

The evaluation tool of authentic online learning

Elements of authentic learning as evaluation criteria (based on Herrington & Oliver 2000).

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Welcome to evaluate and develop online teaching and learning utilizing the evaluation tool of authentic learning. The tool is based on the approach of authentic learning developed by Herrington and Oliver (Herrington & Oliver 2000; Herrington & Herrington 2006 et.al.). This approach is used to study the realization of authentic learning in your own or your colleagues' teaching. In this tool, authentic learning is observed through nine authentic learning elements. Each element is divided into multiple subsections (2-5). Tool includes the descriptions of elements' qualities by subsections, estimation scale (1-5) and evaluation questions. More on authentic learning, see:

<http://www.uow.edu.au/~janh/Kokkola>

Elements of authentic learning	Guidelines for implementation	Continuum of characteristics Non-authentic → Authentic	Evaluation questions
1. Provide authentic context that reflects the way the knowledge will be used in real-life	a physical / virtual environment that reflects the way the knowledge will ultimately be used	Decontextualized → Realistic <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Does the context of the course represent the kind of setting where the skill or knowledge is applied?
	a non-linear design to preserve the complexity of the real-life setting	Fixed → Flexible <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Is the pathway students take through the learning environment flexible, where students are able to move around at will?
2. Provide authentic activities	activities that have real-world relevance	Academic → Real world <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Does the task mirror the kind of task performed in real world applications?
	ill-defined complex activities that provide an opportunity for students to define the tasks and sub-tasks required to complete the activity	Multiple small tasks → Complex task <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Is the task presented as a series of small sub-steps or as an overarching complex problem?
	a sustained period of time for investigation	Short time → Long time <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Do students work on the task for weeks rather than minutes or hours?
	the opportunity for the detection of relevant versus irrelevant information	Limited information → Broad information <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Are students able to choose relevant information from a variety of inputs, including relevant and irrelevant sources?
	tasks that can be integrated across subject areas	Single discipline → Multi-disciplinary <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Are activities and strategies relevant to other disciplines and broader knowledge?
3. Provide access to expert performances and the modelling of processes	access to expert thinking and modelling processes	Direct instruction → Expert performance <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Does the learning environment provide access to expert skill and opinion?
	access to learners with various levels of expertise	Expertise → Levels of expertise <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Does the learning environment allow access to other learners at various stages of expertise?
	opportunity for the sharing of narratives and stories and access to the social periphery	Didactic, core → Narrative, peripheral <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Are students able to hear and share stories about professional practice?

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4. Provide multiple roles and perspectives	different perspectives on the topics from various points of view	Single view → Multiple perspectives <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Are students able to explore issues from different points of view?
	the opportunity to criss-cross the learning environment	Single pathway → Multiple pathways <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Are students able to use the learning resources and materials for multiple purposes?
5. Support collaborative construction of knowledge	tasks are completed in pairs or groups rather than individually	Cooperation → Group collaboration <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Are students able to collaborate (rather than simply co-operate) on tasks?
	appropriate incentive structure for whole group achievement	Individual grade → Group grade <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Are grades given for group effort, rather than individual effort?
6. Promote reflection	authentic context and task that require decisions to be made	Pre-determined steps → Decision-making <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Are students required to make decisions about how to complete the task?
	non linear organization of materials and resources to enable students to return to any element if required	Linear → Non-linear <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Are students able to move freely in the environment and return to any element to act upon reflection?
	the opportunity for learners to compare themselves with other learners in varying stages of accomplishment	No facility to compare → Able to compare <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Can students compare their thoughts and ideas to experts, teachers, guides, and to other students?
	groupings of students to enable reflection with aware attention	Individual → Group <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Do students work in collaborative groups that enable discussion and social reflection?
7. Promote articulation	a complex task incorporating inherent, as opposed to constructed, opportunities to articulate	Little discussion → Much discussion <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Does the task require students to discuss and articulate beliefs and growing understanding?
	groups to enable articulation	Individual → Group <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Does the task provide collaborative groups and forums to enable articulation of ideas?
	public presentation of argument to enable articulation and defence of learning	Little articulation → Presentations <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Does the task enable articulation and defence of arguments?
8. Provide coaching and scaffolding	collaborative learning, where more able partners can assist with scaffolding and coaching	Unsupported → Partner coaching <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Are more knowledgeable students able to assist with coaching?
	coaching and scaffolding assistance is available for a significant portion of the activity	Unsupported → Scaffolded <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Is a teacher, guide or helper available to provide contextualised support?

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9. Provide for authentic assessment of learning within the tasks	the opportunity for students to be effective performers with acquired knowledge, and to craft polished, performances or products	Raw → Polished ○ ○ ○ ○ ○	Are products or performances polished and refined rather than incomplete or rushed drafts?
	significant student time and effort in collaboration with others	Brief → Extended ○ ○ ○ ○ ○	Do students participate in the activity for extended periods of time?
	the assessment to be seamlessly integrated with the activity	Separate tests → Integrated assessment ○ ○ ○ ○ ○	Are students assessed on the product of the investigation, rather than by separate testing?
	multiple indicators of learning	Single measure → Multiple measures ○ ○ ○ ○ ○	Are there multiple assessment measures rather than a single measure?

Describe briefly your learning environment and context you are evaluating using this tool.

How will you develop your own teaching to be more authentic?

How would you develop this tool?

How did you find this tool's functionality in enhancement authentic learning in online teaching?

This evaluation tool can be freely used in different associations if the original source is mentioned: Elements of authentic learning as evaluation criteria (based on Herrington & Oliver 2000).

Your reflections on your online teaching and your feedback on this tool's functionality would be valuable research information for its developers in Finnish Online University of Applied Sciences' online pedagogics and research activities. Therefore we kindly ask you to send this form by e-mail to Irja Leppisaari, Principal Lecturer of Online Pedagogics. Material will be handled in absolute confidence and anonymously.

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