Authentic Assessment Toolkit

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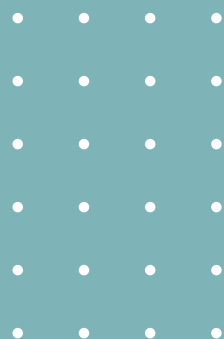
Prof Assess:
A programme-based approach to building authenticity into assessment and feedback processes through consultation with Professional, Statutory and Regulatory Bodies.

QQI
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agus Cáilíochtaí Éireann**
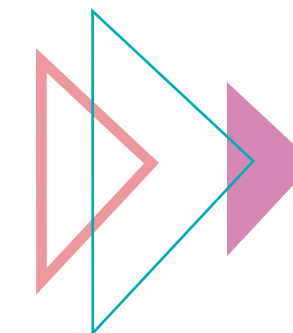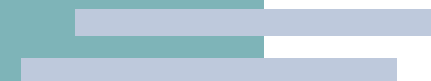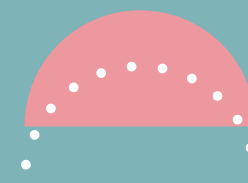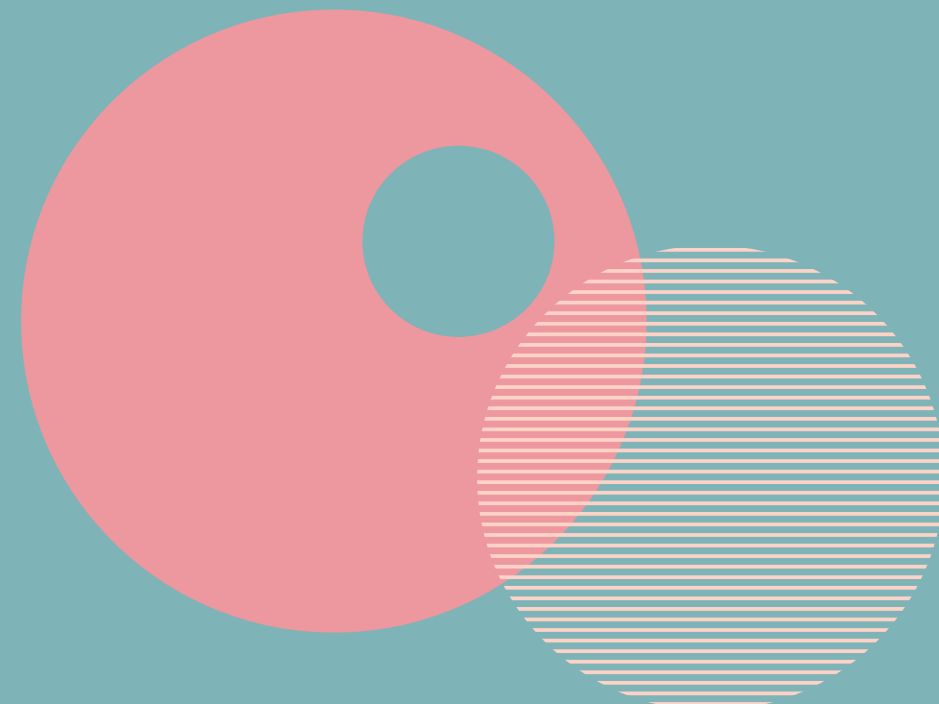Quality and
Qualifications Ireland

Funded by the
QQI Re-thinking
Assessment Scheme

Authentic Assessment Toolkit Resources

edited by Dr Jen Harvey, Nicole O'Neill and Dr Derek Dodd, Academic Affairs, TU Dublin.

Introduction

This booklet and accompanying online resources draw upon work completed as part of the QQI project Prof-Assess funded under the 10th Anniversary Rethinking assessment programme between Dec 2022 and June 2024. The Prof-Assess project aimed to develop a programme-based approach to building authenticity into assessment and feedback processes through engagement with external stakeholders, including Professional, Regulatory and Statutory Bodies (PRSBs).

Assessment is a fundamental element of higher education and can have a strong impact upon the quality of student learning achieved. Authentic Assessments are generally considered to be those where students have opportunities to engage in activities that mirror 'real world' tasks in meaningful contexts that prepare students to think, act, and behave in ways that resemble the practice of an expert in their discipline or field.

Although assessments that focus upon professional learning are viewed to be more relevant to students, their perceptions of authenticity are often dependent upon context and settings and fundamental concepts of what constitutes 'real world' can vary between different stakeholder groups.
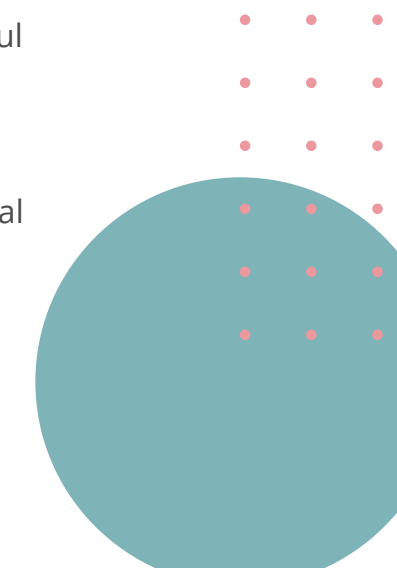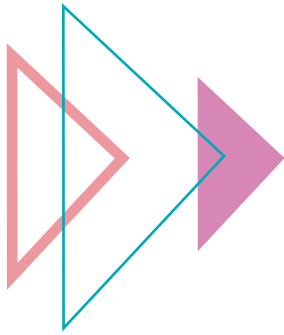
This Prof-Assess project recognises that levels of authenticity are better viewed within a continuum (National Forum, 2017). A change towards 'more authentic' assessments will, by necessity, be one that is achieved incrementally across a programme and in many cases, it will be appropriate to mix new, more authentic assessments with existing methods.

The importance of dialogue between all those with a stake in the assessment process to develop a shared understanding of authenticity has also emerged through our work. As a result, our project resources are not designed to be prescriptive but to act as prompts for individual reflection and triggers for discussion between staff, students, programme teams and external stakeholders as appropriate.

In this booklet you will find a selection of ideas, resources, guides and exemplars designed to help you to get started. For further information and more authentic assessment related materials, with see the TU Dublin authentic Assessment website: https://www.tudublin.ie/authentic-assessment-toolkit
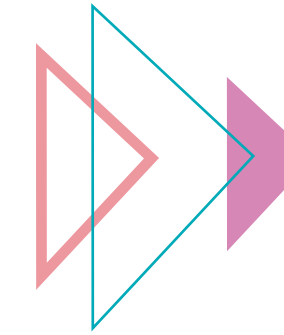
Development of TU Dublin Authentic Assessment Framework and Definition

The Prof-Assess project built upon an earlier work conducted as part of the HEA funded IMPACT project: Operation Authentic Assessment Transformation. This initiative utilised a twintrack structured approach to encourage the development of authentic assessment practices across the university. Eight lecturers (Authentic Assessment scholars), were supported to undertake an assessment re-design guided by one of three mentors (their Authentic Assessment supporter).

Drawing upon current literature, the Authentic Assessment framework version 1.0 was designed under four dimensions. These were not intended to be prescriptive but to be used as a general guide for the assessment re-designs conducted over the eight month project. An associated Community of Practice (CoP) was established to support the scholars and engage other University staff. CoP activities involved a series of Masterclasses, practice exchange sessions and consultation workshops.

At the start of the Prof-Assess project the IMPACT Authentic Assessment Framework was reviewed and modified as part of an ongoing consultation process involving both internal and external stakeholders. In July 2023, a TU Dublin Authentic Assessment definition was approved through Academic Council and resources aligned to the modified four dimensions.

Internal and external webinars, practice exchange sessions and workshops continue to raise awareness and further refine the resource outputs of this project.

Development of TU Dublin Authentic Assessment Framework and Definition

Definition: Authentic assessment denotes a diverse range of alternative approaches to assessment which focus on the application of knowledge, the performance of exemplary tasks, or the measurement of students' abilities in scenarios that replicate 'real-world' challenges (National Forum, 2020)

Prof-Assess Project

Four Dimensions:
Realism
Critical Reflection
Feedback process
Cognitive challenge

Position learners within realistic situations or relevant scenarios that mirror and prepare them for professional, disciplinary contexts or life outside college.

Challenge learners to use their higher-order cognitive abilities to apply and develop their knowledge and skills to complex problems and tasks as individuals and in groups

Enable learners to provide, receive, engage with and enact feedback, from diverse sources, and in a variety of contexts.

Empower learners to develop their evaluative judgement and personal autonomy through making informed choices and reflection on their capabilities and achievements.

2020   **2021**   **2022**   **2023**   **2024**

Operation Authentic Assessment Transformation Project

Four Dimensions:
Realism
Metacognition
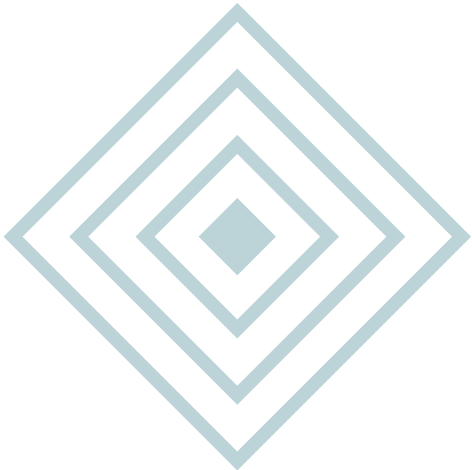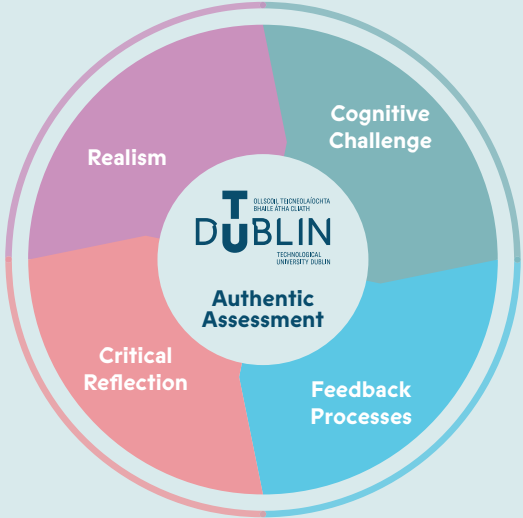**Feedback process**
Cognitive challenge

TU Dublin Definition
'Meaningful challenging assessments designed to develop the attributes, capabilities and professional skills that prepare our students to become effective life-wide learners and responsible global citizens'

Realism
Cognitive Challenge
Critical Reflection
Feedback Processes
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TU Dublin Authentic Assessment Framework

POSITION LEARNERS
within realistic situations or relevant scenarios that mirror and prepare them for professional, disciplinary contexts or life outside college.
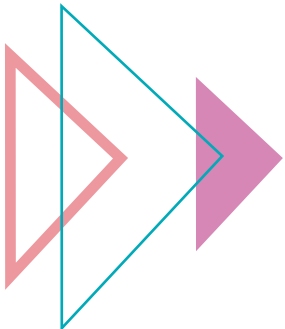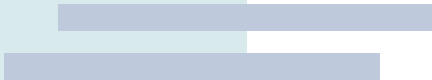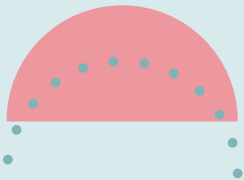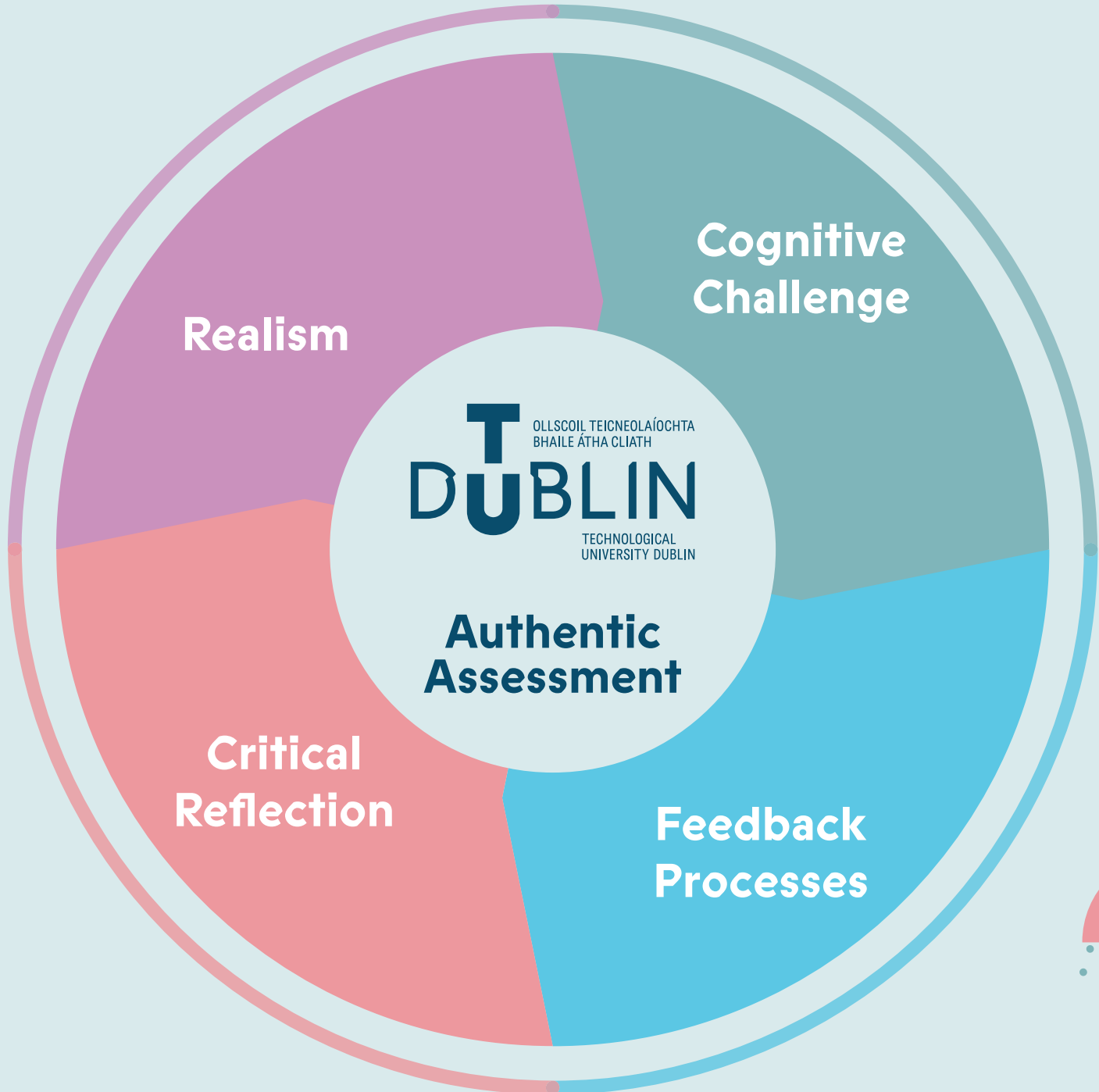
CHALLENGE LEARNERS
to use their higher-order cognitive abilities to apply and develop their knowledge and skills to complex problems and tasks as individuals and in groups.

EMPOWER LEARNERS
to develop their evaluative judgement and personal autonomy through making informed choices and reflection on their capabilities and achievements.

ENABLE LEARNERS
to provide, receive, engage with and enact feedback, from diverse sources, and in a variety of contexts.

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Authentic Assessment

- Cognitive Challenge
- Realism
- Feedback Processes
- Critical Reflection

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TU Dublin Authentic Assessment Definition

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> **Meaningful, challenging assessments designed to develop the attributes, capabilities and professional skills that prepare our students to become effective life-wide learners and responsible global citizens**

Why Use Authentic Assessment?

Why might we want to introduce more authenticity into our assessment practices? (Brown & Sambell, 2023)

» Students often find it interesting and rewarding;

» Used well, it can be a driver for effective learning;

» It can be a powerful means of developing students' higher order thinking skills;

» Authentic assessment tends to be invaluable inmotivating students who recognise its validity andlong-term relevance;

» It can foster among students a wide range of life-relevant skills and attributes;

» There can be genuine rather than tokenistic opportunities for inclusive practice;

» Authentic approaches can help promote academic integrity;

» Tasks can link well to real-world challenges (if associated with industry, professions or civic groups).

Prof Sally Brown and Prof Kay Sambell resources at Sally Brown - Assessment, learning and teaching in higher education Sally Brown (sally-brown.net)
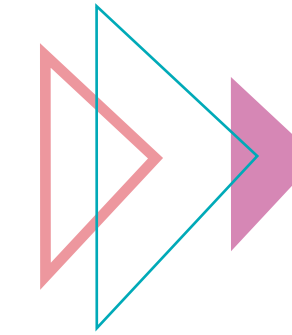
Student perspectives on authentic assessment

Authentic assessment evaluates whether students can successfully transfer their knowledge & skills to various contexts & scenarios.

The difference between measuring what students know vs how they can apply their knowledge.

These assessment methods vary between disciplines.

Examples:

•Develop a website/app to solve a particular problem

•Design a project within a given real-world scenario (product design)

•Develop a business plan for a company in an area of interest

•Critically review case studies outlining real-life scenarios

The benefits of authentic assessment for students:

1 Focuses on higher order thinking skills – students must apply knowledge creatively to problem solve

2 Motivates students to engage with the content = more productive learning

3 Reduces competency gaps between education + professional life

4 Equips students with skills they can use in future employment

Taken from the NTUTORR Compendium of Assessment methods: Students Perspectives
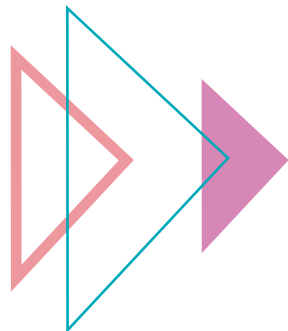
Sample Workshop Tasks on Authentic Assessment

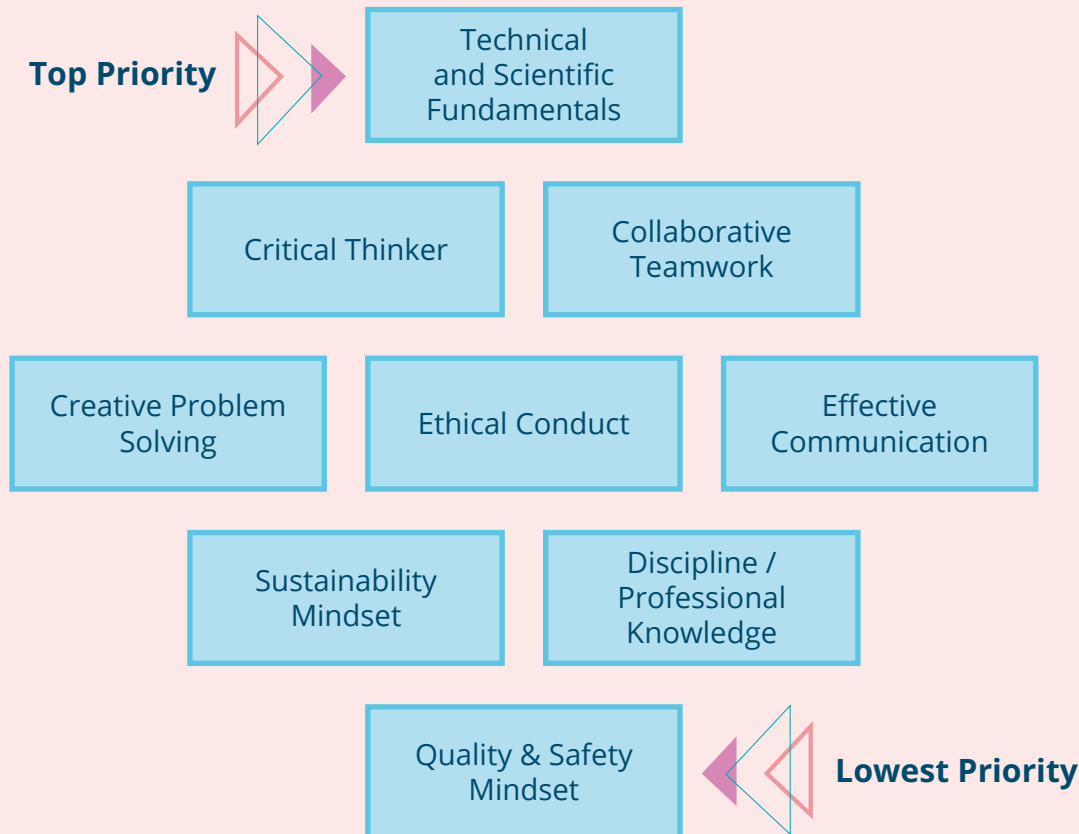### Diamond Nine

Purpose

The Diamond Nine Exercise can be used to stimulate discussion on the prioritisation of the professional competencies that the assessment is being used to develop and evidence. Workshop groups are provided with a range of competencies and asked to prioritise them into a diamond pattern. Groups can be homogeneous or heterogeneous mixes of staff, students, employers or PSRBs.

Example

On this page you will see a sample of the outputs from a Prof Assess Workshop with Three Programme Teams. Each discipline has identified a different prioritisation.
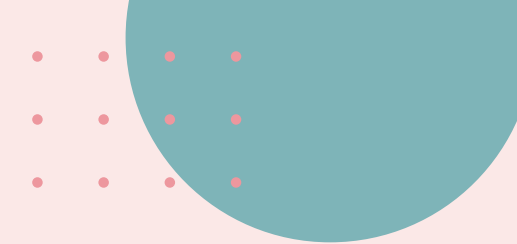
BEngTech in Electrical and Control Engineering

Top Priority

- Technical and Scientific Fundamentals
- Critical Thinker
- Collaborative Teamwork
- Creative Problem Solving
- Ethical Conduct
- Effective Communication
- Sustainability Mindset
- Discipline / Professional Knowledge
- Quality & Safety Mindset

Lowest Priority

BSc in Optometry

Top Priority

- Discipline / Prof Knowledge
- Technical Skills
- Effective Communication
- Ethical Conduct
- Creative Prob Solving
- Quality and Safety Mindset
- Collaborative Team Work
- Self Assessment
- Leadership / Mgt

Lowest Priority

Bachelor of Architecture

Top Priority

- Ethical Conduct
- Disciplinary / Professional Knowledge
- Collaborative Teamwork
- Leadership and Management
- Critical Thinker
- Reflective Practice
- Innnovation / Entrepreneurship
- Quality & Safety Mindset
- Self Regulation

Lowest Priority
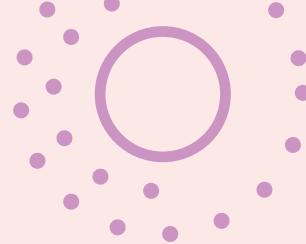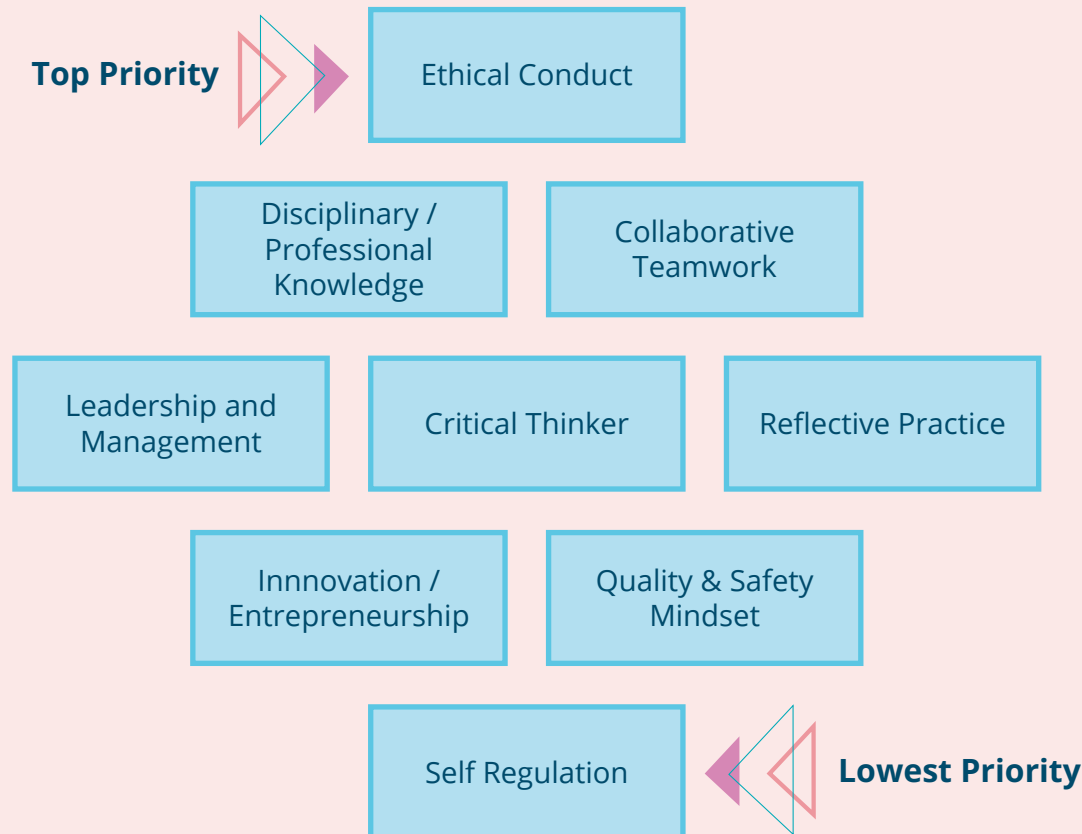
Competency Matching Exercise

Overview

Workgroups are given a set of Professional Competencies Cards and a set of Assessment Cards and asked to select the assessment types that best develop and measure the professional competency.

Purpose

This is a great exercise for stimulating discussion on the types of assessment and generating ideas for assessment that can be developed further by programme teams after the workshop.
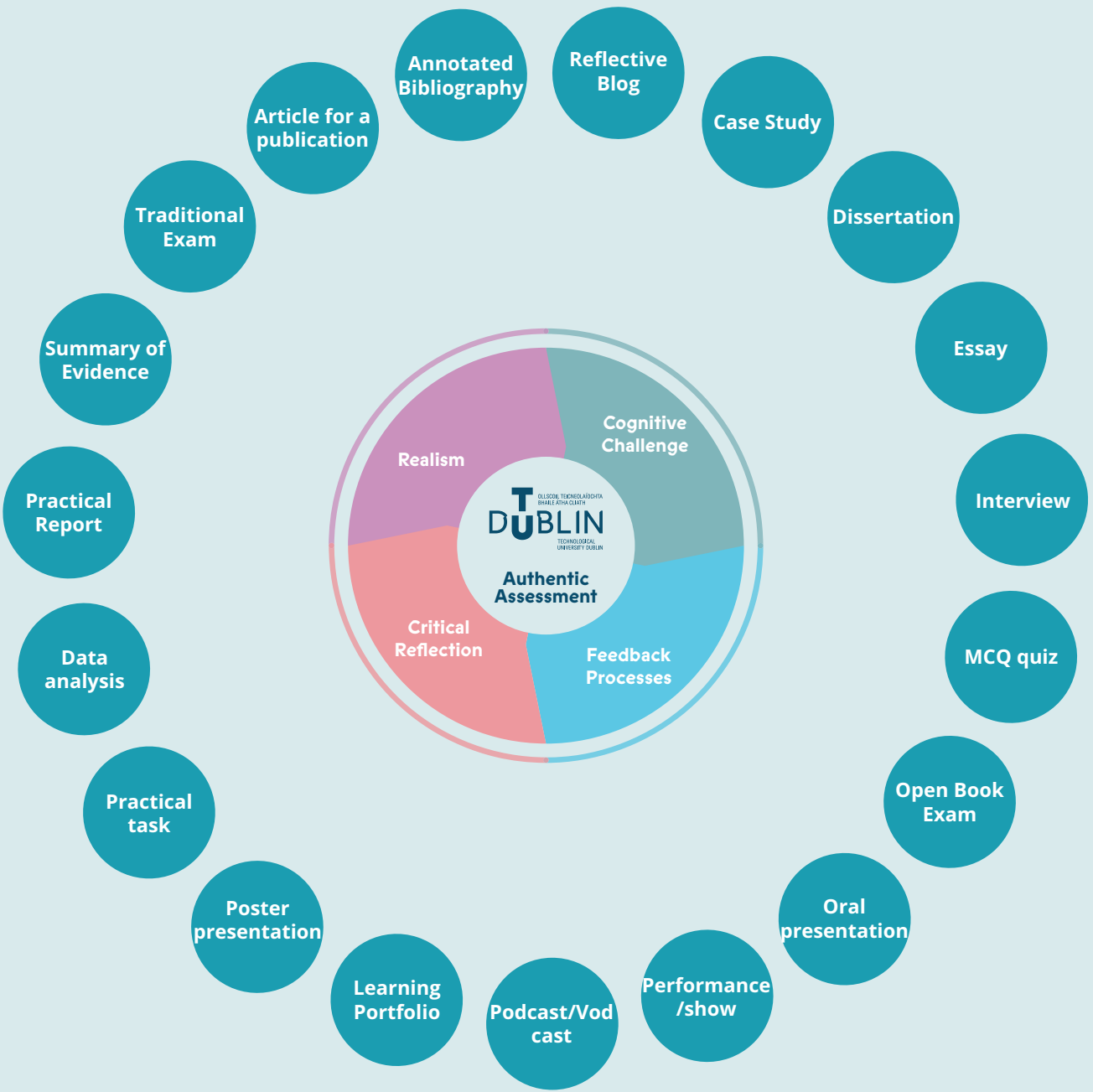
Further Details

Full instructions and a downloadable set of cards are available on the TU Dublin Authentic Assessment Website.

https://www.tudublin.ie/authentic-assessment-toolkit

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Technical Skills · Disciplinary/Professional Knowledge · Collaborative Teamwork · Leadership/management · Problem-solving · Reflective practice · Innovation/Entrepreneurship · Critical Thinker · Self-assessment · Ethical Conduct · Communication Skills · Sustainability Mindset · Quality & Safety mindset

Realism · Cognitive Challenge · Critical Reflection · Feedback Processes · **Authentic Assessment**

Competencies sources from review of PRSB websites: April 2023.

Annotated Bibliography · Reflective Blog · Article for a publication · Case Study · Traditional Exam · Dissertation · Summary of Evidence · Essay · Practical Report · Interview · Data analysis · MCQ quiz · Practical task · Open Book Exam · Poster presentation · Oral presentation · Learning Portfolio · Podcast/Vodcast · Performance/show

Realism · Cognitive Challenge · Critical Reflection · Feedback Processes · **Authentic Assessment**

Sourced from Prof Sally Brown and Prof Kay Sambell resources at Sally Brown - Assessment, learning and teaching in higher education Sally Brown (sally-brown.net)
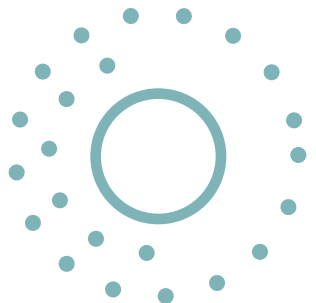
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Prof-ASSESS Design Sprint

The Prof-Assess toolkit includes a customizable resource intended for programme teams to prototype authentic assessment strategies collaboratively through a streamlined 'design sprint' workshop process.

This template, taken from our design sprint slidedeck, is used by teams to ideate authentic assessment strategies for their modules and programmes.

Full instructions, with a downloadable version of this template, are available from the TU Dublin Authentic Assessment website.

https://www.tudublin.ie/authentic-assessment-toolkit

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Priortized Skill

Assessment Task(S)

Realism

Cognitive Challenge

Critical Reflection

What will learners do?

Feedback Process
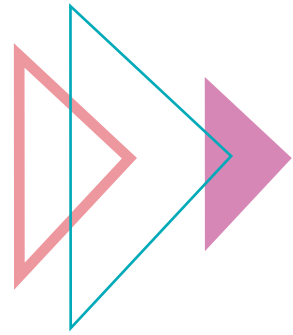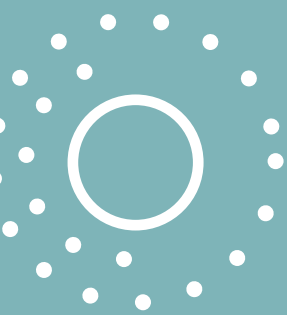
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Realism

Prepare a step-by-step handy guide for a junior colleague in the pharmacy team....

Produce a crime scene report using information and data accessed during the simulation...

Having drawn up the draft documentation for your two elderly clients giving Power of Attorney over financial and personal matters....

Cognitive Challenge

Work with peers on the VLE to contribute collectively to a group digital mural of images and text depicting health care priorities.

Analyse the accompanying dataset to determine the nature of the data and identify the optimal method.

Produce a poster for the window display for one of the 21st century novels you have been studying...
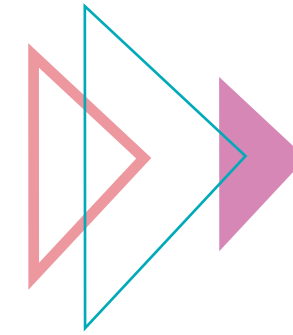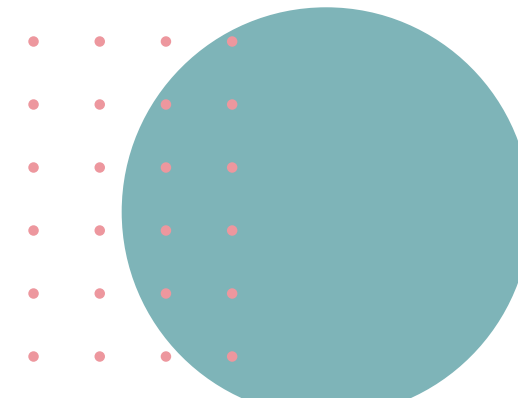
Critical Reflection

Write a brief note for your reflective diary about what you have learned from preparing for this assignment and what skills you might need to develop to take forward into your future life.

Summarise your evaluation of three documentary films in the form of a 300-word blog post...

You have been invited to an interview for a lead practitioner role in an Early Years setting. As part of the interview, you are required to deliver a presentation to the interview panel on your own ideas...
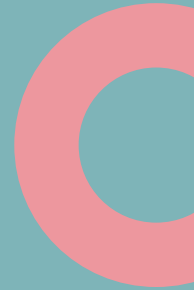
Feedback processes

Respond to comments received on your blog post.

Reflect on feedback received from the audience, participants or peers following..

Provide a review of the 1000-word written report, giving feedback anonymously to three other students using the criteria...

The ideas above are adapted from www.sally-brown. net Further examples of assessments can be found on the TU Dublin Authentic Assessment website.
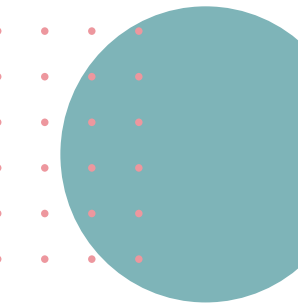
Building Authenticity into Assessment

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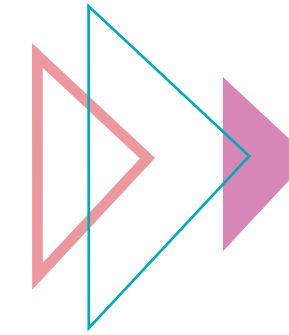
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An assessment can become more authentic by increasing the alignment of assessment tasks to real-world situations and the inclusion of complex tasks that will challenge and empower students to develop their capacity to make effective judgments.
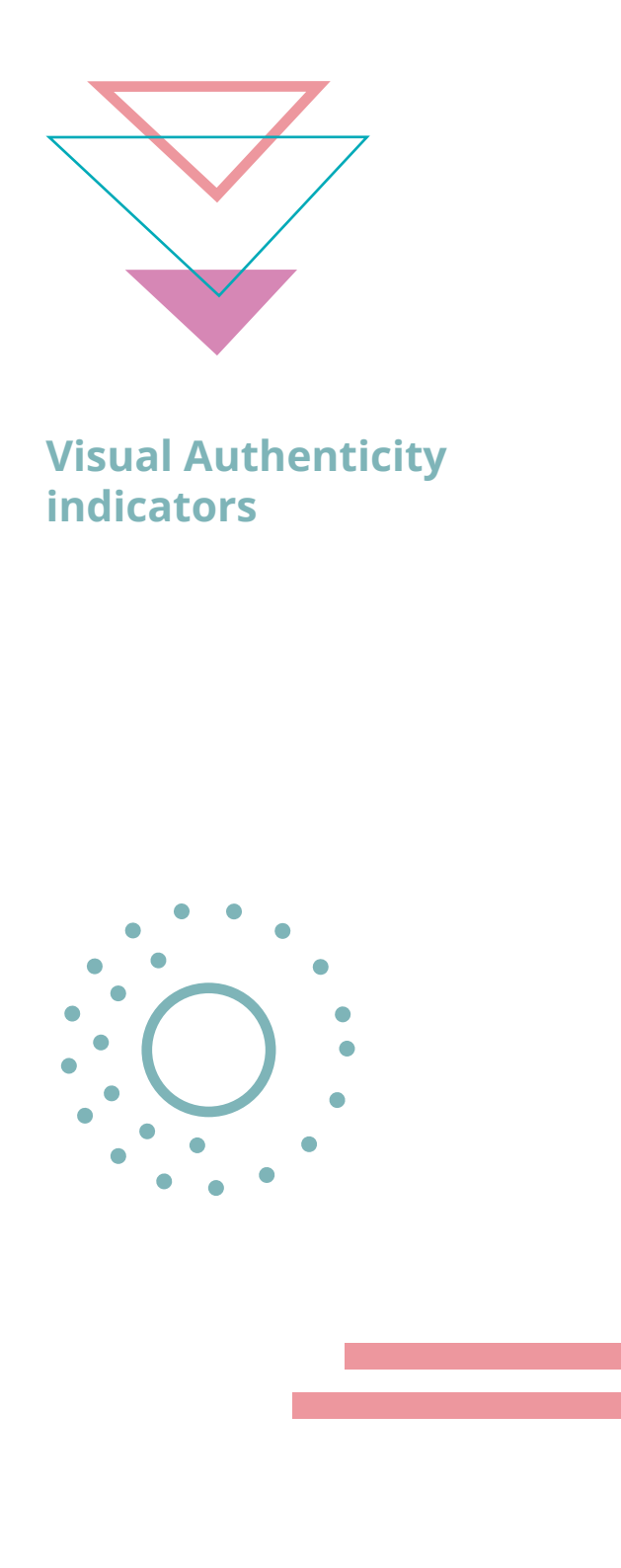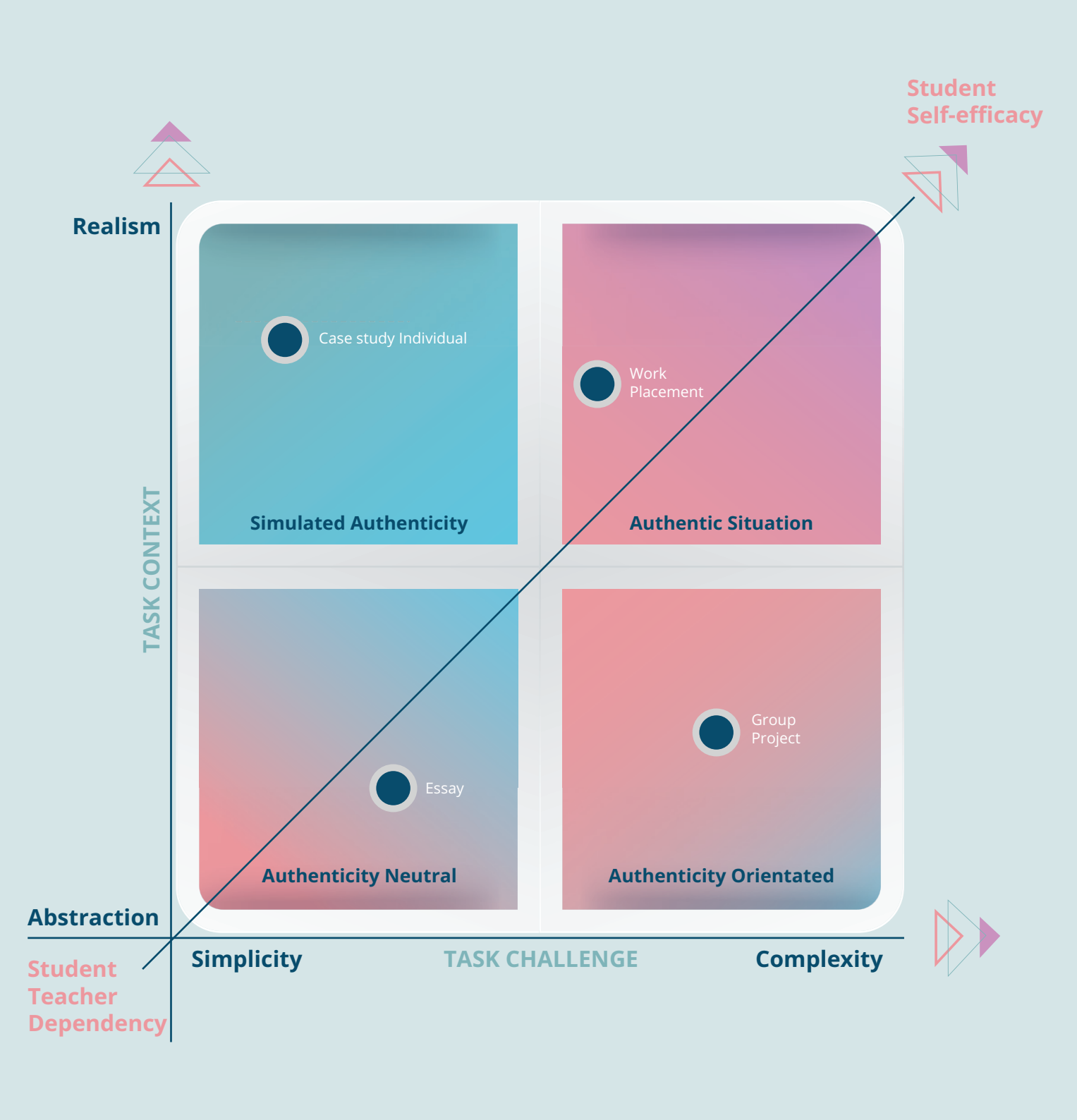
Adapted from a Model developed by Bosco and Ferns (2014), the Visual Indicator grids in this toolkit are provided to encourage individual reflection or to trigger discussion within staff teams around the authenticity of a specific module assessment or assessment strategy across the curriculum.
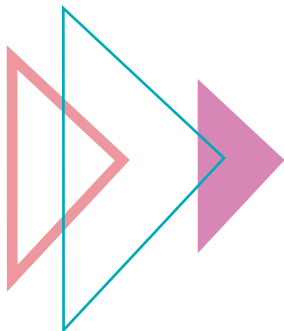
For example, you might like to take each Framework dimension separately to consider how different assessments can contribute to the development of student self-efficacy across a programme. Consider: Where would you position your assessment methods in the diagram? Is there an appropriate spread of methods or are there clusters within a particular quadrant?

Alternatively, use the Radar Diagram to explore different aspects of the framework relative to each other, perhaps identifying areas of strength or areas for future development. Check out other resources in this pack for ways to build more authenticity into your assessments or help nudge along one of the framework dimensions.

Visual Authenticity indicators

Student Self-efficacy

Realism

Case study Individual

Work Placement

Simulated Authenticity

Authentic Situation

TASK CONTEXT

Essay

Group Project

Authenticity Neutral

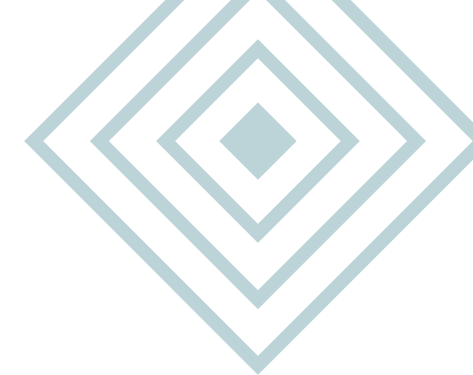**Authenticity Orientated**
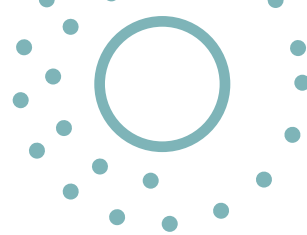
Abstraction

Student Teacher Dependency

Simplicity

TASK CHALLENGE

Complexity

Sample Visual Trajectories

Realism

Self-Efficacy

Authenticity

- Clinical / Work Experience / Internship
- Event / Exhibit
- Consultancy Projects
- Performance Based Assessment e.g. Lab
- Problem Based Collaborative Work
- Interviews / Oral Examinations
- Observations / Site Visits
- Case Studies with Real Data Sets
- Assessment Format Mirrors Industry Output e.g. Poster, Email
- Role Play / Presentations
- Essay
- Applied Question in an Exam
- Timed Exam / MCQ

Abstraction

Simplicity

Student autonomy

Cognitive Challenge

Self-Efficacy

Authenticity

- Complex Group Projects
- Capstone Projects
- Podcasts, Posters, Presentations
- Dissertations
- Scenario Examination
- Simulations
- Recall Examinations
- Lab Work
- Essay
- MCQ

Student autonomy

Critical Reflection

Self-Efficacy

Authenticity

- Self-assessment
- Peer assessment
- Demonstrating Evaluative Judgements
- Reflective diaries
- Group Reflective Discussion
- Negotiated learning
- Reflective Writing Task
- Collaborative Projects
- Collaborative Tasks

Student autonomy

Feedback Processes

Self-Efficacy

Authenticity

- Feedback Enactment (2 Stage Assessment)
- Reflective diaries
- Detailed Supervisor Mentor Feedback
- Peer feedback
- Marks and Comments
- Paired / Group Practice
- Discussion of Tips and Tricks
- Rubrics
- Briefs and Exemplars
- Marks

Student autonomy

Authenticity Radar

REALISM

Authentic assessments position learners within realistic or problem scenarios that mirror professional contexts and life outside college.
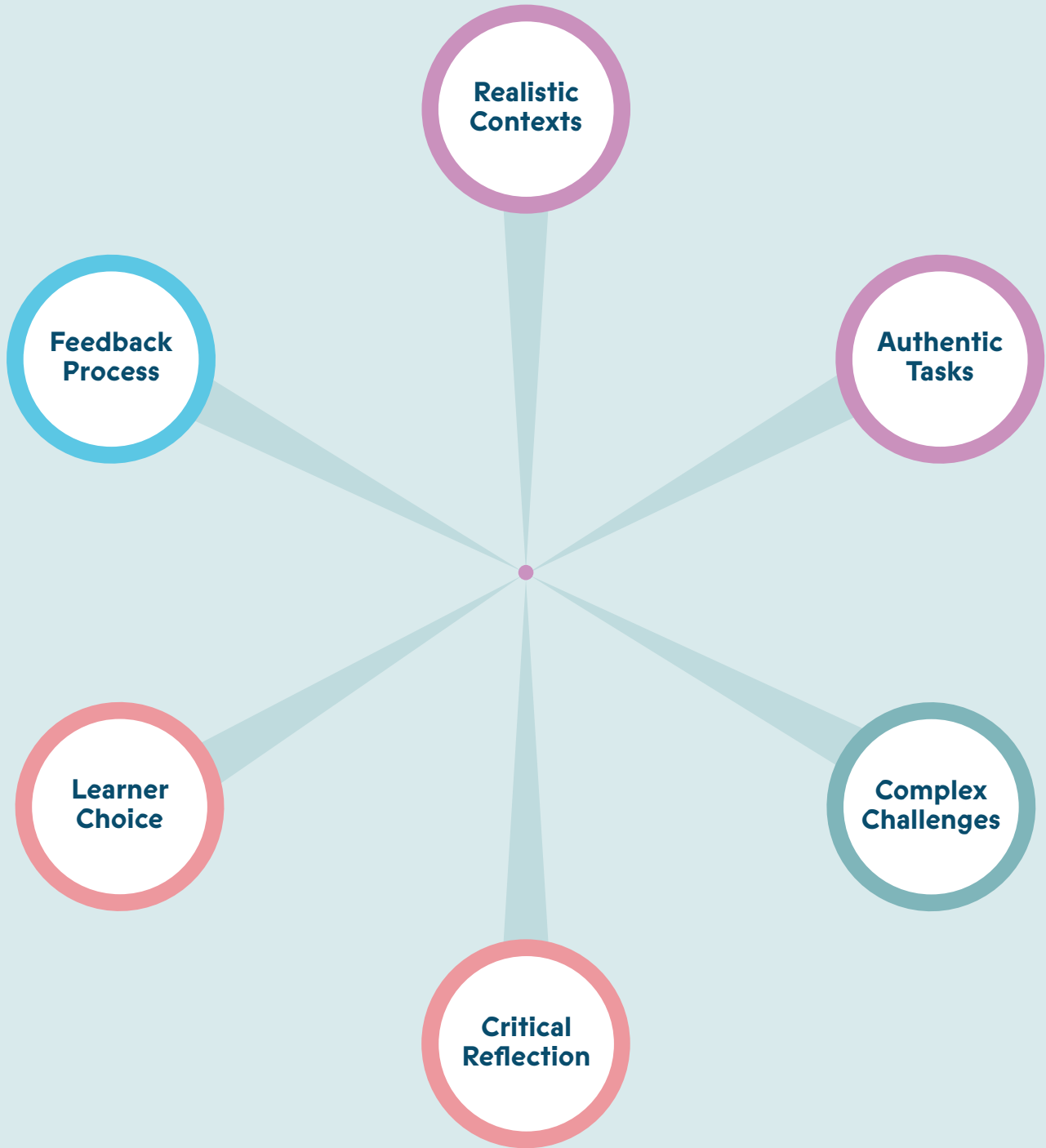
COGNITIVE CHALLENGE

Authentic assessments ask learners to use their cognitive abilities to apply their knowledge and skills, to solve problems as individuals or as part of a group.

CRITICAL REFLECTION

Authentic assessments provide learners with opportunities to personalise tasks and engage in reflection on their understanding, performance and decision-making.

FEEDBACK PROCESSES

Authentic assessments engage learners in processes of providing, receiving, engaging with and acting on feedback from a variety of different sources.

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- Realistic Contexts
- Authentic Tasks
- Complex Challenges
- Critical Reflection
- Learner Choice
- Feedback Process

Authentic Assessment Rubrics Guide

Though the concept of 'authenticity' in assessment is multi-faceted and context-dependent, with many different perspectives on its interpretation and implementation, this rubric provides a useful set of indicative criteria. These criteria are aligned with the four dimensions of the TU Dublin Authentic Assessment Framework.

Academics and programme teams can use these indicative criteria to begin to evaluate the level of authenticity within an assessment and to discuss the relative authenticity of an existing assessment, along a developmental 'continuum' (National Forum, 2017).

TU Dublin AA Dimensions	Emerging	Developing	Mature
Realism **Position learners** within realistic situations or relevant scenarios that mirror and prepare them for professional, disciplinary contexts or life outside college.	The assessment approach provides limited opportunities for engagement with real-world problems or questions, with a significant separation between the educational tasks and practical application.	The assessment moderately provides opportunities for engagement with real-world problems or questions that have relevance beyond the University. The gap between educational and real-world tasks begins to overlap.	The assessment engages students with real-world problems or questions that have relevance in professional/practical contexts with clear overlap between educational and real-world settings. Transfer of knowledge/skills is clearly demonstrated/required. Tasks involve designing/presenting a product/performance.
Cognitive Challenge **Challenge learners** to use their higher-order cognitive abilities to apply and develop their knowledge and skills to complex problems and tasks as individuals and in groups.	Focus on memorisation requiring students to identify/provide facts/information. Words typically used in these assessment include: identify, describe, summarize, define, explain. Students are provided with instructions/marking scheme).	Requires application/analytical skills, and the organisation of information based on a hypothetical situation presented. Typical words associated with these assessments include: compare /contrast, relate, interpret, integrate.	The activities encountered are complex, include an overlap of concepts. These type of assessments provide opportunities to exercise judgement/critical evaluation of the solution(s), and emphasise the practical/application of knowledge/skills. Typical Words associated with the assessments include create, critically evaluate, analyse, justify, synthesise.
Critical Reflection **Empower learners** to develop their evaluative judgement and personal autonomy through making informed choices and reflection on their capabilities and achievements.	Students have limited choice in how they approach a very structured assessment. The assessment provides minimal opportunities to reflect on one's own learning. The marking scheme is set solely by the instructor and shared with students. Assessment provides opportunities to draw on published work.	Assessment provides some degree of choice in approach to the assessment. The assessment provides some opportunities to reflect on one's own learning, performance approach to the assessment. Students are supported to develop self-awareness. Assessment provides opportunity to critically compare and contrast work of others.	Students are actively engaged in choosing their approach to the assessment. The assessment provides opportunities for critical reflections on one's own work, that of their peers and published works. Students are supported to develop their evaluative judgements skills and to opportunities to demonstrate self-improvement. The assessment may provide opportunities to influence the marking scheme/judgement criteria both before completion of the assessment.
Feedback Processes **Enable learners** to provide, receive, engage with and enact feedback, from diverse sources, and in a variety of contexts.	Feedback focuses on content-specific accuracy and the grades used to examine the assessment. Typically feedback is delivered in one mode/type.	Multiple types and modes of feedback are provided in with focus on approach as well as content-specific accuracy.	Multiple types of feedback are provided in multiple modes with opportunities to reflect on one's own work and to enact the feedback received in future assessment tasks within the programme.

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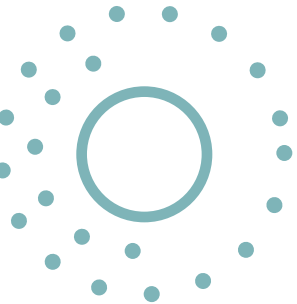PROF-ASSESS

Authentic Assessment • Checklist

This checklist represents another method by which you might initiate a critical conversation with colleagues about the respective authenticity of a current assessment, perhaps identifying areas of strength or opportunities for change.

The suggestions are not intended to be prescriptive. No individual assessment will ever embody all of the dimensions of authenticity that make up our framework. But it is hoped that these indicative criteria might spark dialogue and critical reflection on the relevance of our assessment designs to our disciplines, our learners, and our professional fields of practice.

Realism	✔	Cognitive Challenge	✔
Contexts that position learners within realistic scenarios;		Complex challenges / open ended problems	
Activities and processes that mimic real-world activities.		Use of higher order cognitive skills	
Clear outputs such as a product or performance that are used in the profession		Application of theory to practice / practical application	
Activities that consider real-world problems		Group Work or Collaborative Opportunities	

Critical Reflection	✔	Feedback Processes	✔
Opportunities for Learner Autonomy / Choice over approach / task		Provision of useful rubrics / grading schemes	
Opportunities to use critical reflection in evaluating work		Feedback across multiple modalities and from different sources	
Opportunities to use critical reflection to evaluate own approach to activities;		Feedback on approach and product	
Support to become independent learners		Opportunities to act on feedback received	

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PROF-ASSESS

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Change often starts with small steps

Why not begin by selecting a particular assessment you would like to work with and use the following suggestions to start to 'nudge' it towards greater authenticity.

Some initial ideas, aligned to the four dimensions of our Authentic Assessment Framework, are provided to get you started.
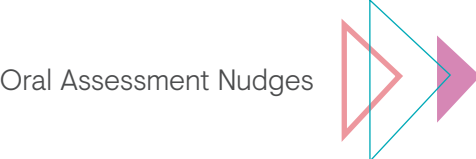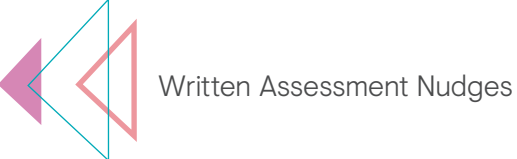
These nudges are prompted from the work of Lydia Arnold.

You might undertake this activity in conjunction with the 'authenticity radar'.

Realism

Why not ask students to:

✓ write an article for a journal /publication;

✓ Or provide a summary of live data/evidence;

✓ Or produce a handbook or guide for a process or procedure;

✓ Or prepare an annotated bibliography/review of a journal papers etc

Cognitive Challenge

Why not ask students to:

✓ work through a complex challenge and / or an open-ended problem;

✓ Or produce an infographic outlining key statistics and supporting evidence;

✓ Or develop a set of recommendations for a professional case study

✓ Or present a range of supporting evidence to justify an argument

Critical Reflection

Why not ask students to:

✓ make a critical judgment in relation to selecting their approach to a task;

✓ Or justify a decision to adopt an approach/ perspective;

✓ Or reflect on strengths/ areas for development in submitted work;

✓ Or time-manage their work to meet module assessment requirements and deadlines.

Feedback Processes

Why not ask students to:

✓ act upon feedback received and enhance subsequent performance and approach;

✓ Or modify a subsequent assignment based upon clear feedback actions.

✓ Or engage in dialogue in relation to an assessment submission ;

✓ Or obtain feedback across multiple modalities and from different sources.

How to Enhance Authenticity on an Assessment

Written Assessment Nudges

Oral Assessment Nudges

Realism

Why not ask students to:

✓ Give a lightening talk on a course topic;

✓ Or present a summary of live data/evidence;

✓ Or talk through a process or procedure;

✓ Or present a review of a journal paper etc

Cognitive Challenge

Why not ask students to:

✓ Take part in an in-class debate;

✓ Or contribute to a group project presentation

✓ Or present a set of recommendations for a professional case study

✓ Or present a range of supporting evidence to justify an argument

Critical Reflection

Why not ask students to:

✓ make a critical judgment in relation to selecting their approach to a task;

✓ Or justify a decision to adopt an approach/ perspective;

✓ Or reflect on strengths/ areas for development in submitted work;

✓ Or time-manage their work to meet module assessment requirements and deadlines.

Feedback Processes

Why not ask students to:

✓ act upon feedback received and enhance subsequent performance and approach;

✓ Or modify a subsequent presentation based upon clear feedback actions.

✓ Or engage in dialogue in relation to an assessment submission ;

✓ Or respond to feedback across multiple modalities and from different sources.

Authentic Assessment Exemplar:

Assessment Title	Abstract Visual Story of a Song Team Project
Author(s)	Object Oriented Programming
Module Title that Assessment Delivered on	FT UG
Primary Student Cohort (Year on Programme / FT or PT or Both / UG or PG or AP)	

Overview of Assessment (Max 100 words)

Students Form teams of up to four students and choose a song that they all agree on that inspires them and reflects their style and interests. They can use any any genre, but should try to select a song that has a clear structure, rhythm, and mood.

This assignment challenges computer science students to apply the programming they are learning, to a creative project that they work on in a team, over the course of one semester. It is given to around 140 students in the second semester of their second year. The students form teams and submit their teams and proposals around week 5. Final submission and demos are around week 13. Students track and document their progress by making documented commits in a github repository that they submit at the end. There is a template for the readme.md file they submit, where they declare their individual contributions. They also submit a youtube video demonstration and do a live demo. The assignment is designed to develop many important transferrable skills: Teamwork, Design, Collaboration, Project Management, Self directed learning, Understanding of colour and sound, Use of version control and Design of an object oriented system.

What Change was Made to Assessment to Enhance its Authenticity? (Max 100 words)

Use of industry tools and practices such as github and markdown
Assessment of student contribution via github commits
Public demo of work
Students work is also publicly available on GitHub and YouTube
Student work gets shown at events such as MSXGOTO40 and Audio Garden. This really motivates certain students.

See: http://bryanduggan.org

What was the Impact on Student Engagement / Performance? (Max 100 words)

Student feedback is that they really enjoy doing the assignment. Many say it is their favourite! They have foundational skills in managing a project that impacts their later modules and FYP. Students are more open to different applications of computer science. Students become more creative. Programming skills improve through peer learning and practice. Students understand the "flow state" A great college life experience that improves the relationship between the University and students especially during the demos.
Some examples of reflective feedback:
"I learned a lot of things while doing this assignment but the things i learned the most was using the sin and cos libraries to help put detail on the sphere. Most importantly I learned how to work with a group to get work completed on time and to a respectable standard."
"I am most proud of the PApplet framework that I have created for the team to use. It allowed us to collaborate and easily create the visuals for the music visualizer. This resulted in a visual that was able to flow and transition between the different scenes."

Authenticity Indicators
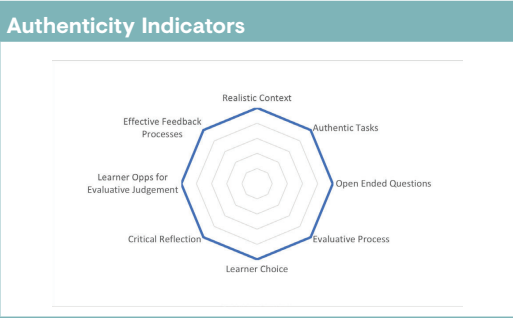
Authentic Assessment Exemplar:

Assessment Title	Reflective Practice Using Oral Reflection
Author(s)	Bairbre Brennan
Module Title that Assessment Delivered on	Marketing Consultancy Project Phases 1 and 2
Primary Student Cohort (Year on Programme / FT or PT or Both / UG or PG or AP)	Year 4 on BA(H) Digital Marketing / FT / UG

Overview of Assessment (Max 100 words)

Final year Digital Marketing students are given a live client who they work with as their final year project.
They are assessed on their ability to understand and respond to the client brief, and on their ability to manage the client relationship.
As each student is working with their own client, each experience brings its own challenges which the students need to learn from, and adapt their own behaviour within the relationship. This requires the students to become self aware and move from passive experience to active engagement with the module and client. A learning journal was used as part of the assessment, as reflective writing is associated with deep learning and critical self reflection (Ona and Ichi, 2019; Kimberly, 2019). However, the reflective writing component proved challenging for the students, who were trying to anticipate what the lecturer was looking for rather than reflecting on their own experience.

What Change was Made to Assessment to Enhance its Authenticity? (Max 100 words)

The change that was introduced was to move from reflective writing to oral reflection.
There were a number of reasons for this change:
Firstly, it was recognised that most people do not reflect on professional experiences by writing about them; rather most people speak with trusted friends or colleagues, either formally or informally.
Secondly, there has been a very significant move to using voice notes as a means of communication. For example WhatsApp estimates that 7 billion voice notes were exchanged in 2022 (Brockes, 2024). As such, this is a more natural way for communicating thoughts.
Thirdly, recording a voice note on the phone could be done quickly and immediately after an experience that the student may have found challenging. Similarly, if the challenge lay around skills acquisition, the student could easily record their screen or do a screen cast of what they were struggling with. These recordings became hot prompts, which could then be reflected on with the benefit of hindsight and greater experience or research.

What was the Impact on Student Engagement / Performance? (Max 100 words)

Overall the impact has been very positive. Students have reported that initially they may listen back to recordings and want to change them. However, unlike deleting and re-typing a reflection, re-recording an entire reflection is more challenging. This means, that they are less likely to self edit. In addition, they report that relatively quickly they just record without listening back immediately.
Step 2 of the process is to listen back at a later date, when they feel less emotional about the situation and / or the situation has evolved and changed. This gives them a chance to listen back to their initial reaction and evaluate it.
For students who engage fully with the process, they have reported recognising patterns in their own behaviour which they would benefit from changing. They also hear their own emotion and strength when faced with a challenge.
Overall, even students who reported being sceptical of the process at the start, in anonymous interviews, felt that they had benefitted from and learnt from the experience.

Authenticity Indicators
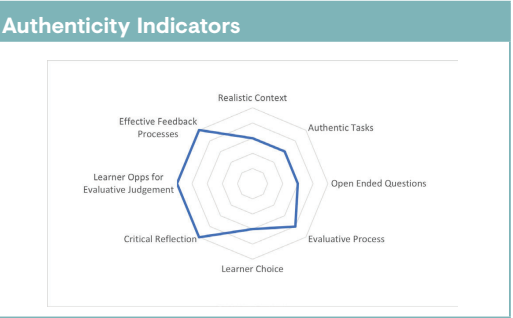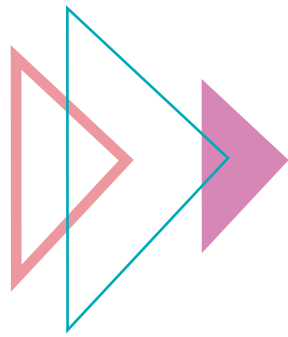
Ideas for enhancing authenticity in assessments for large classes

When teaching large class groups, there can be a high workload associated with any assessment processes. Many academics try to opt for more resource efficient methods and often claim that they cannot implement authentic assessment with large groups. However, there are a number of options that can be used to enhance the authenticity of assessment and can support students to develop skills and competences for life-wide learning without increasing workload. Please see below tips for enhancing authenticity:

» **Reduce the Overall Assessment**

Develop combined / integrated assessment across modules. Cognitive challenge can be increased by asking students to combine ideas across modules into one assessment (e.g. a Business Plan Submission, could facilitate students to demonstrate they have met the learning outcomes of a range of modules: marketing, sales, accounting and finance).

Consider combining modules and have a smaller number of assessments that evidence higher order learning.

Change multiple repetitive submissions (e.g. weekly lab reports, into two stage submission –with formative feedback).

» **Change Invigilated Examinations Formats**

Enhance realism and cognitive challenge by using real life case studies or scenarios.

Match the question to a real setting and ensure that questions are assessing the application of knowledge and not just the memorisation of facts.

Switch to take away or open book formats that facilitate students to apply what they have learned to real-life scenarios or apply what they have learned to new situations.
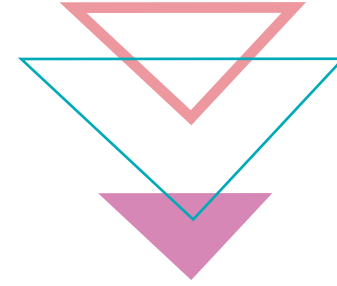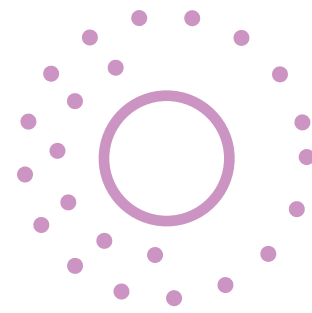
» **Change Submission Format**

Avoid long traditional essays, reduce word count or opt for shorter submission formats (e.g. group posters, press release, brochures, podcast, research based word clouds) that require students to be concise and distill key points and replicate real-life tasks.

Give students flexibility on their submission format, this will enhance student choice and make it more interesting to mark. See the equivalence table in our online toolkit.

» **Use In-Class Assessment**

Use Multi-choice assessments with automatic feedback.

Use In-Class Polling Software (e.g Vevox) or online quiz software to stimulate group discussion and help students identify the gaps in their knowledge.

» **Use Group Assessment**

Take advantage of the diversity in the classroom and undertake group assessments, these can be structured initially so students build up their experience of working in groups and provide opportunities in later stages to include peer and self-assessment.
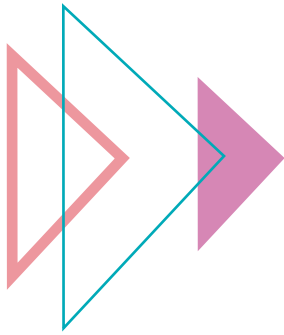
Student – Led Seminars, allocate group assignments to present topics back to the class.

» **Use Grading Rubrics**

The use of clear grading rubrics, and assessment templates facilitate the grading processes making it easier to grade multiple submissions and provide feedback.
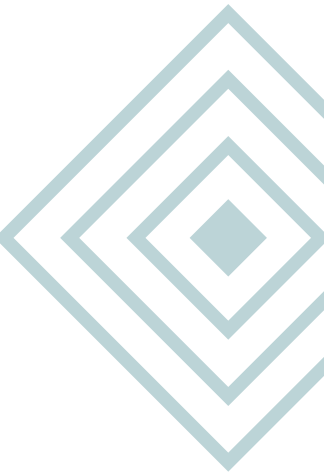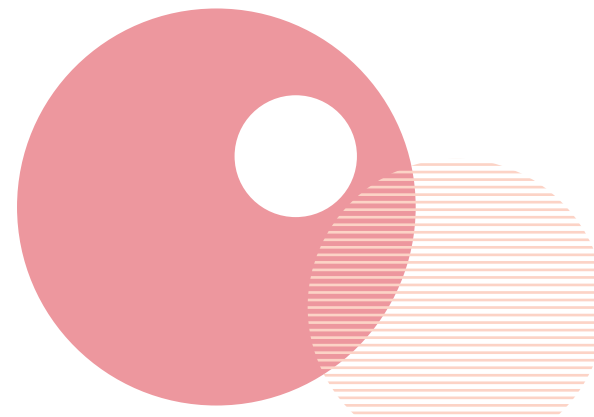
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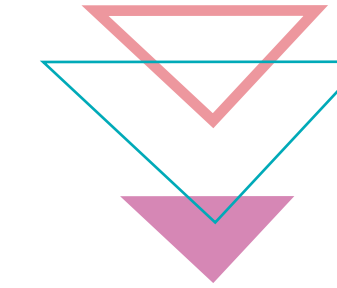
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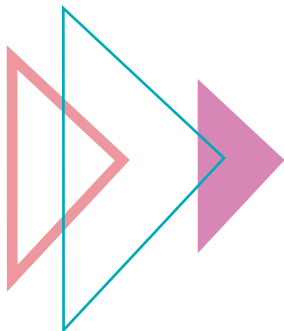
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