ASSOCIATED COLLEGES OF THE SOUTH

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

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What are Authentic Assessments?

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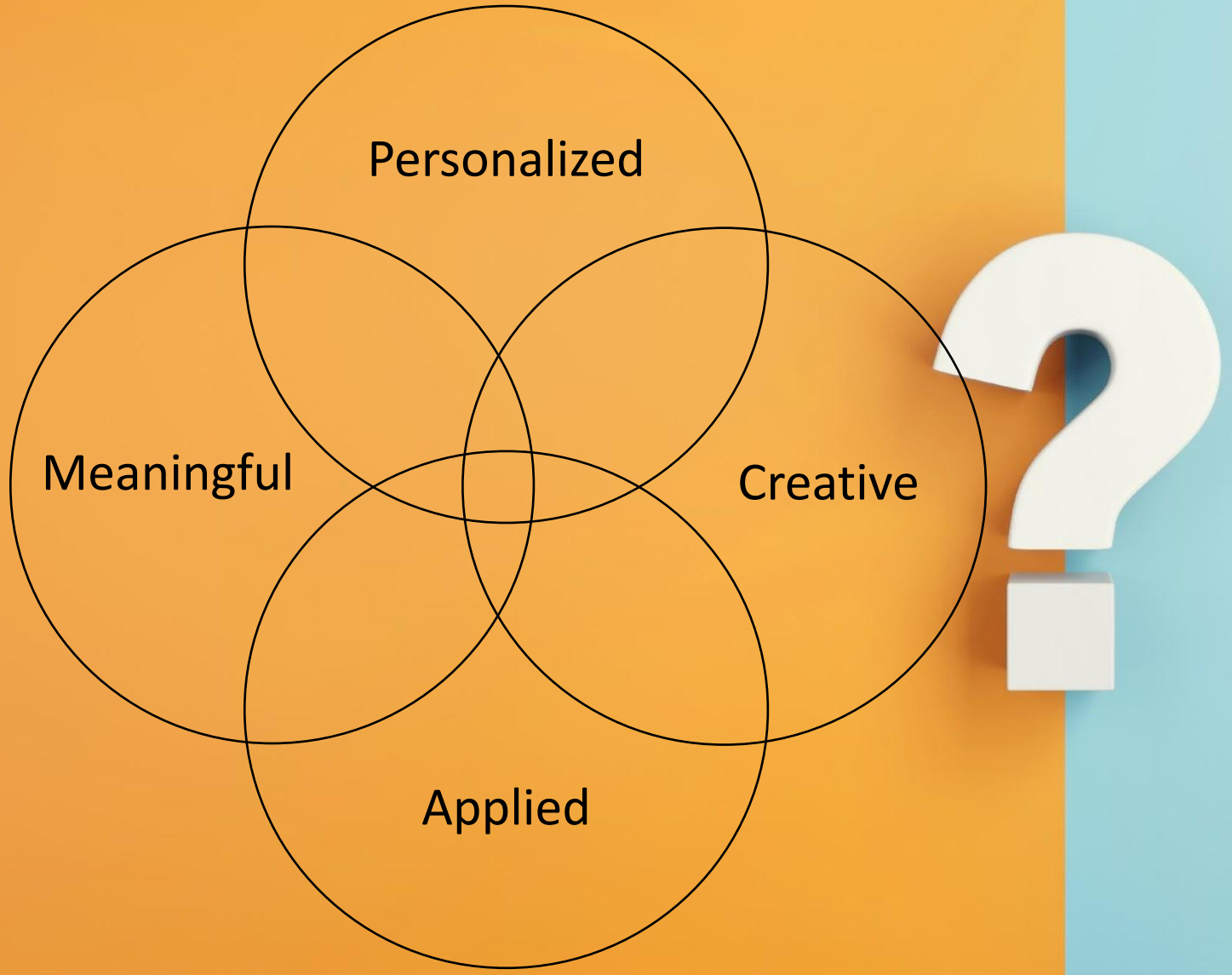
Wiggins (1993) states “engaging and worthy problems or questions of importance, in which students must use knowledge to fashion performances effectively and creatively. The tasks are either replica of or analogous to the kinds of problems faced by adult citizens and consumers or professionals in the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

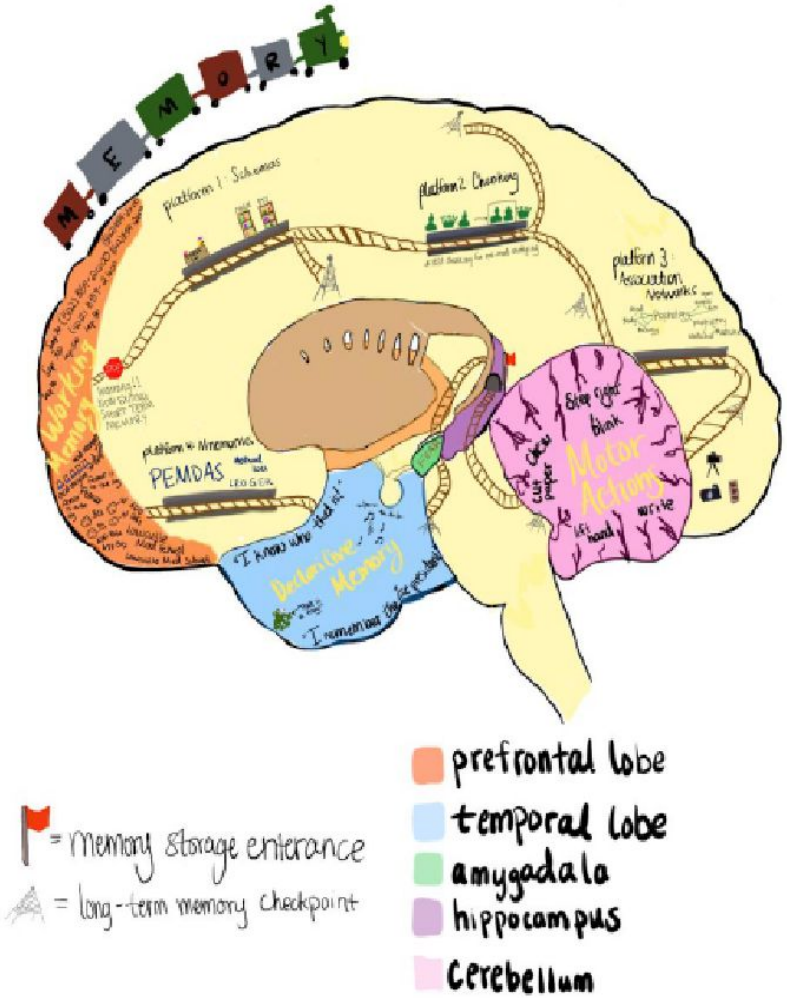
- Research proposals
- Analysis papers
- Literature reviews
- Written, PPTs, Videos

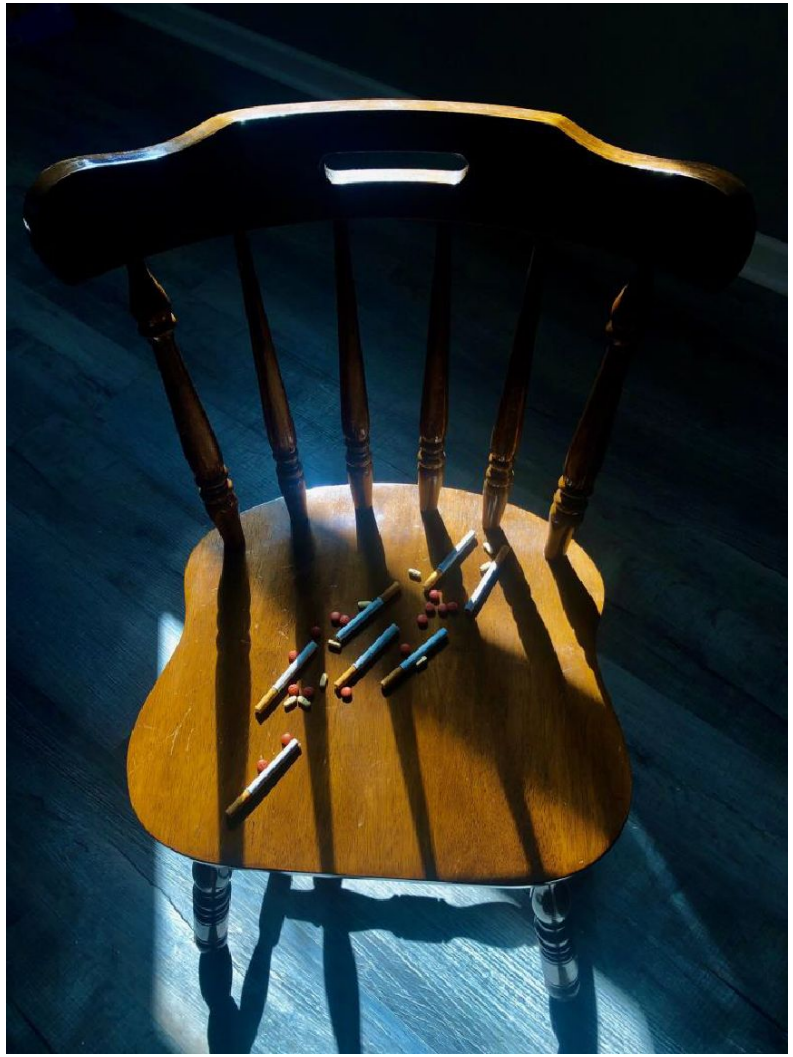
SCAN ME

Rubric

Category	Requirement	Learning Objective
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

Examples of Student Work





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.

I sit
feeling the weight of my standards.

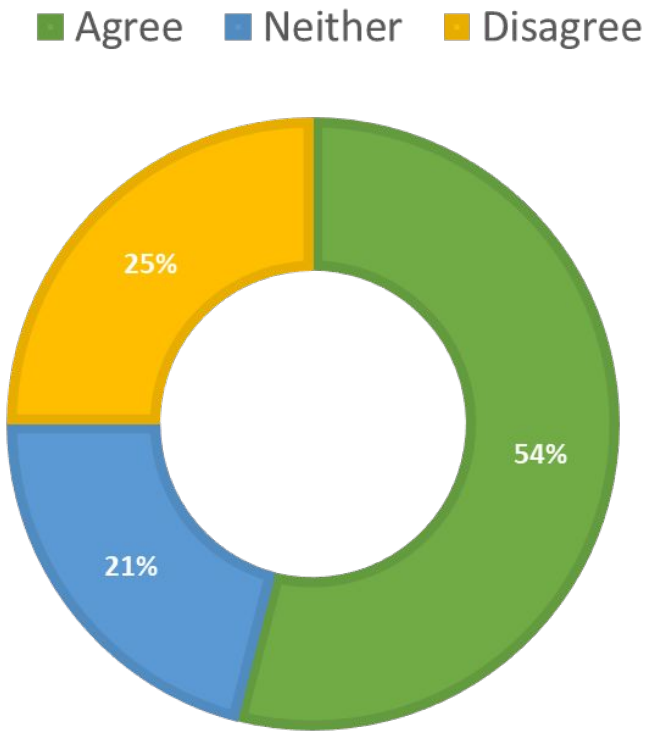
For most senses, its ratio
to the difference threshold remains constant.
Or at least, that's what the **Weber fractions** told me.

Oh, *K.*

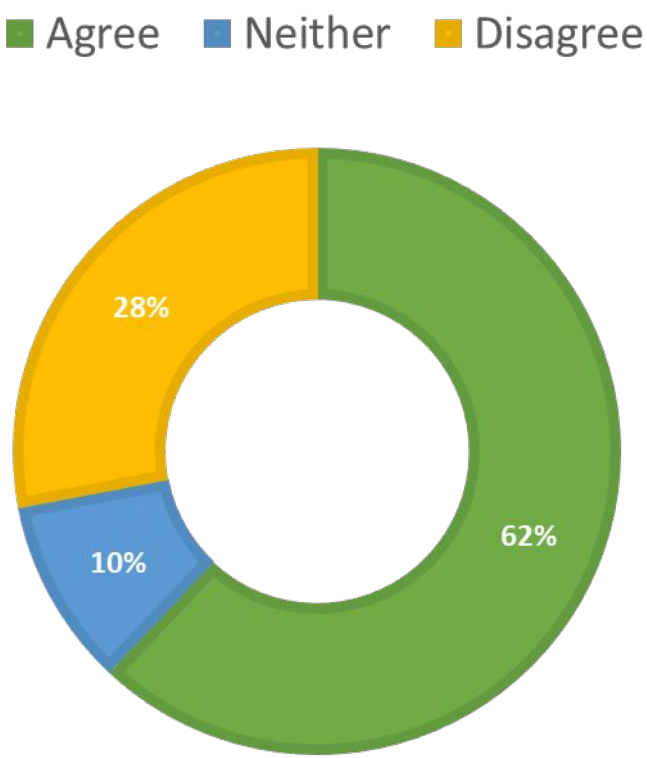
But still I wonder,
serving up
muddy coffee and acidic black tea
in the hot water darkness
with sweaty crevices,
studying psychophysics
to the always out-of-tune banjo.

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

something personally relevant

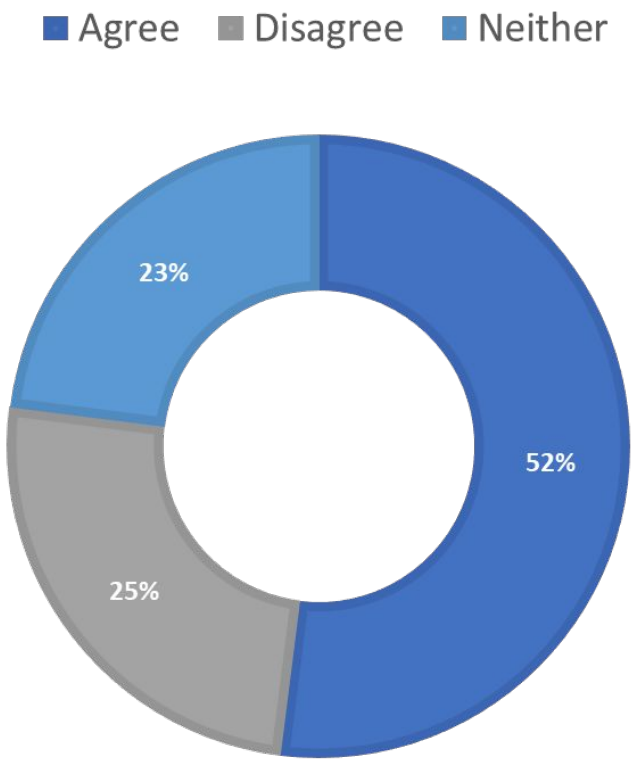


real-world problems

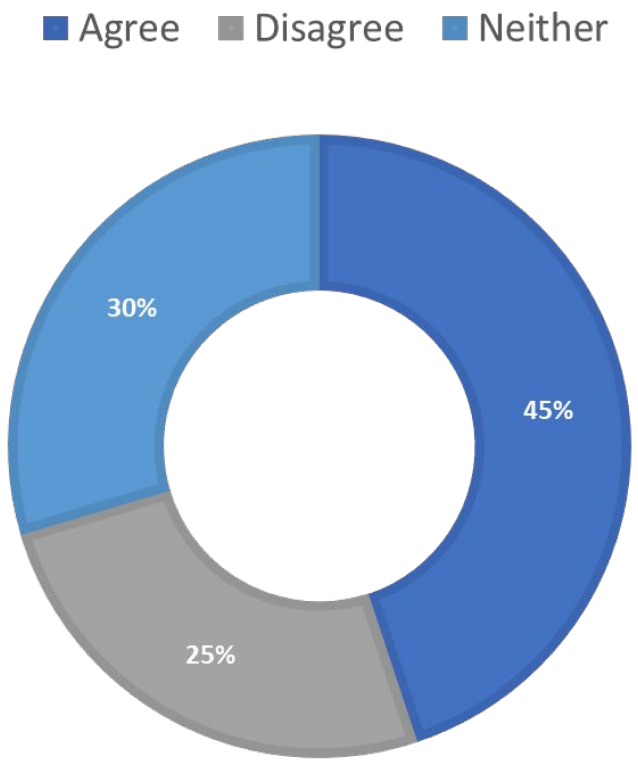


Completing the artifacts strengthened my…

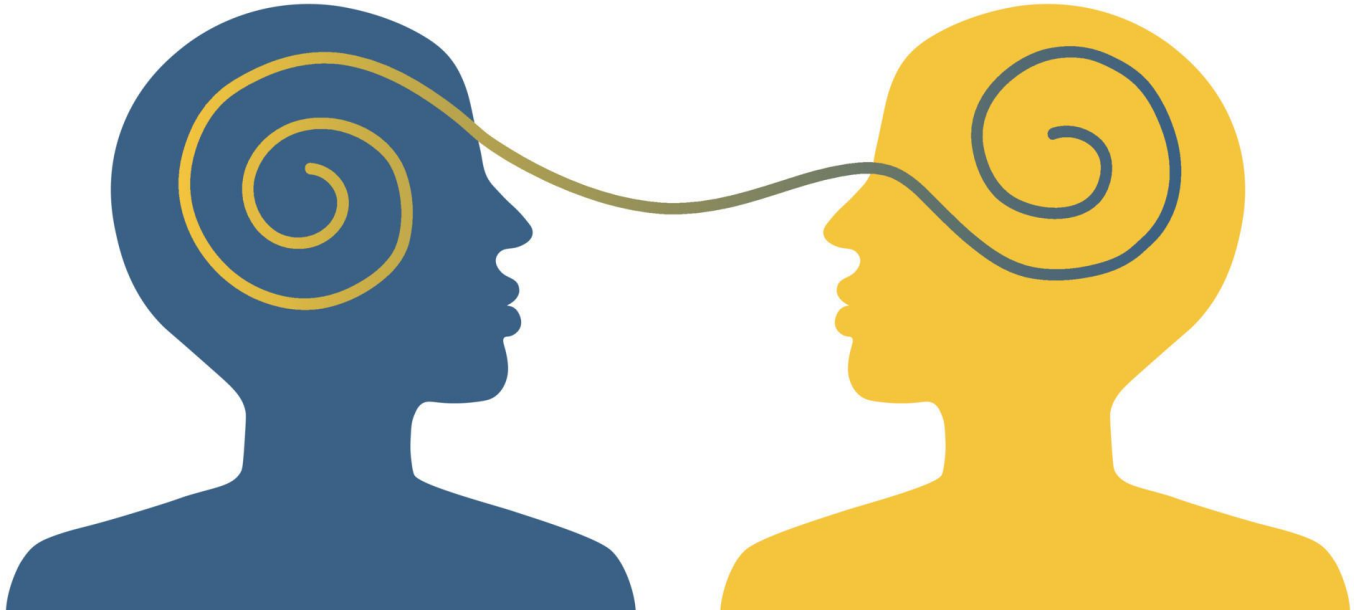
study skills



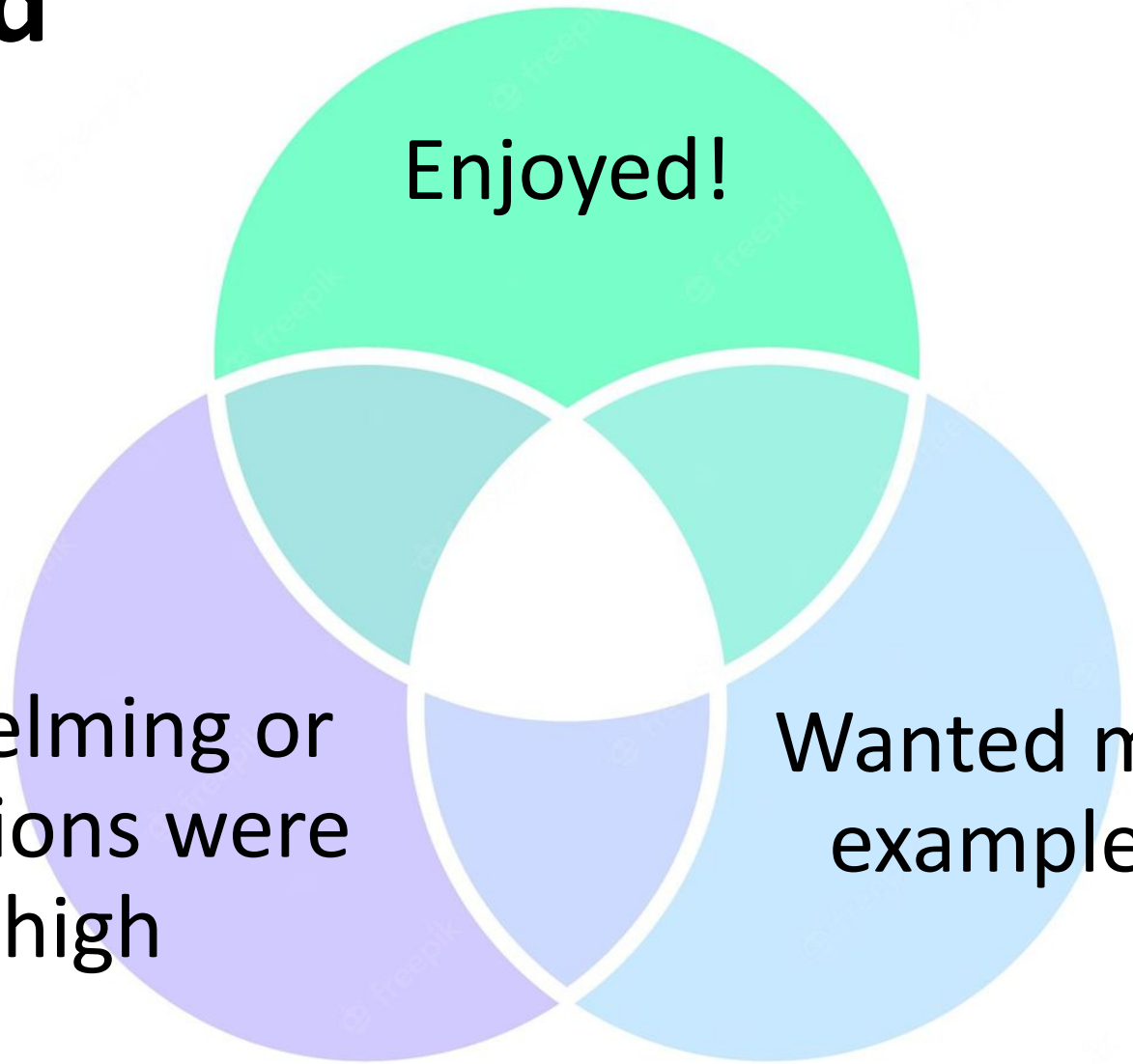
time management skills



Artifacts and Learning Outcomes



Open-Ended Feedback



What's Next?

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

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SCAN ME

Apply what YOU have learned

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

SOCIETY FOR THE TEACHING 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

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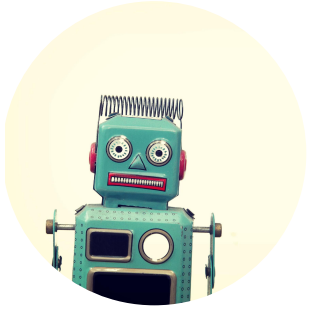
What did we learn?

- **Advantages:**

- **Disadvantages**

Confused

Too Much Work



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?