

Elements of authentic learning as evaluation criteria

(Based on Herrington, Reeves & Oliver, 2010)

Element of authentic learning	Guidelines for implementation	Continuum of characteristics Non-authentic → Authentic	Evaluation questions
Provide authentic context that reflects the way the knowledge will be used in real-life	<ul style="list-style-type: none"> a physical/virtual environment that reflects the way the knowledge will ultimately be used 	Decontextualized → Realistic	<input type="checkbox"/> Does the context of the course represent the kind of setting where the skill or knowledge is applied?
	<ul style="list-style-type: none"> a non-linear design to preserve the complexity of the real-life setting 	Fixed → Flexible	<input type="checkbox"/> Is the pathway students take through the learning environment flexible, where students are able to move around at will?
Provide authentic activities	<ul style="list-style-type: none"> activities that have real-world relevance 	Academic → Real world	<input type="checkbox"/> Does the task mirror the kind of task performed in real world applications?
	<ul style="list-style-type: none"> 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="checkbox"/> Is the task presented as a series of small sub-steps or as an overarching complex problem?
	<ul style="list-style-type: none"> a sustained period of time for investigation 	Short time → Long time	<input type="checkbox"/> Do students work on the task for weeks rather than minutes or hours?
	<ul style="list-style-type: none"> the opportunity for the detection of relevant versus. irrelevant information 	Limited information → Broad information	<input type="checkbox"/> Are students able to choose relevant information from a variety of inputs, including relevant and irrelevant sources?
	<ul style="list-style-type: none"> tasks that can be integrated across subject areas 	Single discipline → Multi-disciplinary	<input type="checkbox"/> Are tasks and strategies relevant to other disciplines and broader knowledge?
Provide access to expert performances and the modelling of processes	<ul style="list-style-type: none"> access to expert thinking and modelling processes 	Direct instruction → Expert performance	<input type="checkbox"/> Does the learning environment provide access to expert skill and opinion?
	<ul style="list-style-type: none"> access to learners with various levels of expertise 	Expertise → Levels of expertise	<input type="checkbox"/> Does the learning environment allow access to other learners at various stages of expertise?
	<ul style="list-style-type: none"> opportunity for the sharing of narratives and stories and access to the social periphery 	Didactic, core → Narrative, peripheral	<input type="checkbox"/> Are students able to hear and share stories about professional practice?
Provide multiple roles and perspectives	<ul style="list-style-type: none"> different perspectives on the topics from various points of view 	Single view → Multiple perspectives	<input type="checkbox"/> Are students able to explore issues from different points of view?
	<ul style="list-style-type: none"> the opportunity to criss-cross the learning environment 	Single pathway → Multiple pathways	<input type="checkbox"/> Are students able to use the learning resources and materials for multiple purposes?
Support collaborative construction of knowledge	<ul style="list-style-type: none"> tasks are completed in pairs or groups rather than individually 	Cooperation → Group collaboration	<input type="checkbox"/> Are students able to collaborate (rather than simply co-operate) on tasks?
	<ul style="list-style-type: none"> appropriate incentive structure for whole group achievement 	Individual grade → Group grade	<input type="checkbox"/> Are grades given for group effort, rather than individual effort?

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Promote reflection	<ul style="list-style-type: none"> authentic context and task that require decisions to be made 	Pre-determined steps → Decision-making	<input type="checkbox"/> Are students required to make decisions about how to complete the task?
	<ul style="list-style-type: none"> non linear organization of materials and resources to enable students to return to any element if required 	Linear → Non-linear	<input type="checkbox"/> Are students able to move freely in the environment and return to any element to act upon reflection?
	<ul style="list-style-type: none"> the opportunity for learners to compare themselves with other learners in varying stages of accomplishment 	No facility to compare → Able to compare	<input type="checkbox"/> Can students compare their thoughts and ideas to experts, teachers, guides, and to other students?
	<ul style="list-style-type: none"> groupings of students to enable reflection with aware attention 	Individual → Group	<input type="checkbox"/> Do students work in collaborative groups that enable discussion and social reflection?
Promote articulation	<ul style="list-style-type: none"> a complex task incorporating inherent, as opposed to constructed, opportunities to articulate 	Little discussion → Much discussion	<input type="checkbox"/> Does the task require students to discuss and articulate beliefs and growing understanding?
	<ul style="list-style-type: none"> groups to enable articulation 	Individual → Group	<input type="checkbox"/> Does the task provide collaborative groups and forums to enable articulation of ideas?
	<ul style="list-style-type: none"> public presentation of argument to enable articulation and defence of learning 	Little articulation → Presentations	<input type="checkbox"/> Does the task enable articulation and defence of arguments?
Provide coaching and scaffolding	<ul style="list-style-type: none"> collaborative learning, where more able partners can assist with scaffolding and coaching 	Unsupported → Partner coaching	<input type="checkbox"/> Are more knowledgeable students able to assist with coaching?
	<ul style="list-style-type: none"> coaching and scaffolding assistance is available for a significant portion of the activity 	Unsupported → Scaffolded	<input type="checkbox"/> Is a teacher, guide or helper available to provide contextualised support?
Provide for authentic assessment of learning within the tasks	<ul style="list-style-type: none"> the opportunity for students to be effective performers with acquired knowledge, and to craft polished, performances or products 	Raw → Polished	<input type="checkbox"/> Are products or performances polished and refined rather than incomplete or rushed drafts?
	<ul style="list-style-type: none"> significant student time and effort in collaboration with others 	Brief → Extended	<input type="checkbox"/> Do students participate in the activity for extended periods of time?
	<ul style="list-style-type: none"> the assessment to be seamlessly integrated with the activity 	Separate tests → Integrated assessment	<input type="checkbox"/> Are students assessed on the product of the investigation, rather than by separate testing?
	<ul style="list-style-type: none"> multiple indicators of learning 	Single measure → Multiple measures	<input type="checkbox"/> Are there multiple assessment measures rather than a single measure?

Reference:

Herrington, J., Reeves, T.C & Oliver, R. (2010). *A guide to authentic e-learning*. London and New York: Routledge.