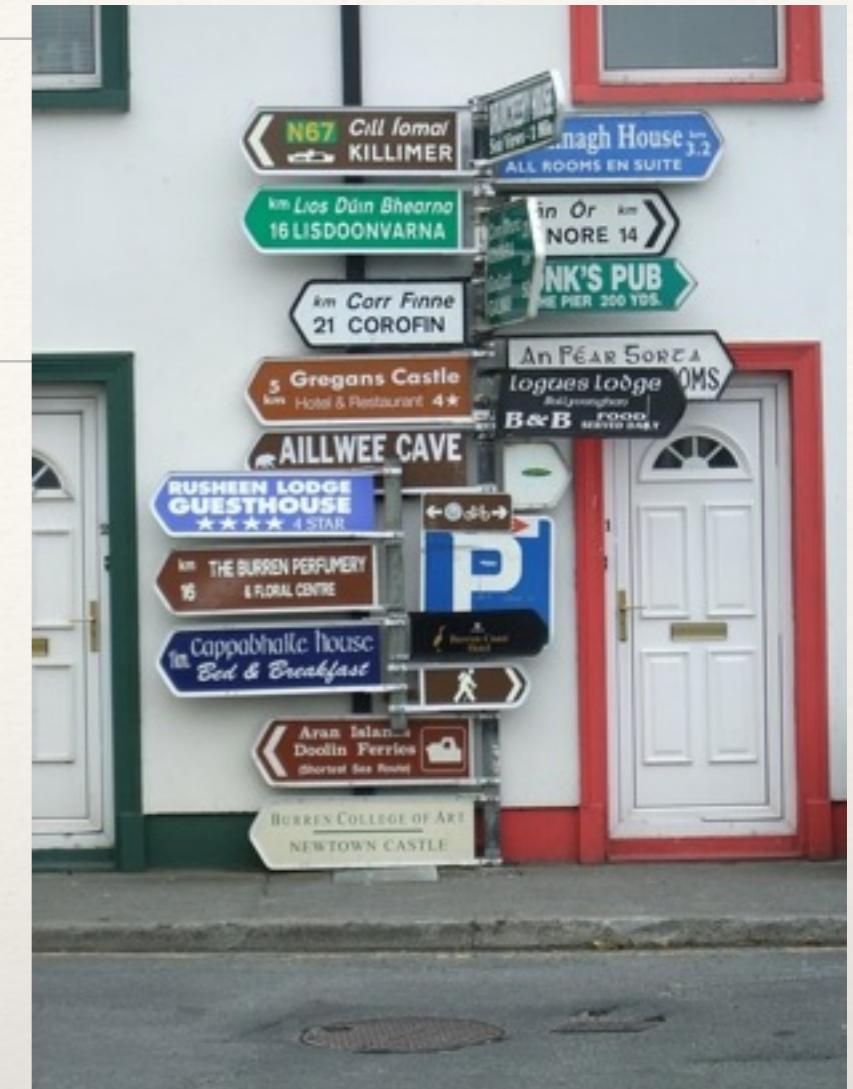


Photo Credit: http://en.wikipedia.org/wiki/Akron,_Ohio

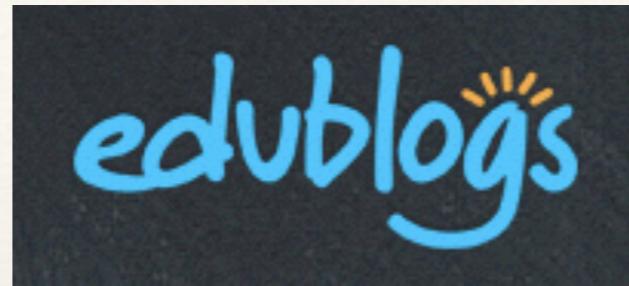
Use to Assess:

- * Digital literacy
- * Real life skills
- * Curriculum concepts

* Letter to the Editor *

Tech Tools:

* WordPress / EduBlogs



* Social media (Twitter, Facebook, LinkedIn)

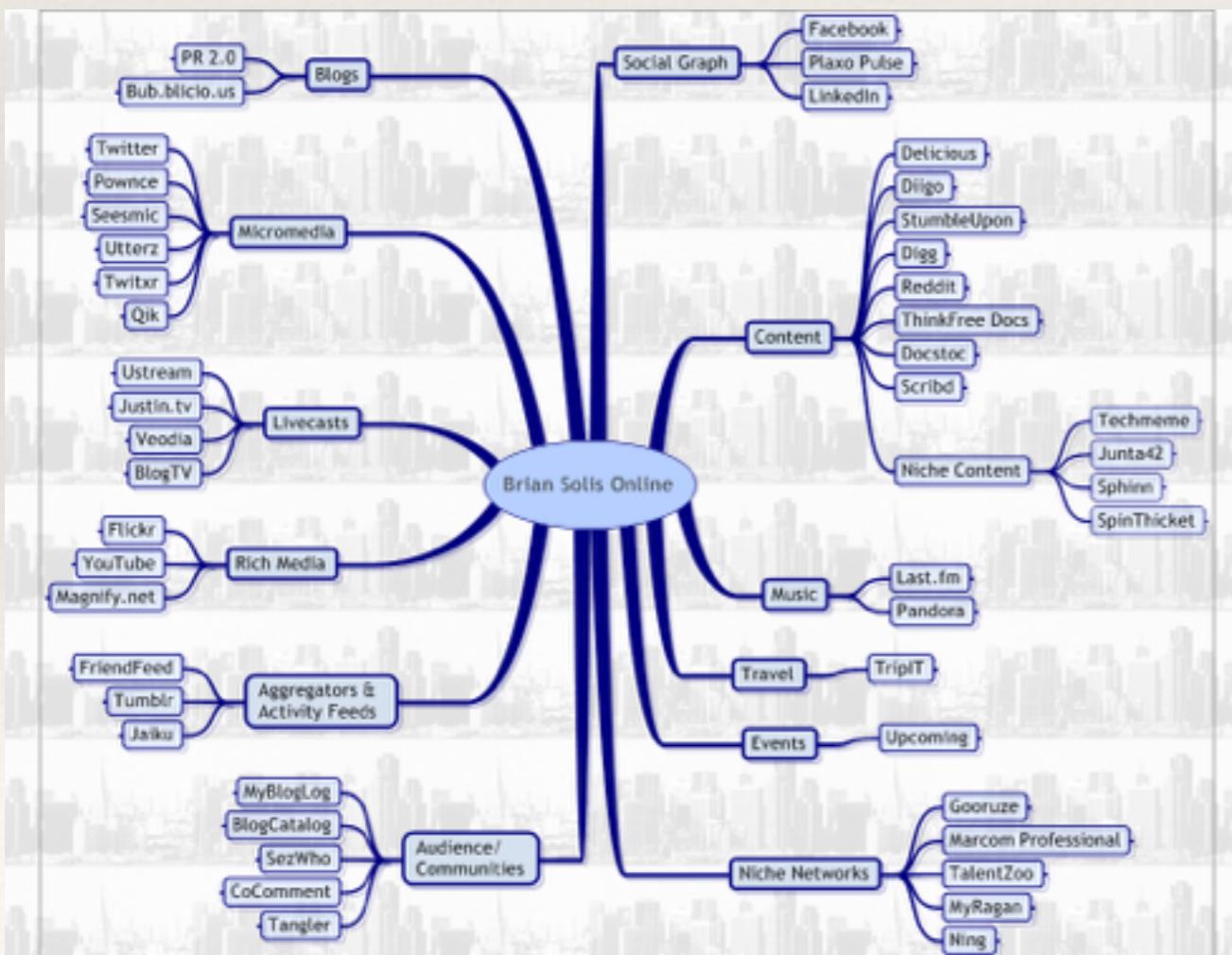


Photo credit: Brian Solis Online - Social Map via Flickr

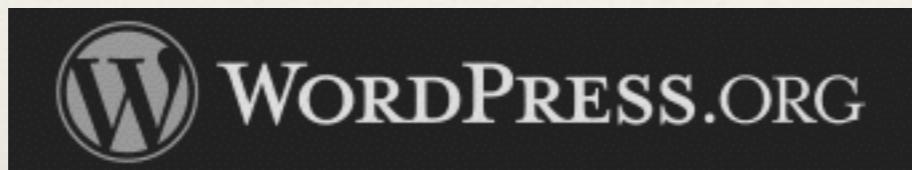
Use to Assess:

- * Scholarship as conversation
- * Transferable skills
- * Collaboration

* ePortfolios *

Tech Tools:

* Weebly



* Wix

* Google

* Edublogs / WordPress

Create a Free Class Website
and let your students build sites too



Use to Assess:

- * Semester long projects
- * Culmination of data gathering
- * Synthesis of information

Which of these activities might you incorporate into your classroom?

- A. Concept Mapping
- B. Infographics
- C. Digital Storytelling
- D. Virtual Field Trip
- E. ePortfolio

* * HELPFUL GUIDELINES * *

Best Practices

Next
Exit



Photo credit: <https://www.flickr.com/photos/barrydahl/6675297699/>

* Tie to
learning outcomes

* Communicate applicability:
“So what?”

* Rubrics *



Photo Credit jenhegna1 via Compfight cc

INTERCULTURAL KNOWLEDGE AND COMPETENCE VALUE RUBRIC

for more information, please contact value@aacu.org

Definition

Intercultural Knowledge and Competence is "a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts programs for culture learning. In *Contemporary leadership and intercultural competence: Understanding and utilizing cultural diversity to build successful organizations*, ed. M. A. Moodian, 95-110. Thousand Oaks, CA: Sage.)

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (all one) level performance.

	Capstone 4	Milestones 3	Milestones 2
Knowledge <i>Cultural self-awareness</i>	Articulates insights into own cultural rules and biases (e.g. seeking complexity; aware of how her/his experiences have shaped these rules, and how to recognize and respond to cultural biases, resulting in a shift in self-description.)	Recognizes new perspectives about own cultural rules and biases (e.g. not looking for sameness; comfortable with the complexities that new perspectives offer.)	Identifies own cultural rules and biases (e.g. strong preference for those rules shared with cultural group and seeks the same in others.)
Knowledge <i>Knowledge of cultural worldview frameworks</i>	Demonstrates sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates adequate understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates partial understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.



Authentic Assessment Rubrics

2. Overall Diet Pattern Analysis (30 pts)

Adequacy. The analysis is clear, detailed, complete, and consistent with the data. Places most/all inadequate intakes into a 1) health perspective, 2) refers to guidelines, and 3) provides insight into food selection. Links inadequacies to more than report. (9-10 pts)	Adequacy. The analysis is generally complete and consistent with the data. Provides few details. Places some inadequate intakes into a health perspective, refers to guidelines, or provides insight into food selection (6-8 pts)	Adequacy. Simply reports MyDiet Analysis outputs. The analysis is too simplistic, incomplete, and/or an inaccurate evaluation of the nutrients and fiber listed. Fails to place inadequate intakes into a health perspective. (0-5 pts)
Moderation. The analysis is complete and consistent with the data. Places most/all excess intakes into a health perspective, refers to guidelines, and provides insight into food selection. (9-10 pts)	Moderation. The analysis is complete and consistent with the data. Places some excess intakes into 1) a health perspective, 2) refers to guidelines, and 3) provides insight into food selection. (6-8 pts)	Moderation. The analysis reflects an incomplete, inaccurate, or too simplistic evaluation of the excess nutrients listed. Several components miscalculated, missing, or poorly assessed. (0-5 pts)
Balance & Variety. The analysis correctly uses MyPyramid to accurately and completely assess diet pattern (9-10 pts)	Balance & Variety. The analysis uses MyPyramid but incorrectly or incompletely interprets it to assess diet pattern (6-8 pts)	Balance & Variety. The analysis does not use or inaccurately interprets MyPyramid to assess diet pattern (0-5 pts)

Exceptional Level - Places the data into a health perspective, explicitly refers to a set of principles, guidelines and resources, links two of the reports (MyPyramid & Intakes and Recommendations), cites specific examples, and uses language effectively.

"My average fiber intake for the 3-day sample period was 14 g/day. This amount is about half of what the Dietary Guidelines for Americans 2005 recommends (30 g/day) to maintain colon health and reduce my risk for colon cancer and heart disease. I attribute my deficient intake to my dislike of the fruits and vegetables served at Mitchell Hall. Fruits such as apples and bananas are often bruised and the vegetables such as green beans are overcooked with a mushy texture. Thus I generally take a smaller portion size which is also reflected by my low number of servings in the fruit and vegetable food groups (see MyPyramid)." Score = 10 if all like this)

* Scaffold
assignments &
feedback



Bottom Line: If you have fun,
your students will, too!

