

IMPLEMENTATION OF AUTHENTIC ASSESSMENT OF INTERNATIONALLY COMPARABLE LEARNING OUTCOMES IN DEGREE PROGRAMMES

Subject Area Group (SAG) Teacher Education

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What makes an assessment authentic?

real life contexts

is based on
performance standards

real-world tasks and activities

students **learn** how to apply
their skills to/in authentic
tasks and projects

requires/allows to
provide valuable
feedback to students

realistic/simulated situations

authenticity of an assessment is a **continuum**

truly measures the learning
outcomes of the program(me)

You need to be clear about the outcomes your
students need to achieve in order to use AuA

Incorporation of good practices in assessment into the SSQRF

- Sample authentic assessment tasks are provided for the 7 dimensions of the SSQRF.
- These assessment tasks are aligned with the descriptors to acquire and apply knowledge, develop the skills, and assume responsibilities as teachers.

Dimension 1: Knowledge mastery, management, and creation

Project-Based Task: Poster Presentation of a Research

Students understand research concepts, theories and processes enabling them to work in groups to design and conduct research in education. Research findings are presented to the committee members through poster.

Dimension 2: Design, development, implementation, and evaluation of curricular components and processes related to learning, teaching, and assessment

English Learning Programs for Schools

Students design and develop a semestral or annual English Language Program for elementary grade schools based on the curriculum and academic calendar. Students prepare lesson plans, instructional materials, media, worksheets, and assessment instruments as part of the learning program.

Dimension 3: Learner enabling, growth, and holistic development

Teaching Portfolio Development

Students will be tasked with designing a comprehensive lesson plan, crafting tailored classroom materials, devising suitable assessment techniques aligned with the intended learning outcomes. Additionally, they will demonstrate effective teaching methodologies, share reflective insights on their teaching experiences, and compile a robust teaching portfolio encompassing their pedagogical processes.

Dimension 4: Communication

Designing a microsite for student reference based on different resources

Students are expected to design a microsite for reference resources, an authentic task that can be applied to their later teaching. Students apply technology and digital literacy to developing a reference microsite, as another channel of communication.

Dimension 5: Community engagement and social leadership

Big Books for Meaningful and Fun Learning of Children

Students develop big books for children in the early years. These big books contain local songs, rhymes, poems, and stories originally written in the mother tongue and contextualized to the culture of the place and the target audience. A community visit is arranged to interact with the community folks and bring together the children for storytelling.

Dimension 6: Ethics and Professionalism

Case-based learning approach

Students engage in case study to explore and analyse real-life scenarios or cases. They need to apply theoretical knowledge to real-world situations. By working on cases, students can see how concepts and principles are relevant in practical scenarios, enhancing their understanding and ability to apply knowledge.

Dimension 7: Lifelong learning, human formation, and well-being

Peer-led micro-professional development sessions

Students identify their professional needs as well as the avenues and resources that are available for them. They will perform needs analysis of the class in terms of teaching practices, learning activities, or any teaching-related processes that are relevant to them and create an implementation plan.

Challenges

- **Integration and Collaboration:** bringing together academics to engage in on-going dialogues or collaboration on using integrative authentic assessment to consider student workload in completing tasks; that is, a single task may be designed to target multiple skills and address the learning outcomes of several courses.
- **Horizontal Alignment:** ensuring the horizontal alignment of the tasks with the program learning outcomes also poses a challenge it requires relatively stable consensus among faculty and staff.
- **Time Element:** The design and consequent implementation of quality authentic assessment requires time both from the teachers and students.

Insights

- Institutions have been using authentic assessment in their respective program offerings.
- There is a need to document and share best practices in the design and implementation of authentic assessment.
- The use of multiple exemplars for each of the dimensions and sub-dimensions in the reference framework can better facilitate the transparency and equivalency of the program outcomes.
- There is a need to consider the development of a policy or initiative to replicate the process of developing a regional framework for the other degree programs alongside the institutionalization of student workload and adoption of authentic assessments.