

PROFESSIONAL DEVELOPMENT DAY FALL QUARTER 2014

INTEGRATING AUTHENTIC ASSESSMENTS INTO YOUR COURSES

What are Authentic Assessments?

They are assessments in which students are asked to perform real-world tasks that demonstrate meaningful application of knowledge and skills. Authentic assessments simulate experiences professionals do in work environments, and focus on the development of transferable skills used to solve complex, real-world problems.

Brainstorming

Come to this workshop prepared to brainstorm about what you can do in your classes!

Location

All talks will be in
room 5502

Share-outs and examples

8:30-9:00 **Coffee & Greeting**

9:00-9:15 **An Overview of Authentic Assessments**
Ben Stefonik, Psychology

9:15-9:30 **Documenting Climate Change**
Gillian Schultz, Biology

I wanted my students to do real scientific research that is meaningful and to build a data-base that future classes can use for analysis. Students collect data and make regular observations related to phenology (timing of biological activities) for animals and plants on campus and submit them to a national scientific database. Their research will contribute to our understanding of the effects of climate change on a local level.

9:30-9:45 **Computer Programing for Employers**
Elaine Haight, Computer Science

Employers complain that computer science graduates may know how to code, but they can't communicate or solve real-world problems. So I try to simulate the actual software development process in my classroom by giving students team projects. I use volunteers from industry to help me design projects and critique weekly student presentations.

9:45-10:00 **Creating History**
Bill Ziegenhorn, History

For my research project, students go into the history-making process, becoming an archivist or historian – actually organizing and writing history. They go to local archives at museums or libraries and either search for primary sources that tell a story they can relate in a paper or slideshow, or actually help the collections managers organize, analyze and describe the records they have so that others can access them more easily.

10:00-10:15 **Authentic Assessment: A Shortest Question Approach**
Patrick Morris, Mathematics

What makes an assessment prompt authentic? It creates a tell. In this session, I'll share my personal rationale for striving for authenticity in assessment, offer some qualitative criteria for authenticity, apply them to a series of prompts from a general ed statistics class, then offer a simple strategy for creating authentic assessment prompts: ask the shortest question you can.

10:15-10:25 **BREAK**

10:25-11:30 **Brainstorming**
Guided activity for brainstorming ideas for your own classes

11:30-12:00 **Reconvene & Share-out**
We will reconvene and share out the ideas we have brainstormed.