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Center for Educational Effectiveness

Office of Undergraduate Education

Authentic Assessments in the Digital Space: Creating assessments that motivate

Patricia Turner, PhD
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About me

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Patricia Turner, Ph.D., is an Education Specialist with the Center for Educational Effectiveness-Learning, Teaching and Assessment unit (CEE-LTA). Patricia earned her Ph.D. in Applied Linguistics from UCLA, where her areas of concentration were Conversation Analysis and institutional talk-in-interaction. Patricia's MA is in Linguistics, with emphases in teaching English as a Second Language and writing instruction.

Patricia has 26 years of teaching experience and has taught at all three systems of public higher education in California. She has held faculty positions at UC San Diego, San Diego State University, Santa Monica College and she taught extensively at UCLA while completing her doctoral studies. She has also taught at Harvard's Institute for English Language Programs, and prior to coming to UC Davis, she provided professional development for K-12 educators at WestEd, a non-profit research, development and service agency. She is interested in how modalities, dispositions, practices and artifacts of teaching and assessment influence teaching effectiveness in higher education.

At CEE-LTA, Patricia enjoys collaborating with faculty, graduate students and staff on the design and implementation of engaging, student-centered instruction with the goal of providing educational experiences that result in deep learning for diverse groups of students. Patricia received her B.A. in Psychology at UC Davis and is happy to return to UCD to engage in work on learning and teaching.

Recent Peer-Reviewed Scholarly Activity

Turner, P. (2022, March 14). [Revisiting Camera Use in Live Remote Teaching: Considerations for Learning and Equity](#). *EDUCAUSE Review*.

Turner P. and Merrill, M. (2021, May 25). [Using Structure to Promote Equity and Engagement in Live Remote Sessions](#). *EDUCAUSE Review*.

Turner, P. and Rossi, M. (2021). [Promoting Students' Engagement with Disciplinary Texts as Inclusive Teaching Practice](#). *IDEA Papers*. IDEA Paper 85.



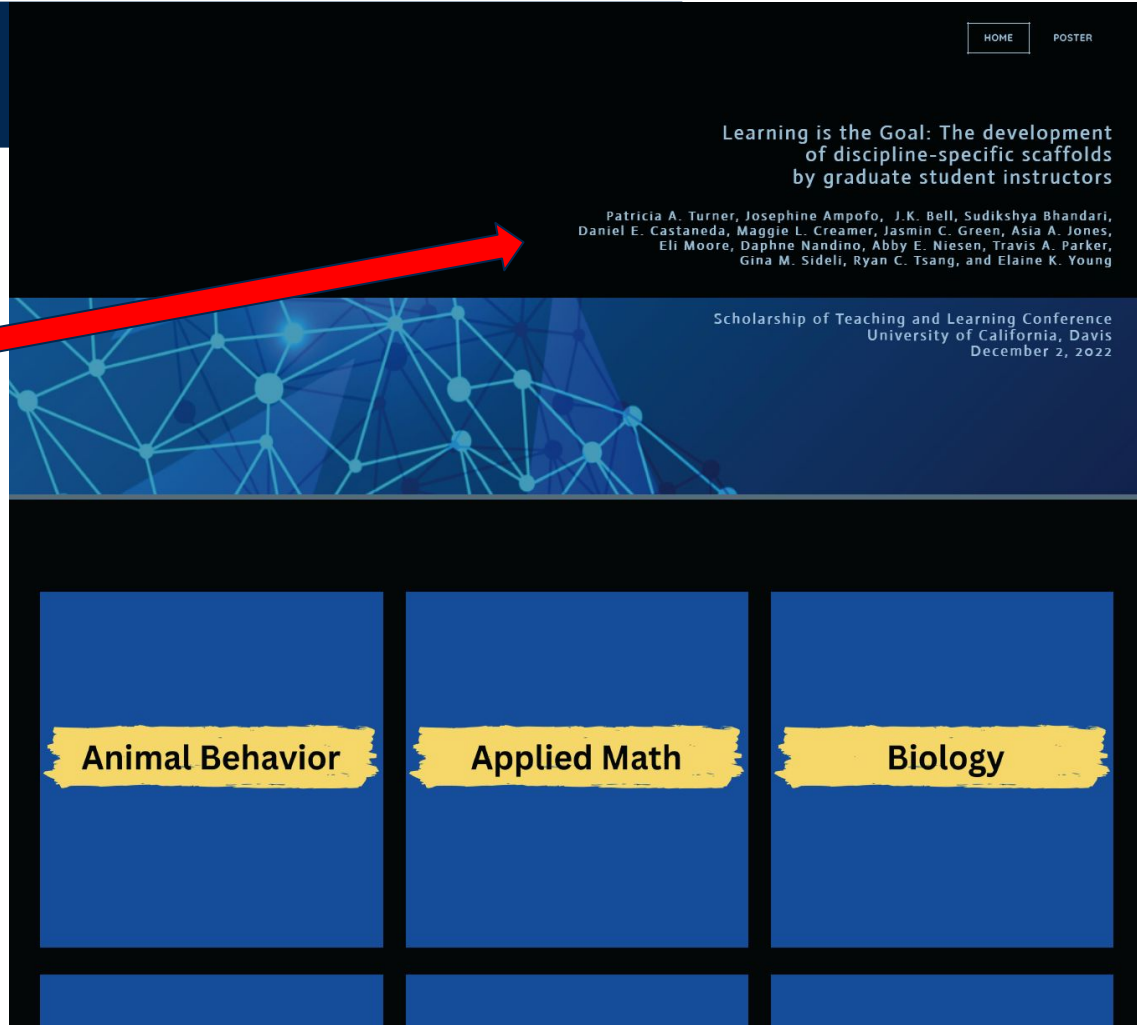
The result

Course website that was part of a poster presentation at the 2022 UC Davis SoTL conference
<https://sotl2022.weebly.com/>

Each student had a page on the website where they explained how one or more scaffolds could be used to enhance student understanding in their discipline.



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Student-created web content as an authentic assessment



Learning is the Goal: The development of discipline-specific scaffolds by graduate student instructors

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Scholarship of Teaching and Learning Conference
University of California, Davis
December 2, 2022

Animal Behavior	Applied Math	Biology
Biomedical Engineering	Computer Science	Ecology
Environmental Policy and Management	Food Science and Technology	Geography
Geology	History	Philosophy
Plant Sciences I	Plant Sciences II	Contact

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POWERED BY weebly

Today's Plan

- What is authentic assessment?
- The course: Seminar on College Teaching (EDU 398)
- Student-created web content as authentic assessment
- Tips for Implementation and Lessons Learned



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Authentic assessments...

1. **Are realistic tasks**
2. Require judgment and innovation
3. Ask the student to “do” the subject
4. **Replicate or simulate the contexts in which [professionals] are tested in the workplace, in civic life or in personal life**

5. Assess the student’s ability to use a variety of skills to negotiate complex tasks.
6. Gives opportunities to rehearse, practice, get feedback and refine their work.

Wiggins, 1998: pp. 23-24



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Examples of Authentic Assessment

- Research Reports
- Feasibility Study
- Project Proposals
- Grant Proposals
- Policy White Paper
- Technical **reports** embedded in a particular context
- Prototype creation
- Lab reports
- Article analysis
- Comparative analysis
- Literature Reviews

report

- Design Statement
- Annotated Bibliography
- Tutorial/Teaching Website
- Research **Website**
- Community-based plan for a non-profit or city government
- Report to government
- E-book on a particular topic
- Textbook chapter
- News article
- Press release
- Op-Ed articles
- Profile of a medical condition for WebMD

website

- **Conference Presentation**
- Poster Presentation
- Presentation to a government body or other stakeholders in an issue
- Course Slides to teach with
- Youtube Video Presentation
- **Video** Tutorial for a course
- Article in “The Conversation”
- Blog or Web page
- Information campaign on a scientific issue

video

And more....

presentation



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EDU 398: Seminar on College Teaching

- Course on higher education pedagogy
- Enrolls 15-20 grad students per quarter. Class meets once a week for 2 hrs
- Focuses on theory, research and practice around **active learning** and **inclusive teaching**
- Gives students hands-on practice with **developing and implementing instruction** through multiple iterations of a **teaching demonstration**
- Students both **implement** and **experience** teaching strategies

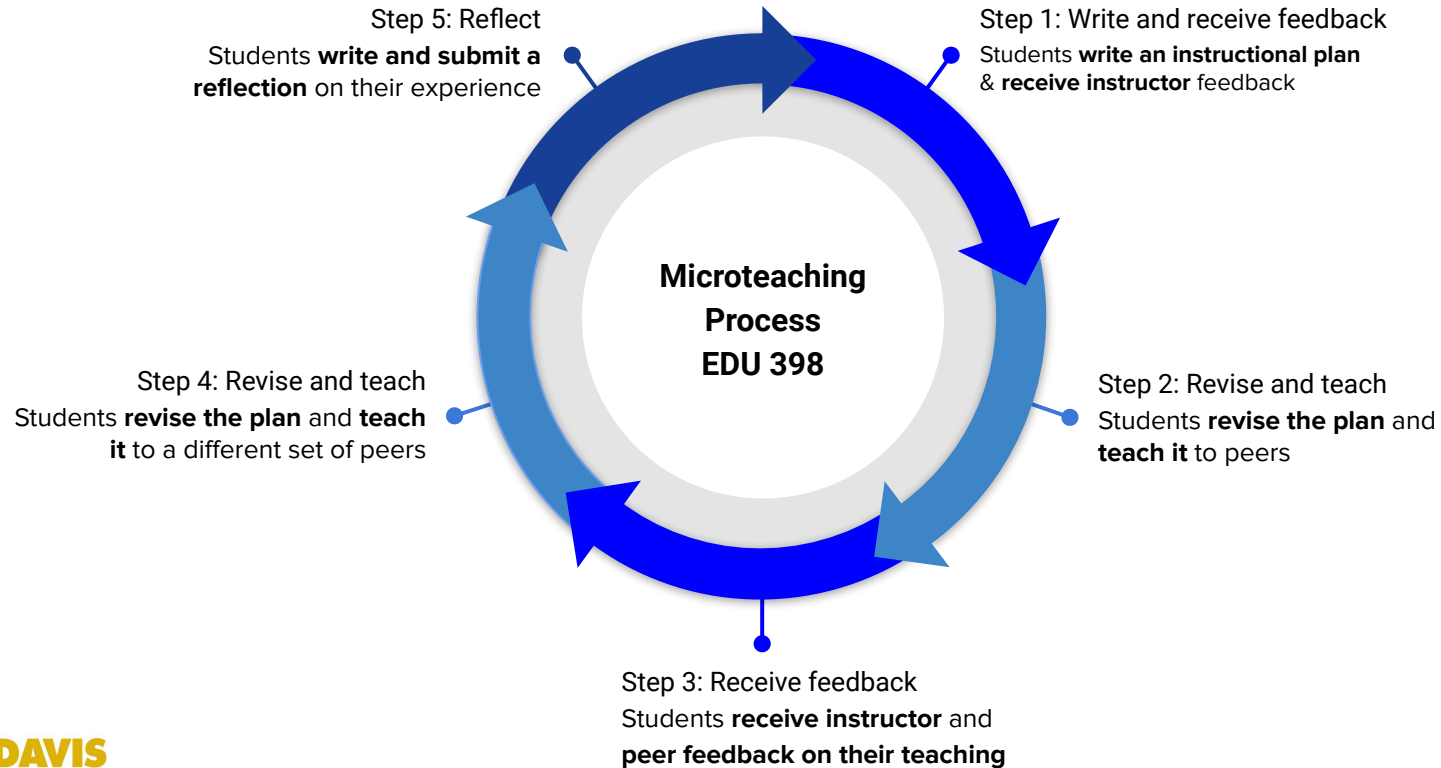


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EDU 398 Microteaching process



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Extension: Scaffolding in the disciplines

- **Webpage Content** for **Conference Presentation** on key course concept: Scaffolding
- Scaffolding = techniques that support student learning
- End product: **A teaching artifact and explanation of scaffolding** in the student's discipline using elements already completed for a teaching demonstration they did for the class (Microteaching)
- Again, this is an extension of work they had already done for the class



The task: Analyze use of scaffolding

All students were invited to:

- **Upload a teaching artifact** (e.g., instructional plan, 2-3 slides, handout, etc.) from their microteaching that exemplified the concept of scaffolding
- **Write up a short (1 page) explanation** about what scaffolded elements it contains based on an article we studied and discussed in class
- Scaffolding = supporting student learning (e.g., **modeling, activating students' background knowledge, building on students' background knowledge, putting content into context, re-presenting content, and encouraging metacognition**) (Walqui, 2006)



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A note on motivation

- 14 out of 19 (74%) students participated in the content creation
- 1 student opted to co-present the poster at the conference with me

Students appeared highly motivated to participate in this optional task.



Created by Nithinan Tatah
from Noun Project



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What Students Did

- Wrote and submitted their explanation and materials for feedback
- Revised their work per my comments on Google
- Notified me that they'd finished their revisions
- Reviewed the final (unpublished) page and e-mailed me with any changes



What I did

Decrease cognitive load required to create the page

- Gave clear instructions
- Made an example of a finished product as a model
- Created a template in Google for students to copy and write into
- Established a project folder and created individual folders for students to submit their materials to
- Gave students clear deadlines
- Provided feedback on their first draft
- Created a simple website



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Technology tools/strategies used

Using this tool	Allowed me to
Google Docs	Give students feedback using “comments” Manage files to easily organize student work Easily embed students’ files in web pages
Weebly free website builder (https://www.weebly.com)	Create the website
Embedding html code in website (as opposed to simply using links)	Make the website more visual



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Template

<https://tinyurl.com/template-sct>

SCAFFOLDING EXPLANATION TEMPLATE

1. Make a copy of this document when prompted
2. Rename it with your first and last name and make sure it is shared with me.
3. Write up your explanation (less than 1 page is a good length.)
4. Let me know when you're finished. Also, send me your teaching artifact (handout, slide(s), instructional plan, etc. as a Google Doc link (preferred), jpg or png.)

CONTEXT

- In what kind of class would/could this assignment be used?
- What kind of scaffolds is it an example of?

This is an example of scaffolding student learning using _____ **(scaffold)** _____ and _____ **(scaffold)** _____ during a lecture/in an assignment/in lecture slides, etc. (you describe when it would be used.)

LEARNING OUTCOMES

- What are the learning outcomes for this activity/anticipatory set/handout, etc. Usually, there should be 1-2 LOs that match the teaching artifact.



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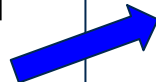
Template

Create a simple process

Include **clear instructions** in the template

Give **explicit instructions** for how to submit

Provide an **example** where you anticipate difficulty



SCAFFOLDING EXPLANATION TEMPLATE

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Example/model

Scaffolding in Education: Bridging and Schema-building

Patricia Turner, Learning, Teaching, & Assessment

CONTEXT

This example comes from or could be used in a pedagogy course aimed at teaching students how to design courses for university teaching. It is an example of scaffolding student learning using **bridging** and **schema-building** during a lecture. Lecture slides can be found below.

LEARNING OUTCOMES

By the end of this instructional sequence, students will be able to:

1. Differentiate among three major learning theories that have influenced education over the past 80 years.
2. Identify the theoretical assumptions embedded in particular learning activities.

<https://tinyurl.com/examplesotl22>

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Video Review: What are the key differences in the way these theories view learning?

Theory			
the mind	Mind = computer	Mind = a rhizome of interconnected	Mind = Black box

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The result

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HOME

POSTER

Learning is the Goal: The development of discipline-specific scaffolds by graduate student instructors

Patricia A. Turner, Josephine Ampofo, J.K. Bell, Sudikshya Bhandari, Daniel E. Castaneda, Maggie L. Creamer, Jasmin C. Green, Asia A. Jones, Eli Moore, Daphne Nandino, Abby E. Niesen, Travis A. Parker, Gina M. Sideli, Ryan C. Tsang, and Elaine K. Young

Scholarship of Teaching and Learning Conference
University of California, Davis
December 2, 2022

Animal Behavior

Applied Math

Biology

Example scaffolding explanation

Page by grad student, Jasmin Green (Ecology), where she discusses how she used two different scaffolds to facilitate student understanding of the concept of ecosystem services.





<https://sotl2022.weebly.com/ecology2.html>

Uploaded Materials

- Embedded slides*
- Embedded article she taught*
- Photos of her students' work*
- Scaffold Discussion (new!)

* = already existing work by student

There are four types of Ecosystem Services

Provisioning	Regulating	Cultural	Supporting
			
<ul style="list-style-type: none">• Products obtained from ecosystems• e.g. food, water, textiles	<ul style="list-style-type: none">• Benefits obtained from processes that moderate environmental conditions• e.g. climate regulation, water purification	<ul style="list-style-type: none">• Non-material benefits obtained from ecosystems• e.g. mental health, recreation	<ul style="list-style-type: none">• Functions needed for the maintenance of all other ecosystem services• e.g. providing habitat, nutrient cycling

Ecosystem Services

< 1 > ⋮

Google Slides

Tips and Lessons Learned



Tips and Lessons Learned

1. Leverage students' earlier work by having them write their web content based on that earlier work - the only new task students have to do is *explain* that work, which could take the form of a reflection.
2. Decrease students' cognitive load by supporting the process with an [example](#), a [template](#) and clear instructions.
3. Decrease instructor workload for a large class by:
 - a. Including the web page building skills in the course learning outcomes and teaching students how to do the web page building with a tutorial or in discussion.
 - b. Having students work in groups on their main assessment, which allows groups of students to collaborate on creating a webpage (so fewer web pages need to be created).



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Tips and Lessons Learned

4. **Automatic updating.** Have students submit their work using a Google Doc that you then embed on the site using html. Students' revisions will then automatically update on the website. (Full disclosure: This was a little glitchy).

5. **Google Docs' copy function** is extremely useful - To give students a template, replace "edit" at the end of the template's Google URL with "copy." Each student then has their own copy of the template.

<https://docs.google.com/document/d/1HN-j1mAT-Kfo-zs0HP-jTrs7yTrL9DuXNL0nf-gvL0c/edit>

<https://docs.google.com/document/d/1HN-j1mAT-Kfo-zs0HP-jTrs7yTrL9DuXNL0nf-gvL0c/copy>

Find instructions here: <https://tinyurl.com/CopyInstructionsPLP>

6. **A note on student privacy:** This website was created by students for a conference poster on which students were authors; Consider using "Pages" on Canvas to limit viewing of projects to only students enrolled in your class.

Benefits

Learning	Deeper student learning: Students extended their learning of a key course concept
Feedback	Additional formative feedback to help with developing understanding of the concept of scaffolding
Assessment	Instructor formative and summative assessment of student learning
Motivation	Students saw relevance to their goals Poster presentation credit for their CV (74% participation)



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References

Walqui, A. (2006). Scaffolding instruction for English language learners: A conceptual

Wiggins, G. (1998). *Educative Assessment. Designing Assessments To Inform and Improve*

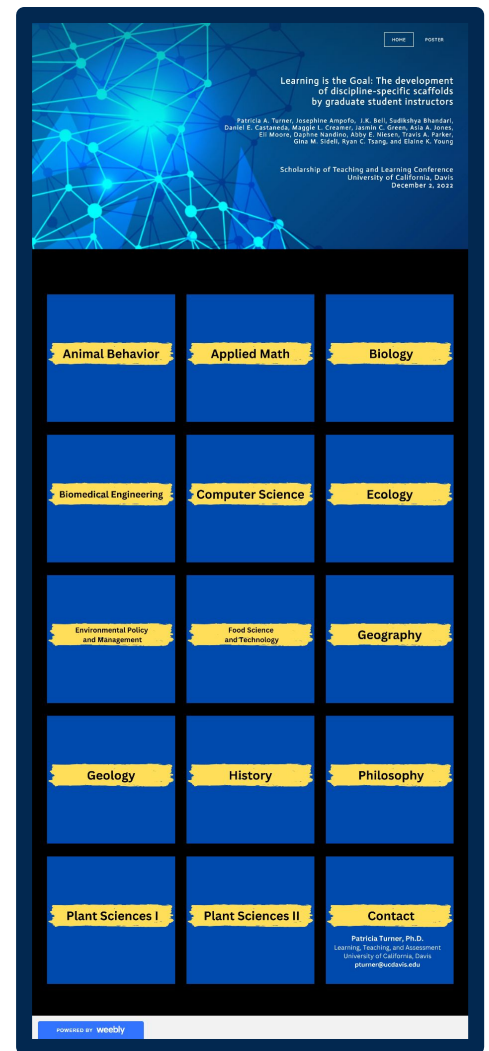


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Student-created web content as an authentic assessment

The Weebly logo is displayed in white, lowercase letters with a slight shadow effect, centered on a solid blue rectangular background.The Google Docs logo features a blue document icon with three white horizontal lines on the left, followed by the word "Google" in its multi-colored font and "Docs" in a grey sans-serif font below it.The Google Drive logo consists of the colorful triangular Drive icon on the left and the word "Drive" in a grey sans-serif font to its right.A screenshot of a Weebly website with a dark blue background and a grid of yellow navigation buttons. The buttons are arranged in a 4x3 grid. The top of the page features a header with a network diagram and text about learning goals and a scholarship conference. The bottom of the page has a footer with the Weebly logo.

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Thank you and please feel free to reach out!



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