Cards to provoke discussion and reflection around authentic assessment approaches in higher and further education

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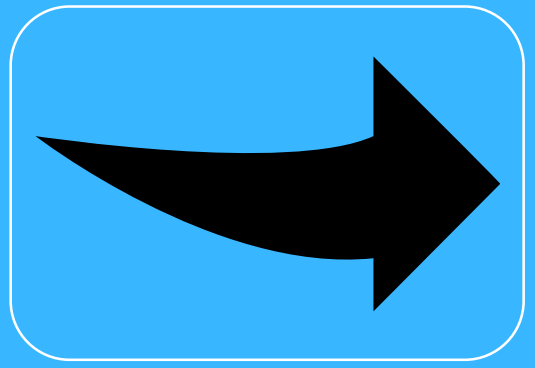
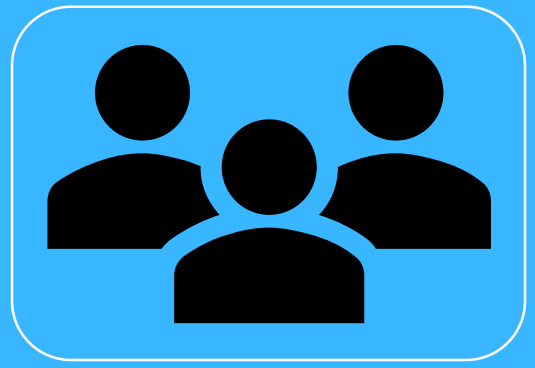
What is authentic assessment?



Relevant to future employment



Relevant to the advancement of the discipline

Relevant to our collective future

Relevant to individual aspiration

- **Often mirrors real, complex challenges**
- **Results in diverse outputs**
- **Equips students to work with uncertainty**
- **Causes students to reflect meaningfully on their learning**
- **Focus on ‘process’ as well as product**

Star ratings explained

The star ratings on these cards show one perspective on the characteristics of each assessment type – users should debate and discuss these judgements and come to their own view. The first eight characteristics are drawn directly from Ashford-Rowe, Herrington and Brown (2014). After discussion two additional ratings may be helpful and have been added – the possible impact of the assessment in the sustainable space i.e. how much can the assessment act as a an influence on key issues. Finally, a staff demand is added; this is intended to cause discussion about the manageability of different assessments in different circumstances.

1. Triple jump

Challenge ☆☆☆☆☆

Product/performance ☆☆☆☆

Transfer of knowledge ☆☆☆☆

Metacognition ☆☆

Recognisable by stakeholders ☆☆☆

Fidelity ☆☆☆☆☆

Feedback/discussion ☆☆☆☆

Collaboration ☆☆☆

Sustainability impact ☆

Staff demand ☆☆☆☆☆

Students are presented with an open problem from within a professional area e.g. clinical case, or a farm business needing advice. The problem is often framed through a role play approach e.g. ‘mock clinic’ or 'a simulated farm visit'. The ‘problem’ should be ‘open’ and have multiple possible ways forward rather than a single answer. The assessment requires the student to go through three steps. 1. Meet the client or patient to establish the situation and ask any clarifying questions 2. Go away and do some research on the issue using any appropriate resources (2-3 hours) 3. Come back to the client or patient and present recommendations. Much of the literature around the triple jump is clinically based but consider how this format translates to different context e.g. surveying, architecture, human resources. Read more about this recognised method in literature.

2. CPD Selfies

Challenge ☆☆☆

Product/performance ☆☆☆

Transfer of knowledge ☆☆

Metacognition ☆☆☆☆

Recognisable by stakeholders ☆☆

Fidelity ☆☆

Feedback/discussion ☆☆ ☆

Collaboration ☆☆☆

Sustainability impact ☆

Staff demand ☆☆

Students plan a programme of personal and professional development to address their own skills in a specific area of practice e.g. teaching, digital skills. As they engage with their programme they keep a photographic record of what they did. This may include photographs of slides that made them think, screenshots of notes taken at events or ‘selfies’ within different CPD settings. A layer of fun can be added by having a just for fun competition for the best CPD selfie! The pictures act as reflective triggers. Students then use the artefacts as an aide memoire to stimulate a piece of writing or a video narrative which identifies their learning from their own programme of activity and identifies new learning goals. The reflection on learning from the programme can be open for students to shape or it may be structured e.g. asking how the self-designed programme has developed beliefs, practice and knowledge.

3. Public Meeting

Challenge ☆☆☆☆

Product/performance ☆☆☆☆

Transfer of knowledge ☆☆☆☆

Metacognition ☆☆☆

Recognisable by stakeholders ☆☆☆☆

Fidelity ☆☆☆

Feedback/discussion ☆☆ ☆

Collaboration ☆☆☆☆

Sustainability impact ☆☆☆☆☆

Staff demand ☆☆☆

Students research a controversial issue which has implications for communities. The ‘issue’ may be a new development (e.g. changes to road layout or a new housing development), a new medical treatment or a new way of voting in local elections. Students then undertake research and compile a presentation for a public meeting. They must use evidence-based arguments, be prepared to answer questions and must ensure that complex issues are communicated in a way that is accessible. Making presentations time limited means students must distil key information.

Presentations could be recorded, with questions submitted asynchronously, or they may be given to the group with live questions. The pre-recorded approach may be kinder to students who struggle with live scenarios.

4. Video Analysis

Challenge ☆☆☆☆

Product/performance ☆☆☆☆

Transfer of knowledge ☆☆☆

Metacognition ☆☆

Recognisable by stakeholders ☆☆☆

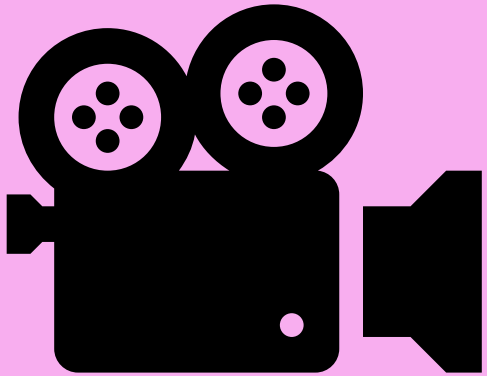
Fidelity ☆☆

Feedback/discussion ☆☆ ☆

Collaboration ☆☆☆☆

Sustainability impact ☆☆

Staff demand ☆☆☆



Present students with some real-world video footage of a relevant situation or, if appropriate, ask them to create their own video performance. Examples include filming a classroom teaching situation, or a dance performance, or collating footage of traffic flows, protests in action or the movement of animals when grazing or running. Ask students to analyse the footage and create a voice over to highlight key features in the scenario and analyse possible improvements or treatments. Through watching the footage and creating the narrative, students can observe, explain, discuss, predict, diagnose, evaluate and analyse.

This task could be done by groups as well as individuals.

5. Video Creation

Challenge ☆☆☆☆☆
Product/performance ☆☆☆☆☆
Transfer of knowledge ☆☆☆☆☆
Metacognition ☆☆☆
Recognisable by stakeholders ☆☆☆☆
Fidelity ☆☆☆☆☆
Feedback/discussion ☆☆☆☆☆
Collaboration ☆☆☆☆☆
Sustainability impact ☆☆☆☆
Staff demand ☆☆☆☆☆

Students work with a local charity or organisation to produce videos to meet specific needs. The assessment focuses on process (team work and working with clients) as well as the product. The video could take many forms, for example to help educate local school children, to educate visitors to a specific place, to raise awareness of important issues with scientific underpinnings. As well as supporting topic learning, students develop teamwork, digital skills, time management, and project management skills. To celebrate the assessments, students may also have a 'film premiere' evening to showcase their work.

This example is credited to Emma Tappin, Claire Robertson-Bennett and Matt Cawte at Harper Adams University.

6. Design a quiz

Challenge ☆☆☆☆

Product/performance ☆☆☆

Transfer of knowledge ☆☆☆☆

Metacognition ☆☆☆☆

Recognisable by stakeholders ☆☆

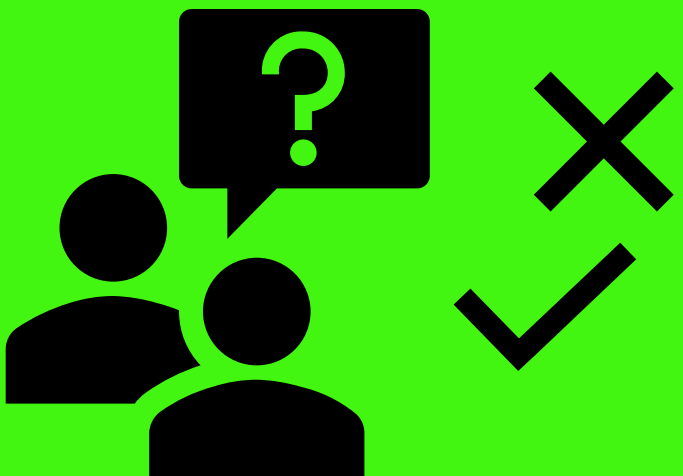
Fidelity ☆☆

Feedback/discussion ☆☆☆

Collaboration ☆☆☆

Sustainability impact ☆

Staff demand ☆☆



When there is a requirement for students to undertake calculations, such as in engineering or accounting courses, a calculations quiz can be developed in place of a traditional exam. This may be more demanding than it sounds! Teaching students about question design, including what 'good distractors' (i.e. wrong answers) look like will mean that students spend time researching common errors and misunderstandings to include in their quiz answers. These may even be explained in an annex to the quiz. This can be a demanding assessment which helps students recognise and appreciate where they could make mistakes. The quizzes can be used by future cohorts. Sharing outside of the cohort may be better after some peer review to ensure accuracy.

7. Data Explainer

Challenge ☆☆☆

Product/performance ☆☆☆☆

Transfer of knowledge ☆☆☆

Metacognition ☆☆

Recognisable by stakeholders ☆☆☆

Fidelity ☆☆☆

Feedback/discussion ☆☆

Collaboration ☆☆

Sustainability impact ☆☆☆☆

Staff demand ☆☆☆

Direct students to a data set e.g. a set of business accounts or product testing measurements, and ask them to perform appropriate calculations and interrogation. The students should then describe the steps that they went through as if explaining to a client, patient or colleague, taking the form of a simulation. This step can be taken further if students are asked to draw conclusions and make recommendations in a written or verbal form. While all students may have the same calculations, they will create a unique narrative to demonstrate their own in-depth understanding. The explanation may be written, or it could be audio, or it could be done via a recorded video call.

8. Podcast

Challenge ☆☆☆☆☆

Product/performance ☆☆☆☆☆

Transfer of knowledge ☆☆☆☆

Metacognition☆☆☆

Recognisable by stakeholders ☆☆☆☆

Fidelity ☆☆☆☆☆

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Collaboration ☆☆☆☆☆

Sustainability impact ☆☆☆

Staff demand ☆☆☆

Students can create a podcast to explain, discuss, analyse, and disseminate. The format and style can be prescribed or students may research other podcasts or they may develop their own creative approach. A key decision in developing the product is to define the audience (who is this for?). To make marking manageable it is important to set a maximum duration. Students may create a number of episodes and choose the best one to submit, perhaps with the help of peer feedback. Turn this in to a group project by getting the students to interview each other, discuss issues, or role play different perspectives within the podcast. Students may be encouraged to listen to podcasts around their topic to inspire their work. Topics may range from economic forecasting to crime scene investigation! If students choose to release their work this could add to the potential impact.

9. Create a Teaching Resource

Challenge ☆☆☆☆

Product/performance ☆☆☆☆

Transfer of knowledge ☆☆☆☆

Metacognition☆☆☆

Recognisable by stakeholders ☆☆☆

Fidelity ☆☆☆

Feedback/discussion ☆☆☆

Collaboration ☆☆☆☆

Sustainability impact ☆☆☆☆

Staff demand ☆☆

Ask students to create a resource to teach others about a specific topic. The resource could be designed so that it helps future students to avoid common errors or misconceptions, and so that it assists future students in key academic skills such as critical thinking. The assessment may help students see the importance of learning outcomes, and constructive alignment. In turn these insights may enhance their meta-learning skills in addition to any gains in learning around the topic under consideration. Students may explore different technologies to assist, including screencast tools, quiz features, and recorded whiteboards. As students get creative any techniques may feedback to teaching staff too! Remember to ask students for permission to use their work with future cohorts.

10. Work In-Progress Exhibition

Challenge ☆☆☆☆☆

Product/performance ☆☆☆☆☆

Transfer of knowledge ☆☆☆☆

Metacognition ☆☆☆☆

Recognisable by stakeholders ☆☆☆☆

Fidelity ☆☆☆☆

Feedback/discussion ☆☆☆☆☆

Collaboration ☆☆☆☆☆

Sustainability impact ☆☆☆☆

Staff demand ☆☆☆☆☆

Students create a product or artefact (e.g. vegan food product, musical ident, interior design model, vehicle component prototype). They exhibit the product along with the story of its development at a face-to-face or online cohort wide event. Professionals in the field, along with some willing past students, are invited to see the exhibition and offer constructive feedback. If different courses join up on this assessment then related products can be exhibited for feedback e.g. new product development and related branding campaign. The feedback is considered and the product is refined before submission. Students can be marked on the product and their reflection on the process, including their use of feedback.

Idea courtesy of Rachel Hilton, Harper Adams University.

11. Collections

Challenge ☆☆☆☆

Product/performance ☆☆☆☆☆

Transfer of knowledge ☆☆☆☆

Metacognition ☆☆☆☆

Recognisable by stakeholders ☆☆☆☆☆

Fidelity ☆☆☆☆

Feedback/discussion ☆☆☆☆

Collaboration ☆☆☆☆

Sustainability impact ☆☆☆

Staff demand ☆☆

Students can select and organise information and provide a critical narrative to explain their selection. The curation of materials needs to be fully contextualised, for example students may collate music, dance or film performances for a festival, poems for a publication, or they may select equipment for a new veterinary practice, or they could select products for a new fashion retail website. No matter what the topic, students can provide sound reasoning for the choices they make for inclusion and exclusion. Feedback can be sought at various stages of this process. The activity around creating collections can be made more authentic through the staging of events, role play or the creation of different forms of exhibition; for large groups it may be more manageable to produce a written or mixed media output.

12. Learning Journal

Challenge ☆☆☆

Product/performance ☆☆☆☆☆

Transfer of knowledge ☆☆☆☆

Metacognition ☆☆☆

Recognisable by stakeholders ☆☆☆☆

Fidelity ☆☆☆☆☆

Feedback/discussion ☆☆☆☆☆

Collaboration ☆☆☆☆☆

Sustainability impact ☆☆

Staff demand ☆☆

Learning journals provide an opportunity to record reflections on practice and learning. They provide a chance for students to highlight critical incidents, analyse their own goals and progress, and to discuss their values. Reflection doesn't come naturally to everyone though, so making the benefits clear is very important. To assist with reflection, consider: Using media reflections (audio clips, video diary); a pass/fail rather than a grade to lower the pressure and signal the intrinsic value; sharing examples of reflection to scaffold the process; and, discussing the professional value of reflection. To help with marking and to allow students to select what they want to have marked (e.g. choose three entries) while requiring the whole journal to be shared to demonstrate a sincere, or at least sustained, commitment to the learning process.

13. Analyse Public Data

Challenge ☆☆☆☆

Product/performance ☆☆☆

Transfer of knowledge ☆☆☆☆

Metacognition ☆☆

Recognisable by stakeholders ☆☆☆☆

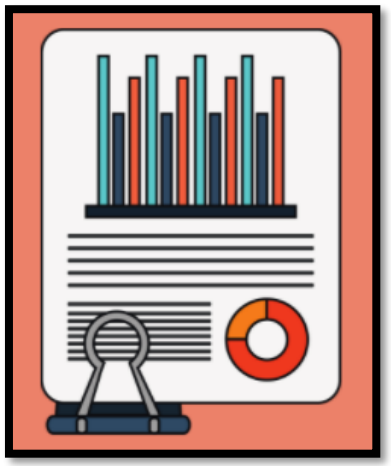
Fidelity ☆☆☆

Feedback/discussion ☆☆

Collaboration ☆☆

Sustainability impact ☆☆☆

Staff demand ☆☆☆



Students locate open source data sets to help answer pressing questions associated with their discipline. They might engage with live data from such sources as Google Trends, WHO, Earth Data and governments. For students of the arts, this may mean exploring and using open access repositories.

Students may address questions which are set, or questions that they themselves develop. It gives opportunity to work with big data sets and to critique data sources from a user perspective. It allows data to be selected, manipulated, and used to generate policy proposals, predictions, news documentaries or infographics (or other products associated with your discipline).

14. Make-Away

Challenge ☆☆☆

Product/performance ☆☆☆☆

Transfer of knowledge ☆☆☆☆

Metacognition ☆☆☆

Recognisable by stakeholders ☆☆

Fidelity ☆☆

Feedback/discussion ☆☆

Collaboration ☆☆☆

Sustainability impact ☆☆

Staff demand ☆☆

Create a model or product using 'ingredients' from everyday life. This requires students to think about the fundamentals of the 'thing' that they are creating - be it an anatomical structure, a building, creating a campus soundscape only on a phone, or prototype child's toy. It's important to make sure students are not advantaged in the assessment criteria for their access to high grade materials; the emphasis should be on creativity, effective design ideas, and the associated explanations of the model. There is opportunity to hold peer feedback show and tell events as projects emerge. This could be a first stage assessment before ideas are brought to life further, or it could be a project in itself. As a variation, within specific settings such as labs or workshops, students may be given everyday items associated with that space to include in their design.

15. Write a Professional Press Article

Challenge ☆☆☆

Product/performance ☆☆☆☆

Transfer of knowledge ☆☆☆

Metacognition ☆☆

Recognisable by stakeholders ☆☆☆☆

Fidelity ☆☆☆

Feedback/discussion ☆☆☆

Collaboration ☆☆☆

Sustainability impact ☆☆☆☆

Staff demand ☆☆

Ask students to create an article for the professional press which may be associated with their discipline, or with allied professions. This gives opportunity to explore different professional writing styles, beyond journals. It encourages students to engage with the professional press related to different career areas. It could result in some actual submissions. A peer sharing element can be added to generate feedback or to promote co-authorship. The article could be generated by desk-research, primary research, or a literature search, or it could be an opinion piece. To further develop their work, students may also develop social media posts to accompany their article to encourage readership. This may help students develop the skills of clear messaging for their own work.

16. Research Project

Challenge ☆☆☆☆☆

Product/performance ☆☆☆☆

Transfer of knowledge ☆☆☆☆

Metacognition ☆☆☆

Recognisable by stakeholders ☆☆☆

Fidelity ☆☆☆☆

Feedback/discussion ☆☆☆☆

Collaboration ☆☆☆☆

Sustainability impact ☆☆☆

Staff demand ☆☆☆☆

Students (as individuals or as groups) can formulate a research question and conduct a project to answer their question. The extent to which choice is given may vary – students can be given a question and design their own approach, they may be given a broad topic or a choice of titles, or they may design their own focus based around some set parameters. This doesn't have to be on the scale of the traditional dissertation and the output could take many forms including a report in the style of a journal paper or a presentation or verbal report. Students can be directed to conduct micro-research projects or larger scale projects, depending on the circumstances.

17. Class Publication

Challenge ☆☆☆

Product/performance ☆☆☆☆

Transfer of knowledge ☆☆☆

Metacognition ☆☆☆

Recognisable by stakeholders ☆☆☆

Fidelity ☆☆

Feedback/discussion ☆☆☆☆

Collaboration ☆☆☆☆☆

Sustainability impact ☆☆☆☆

Staff demand ☆☆☆☆

Develop a publication format to work with as a group and bring it fully to completion e.g. website, blog, newsletter or 'module special issue'. Ask all students to contribute. Students can select topics from a list of options, or determine their own topic. This approach works with a variety of written formats e.g. technical product reports or opinion pieces. A two-stage submission process can be employed so that feedback comes before a final submission. Permission to publish can be managed. Students could be also encouraged to develop their own online professional presence and networks to share the publication and their contribution.

18. Personal Development Review

Challenge ☆☆☆

Product/performance ☆☆☆

Transfer of knowledge ☆☆

Metacognition ☆☆☆☆

Recognisable by stakeholders ☆☆☆☆

Fidelity ☆☆☆

Feedback/discussion ☆☆☆☆

Collaboration ☆☆

Sustainability impact ☆☆

Staff demand ☆☆

Where students have been on a development journey consider setting up a personal (and/or professional) development review style viva where students describe their progress, discuss strengths and challenges and where they make plans for the future. They can also bring along evidence (e.g. practical certificates, micro credentials, photographs) of the skills that they have accomplished as a record of their ongoing professional progress. This 'professional' format can give a structure to professional reflection; some may find this more natural than keeping a reflective journal. This could be done in a written or a verbal format.

19. Infographic

Challenge ☆☆☆

Product/performance ☆☆☆

Transfer of knowledge ☆☆

Metacognition ☆☆☆☆

Recognisable by stakeholders ☆☆☆☆

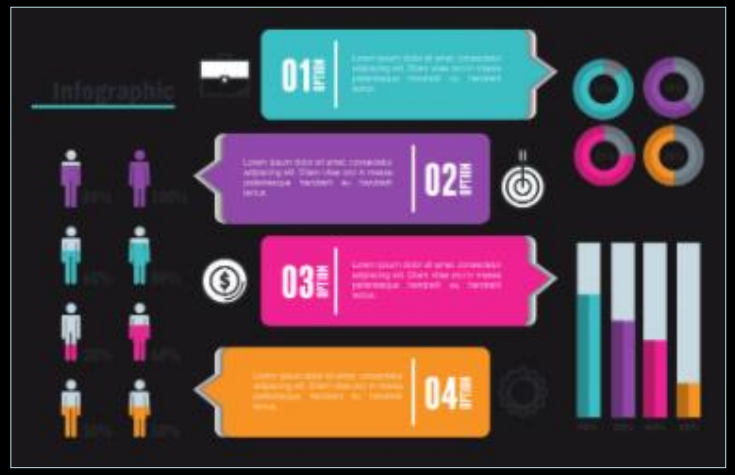
Fidelity ☆☆☆

Feedback/discussion ☆☆☆

Collaboration ☆☆

Sustainability impact ☆☆☆☆

Staff demand ☆☆



Students can be asked to create an infographic in relation to a specific theme or a topic. This approach requires critical engagement with data sources, effective communication and data visualisation. Students must select and present data by making a series of design choices. If this is new ground for you as the tutor, consider boosting your skills with a two- or three-week MOOC on this topic. As a supplement to the infographic students may also produce a narrative to explain how they made the decisions about what to include and exclude, and how to combine data sets. This could be written or in a recorded form. Infographics can work across the disciplines from American Studies to Zoology!

20. Design your own assessment

Challenge ☆☆☆☆☆

Product/performance ☆☆☆☆

Transfer of knowledge ☆☆☆☆

Metacognition☆☆☆☆☆

Recognisable by stakeholders ☆☆☆☆

Fidelity ☆☆☆

Feedback/discussion ☆☆☆☆☆

Collaboration ☆☆☆

Sustainability impact ☆☆

Staff demand ☆☆☆☆

Take a learning outcome or two and ask students themselves to design a task to demonstrate the outcome(s). For example, an outcome such as 'Evaluate the applicability of different leadership theories' could be achieved by an interview project, a literature review or a review, an essay, or via a video diary of a student in practice. Asking students to design their own can be motivational since it allows them to make choices that excite and inspire them, but it may also be daunting, so clear support and monitoring of the process is advisable. An approval process for titles may help ensure all students are equipped to meet the learning outcome. Students may need some low stakes practise and plenty of time for discussion and the formulation of their ideas. There will need to be clarity about how varied submissions will be marked fairly.

21. Talk like TED

Challenge ☆☆☆☆☆

Product/performance ☆☆☆☆

Transfer of knowledge ☆☆☆☆

Metacognition ☆☆☆☆

Recognisable by stakeholders ☆☆☆☆

Fidelity ☆☆☆

Feedback/discussion ☆☆☆

Collaboration ☆☆☆

Sustainability impact ☆☆

Staff demand ☆☆☆☆

TED

Ask students to 'offer a talk' along the lines of a Ted talk. Students can be supported to tell a valuable story about their subject that engages their audience, building a narrative. They should choose a topic that inspires them. Recognising that not all students will thrive in front of camera – students can be offered a number of presentation possibilities e.g. a live talk to peers, recorded talk using home-made green screening techniques or an alternative the use of a visual only side deck with a voice over. Students can be assessed on a range of aspects including technical content, communication (especially story structure), creativity, and presentation skills. There is an opportunity for students to undertake a critical reflection on their own performance after peer feedback has been gathered.

22. Interactive Topic Glossary

Challenge ☆☆

Product/performance ☆☆☆

Transfer of knowledge ☆☆☆

Metacognition ☆☆☆

Recognisable by stakeholders ☆☆

Fidelity ☆☆

Feedback/discussion ☆☆

Collaboration ☆☆

Sustainability impact ☆

Staff demand ☆☆☆

When students need to know and learn terminology, consider asking them to create an interactive glossary; a terminology help sheet that others can use to assist their learning. It might include definitions, hyperlinks, mind-maps or sketch-notes, diagrams, mini-videos, examples, and some other quirky ways to help remember. Students will be able to grapple with terms and their meaning in their own way, whilst also creating resources for others. To add delight, students could hugely personalise their own glossaries in a playful way (explaining sociological terms with reference to their favourite film scenes for example!).

23. Skills Showcase

Challenge ☆☆☆

Product/performance ☆☆☆☆

Transfer of knowledge ☆☆☆

Metacognition ☆☆☆☆

Recognisable by stakeholders ☆☆

Fidelity ☆☆

Feedback/discussion ☆☆☆☆

Collaboration ☆☆

Sustainability impact ☆☆☆

Staff demand ☆☆☆

Use a digital portfolio to collect evidence of learning, alongside reflections and links to supporting material. The portfolio is like a digital ring binder where students can create and personalise their showcase. Portfolio platforms sometimes allow tutors to create templates help structure the material, they often enable sharing facilities for feedback, and some allow publication of the portfolio so that elements of the work produced can be made available to support applications for jobs, placements or further studies. Portfolios are versatile and may be suited to, for example: music performance, lab skills, language studies, practical skills for agriculture, teaching observations, or a demonstration of writing in different genres.

24. Digital Field Guide

Challenge ☆☆☆☆

Product/performance ☆☆☆☆☆

Transfer of knowledge ☆☆☆

Metacognition ☆☆☆☆

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Fidelity ☆☆☆

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Collaboration ☆☆☆☆☆

Sustainability impact ☆☆☆

Staff demand ☆☆☆

Students can use mobile phone technology to create virtual field guides, these are sources of information about specific sites. Through a combination of text, photographs, audio and video, students can present an in-depth description or analysis of particular species, landscape feature or place. Students could choose or be allocated their focus. This activity can be undertaken individually or as a group. If the completed resources are published online, then they can be paired with QR codes at the site so that others get to use the field guide to enhance their engagement with the environment. Whilst the example here is framed around the natural world, this approach could also be used to explore and explain history, musical heritage, tourist trails and more!

25. Action Research Project

Challenge ☆☆☆☆☆

Product/performance ☆☆☆☆

Transfer of knowledge ☆☆☆☆☆

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Collaboration ☆☆☆☆☆

Sustainability impact ☆☆☆☆

Staff demand ☆☆☆☆

Students, especially in a professional practice situation, can investigate issues, inequalities and organisational challenges using a recognised research framework. An action research project allows messy and complex real-world issues to be explored in a systematic manner. It connects real challenges to literature and evidence, promotes collaboration and requires an ethical mindset. There are many different types of action research and the ambition of projects may vary greatly between students e.g. those on placement undertaking a small organisational improvement project and a doctoral student who may be coordinating a multi-stakeholder change project. Action research projects especially support learning outcomes which begin with *investigate, change, improve and develop.* Staff demand comes from the need for facilitation and supporting uncertainty at key points in the project.

26. Simulation

Challenge ☆☆☆☆☆

Product/performance ☆☆☆☆☆

Transfer of knowledge ☆☆☆☆

Metacognition☆☆☆☆

Recognisable by stakeholders ☆☆☆☆☆

Fidelity ☆☆☆☆☆

Feedback/discussion ☆☆☆☆☆

Collaboration ☆☆☆☆☆

Sustainability impact ☆☆

Staff demand ☆☆☆☆

Simulations involve scenarios presented to students in hi-fidelity environments i.e.in situations which are designed to be very much like the real professional environment. This may mean using a mock court facility, or a conference room designed to be a parliament or international convention, or it could be a clinical situation which has been set-up. Students are asked to perform tasks or participate in the situation . Simulations can assess knowledge in a specific context rather than in the abstract. As well as assessing what a student knows judgments can be made about their interaction with others, their ability to respond to the unexpected, and about other relevant aspects of their performance. It is important that students are clear how they are being assessed and why these aspects are being considered. This can be done at a simple level through role play style approaches, or through fully immersive and highly equipped facilities. Digital simulations are available in some disciplines.

27. Design and Build

Challenge ☆☆☆☆☆

Product/performance ☆☆☆☆☆

Transfer of knowledge ☆☆☆☆☆

Metacognition ☆☆☆

Recognisable by stakeholders ☆☆☆☆☆

Fidelity ☆☆☆☆

Feedback/discussion ☆☆☆☆

Collaboration ☆☆☆☆

Sustainability impact ☆☆☆☆☆

Staff demand ☆☆☆☆☆

Students can be given a design brief to set out the need to address a ‘problem’. This may be easy to imagine in disciplines with a practical component, such as Engineering or Computing, but it may also be applicable to other disciplines e.g. Designing a Professional Development Template for a business student, or a game to promote political engagement amongst the under 16s to be used within schools. A reflective narrative (or exhibition) that goes with the product can detail the design process, the decisions made, the team-work employed and even such things as stakeholder engagement. Design and build projects should result in the product actually being created so it is important to be realistic in the brief and ensure sufficient resources are available.

28. Case Study - Provided

Challenge ☆☆☆☆☆

Product/performance ☆☆☆

Transfer of knowledge ☆☆☆

Metacognition ☆☆☆

Recognisable by stakeholders ☆☆☆

Fidelity ☆☆

Feedback/discussion ☆☆☆

Collaboration ☆☆☆

Sustainability impact ☆

Staff demand ☆☆ ☆

Students are given case study material relating to a specific issue: e.g. product marketing strategies, dementia care, utilities location. At its most simple students examine the cases presented and undertake an evaluation by bringing their understanding to the case material. Students give responses based on the evidence provided – such as where to locate pylons, or how to treat the patient cases. To increase both the demand of the activity and its authenticity students may be asked to undertake additional research or investigate other cases to compare and contrast with the material provided. If the case is ‘live’ and in the public domain, then students may also seek out secondary supporting material beyond that presented by the tutor. Case studies may be one-off assessments or they may be built up over a sustained period acting as a site of deep-learning.

29. Case Study – Student Led

Challenge ☆☆☆☆☆

Product/performance ☆☆☆

Transfer of knowledge ☆☆☆

Metacognition ☆☆☆

Recognisable by stakeholders ☆☆☆

Fidelity ☆☆☆

Feedback/discussion ☆☆☆

Collaboration ☆☆☆

Sustainability impact ☆☆☆

Staff demand ☆☆

Students are given a 'brief' and they go on to select and build a case study which may have decision making components. For example, they may be asked to choose a major city and evaluate the energy supply options for the next 30 years, or they may be asked to select an international business and an analysis of the social media strategy, and through comparisons with other businesses, make recommendations for enhancement. Student created case studies can allow students to engage deeply with a topic, and to explore a complex problem. Students will need facilitated support and clear expectations so that their work remains manageable.

30. Specific Professional Writing

Challenge ☆☆☆☆

Product/performance ☆☆☆☆☆

Transfer of knowledge ☆☆☆

Metacognition ☆☆☆

Recognisable by stakeholders ☆☆☆☆

Fidelity ☆☆☆

Feedback/discussion ☆☆☆

Collaboration ☆☆☆

Sustainability impact ☆☆☆☆

Staff demand ☆ ☆

Whether it's a film script, a music industry blog, a press brief for a new scientific breakthrough, a children's book, or a safety report, different writing formats can act as a form of professional preparation, while also allowing students to collaborate and offer peer feedback.

The authenticity comes from the format but also through the activity that underpins the research to inform the communication.

To prepare students for this, ensure teaching actively evaluated and considers they types of writing that will be used so that students understand the idea of quality in the specific genre being used.

31. Online Talking Heads

Challenge ☆☆☆☆

Product/performance ☆☆☆☆

Transfer of knowledge ☆☆☆

Metacognition ☆☆☆

Recognisable by stakeholders ☆☆☆☆

Fidelity ☆☆☆

Feedback/discussion ☆☆☆

Collaboration ☆☆☆☆☆

Sustainability impact ☆☆

Staff demand ☆☆☆

Role play can be high pressure, and may not allow the time between interactions that is likely to be part of many real-world situations. A talking head role-play takes place in an online forum. Each member of a group is given a role – in a planning situation it may be Parish Councillor, County Council Planning Officer, Environment Agency Officer and Housing Authority Representative. in an educational scenario it may be parent, teacher, student, governor. A scenario is provided and each member of the group makes contributions to resolve the issue using only their character's position. Contributions can be researched in-between responses. This can be used across disciplines from Talking Philosophers to Social Care. The investment of staff time in setting this up is less after the first time.

32. Talking poster

Challenge ☆☆☆

Product/performance ☆☆☆☆

Transfer of knowledge ☆☆☆☆

Metacognition ☆☆

Recognisable by stakeholders ☆☆☆

Fidelity ☆☆☆

Feedback/discussion ☆☆☆

Collaboration ☆☆☆

Sustainability impact ☆☆☆

Staff demand ☆☆

Students create a visual display of key ideas relating to specific topics e.g. technologies for energy production, ceramic designs, or methods of early years education. The students then simulate being at a conference by explaining the elements of the poster using a voice-over track. This allows students to articulate the meaning of their visual, something that sometimes feels lacking when looking at a visual alone. The voice-over is a low-pressure way of bringing together visual and verbal presentation skills. The talking posters can then be shared in a virtual repository. This can be done individually or in groups. Overcome some of the challenges by directing students to basic graphics and audio software.

33. Field Viva

Challenge ☆☆☆☆

Product/performance ☆☆☆☆☆

Transfer of knowledge ☆☆

Metacognition ☆☆☆

Recognisable by stakeholders ☆☆☆☆☆

Fidelity ☆☆☆☆☆

Feedback/discussion ☆☆☆☆

Collaboration ☆☆

Sustainability impact ☆☆

Staff demand ☆☆☆☆

Students undertake a professional discussion whilst located in a outdoor practice situation. This could be an agronomist talking to a farmer, or a surveyor talking to a utilities company, or it could be an environmental scientist talking with a landowner. This is a very flexible format – but the environment should add value to the situation rather than being just a backdrop. By example use the crops, pylons, water courses, wildlife, or other features in the live situation as part of the scenario. The assessment can be recorded, although be aware that this can add pressure and may not always be necessary. Add debriefs to increase the opportunity for feedback.

Credit to Simon Allan and Louisa Dines at Harper Adams for this.

34. Research translation

Challenge ☆☆☆☆

Product/performance ☆☆☆☆

Transfer of knowledge ☆☆☆☆

Metacognition ☆☆☆

Recognisable by stakeholders ☆☆☆☆

Fidelity ☆☆

Feedback/discussion ☆☆☆☆

Collaboration ☆☆☆☆☆

Sustainability impact ☆☆☆☆

Staff demand ☆☆☆

Encourage students to work with researchers to understand how knowledge in their discipline is produced, and to inspire a future in research. Ask PhD students to come and share their research in classes; allow and encourage students to generate questions. Then students can then ‘interpret’ the research with some simplified outputs e.g. posters, infographics, technical notes or a few slides. This can be done as a group exercise or as an individual depending on group size. Students may translate one piece of work or they may choose multiple ideas to represent, depending on the circumstances. This brings students closer to research activity and encourages clear communication skills.

35. Improve and recommend design challenge

Challenge ☆☆☆☆☆

Product/performance ☆☆☆☆☆

Transfer of knowledge ☆☆☆☆

Metacognition ☆☆☆

Recognisable by stakeholders ☆☆☆☆☆

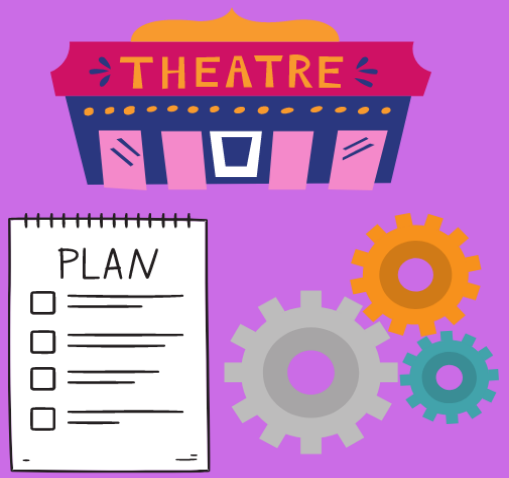
Fidelity ☆☆☆☆

Feedback/discussion ☆☆☆

Collaboration ☆☆☆☆☆

Sustainability impact ☆☆☆☆

Staff demand ☆☆☆



Ask students to make improvements to an existing product or system. This could be an improvement in the performance of a machine, a refinement in a business system, an improvement to a marketing campaign, refinements to a stage design, or improvements to a food product. The assessment may be a group or an individual activity. This approach can be done with a simple briefing sheet where students make their recommendation, but it can also be done with more immersion. External stakeholders can be involved by setting the challenge(s) and by helping to give feedback on final designs. If it is feasible the assessment could include an exhibition of design proposals with the opportunity for peer or industry feedback. The staff demand will vary with the level of immersion.

36. Digital micro-credential file

Challenge ☆☆☆

Product/performance ☆☆☆

Transfer of knowledge ☆

Metacognition ☆☆☆

Recognisable by stakeholders ☆☆☆☆

Fidelity ☆☆☆

Feedback/discussion ☆☆☆

Collaboration ☆☆

Sustainability impact ☆☆☆

Staff demand ☆☆

Students undertake a skills assessment or a reflective exercise to determine which skills they want or need to develop through micro-credentials. For some this may be broad Excel skills or graphic design, and for others it may be highly specific retail payment systems, web analytics or further knowledge of accessibility standards. Students then locate open courses and complete – building up micro credentials and reflection on them. Individuals can build confidence to assess their own needs, they can develop an awareness of how to locate relevant personal development, and they can demonstrate perseverance with online learning approaches. To extend this approach, students can reflect on their learning and connect it to wider course ideas or to literature. Students may need initial support to explore the micro-credential landscape.

37. Live analysis

Challenge ☆☆☆☆☆

Product/performance ☆☆☆☆

Transfer of knowledge ☆☆☆☆

Metacognition ☆☆☆

Recognisable by stakeholders ☆☆☆☆

Fidelity ☆☆☆

Feedback/discussion ☆☆

Collaboration ☆☆☆

Sustainability impact ☆☆☆

Staff demand ☆☆☆

The need for students to analyse ‘situations or information sets and understand what is really going on has never been so important. A ‘live analysis’ means that students are presented with live information e.g. on live political situations (e.g. war or policy scenarios), current debates (e.g. meat in society, energy security), media moments, or musical happenings (events, world music chart data). They produce an analysis of the causes, lessons, trends, and interventions. You may use a specific genre relevant to the discipline to format and give a ‘real’ output e.g. ‘long-read’ news publication, press release, scientific ‘viewpoint’ article or other analysis rich text.

38. Procedural video

Challenge ☆☆☆

Product/performance ☆☆☆☆

Transfer of knowledge ☆☆☆

Metacognition ☆☆☆

Recognisable by stakeholders ☆☆☆

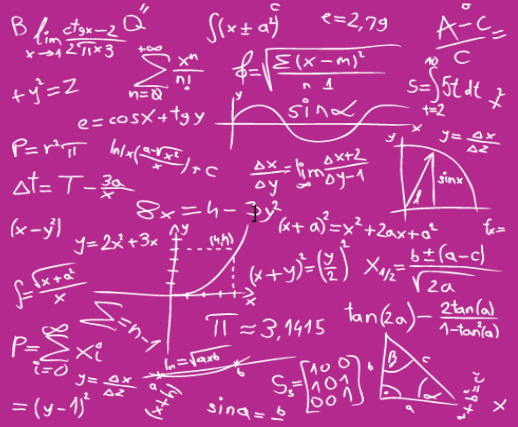
Fidelity ☆☆

Feedback/discussion ☆☆☆

Collaboration ☆☆

Sustainability impact ☆☆

Staff demand ☆☆☆



Where a student needs to demonstrate a procedure – such as a calculation or diagnostic procedure- then students can create a video outlining what they did to move through each step of the process - they can describe why they made the choices that they did (e.g. why they halved a number in a calculation, or why they ran a specific test). This means that students can explain their full understanding of a relatively standardised process; students can refer to materials that they have read, earlier practice situations or any other influences that secure their confidence in the decisions that they are making. This helps students to go beyond recall and encourages them to engage more deeply with sometimes taken for granted knowledge.

39. Reach out resources

Challenge ☆☆☆☆

Product/performance ☆☆☆☆

Transfer of knowledge ☆☆☆☆

Metacognition ☆☆☆

Recognisable by stakeholders ☆☆☆☆

Fidelity ☆☆☆

Feedback/discussion ☆☆☆

Collaboration ☆☆☆☆

Sustainability impact ☆☆☆☆

Staff demand ☆☆☆

Students can use their learning to create resources to use with local schools or community groups. This can help students to take complex and important topics and translate these for different audiences Examples include – a game for students to use on the sustainability of fast fashion, a health and wellness video, or a mini-class introducing a new language.

Marking can address accuracy of content but also communication appropriateness. It may be possible to make some of the videos available for use with institutional or course reach our work to add further value.

40. Social media analysis (and myth-busting)

Challenge ☆☆☆☆

Product/performance ☆☆☆☆

Transfer of knowledge ☆☆☆

Metacognition ☆☆☆

Recognisable by stakeholders ☆☆☆☆

Fidelity ☆☆☆

Feedback/discussion ☆☆☆

Collaboration ☆☆☆☆☆

Sustainability impact ☆☆☆☆

Staff demand ☆☆☆

Social media holds information on almost any topic. It may be useful for students to learn to navigate social platforms with a critical lens. Ask students to evaluate a topic as portrayed on social media. Looking at a medical condition, debates about historical moments, perspectives on US democracy, or opinions on nutrition, can have a dual function in learning as students can learn about the topic in hand, but they can also sharpen their critical information skills. They can become fact checkers. It is also an opportunity for students to get fist hand experiences of appreciating diverse perspectives. Example questions could be to *explore perceptions of vitamin D supplements as depicted on social media*, or *evaluate puppy training information online*. This activity can be extended by asking students to make myth busting posters which result from the location of misinformation.

41. Professional Communications File

Challenge ☆☆☆

Product/performance ☆☆☆☆☆

Transfer of knowledge ☆☆☆

Metacognition ☆☆☆

Recognisable by stakeholders ☆☆☆☆☆

Fidelity ☆☆☆☆

Feedback/discussion ☆☆☆

Collaboration ☆☆☆☆☆

Sustainability impact ☆☆☆

Staff demand ☆☆

To support work readiness, assessment can focus on the skills that are needed for many roles from day-one. These include presentation, email, telephone and other communication modes. Ask students to present a set of communications about a situation, topic, or client and mark it both on the basis of the technical, academic or professional knowledge and on the quality of communication for each genre. In preparing for this, students can actively learn about optimal communication. There is no loss of ‘content; in this approach ‘content’ can still be taught, but the focus of information presentation is simply moved into a professional tone. Students can peer review and respond to early drafts to add collaboration and peer learning .

42. On campus projects

Challenge ☆☆☆☆

Product/performance ☆☆☆☆☆

Transfer of knowledge ☆☆☆

Metacognition ☆☆☆

Recognisable by stakeholders ☆☆☆☆☆

Fidelity ☆☆☆☆

Feedback/discussion ☆☆☆☆

Collaboration ☆☆☆☆☆

Sustainability impact ☆☆☆☆☆

Staff demand ☆☆☆☆☆

University campuses are rich in their own opportunities for live learning since they have their own real problems and challenges (!). Bring groups together to work on campu-based projects which could touch on social, environmental, educational, or economic issues. Projects could be offered by particular teams – e.g. estates, catering, or laboratories. Student teams can swarm the issue and produce client briefings, proposed solutions and, reflections on group performance. If proposals are good enough some may even be taken up to have a direct impact on the community. Add different stages for feedback between groups and involving the campus client.

43. Conference lightening talk

Challenge ☆☆☆☆
Product/performance ☆☆☆☆
Transfer of knowledge ☆☆☆☆
Metacognition ☆☆☆
Recognisable by stakeholders ☆☆☆☆
Fidelity ☆☆☆
Feedback/discussion ☆☆☆☆
Collaboration ☆☆
Sustainability impact ☆☆☆
Staff demand ☆☆

The lightening talk simulates a conference format where experts communicate to other experts in the field with a very short talk. It can make some assumptions about some prior knowledge in the audience. Discussing the level of the talk should be part of the preparation. The lightening talk is useful when complex content needs to be summarised, or where students have conducted research of their own.
This can be done live, but students may benefit from making a recording of their talk, so they have chance to refine, and get feedback to continually refine as part of the learning process. Watching and critiquing some talks online can form part of the preparation. Keeping the talks short can help with marking times too.

Students may be given specific requirements too e.g. only use visual slides and not text, or don’t use visual aids – concentrate on the narrative.

44. Plan and host an event

Challenge ☆☆☆☆

Product/performance ☆☆☆☆☆

Transfer of knowledge ☆☆☆

Metacognition ☆☆☆

Recognisable by stakeholders ☆☆☆☆

Fidelity ☆☆☆☆

Feedback/discussion ☆☆☆☆

Collaboration ☆☆☆☆☆

Sustainability impact ☆☆☆☆☆

Staff demand ☆☆☆☆☆

Many careers involve managing or contributing to events such as a gig, a food fair, an awards evening, a conference, or a school open day. Students can come together to plan and host relevant events; this can be logistically challenging, with a substantial staff commitment, but it can also be rewarding. It can help develop planning skills, team work, costings and resource management, public engagement, digital marketing, communications, and performance evaluation. It may be useful to bring different course areas together to add an inter-professional element.

There is a need to be clear on how assessment judgments will be made e.g. the balance between individual and groups, the balance between the event success and team function and reflective capabilities.

45. Research Conference

Challenge ☆☆☆☆

Product/performance ☆☆☆☆☆

Transfer of knowledge ☆☆☆☆☆

Metacognition ☆☆☆

Recognisable by stakeholders ☆☆☆☆

Fidelity ☆☆☆

Feedback/discussion ☆☆☆☆☆

Collaboration ☆☆☆☆

Sustainability impact ☆☆☆☆

Staff demand ☆☆☆☆☆

Students undertaking research projects can participate in a research conference with posters and short presentations. It can be a way of adding impact to their research and of generating feedback. If the conference is held ahead of the final submission of a project it can provide usable feedback. Such an event is authentic to discipline traditions. It can also be a good way of developing student relations as it brings together groups in new ways - it can even involve PhD students in modelling practice and providing level appropriate feedback.

To ensure students are prepared this event can be practised at earlier point in the course journey by including similar in-class peer sharing activities.

46. Documentary

Challenge ☆☆☆☆

Product/performance ☆☆☆☆☆

Transfer of knowledge ☆☆☆☆

Metacognition ☆☆☆

Recognisable by stakeholders ☆☆☆☆

Fidelity ☆☆☆

Feedback/discussion ☆☆☆

Collaboration ☆☆☆☆☆

Sustainability impact ☆☆☆☆☆

Staff demand ☆☆☆☆

The documentary format can be used to encourage students to deeply consider areas of their course; they can further investigate key issues -from economic development in a small island economy to attitudes to childhood vaccination or policy approaches to climate change. The documentary may be audio only or film. There is a need to be clear how much of the task is about good production and presentation, and how much is about content, and how much is about group working. Students can playfully use role play, animation, graphics, and expert engagement to present the issues they find. They may be playful or serious. The brief needs to be clear about whether the documentary should take a clear personal position on the issue or whether it is seeking to be balanced and impartial.

47. Workplace Exhibition

Challenge ☆☆☆☆

Product/performance ☆☆☆☆

Transfer of knowledge ☆☆☆

Metacognition ☆☆☆

Recognisable by stakeholders ☆☆☆☆

Fidelity ☆☆☆☆

Feedback/discussion ☆☆☆

Collaboration ☆☆☆☆☆

Sustainability impact ☆☆☆☆☆

Where students are involved in work-based learning they may undertake research related to their role or organisation e.g. on an MBA apprenticeship an investigation in to a business problem, on a data science programme students may solve a coding and workflow problem relating to fraud detection. Rather than producing an extended written output, the project can be made more impactful through an exhibition in the workplace, where the work is shared and feedback is gathered. The method of exhibition could be varied according to the setting e.g. early years staff room event or a digital exhibition within a distributed team. An exhibition can be captured and shared as the actual assessment product, or it can be reflected on and reported. The emphasis is on the student to capture their exhibition rather than staff visiting each event.

48. Dissertation journal article

Challenge ☆☆☆☆

Product/performance ☆☆☆☆

Transfer of knowledge ☆☆☆☆☆

Metacognition ☆☆☆☆

Recognisable by stakeholders ☆☆☆☆☆

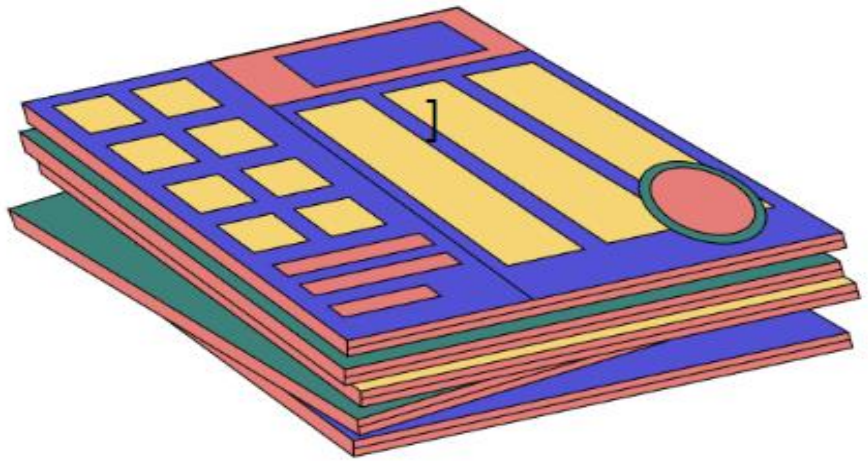
Fidelity ☆☆☆

Feedback/discussion ☆☆☆

Collaboration ☆☆

Sustainability impact ☆☆☆☆

Staff demand ☆☆



How many dissertations are produced and read by no-one more that the assessor and the author? Students can undertake a traditional research project and write it up on a journal format. This emulates a real format with strong currency; it is indisputably rigorous and may provide insight into academic careers.

The articles can be pulled together as a class journal, with the best going for actual publication. When supporting this staff need to refamiliarise themselves with journal requirements to enable them to advise and support. Class time should support writing in this genre.

49. Timed Open-Book Assessment

Challenge ☆☆☆☆☆
Product/performance ☆☆☆
Transfer of knowledge ☆
Metacognition ☆☆
Recognizable by stakeholders ☆☆☆
Fidelity ☆☆☆
Feedback/discussion ☆☆☆
Collaboration ☆
Sustainability impact ☆
Staff demand ☆☆

Tasks in employment often need to be done at short notice. For example, an evidence dossier of market information, or an analysis of educational snapshot data. The open book assessment means that students can be asked to ‘go-away’ and complete such a task in a short window of time. They can be asked to complete a research report on a specific topic during an agreed time slot e.g. over 24 hours. To help students manage how much time they give to the task, each assessment should have a clear time guide e.g. spend two hours on this report within the twenty-four-hour window. The authenticity of this task depends on having a question or task which is relevant, personalisable and stretching. Asking simplistic recall questions would render this format no different than a take-away exam.

50. Annotated bibliography and search protocol

Challenge ☆☆☆

Product/performance ☆☆

Transfer of knowledge ☆☆

Metacognition ☆☆☆☆☆

Recognisable by stakeholders ☆☆

Fidelity ☆☆

Feedback/discussion ☆☆☆☆☆

Collaboration ☆☆☆

Sustainability impact ☆☆

Staff demand ☆☆

Annotated bibliographies can be a useful way to connect students to their reading; students say what they have read and comment on it - drawing on their interests, beliefs or experiences. It is authentic to the individual.

Adding a search protocol to an annotated bibliography requires students to actively set out *'how'* they found information too.

This extra step can be discussed in class to support the development of information search skills (e.g. Boolean searches). This idea borrows from the practice of systematic review by making the research process transparent. Information searching is a critical skill for many professions, whilst the accompanying annotated bibliography encourages a very personal engagement with key topics.

Info

Reference

Ashford-Rowe, K., Herrington, J. and Brown, C. (2014) ‘Establishing the critical elements that determine authentic assessment’, Assessment and Evaluation in Higher Education, 39(2), pp. 205–222. doi: 10.1080/02602938.2013.819566