

More than  and



# Authentic assessment in graduate teaching development programs

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# More than smiles and high fives

- How digital badges marked a shift in non-credit offerings
- Overview of Taylor Institute Certificate in University Teaching and Learning program
- Making a case for authentic assessment
- Pilot case study



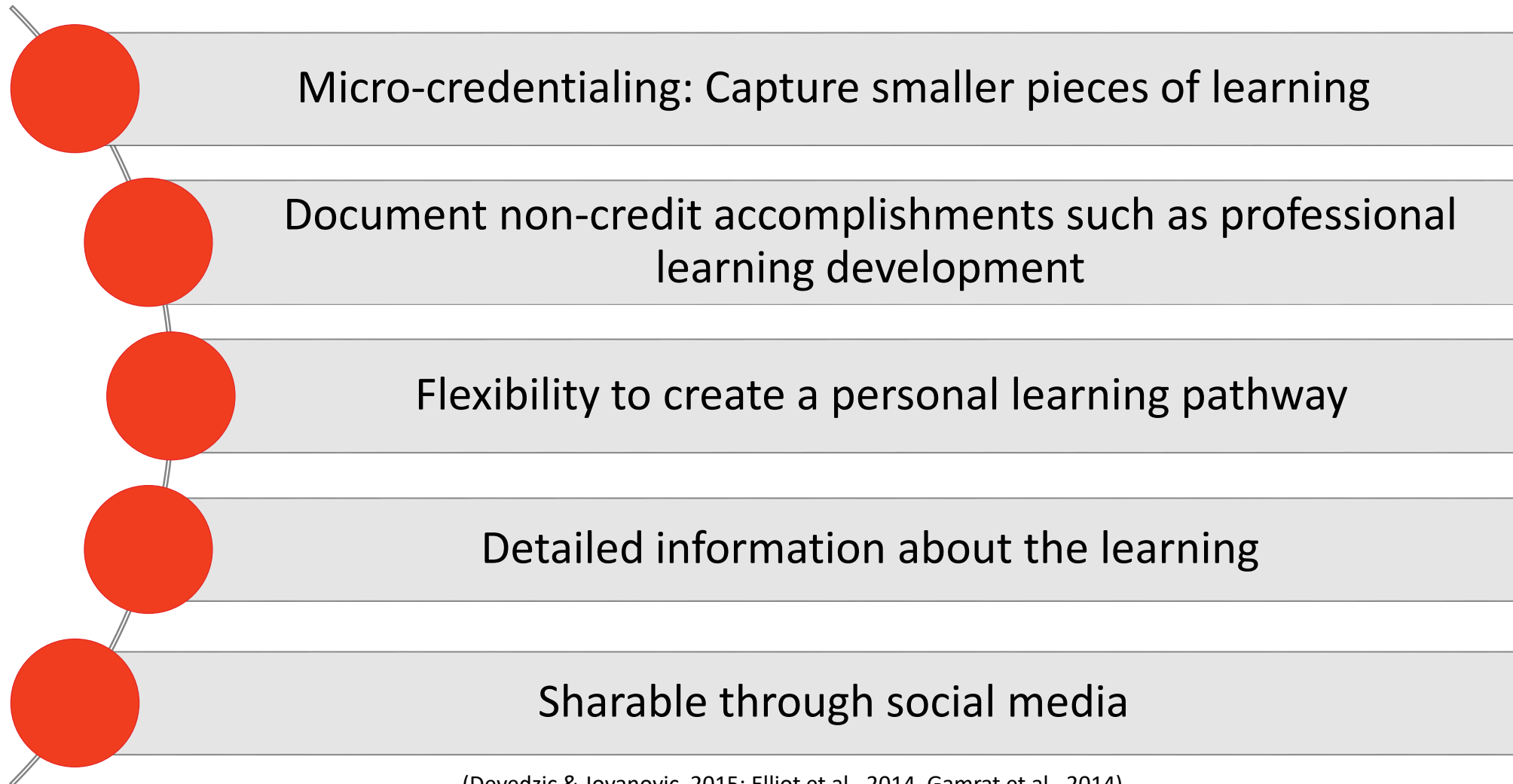
# Definition of Digital Badges

“a symbol or indicator of an accomplishment, skill, quality or interest... used to set goals, motivate behaviors, represent achievements and communicate success in many contexts”

(Mozilla Foundation, 2012, p. 3)



# Features of Digital Badges





(Dyjur & Lindstrom, 2017)



**UNIVERSITY OF CALGARY**  
Taylor Institute for Teaching and Learning

# **CERTIFICATES IN UNIVERSITY TEACHING AND LEARNING**



# Certificate Learning Outcomes

By the end of this non-credit certificate program, successful participants will be able to

- Engage in collaborative, critically reflective conversations with colleagues to explore current issues, theories and research in postsecondary education
- Identify and implement research-informed teaching methods that enhance student learning
- Practice peer teaching, and collecting and responding to feedback from colleagues
- Articulate a research question and develop a plan to conduct a SoTL (Scholarship of Teaching and Learning) project
- Evaluate and select effective learning technologies and maximize spaces to enhance student learning
- Develop a teaching philosophy/dossier that aligns key beliefs about teaching and learning to sources of evidence drawn from participation in the certificate program



**Take a workshop. Earn a badge.  
Complete a certificate.**



# Learning outcomes become central

To design



To evaluation

- of participant completion
- of program



# Need for “more rigorous research” of educational development programs

Programs for graduate student teaching development have been evaluated by

- surveys on **self-perception of teaching beliefs, skills, and confidence** (Taylor, Schonwetter, Ellis, & Roberts, 2008)
- surveys regarding **self-efficacy** (Lederer, Sherwood-Laughlin, Kearns, & O'Loughlin, 2016)
- surveys on **career outcomes** and participants' **perception of program impact** (Schram, Pinder-Grover, & Turcic, 2017)

# Challenges of these approaches

- self-reported learning gains
- indirect links to learning outcomes

“Three systematic reviews of educational development evaluation practices have each highlighted the need for more rigorous research designs (i.e. qualitative and mixed methods, pre-test and/or quasi-experimental designs), the use of standardized instruments, and the use of novel assessment methods – particularly those that measure behavioural change in instructors, student perceptions and performance – for improved centre evaluation (Levinson-Rose & Menges, 1981; Steinert et al., 2006; Stes et al., 2010).” (Kolomitro & Anstey, 2017, p. 2)

# Authentic assessment: definitions



“Authentic assessment: an assessment requiring students to use the same competencies, or combinations of knowledge, skills, and attitudes, that they need to apply in the same criterion situation in professional life.” (Gulikers, Bastiaens, & Kirschner, 2004, p. 69)

“Authentic assessment emphasizes the practical application of tasks in real-world settings.” (Fook & Sidhu, 2010, p. 154)

# Authentic assessment

- for program design

The program learning outcomes focus on the successful completion of real-world tasks



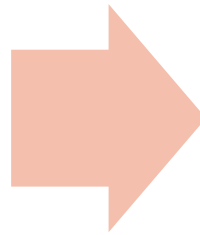
- for program evaluation

Participants submit evidence of their learning (rather than just attend or report on their learning)



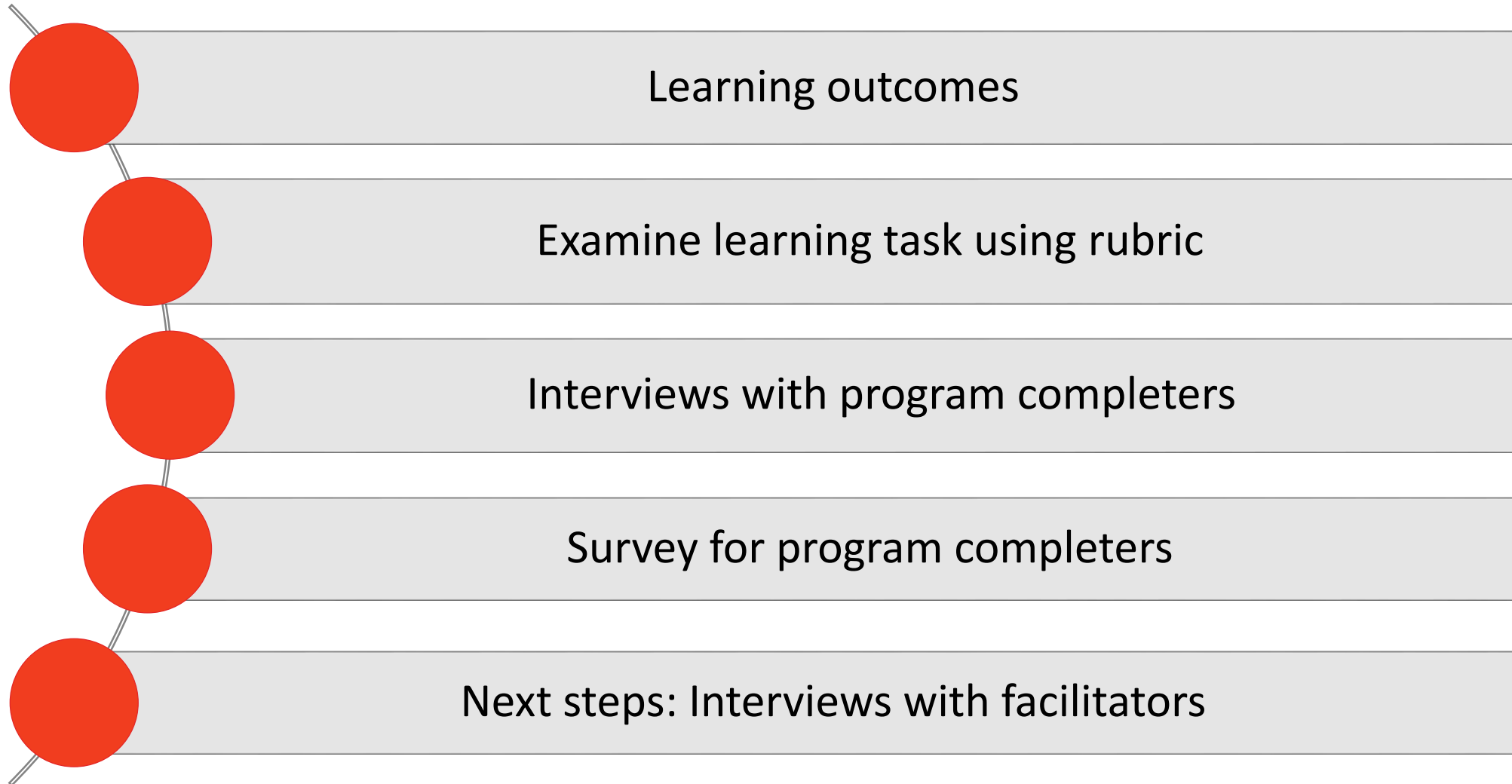
# Case study: Authentic assessment for program evaluation

To what extent are these learning tasks forms of authentic assessment?



Does answering this question provide robust evidence that the learning outcomes have been met?

# Pilot study: Authentic assessment for program evaluation



# Pilot study: Developing Your Teaching Dossier program

- Develop a teaching philosophy/dossier that aligns key beliefs about teaching and learning to sources of evidence drawn from participation in the certificate program
- Engage in collaborative, critically reflective conversations with colleagues to explore current issues, theories and research in postsecondary education





# Pilot study: Developing Your Teaching Dossier program

- 19 participants completed the program and were invited to the study
- authentic task: Draft a teaching dossier
- 9 chose to participate in the pilot study
  - 9 participated in an interview
  - 7 participated in an online survey



# Authentic Assessment

Ashford-Rowe, K., Herrington, J., & Brown, C. (2014)



- Challenging
- Learning is demonstrated in a performance or product
- Transfer of knowledge
- Metacognition
- Requires accuracy comparable to field of practice
- Authentic environment and tools
- Feedback for improved performance
- Collaboration

# Pilot study: Preliminary findings

## METACOGNITION

“And then definitely developing the teaching philosophy and dossier. Had done absolutely no work in that area before and so definitely, I think, I was able to not only think about what that looks like, but what evidence I might want to use now in going forward and **being able to critically evaluate my own work** so that I can keep intuitively going through it.”

# Pilot study: Preliminary findings

## ENSURE TRANSFER OF KNOWLEDGE

“Also, after the teaching dossier workshop, I decided to update my CV (which had not been updated for years). I drew upon several of the suggestions that fellow graduate students had proposed during the teaching dossier workshops and **applied it to updating my CV**. The concept of thinking of my CV as a "living document" was probably the best advice I've gotten so far in writing up a CV, as I now change the CV every two months or so, and do not worry too much about perfecting it for everything. Rather, I include everything so that I can copy just the relevant parts out to suit the needs of specific applications.”

# Pilot study: Preliminary findings

## OPPORTUNITY FOR PROVIDING FEEDBACK FOR IMPROVED PERFORMANCE

“Well, we had **multiple rounds of feedback**. One from our peers. I found that kind of useful, it really depended how much effort they were willing to put into actually reading it...then getting feedback from the instructor at the end was really useful because I know that she'd had a lot of experience looking at these and so it definitely provided an **in-depth look at what I had done and gave me things I can improve on in it** that I maybe didn't notice or maybe that my peers didn't catch.”

# Preliminary conclusions

By focusing on learning outcomes to design authentic assessment tasks, we have been able to

- provide meaningful learning experiences
- collect authentic demonstrations of learning
- provide meaningful feedback for learning
- evaluate our programs in a more  
rigorous way



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