

Artifacts as Authentic Assessments

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Associated Colleges of the South (ACS) Innovative Teaching Grant

- Development of learner-based pedagogy
- Renew & invigorate teaching methods
- Assessment based on Scholarship of Teaching & Learning



What are Authentic Assessments?

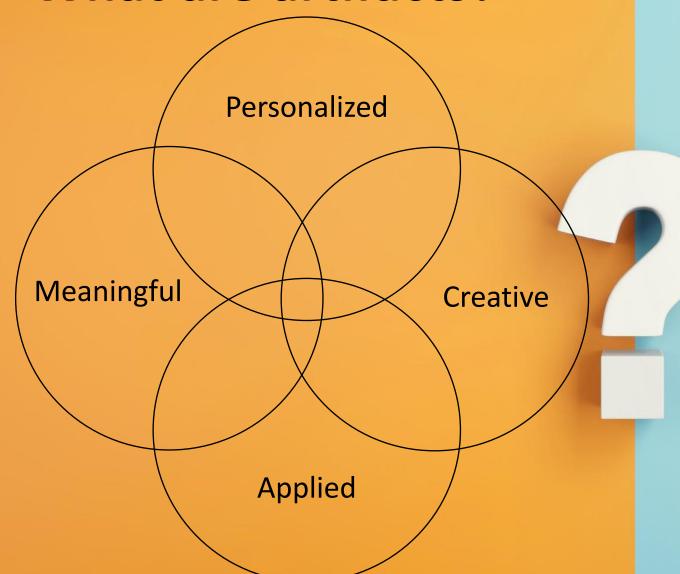


What are Authentic Assessments?

Wiggins (1993) states "engaging and worthy problems or questions of importance, in which students must use knowledge to fashion performances effectively and creatively. The tasks are either replica of or analogous to the kinds of problems faced by adult citizens and consumers or professionals in the field."

According to **Muller** (2005), Authentic assessments are "A form of assessment in which students are asked to perform real-world tasks that demonstrate meaningful application of essential knowledge and skills."

What are artifacts?



Their skills
Their knowledge
Their experience
Their lives
Their interests
Their career goals

Intro to Psychology Child Development

Artifacts as evidence of learning

Artistic or Creative:

- Drawings, Paintings, Photos
- Videos, Podcasts
- Poems, Short stories
- Infographics, Cartoons

Practical and Applied:

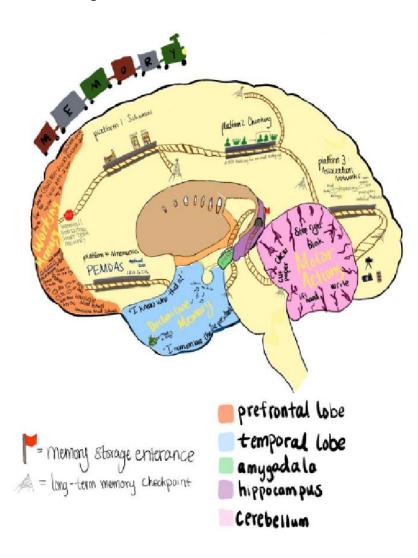
- Research proposals
- Analysis papers
- Literature reviews
- Written, PPTs, Videos

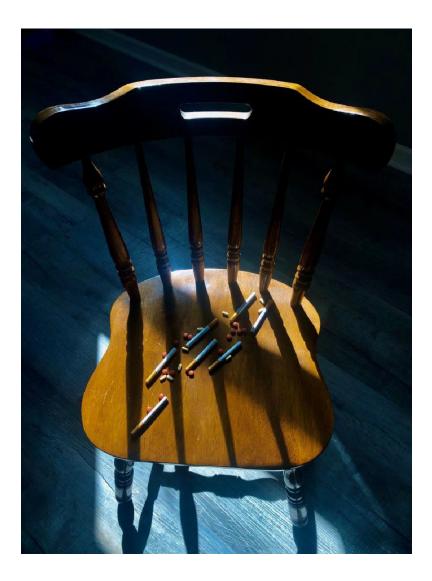


Rubric

| Category | Requirement | Learning Obje | ctive |
|---|---|-----------------------------|---------|
| Content Accuracy | 10 terms applied correctly | Content | |
| Research Beyond the Textbook | One valid external source | Content + Skills | |
| Applying Material to a New Context (Creativity) | Application not found in textbook | Content + Skills + Transfer | |
| Connection | Personal or Real-World | Content + Skills + Transfer | |
| Communication | Accessible to a non-expert audience | Content + Skills + Transfer | |
| Glossary | Correct definitions, accurately applied | Content | |
| Mechanics | APA format, & clarity of writing | Content + Skills | SCAN ME |

Examples of Student Work





WHAT IS THE BYSTANDER INTERVENTION EFFECT?

And How Can We Counter It?

The Bystander Intervention Effect

When people fail to assist someone who is in need of help in the presence of others





Why Does The Bystander Intervention Effect Occur?

"This does not make sense, wouldn't more people being around increase the chances of the person being helped?"

While it may be logical to suppose that, studies have revealed otherwise and that the bystander intervention effect occurs for a number of reasons.

Diffusion of Responsibility_



People justify not helping by believing that other people nearby will help.

Fear of Making a Social Blunder People are afraid of looking foolish if they eek help and the person is not seriously

ample: Lifeguards may be afraid to look foolist ving someone they think may be drowning if t person is just holding their breath underwater

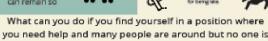
Anonymity



<u>Risk vs. Benefit</u> on themselves by helping the person and what benefits they may lose helping the person.







assisting you? One way to counter the bystander intervention effect is to call on someone specifically and ask them for help or give directions on how they can help.

Another way to counter the effect is to dearly communicate that you need help as

people feel less constrained from seeking help if the need for help is apparent. What can you do if you see someone in need of

help and no one else is doing anything?

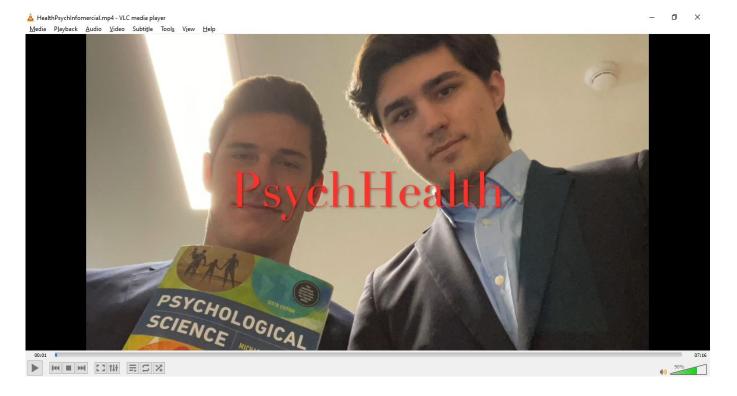
- · Act as if you were the only person they were asking for help.
- . Ask for clarification on if the person is okay or how you can help.
- · Delegate other people to help as well.





For more information on the bystander intervention effect, please visit:

Examples of Student Work



Weber's Law

How much dirt would I need to add to the coffee for you to taste it?

How much more can I turn the hot knob in the shower for you to feel it?

How much lower must the sun sink to notice it's getting dark?

How many days without showering will it take for you to smell me?

What I want is an absolute threshold.

How much do you have to tighten the banjo string to hear the pitch rise?

How many textbooks do I have to stack on my head to feel my skull caving in?

How much lemon do I need to add to your sweet tea for you to taste my sourness?

Give me differenze Limen.

The truth is, as the magnitude of a stimulus increases, the difference threshold does too, in a predictable proportion.

l sit

feeling the weight of my standards.

For most senses, its ratio to the difference threshold remains constant.

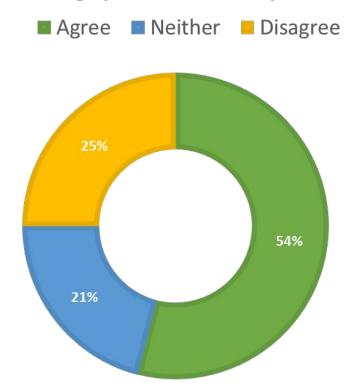
Or at least, that's what the Weber fractions told me.

Oh, K.

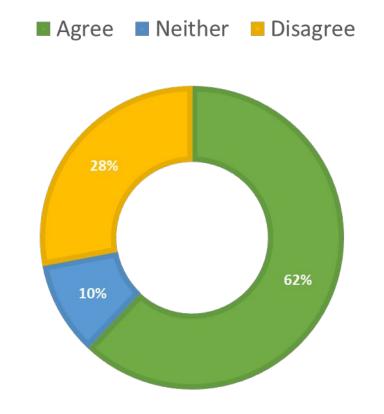
But still I wonder, serving up muddy coffee and acidic black tea in the hot water darkness with sweaty crevices, studying psychophysics to the always out-of-tune banjo.

Completing the artifacts allowed me to apply what I learned in the course to...

something personally relevant

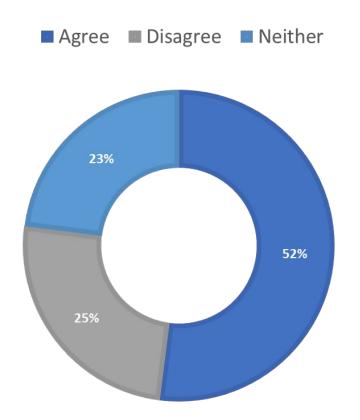


real-world problems

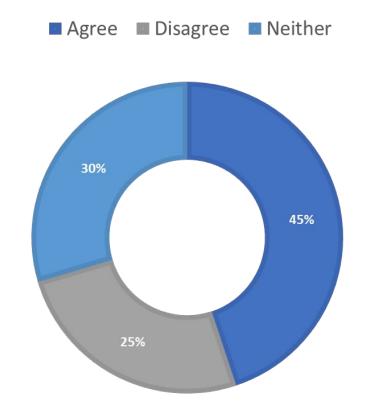


Completing the artifacts strengthened my...

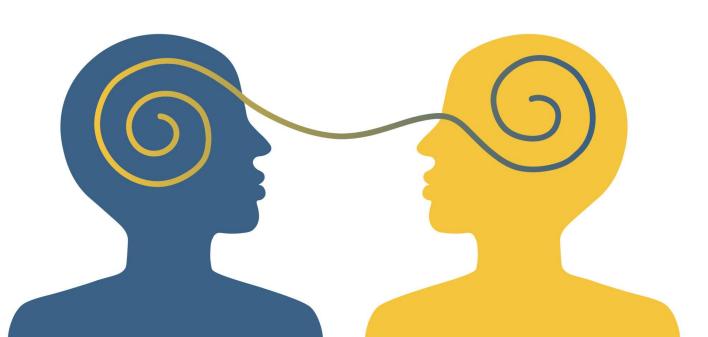
study skills



time management skills



Artifacts and Learning Outcomes



Open-Ended Feedback

Enjoyed!

Overwhelming or expectations were too high

Wanted more options, examples, direction

What's Next?

- 2nd iteration of the ACS Grant
- •New instrument to measure:
 - Self Efficacy
 - Stress
 - Procrastination
 - Engagement
 - Perceptions about learning
- Mentor/Mentee teams







Apply what YOU have learned

Is there an assignment you would like to make more "authentic?"



SCIETY ETHETEACHING OF PSYCHOLOGY

Division Two of the American Psychological Association



Colleagues & Collaborators

Karen Brakke, Spelman College Maureen Murov, Centenary College Stan Raugh, Hendrix College Greta Valenti, Birmingham-Southern College Yan Xu, Spelman College



What did we learn?

Advantages:

Disadvantages



Confused





Transferable



Content + Curiosity



Make it Personal



Memorable

Overview

- 1. What are Authentic Assessments?
- 2. What are Artifacts?
- 3. What did we do?
- 4. What were our results?
- 5. What did we learn?

