



Authentic assessment strategies from three New Zealand tertiary organisations: A rich resource

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Context

- International focus
 - Research on key features of assessment that promote learning
- New Zealand – National Qualifications Framework
 - Increased focus on learning outcomes and assessment
 - Assessment *for* learning



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Teaching Matters Forum

Enhancing the Effectiveness of Tertiary Teaching and Learning through Assessment

Objective One:

Identify and document innovative and effective assessment strategies of tertiary teachers working in a range of New Zealand tertiary institutions





Authentic assessment

Three examples of authentic assessment to illustrate ways in which New Zealand tertiary teachers, from three different education sectors, developed ‘authentic’ assessment strategies



Case studies

‘Teachers will not take up ideas that sound attractive, no matter how extensive the research base, if the ideas are presented as general principles that leave the task of translating them into everyday practice entirely up to the teachers...What teachers need is a variety of living examples of implementation, as practised by teachers...’ (Black & Wiliam, 1998, p.10).



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Method

- Case study participants
 - 10 PTE, 10 ITP, 10 university, 9 teachers who identified as Maori or Pasifika
- The researchers
 - Jill Musgrave, Rosanne Matheson, Oneroa Stewart, Jane Stewart
- Interviews
 - 1-2 hours, taped, transcribed,, narrative written, data collated and analysed





Innovation

- Defined from the point of view of the tertiary teachers
- Theories-in-use (Schön, 1983)
- Innovative assessments in the case studies are ‘personalised versions of public codified knowledge’ (Eraut, 2003)



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Summary of findings

- Different trends in each sector
 - Shift from traditional assessments (university)
 - Assessment an integral part of teaching and learning (ITP)
 - Overcoming negative impact of unit standard assessment (PTE)



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Summary of findings

- Similarities
 - Motivations for change
 - Strengths of new assessment strategies
 - Limitations



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Three significant themes

- Authentic assessment
- Task components connected to each other and closely integrated with the teaching and learning
- Formative feedback



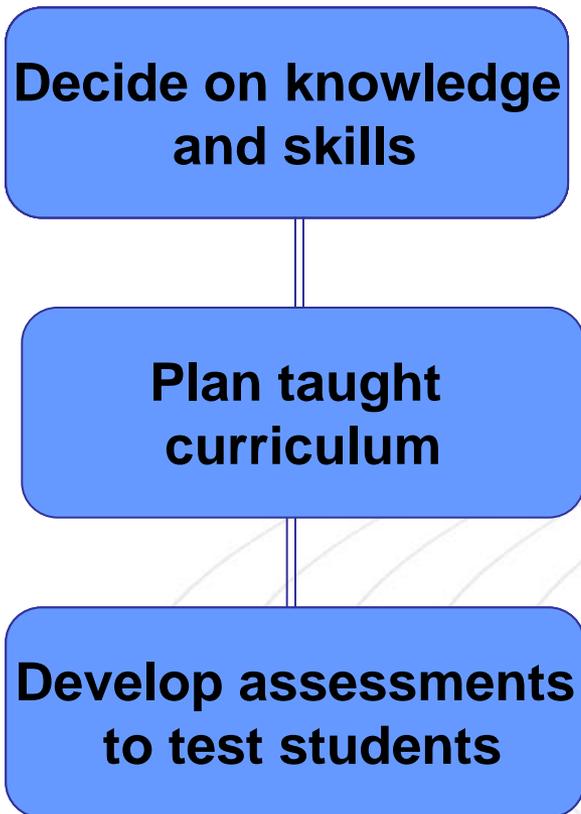
Authentic Assessment

- Assesses the ability to apply knowledge and skills in a meaningful way (Mueller, 1993; Stiggins, 1987)
- Is closely aligned with real work or life contexts (NZCER, 2006; Baume and Baume, 2007)
- Tasks are similar to those encountered in the real world of the particular profession or field of knowledge (Wiggins, 1993; van Merriënboer, 1997)

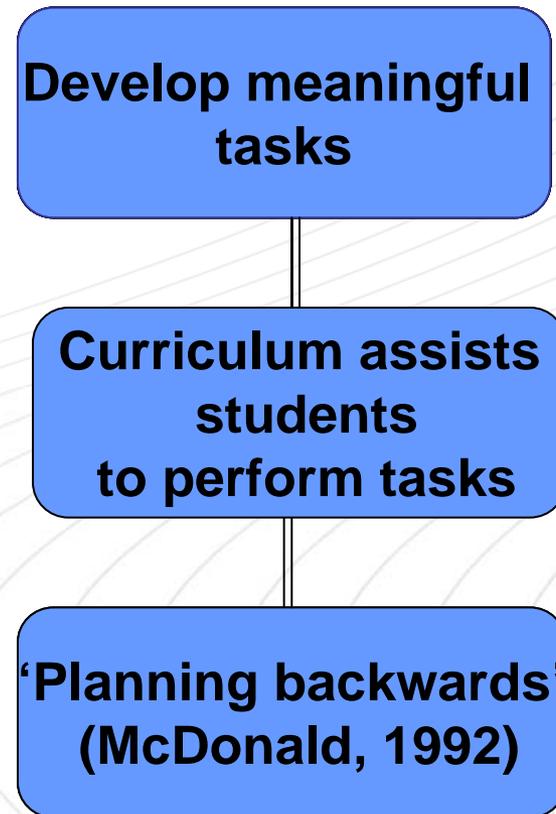


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**Traditional model
'Curriculum drives
assessment'**



**Authentic model
'Assessment drives
curriculum'**



Case study one (PTE)

- The Sir George Seymour National College of Airline, Travel and Tourism
- Unit Standard in Certificate in Tourism Operations and Guiding
- Jenny Love *'If you want to be a tour guide, it's all about ... doing it'*



Case study one (PTE)

- Task requires each student to take a tour group of 6 people around a section of the Hamilton Zoo



Case study one (PTE)

- A task actually encountered in the real world
- Carefully designed steps that scaffold the students' learning and assist them to perform the task
- Makes powerful use of the benefits of formative feedback



Case Study Two (university)

- University of Waikato
- Introduction to Marketing and International Management
- Trisha Koslow, *'When you go out into the world of work, no one's going to give you lots of multiple choice tests – they're going to give you a project'*



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Case Study Two (university)

- Marketing Trade Show assessment
- Students make a display and present their ideas
- Judges assess each trade show exhibit and award prizes



Case Study Two (university)





Case Study Two (university)

- Each step of the process mirrors the real life of business
- Interconnected components
- Students given multiple opportunities to use feedback they receive to change and improve their project



Case Study Three (ITP)



- Waikato Institute of Technology
- Graduate Diploma in Supervision
- Fourth and final assessment for final module of first year



Case Study Three (ITP)

- Students submit an hour long videotape of a supervisory session and a written critical reflection of the videotape
- Janet May *'It does assess competence to practice, so it's more than skills, it opens the window to all of it, both their practice and the articulation of that practice'*



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Case Study Three (ITP)

- Provides evidence of competence in practice, including ethical competence
- The task models supervision, which focuses on helping people to articulate their practice
- Skills labs are an integrated part of the teaching and learning throughout the year



Conclusion

- Three living examples of implementation (Black & Wiliam, 1998)
- Represent the diversity of the 39 case studies collected
- Illustrate elements of authentic assessment
- A rich resource for those seeking to improve teaching and learning



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