

Authentic Learning



LEARNING ENVIRONMENTS

LEARNER IMPACTS

- Behavior
- Motivation

DESCRIPTION

Authentic learning involves using real-world problems to encourage open-ended inquiry, and social and self-directed learning. It results in something that can stand alone as a valuable product in its own right. Authentic learning may be more important than ever as it clearly supports the 4Cs of 21st century skills—collaboration, critical thinking, communication, and creativity (Lombardi, 2007). Research shows that active engagement in authentic disciplinary practices results in enhanced learning outcomes (Sawyer, 2014).

Authentic learning environments provide authentic contexts and activities, access to expert performances, provide multiple roles and perspectives, promote reflection and articulation, provide coaching and scaffolding, and support collaborative construction of knowledge (Herrington & Oliver, 2000).

Learners do not naturally know how to engage in authentic practices. We must carefully structure the learning environment and activities in ways that are accessible and that follow a developmental progression. Using methods such as modeling, coaching, scaffolding, and fading can help facilitate skill development.

CAPABILITIES

- Assessment: Project
- Assessment: Work sample/e-portfolio
- Assessment: Software simulation

SAMPLE DESIGN IMPLEMENTATIONS

- Robust Technology: Simulation
- Simple Technology: Online portfolio
- Content Support: Online discussion forum



Pearson

Authentic Learning

SELF-ASSESSMENT INSTRUMENT



Principle Criteria	Integration (4-5 points)	Exploration (2-3 points)	Consideration (1 point)	Not Applicable (0 Points)	Total Points
Definition	<ul style="list-style-type: none"> Strong use of real-world problems that mimic the work of professionals Strong support of open-ended inquiry, thinking skills, and metacognition Strong engagement of students in discourse and social learning in a community of learners Strong empowerment through student choice to direct learning in relevant project work 	<ul style="list-style-type: none"> Some use of real-world problems that mimic the work of professionals Some support of open-ended inquiry, thinking skills, and metacognition Some engagement of students in discourse and social learning in a community of learners Some empowerment through student choice to direct learning in relevant project work 	<ul style="list-style-type: none"> Poor use of real-world problems that mimic the work of professionals Poor support of open-ended inquiry, thinking skills, and metacognition Poor engagement of students in discourse and social learning in a community of learners Poor empowerment through student choice to direct learning in relevant project work 	<ul style="list-style-type: none"> Does NOT use effectively or is not a related activity 	= ____
Design	<ul style="list-style-type: none"> Strong application of the characteristics of authentic learning design Strong application of the elements of situated learning design Strong application of the step-by-step process from the framework for authentic constructivist learning environments 	<ul style="list-style-type: none"> Some application of the characteristics of authentic learning design Some application of the elements of situated learning design Some application of the step-by-step process from the framework for authentic constructivist learning environments 	<ul style="list-style-type: none"> Poor application of the characteristics of authentic learning design Poor application of the elements of situated learning design Poor application of the step-by-step process from the framework for authentic constructivist learning environments 	<ul style="list-style-type: none"> Does NOT use effectively or is not a related activity 	= ____
Digital Learning	<ul style="list-style-type: none"> Strong consideration of alternative technologies, such as found in prior implementations, mobile learning, and wikis Strong support of collaboration and student-centered learning through technology 	<ul style="list-style-type: none"> Some consideration of alternative technologies, such as found in prior implementations, mobile learning, and wikis Some support of collaboration and student-centered learning through technology 	<ul style="list-style-type: none"> Poor consideration of alternative technologies, such as found in prior implementations, mobile learning, and wikis Poor support of collaboration and student-centered learning through technology 	<ul style="list-style-type: none"> Does NOT use effectively or is not a related activity 	= ____
Assessment	<ul style="list-style-type: none"> Strong emphasis on authentic assessment as evaluating student knowledge that is put into practice Strong use of supporting techniques, such as peer review, self assessment, and instructor feedback simultaneously Strong application of existing tools and processes, such as authentic self and peer assessment for learning (ASPAL) and wikis 	<ul style="list-style-type: none"> Some emphasis on authentic assessment as evaluating student knowledge that is put into practice Some use of supporting techniques, such as peer review, self assessment, and instructor feedback simultaneously Some application of existing tools and processes, such as ASPAL and wikis 	<ul style="list-style-type: none"> Poor emphasis on authentic assessment as evaluating student knowledge that is put into practice Poor use of supporting techniques, such as peer review, self assessment, and instructor feedback simultaneously Poor application of existing tools and processes, such as ASPAL and wikis 	<ul style="list-style-type: none"> Does NOT use effectively or is not a related activity 	= ____