

W6 Portfolio Activity Authentic Assessment



For this Portfolio Activity I used the Problem-Based Learning (PBL) teaching method. I will be doing this assignment in the following steps:

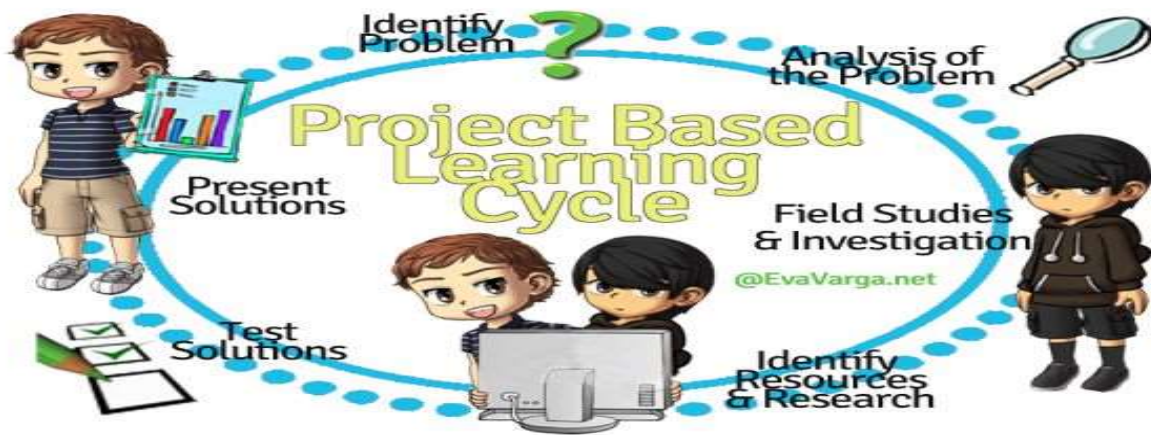
1. Presenting an overview of Project Based Learning
2. Discussing Authentic Assessment and its advantages
3. Providing a brief description of a Learning Scenario
4. Providing a description of an authentic assessment that could be used to assess the learning scenario in PBL (Project Based Learning).
5. Providing a clear connection to how this assessment is authentic and ties to PBL (Project Based Learning)

Overview of Project Based Learning

Problem-Based Learning (PBL) is a teaching method in which complex real-world problems are used as the vehicle to promote student learning of concepts and principles as opposed to direct presentation of facts and concepts. In addition to course content, PBL can promote the development of critical thinking skills, problem-solving abilities, and communication skills. It can also provide opportunities for working in groups, finding, and evaluating research materials, and life-long learning (Duch, 2001).

Problem-based learning (PBL) has been widely adopted in diverse fields and educational contexts to promote critical thinking and problem-solving in authentic learning situations. Its close affiliation with workplace collaboration and interdisciplinary learning contributed to its spread beyond the traditional realm of clinical education¹ to applied disciplines such as health sciences, business studies and engineering. (Goh, 2016)

The problem-based learning cycle depicts the different stages students will go through as they take on solving the problem.



What is Authentic Assessment?

Authentic Assessment is a course evaluation method where students apply their knowledge to unique real-life contexts or situations.

Authenticity infuses student work with purpose and passion. Projects that feature authenticity:

- Solve a problem or question that has meaning to the student.
- Involve a problem or question that is tackled by adults at work or in the community.
- Require Students to produce something that has a personal and/or social value beyond the classroom. (National Academy Foundation, 2020)

Advantages of Authentic Assessments

1. It encourages students to actively participate in the evaluation process.
2. Authentic assessments provide verifiable evidence of a student's knowledge and application of that knowledge.
3. It prepares students to take on real-life challenges. Learners apply top-level logical and analytical skills to solve different real-world situations.
4. Authentic assessments provide teachers with a holistic overview of the student's performance in the classroom. Its detailed processes reveal the strengths and weaknesses of the students and show learning gaps.
5. It integrates assessment and instruction to create a detailed evaluation process.
6. Authentic assessments build the student's problem-solving skills and enhance one's ability to apply knowledge to real-life contexts.
7. More than assessing the student's performance, authentic evaluations focus on accelerating the student's growth.

8. It enhances teacher-student collaboration and creates positive teaching and learning relationships in the classroom. (Form Plus, 2021)

A Brief Description of a Project Based Learning Scenario

The local college in our community would have Business Administration students teach business skill workshops and provide individual mentoring to prospective entrepreneurs. The growth in the number of small businesses is crucial to any community. Business Administration students graduating with a bachelor's degree from the local college would be required to volunteer at least 50 hours of community time to the project to graduate. The project objective would be to help the college student develop their business skills with real world applications and promote the growth of small business in the community.



Some of the topics covered by the college students during the workshops and individual mentoring sessions include:

1. Defining what it takes to be an entrepreneur.
2. Potential advantages to starting your own business.
3. Defining a small business and explaining the importance of small businesses to the local community.
4. Explain why small businesses tend to foster innovation more effectively than large ones.
5. Describing the types of small -business opportunities that can be started:
 - A. Retail vs Service Type Businesses.
 - B. Develop Own Concept vs Buy a Franchise.
6. Discussing why some small businesses fail.
7. Ways to improve small business success.
8. Product Development and Marketing for a small business.
9. Developing a business plan.
10. Where to get legal assistance.
11. Identifying sources of small business funding assistance from the Small Business Administration (SBA) and other funding sources.

By participating in the project students would gain further skills in: Analyzing information, business planning, marketing, product development, categorizing data, decision making, evaluating alternatives, expressing multiple viewpoints, graphic presentations, oral and written communications, presenting information, reading for understanding, weighing consequences, and working in groups and pairs.

There would be a full-time facilitator whose responsibility would include:

1. Managing the workshops and mentoring program including servicing as an interface between the project and the local community.
2. Managing student participation in the project including any required additional training, feedback, and assessments of student progress.
3. Solicitating feedback from the college's business administration instructors.
4. Creating a project calendar and timeline

A Description of an Authentic Assessment used to assess the Project Based Learning Scenario

An assessment for the Project Based Learning Scenario would assess the student's ability to perform as a valuable and effective team member in the small business workshops and individual mentoring sessions. I determined the most effective strategy was to scaffold the assessments by evaluating the student's performance at the beginning, middle, and end of the project. The assessments at the beginning and middle of the project provided the opportunity for a formative assessment where the students can be given feedback as the project progresses. The assessment at the end provided the opportunity for a summative assessment where the learners can be given a culminating appraisal of their performance. Scaffolding the project so that it builds up to a final assessment that represents a blend of all the content covered in the project ensures that the students have improved over time and achieved the instructional objective. When it comes to assessments where students are performing in a project-based learning scenario it can be difficult to measure exactly how well the student performed. To overcome this difficulty, I will create a rubric to use as a scoring guide. A rubric consists of criteria for student's work along with descriptions of levels of performance quality of the criteria. A well-written rubric not only helps the facilitator score the assessment, but it also helps the student understand what is expected of them and serves as a guide for the project. Students will be required to maintain a portfolio containing content developed while participating in the workshop/mentoring project. A portfolio provides a meaningful collection of a student's performance and an in-depth evaluation of how they have put their knowledge to work. The portfolio will be used in evaluating performance as the student progresses from the beginning to the end of the assessment period during the student's participation in the project. The portfolio will include: a daily journal of activities, copies of presentations, concept maps, brainstorming plans, checklists, memos, reports, proposals, and other documents required by the facilitator. Information contained in the portfolio, community member and facilitator feedback will serve as the basis for evaluating the student's performance relative to the rubric.

Successful performance on the rubric cube will fulfill the requirement that Business Administration students graduating with a bachelor's degree from the local college would be required to volunteer at least 50 hours of community time to the project to graduate.

A clear connection to how this assessment is authentic and ties to PBL (Project Based Learning)

Projects designed with authenticity infuse student work with purpose and passion by connecting project work to real-world issues that student's care about. Traditionally, most student work is created for the insulated world of the classroom or on-line learning platform and is rarely seen. In contrast, authentic projects seek to create work that fills needs or interests in the broader school, community, or world. (National Academy Foundation, 2020). As presented in the discussions above the assessment is clearly authentic and is grounded in PBL (Project Based Learning). The project provides real life experience to the student while serving the local community. The student's performance assessment for the project is done using methods traditionally used in student evaluation such as a rubric.

Describe or include connections to the learning theory or theories that best represent your design and why?

Behaviorism would apply because the students would need to continually repeat over and over some of the same information exactly as they were taught in their Business Administration classes. For example, if the students were using accepted Accounting Principles to help Workshop participants to deviate would cause errors in any analysis performed. Errors in Accounting could have big repercussions for the student's future participation in the Workshop and financial hardship those individuals being advised. Constructivism because students are required to use knowledge they learned in the past and adapt the knowledge to the real-life situation encountered through the Project Learning Scenario. Students would need to collaboratively work together during the Project Learning Experience to analyze, develop, and come up with solutions. Cognitivism would apply because students need to reference their memory storage and process the stored information to use during the Project Learning Scenario. Connectivism because students will need to be online researching and networking with others to be a successful participant in the Project Learning Scenario. Lastly, Andragogy will form a basis for the students participating in a real-world scenario and learning through both knowledge application and collaboration with peers that is typical for adult learners.

References

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