

**Transcript for FLO Friday: Designing for Authenticity — Aligning Assessment with Intended Learning Outcomes**

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**Host: Dr Gwen Nguyen**

**Facilitators: Dr Gerry Gourlay**

DR GWEN NGUYEN:

Yeah. So, I just introduced myself and now I would like to do a little bit territorial acknowledgement, as many scholars around BC and my colleagues here at BCcampus. I'm so committed towards the process of decolonization in education and I'm very much the beginner in this process. But I'm so grateful towards the land and the people that offer me a space to live, learn and grow every day. So, I also admire the vibrant, deep and rich indigenous communities despite all the struggles that they've been through. Today I'm joining you from my home office in Gordon Head, Saanich, and I acknowledge with respect the unceded territory of the Lekwungen speaking people, including the Songhees Nations and Esquimalt people, and W̱SÁNEĆ people whose historical relations with the land continue to this day. And you're invited to share your introduction as well as territorial acknowledgement in the chat if you wish. Now it's time for me to hand over to our wonderful facilitator, Dr Gerry Gourlay who will start with some introductions and take us on a long waiting learning journey with Designing For Authenticity.

Here you go, Gerry.

GERRY:

Thank you so very much, Gwen and welcome to everyone. Hello and good day. I'd like to get started by introducing a bit about myself and also positioning myself and the work as we're about to embark on today's journey. My name is Gerry and my pronouns are she/her, and I work at the University of Victoria as an educational developer. But I'm here today sharing my love, my passion for supporting our students by thinking about our intended learning outcomes and how it is that we can use these statements to support our students' journey. I am an uninvited visitor on these lands and I acknowledge and respect the Lekwungen peoples on whose traditional territory where I'm joining from today. And the Songhees, Esquimalt and the W̱SÁNEĆ People whose historical relations of the land continue. I am grateful to have opportunities to learn from and with elders, knowledge keepers and community members in the spirit of reciprocity and reconciliation as we continue along this journey. I am also thankful to the stewards of this land who remind us about our relationships with the natural world and how to care for and be respectful of Mother Earth.

As Gwen mentioned, I encourage you to share, you know, not only introduce yourself to the group and the community but also where it is that you're joining from as we begin to see where we're all positioning today.

Throughout today's session, I'll be co-hosting this session with Kelsey and Gwen. We'll be monitoring the chat and if there's any follow-up needed post-session, we'll definitely engage with that. But I encourage you throughout today's session to use the raise hand option if you're comfortable, and that's to orally share. And you can find that on the bottom of your zoom window in the little reaction tab, which is that little circle with a smiley face and a plus icon. You should see the option here to then raise your hand. Alternatively, you're welcome to use the chat at any point as well. Lots of different ways to engage throughout today's session.

Our general outline, we're going to engage in a community-building exercise, we'll have some discussions around what our intended learning outcomes and components of intended learning outcomes.

Henceforth, you'll see them abbreviated as ILOs. But that stands for Intended Learning Outcomes. We'll have to practice identifying different components of intended learning outcomes. We'll talk a bit about the authentic assessment framework, have a small group activity, and then engage in a summary and wrap up. And because you can't have a session about ILOs without engaging in the session intended learning outcomes. By engaging in today's session, when presented with a complete intended learning outcome statement, you will correctly identify all three defining components of an intended learning outcome, you will carefully reflect how to create an authentic assessment that links to your course's intended learning outcomes following some brainstorming in small groups. And through a small group activity, you will identify approaches to assessment that are relevant to your teaching and to an authentic assessment framework. So, thank you to everyone who has shared it, introduced yourself in the chat.

Welcome. We're also going to be using the chat bar next little exercise, a little bit of chat waterfall exercise. And what I'm wanting us to do, and you're going to type your responses to the question in the chat, but you're not going to hit Enter until the timer is up. So, we'll have about 60 seconds or so to engage in this exercise to respond to the prompt. But we're going to hold on to our Enters until we've all had a chance to put some thoughts together. When that timer is done, I'll say, "OK, let's go." And then feel free to hit your Enter and we'll have beautiful waterfalls through the chat of everyone's responses, reflections and thoughts in response to the prompt. And I'll do a little bit of thematic polling to see as a community what it is that we've shared. So, for this exercise, you can find that chat function on the bottom of your Zoom banner as well. It's a little chat bubble and should have the name 'Chat' underneath that bubble as well. And our prompt to engage with is, what do you think of when you see or hear the phrase intended learning outcomes or ILOs? I'll put the chat, but I'll also repeat it again. What do you think of when you see or hear the phrase intended learning outcomes? Recall that you are going to put your thoughts into the chat. You are not going to hit Enter for about 60 seconds, we'll give everyone a chance to write their thoughts together. So, about 25 more seconds or so to put your thoughts together. Alright, if you're ready, let's go. Look at that waterfall. So many great pieces of so many wonderful aspects. Thinking about, you know, synergy with our learners. If we support them on their different journeys, what students are going to be supporting or gaining throughout set time and objective, of course? Goal, direction, focus. Oh, we're hoping our learners are going to take away from the course the line with

lessons and assessments. Unintended outcomes can be really beautiful. Definitely allowing for that curiosity, that authenticity, that spark to develop as we want to foster that curiosity in our learners. Observable, measurable, definitely.

Thinking about what does it mean for intended and why do we maybe put intended in front of learning outcomes or objectives And we've seen in the chat as well, many different ways that people have raised or thought of, you know, you've maybe heard of them as learning objectives, learning outcomes, goals, ambitions, different pieces in that capacity. Specifically, lots of literature supports the use of the phrase intended as these are our intentions for what our learners will be engaging with by the end of the session. And what really are those intended learning outcomes? Well, we've captured it as a community right here. These are our statements or what our learners are kicking away or engaging with following a learning experience, whatever that experience is defined within your context. And our kind of learning outcomes, depending on the discipline can also be referred to as attributes, competencies and instructional objectives. So, they go by many different names and a lot of it will come down to your individual institutions and different policies within that.

And again, that intended, what was brought up in the chat to thinking about that intention for what our learners will be achieving or taking away during and throughout our learning experience, which then allows us to when we revisit intended learning outcomes, to have our learners highlight as a self-assessment strategy, but also just throughout their own learning journeys have achieved a learning outcome. So, again, helping them kind of monitor their own progress, give them some of that autonomy in their own learning journey. When we think about why do we use the intended learning outcomes, they can be really helpful to direct our students for their learning journey to help them monitor their own growth. Again, I just mentioned that self-assessment model. For a learner, our intended learning outcomes will often signal what is important or valued in a course or a unit or a lesson. And they can really provide a framework as instructors can select specific strategy such as activities, prompts, reading that would best create the environment to help our learners achieve those outcomes.

So, again, thinking about what is it that we want our learners to take away and how can we create that supportive environment for them to engage in that exercise? After a learning experience, again, however, you define that, whether it's a class, a lesson, a week, a unit, a module, a semester, it allows instructors to reflect on the effectiveness of that learning experience. The theory or learning outcomes for this learning experience depending on what assessments you have and how you're able to evaluate and see if those outcomes were met, it gives you a chance to reflect and say, "Am I actually articulating what is important from this lesson?" Maybe there's those unintended outcomes, maybe students are really focusing on something else, or they're taking something else away from our specific exercise or learning experience. And it allows you to reevaluate based on that feedback informally through learners, or formally, again, if there's a specific assessment tied with it to think about how we can adapt and modify going forward.

So, question in the chat being can intended learning outcomes be used in a self-directed way, for example, for learners to reflect and gather evidence that they have achieved them? Most certainly. So, intended learning outcome can definitely be used as a self-assessment strategy for our learners. It gives them a chance, if you want them to define key concepts for a specific era or theory or insert whatever appropriate language for your corresponding discipline, they can review that and be like, "I don't actually know what this even means. Maybe I should go talk with my course instructor or the teaching assistant." If you have them at your institution. And so it allows them to help track and monitor as they continue along too Really great question. Thank you. So, where did these intended learning outcomes come from? Well, back in the 1960s, a cognitive psychologist by the name of Robert Mager coined the phrase instructional objectives. And he posited that the ideal instructional objective had three key components involved in it.

And those were the learning activity. Those were anything that the learner engages with, participates and does throughout this learning experience. The second component are the conditions. So, the learning condition, maybe when or where the learner does it, have they provided a reading? Is it in a small group? What are those conditions that are supporting that learning? And then finally, criteria. So, how much or how well the learner does that. This is really that how will you know that that outcome has been met? And not just you. And again, to our question earlier, how will your learners know that they've met that outcome? So, what are those criteria as we think about that dual role for intended learning outcomes? Now, we're going to revisit the three components throughout today's session as we think about and reflect on engaging in thinking about crafting our own intended learning outcomes. In order to think about writing intended learning outcomes, you may have been previously encouraged to utilize different verb taxonomies.

For example, I'm introducing Bloom's Taxonomy as one taxonomy for writing intended learning outcomes. There are many others depending on your discipline, depending on what you're looking for with your learners, depending on lots of different contextual pieces. But we often see Bloom's Taxonomy used as an example of a taxonomy for writing intended learning outcomes when we think about those verbs. So, we want our intended learning outcomes to be very active. They're not a to-do list, they're not a task list. If learners are reading a specific text or engaging in a specific component, what is it that they're taking away from that? What is it that they're actually going to do? Why are you assigning that reading? What is the underlying goal that you're wanting your students to take away by doing that exercise or answering those questions that relate to filling it down and thinking a little bit about specifically what it is that we as instructors can do to support what we're really wanting our learners to engage with?

And so thinking about those active verbs, identify, critique, develop, differentiate in different ways as we think about framing our intended learning outcome statements. That might have been a lot for a Friday morning before a long weekend. And so the precise form of what I want you to really take away is who will do what under what conditions and how well. So, I put this in the chat but I also wanna share it again. Who will do what under what conditions and how well.

And so this generally ties together those different components when we think about an intended learning outcome and I'll let you know I have this printed and posted right above my office on my desk as a reminder, as I'm thinking about designing, not only supporting instructors that they design learning outcomes for their courses, but also my own intended learning outcomes for the different learning experiences I engage with as an instructor, educator and beyond. And so really thinking about who is engaging in this learning experience? What are they doing? What are those conditions? And how well how are they going to know that they've met that outcome? And so that's a lot of components to really think about when we engage and reflect on our intended learning outcomes and the components that we wanna partake and share and provide to our learners in different spaces as we engage in crafting and thinking about our outcomes before we begin our term. So, really, what is it that you're wanting to share with your learners and you can kind of, especially at the course level, they are that roadmap. We saw that. What is that framework? Where are we going with that trajectory in the course? And so what I would like us to engage with is a little large group exercise, to dissect an intended learning outcome into its possible component parts. I will let you know that it is a little bit... There can be conversations about where things go into different components and different aspects. But it is a chance to just start to think about the learning activity, the conditions and the corresponding criteria.

So, I'm gonna post this kind of learning outcome in the chat because this is going to be our intended learning outcome that we're gonna work on together and we're gonna parse it out individually. So, when presented with a complete intended learning outcome statement, you will correctly identify all three defining components of an intended learning outcome. I'll repeat that once more. When presented with a complete intended learning outcome statement, you will correctly identify all three defining components of an intended learning outcome. You might see, this is one of our outcomes for today for our larger session. So, what is it that you'll be taking away from the session? This is one of our session's intended learning outcomes. So, thinking about that learning activity, what is it that you as learners will be engaging with in this specific statement? So, what might it be? And feel free to put stuff in the chat or if you want to contribute orally, you're welcome to engage with that too.

What might be our learning activity in this outcome statement? Yeah, fantastic. So, we've got the identifying, reviewing and parsing intended learning outcomes, distinguishing between the components, identifying all the three components. Fantastic. So, you're going to see that in this specific statement, you will identify components of an intended learning outcome. So, fantastic. That's probably should be a statement on there too. But that is our activity. This is what as learners we're engaging with. Dissecting, distinguishing, parsing. But those are all really great words. Instead of identify, those would be fantastic active verbs to engage with. What about those conditions? So, what is the condition that has been outlined within this outcome? Specifically, what is that learning environment? Yeah. So, online. Definitely. When presented with a complete ILO. Yes. Perfect. Yeah. Yeah, very well done. So, I'm presented with the complete intended learning outcome statement. So, really thinking about what is that condition?

What's the environment? How have I set up the space if we provide a complete intended learning outcome statement? And we saw somebody in the chat post some of the criteria, but I'll also provide some space that if anyone else wants to think about what are those criteria. How will we know if we've met the intended learning outcome? So, we have correctly. Earlier was written as well, we had three components. Definitely. So, correctly. Well, appropriate doesn't work for all disciplines, that's fine. But if there's something that you're looking for, and there might not be, you know, when we think about things like reflections. Reflections are beautiful and there isn't a right or wrong when we engage in reflections. And there isn't a right or wrong in many of our learning opportunities, it's a chance for our learners to engage and to showcase different pieces. So, if you're in a discipline where there is a set answer, then yeah, maybe correctly successfully. But for disciplines or even in disciplines with side answers, but you're wanting your students to go that step further or maybe reflect on how it impacts their larger life or their different pieces, really having a chance to engage with and think about what is it that we want them to engage with.

Authentically reflect on your own individual experiences and tie them in directly to course content or course material. There's not a right or wrong in that space. Yeah, yes, yes. So, something else in the chat that was just added as well, some important outcomes can be a little bit tricky to assess. So, learners will be more appreciative of the diverse worldviews. And so thinking about what is it that we're actually looking for in that space and how can we support our learners to showcase that, or maybe it's the final project. You don't have to define the project. Maybe it's an open-ended project and they have choice and however, they're going to support or put that forward. But definitely, opportunities to engage with. And what it is that we want our learners to take away is really important to think about when we frame our assessments. And we really frame those individual pieces. And so thank you for sharing that in the chat as well. And I'm just going to put here as a whole the entire intended learning outcome so that we can have that from what we just dissected together as a group as we move forward. So, thank you for participating in that exercise. So, I want us to shift gears a little bit and think about that authentic assessment piece. So, Gulikers and others in 2004 published an authentic assessment framework. And one quote that really stands out for me and how they define authentic assessment is authentic assessment is an assessment requiring students to use the same competencies or combinations of knowledge, skills and attitudes that they need to apply in the criteria and situation in professional life. So, it's really thinking about that authenticity of what they'll be engaging with if they're going to become a writer, or a sculptor, chemist, botanist, mathematician, humanitarian. Whatever it is that they're going to be engaging with, we want that to be authentic. And so trying to think about how we scaffold and provide opportunities for scaffolding by designing authentic assessments that align with our intended learning outcomes. So, Gulikers and colleagues position these five dimensions of authentic assessment.

I recognize on the screen that the images are a little bit tight. So, you do have the shared slides from around yesterday. You're welcome to download those if you would like. You could find a team if you're looking for that specifically. But I will walk through it a bit as well. Just highlighting the fact that all these five dimensions, the first is often thought of a task. So, what

is the task the learners are being asked to engage with to build an authentic task that they would do in professional practice or in the real world? We hear our learners often say, "Well, this is what I'm going to do in the real world, do I need this for the real world?" The next dimension is the physical or virtual context which often thinks about and reflects on those knowledge, skills and attitudes that are often used in a professional practice. What is that kind of environment? What is that context that they're engaging in? How can the assessments we ask them to engage with support that direct authenticity to what they may be doing later in their careers?

The third dimension is social context. So, working together collaboratively. Again, mimicking that professional practice, it's still so team-based skill, the group work opportunities, know the aspect that will benefit our learners in many different capacities. But for most of us, we don't work individually and isolated in all aspects of our life. We're doing a lot of maybe it's co-teaching, maybe you're collaborating on a chapter in a book, maybe you're in a lab and you're working with other scientists. Whatever it is that you're engaging with, what is that social context that's authentic to your professional framework within your discipline? The fourth dimension is what is the assessment form or result. How does what we're asking our learners to support or maybe or they show forth, what does it include? You know, so is it a quality that would be exhibited in the professional world? Have they had a chance to highlight maybe some of those key components that would be needed in that professional task?

Or, again, if you're going to be a writer and you're preparing writing students for becoming a writer out in the real world, what is it that's authentic to actually showcase and submit that? No worries, thanks very much for joining. Do we have choice? Are there a full array of different tasks and opportunities, different ways for our learners to showcase their chance and their growth as a learner? And something that is important, and again, often seen as we engage more professionally is going to have a chance to showcase that work to others and maybe gather feedback. We spend a lot of time as an instructor giving our student feedback, but really thinking about how can we build out opportunities for peer feedback and peer growth can be really important too. And then that fifth dimension is your authentic criteria. So, again, thinking about we mentioned earlier in the chat we had some conversations around rubrics, which is really great. So, thinking about are those criteria either in your outcome statement or in a rubric, some form of evaluating an assessment that is representative of something they would be asked to do in the real space.

So, again, thinking that authenticity, if you're preparing your students even this workplace even in non-major classes, what is it that your learners are engaging with? Why are they taking this course? Having that chance to kind of frame the course around some of those other skills that are transferable across disciplines and throughout their professional world. But the big takeaway of this authentic framework is really thinking about that when we have our intended learning outcome statements, that authentic assessment piece will then support not only our students monitoring their own progress and growth, our own reflection as the instructors for how our learners are progressing throughout their journeys, but it's also something that they'll probably be like, "Yeah, I did this and I can show something I've done or, you know, I'm well

equipped to evaluate these pieces or engage in other aspects." or whatever it is that might be representative of your unique disciplines and backgrounds.

So, before we move into our fun little small group activity, the final piece to kind of tie it all together is thinking about an aligned curriculum. And so I'm gonna open the question to the group. How do you attain an aligned curriculum? So, if we think of curriculum being the overarching component of your larger course, so the overall course structure, how might you think about attaining an aligned curriculum? What might go into having constructively aligned curriculum? So, I'll give us about a minute to type in the chat if you're interested or feel free to unmute and share that way too. Love it luckily. Yeah. So, those learning activities are aligned with course outcomes. Check that the outcome activities and assessments are all aligned. Planning using a chart. I mean, a roadmap. Yeah, maybe started with broader intended learning outcomes from breaking into pieces. Lots of beautiful ideas. Thank you all so very much for sharing. So, when we think about aligning our curriculum, Biggs, 2014, put together constructive alignment.

It's this theory around designing and creating an aligned curriculum. We often think about the first step of this is by designing backwards, and we call it the lot here in the chat notes that we've just shared. What does that mean to design backwards? Well, it's often with starting with the end in mind first. And where do we start with the end in mind first? Where our outcomes come in play. What is it that we want our listeners to take away? Once we have those outcome statements, we can think about the appropriate and authentic assessment that will support and help evaluate those outcomes. And then finally, what are those instructional strategies or those activities that we can develop, we can plan and engage with in different spaces? I really appreciate it when instructors come to me. You know, they'll sit down and they'll say, "OK, I have 60 papers that need to fit into 12 weeks, how are we going to do that?" I might go, "OK, this is quite a task. Let's take a step back and let's put the value at your outcome." So, think about what it is that you're wanting your learners to take away from this course.

And then by engaging in that exercise, they realize that they maybe only need 20 of those 60 papers. They'll, of course, include the others as additional reading for those that are interested. But really what is the core? What are the nuts and bolts that is supportive? We don't wanna give a flurry of information, it's going to get lost. Our larger message will get lost in that piece. But what is it that we really wanna distill down and synthesize down to support our learners? So, thinking about constructive alignment can really help with that because one piece could lead to the next and complement one another. So, an example being as seen through reflection exercises, you will blah, blah, blah. But then if there's no reflective exercises in that learning experience, there's no alignment within that curriculum, that learning opportunity, that course. And so thinking about your learning intentions or goals, our intended learning outcome, it's going to inform your assessment, which informs your instructional strategies. And so really thinking about how it is that we can support and provide those spaces for our learners and think about that alignment throughout. And depending on how you craft your intended learning outcome statement, a lot of that information will already be built out. When we think about what are our conditions for our outcome statement, those often will translate into what are the instructional strategies that you're going to use as an instructor. And that



assessment, how will we know if the learners have met this, or what are we looking for,? We'll often evaluate and show into that. Maybe it's a formative, the low marks or no marks in class or short otherwise assessments, or maybe it's a larger summative for marked or summation. But different spaces in different ways to think about how we can align constructively our curriculum. And so with this, I'm going to have a go into a small little exercise in small groups and I would like us to really think about not just like affecting intended learning outcome statements, so having some more practice, but also discussing authentic assessments.

So, Kelsey has kindly shared in the chat the handout in the little worksheet that you can use for this exercise. It was also emailed ahead of time. So, if you're on a tablet or a phone, you may not be able to download the actual file, but it should be in your inbox if you found the link to be here today. And so hopefully you can check your email and find that corresponding handout. It's the little worksheet that we'll be working through. And so for this exercise, they're going to be working in small groups of about four people. I'm dissecting two intended learning outcome statements into their component parts. Those are the first two pieces of the first page of the worksheet. And then you'll have a chance to think about as a group discussing examples of authentic assessment based on sample intended learning outcomes included, but those can be the ones that you've just dissected. Or it can be one if you've brought an ILO that maybe you're wanting to crowdsource and hear from your colleagues.

By all means, bring that up in the conversation. So, after introducing one another in our small groups and saying hello, I would also encourage you to nominate a scribe with the one who's going to come back when we return to the main session and post in the chat a few thoughts around what the group discussed around the authentic assessment pieces. So, when we think about designing those authentic assessments or intended learning outcomes, whether it's the two that we've provided for dissection or whether it's one that a colleague shared and you crowdsourced and supported each other in that space. There will be, when you go into that breakout room on the bottom of your Zoom window, a little circle with a question mark. That is your ACT Help icon. If at any point throughout the exercise, if you have any concerns or questions about what it is that you're engaging with or the next steps, please don't hesitate but select that icon. I know, thank you so very much for joining. I do wanna provide a space then for everyone to interact and support with one another.

You'll have approximately 15 minutes or so to engage, we'll give you about a three-minute warning to support as we move forward. But I do wanna have that chance to have that small group exercise. I'm going to post the instructions in the chat so they'll go with you for your small groups as well. Kelsey has kindly shared that worksheet in the chat. But before we do open the rooms, I just wanna open it to what questions do you have about this small group exercise. OK. Now, if there's no question, you'll have that ask help button in the breakout room. Great question. So, looking at the worksheet, we don't know where the ILO samples are. OK. So, I'm just going to do a quick screen share so I can orient us all to that as well. So, hopefully, you're seeing my screen with the worksheet present. On the first page, this is your outcome statement. So, in the box, it's the first little bubble, intended learning outcome statement. And

that is your statement that you're then going to dissect into the learning activity conditions and criteria.

And so then your second intended learning outcome statement will be here, Oops, in the second box. Perfect. OK, fantastic. No, thank you for that. Alright. So, we'll open the breakout room. We should have about 10 to 15 minutes to chat. We'll give you a two-minute warning before the breakout rooms are closed. Happy Learning. Welcome back. Thanks so very much for joining. Fantastic. Alright. Wonderful. Welcome back, everyone. Thank you all so very much for engaging in that exercise and then activity. I recognize the time is maybe not sufficient to engage in all of it, but it's definitely something that you can work on. Individually engage in some quiet reflection. And we'll have a chance to share some of my contact information. If you would like to follow up as well, I'm happy to assist, I'm happy to provide guidance as we kind of engage in those conversations and think about that as well. Perfect. Alright. So, thinking about our intended learning outcomes, the first of the two intended learning outcomes sample that are provided on the worksheet.

We're gonna dissect and we're gonna feel free to share out or engage in different spaces. But when we think about you'll carefully reflect on how to create an authentic assessment that links to your intended learning outcomes following brainstorming in small groups. What might be that learning activity? Hope we have our scribes. You'd be willing to or feel free to share out orally about the different preferred method. So, what might be that learning activity from this outcome statement? Yeah, Jim.

JIM:

Now, I better unmute myself before I start talking. I can share my screen and show what we came up with for the first one.

GERRY:

Perfect. Yeah, definitely. Let's go with that.

JIM:

I'll just close my navigation pane here. So, yeah.

GERRY:

We'll make sure that's enabled.

JIM:

So, this is what we came up with, that the learning activity was to carefully reflect. The verb was reflect. So, just thinking carefully may have gone down here in the criteria but the activity was to reflect.

DR GERRY GOURLAY:

Yeah. No, definitely. Thank you for sharing that. And I'm going...

JIM:

Basically creating a reflection.

GERRY:

Yes, yeah. Definitely. No. So, creating that reflection. And my question to you would just be what are we reflecting on? What have we reflected?

JIM:

So, that was the criteria reflecting on how to create an authentic assessment that links to your intended learning outcome. So, at first, it looked like we got two verbs here. But the second one is how to create. So, it's not actually a verb. This was not the assessment. The task was not to create an assessment, the task was to reflect on the process.

GERRY:

Yes, certainly reflecting on that process of creating the authentic assessment. Definitely, definitely. So, thank you so very much for sharing those different pieces, you know, those conditions, the brainstorming small group. So, is that condition, that environment that we've set beautiful? And also then thinking specifically about what is it that how will we know if our learners have engaged with that or met this in different spaces? That carefully too is going to be an important component. But I'm actually going to extend it a little bit and say that maybe our learning activity, and again, this isn't a, you know. It's just food for thought, as we consider and think about intended learning outcome statements. And we're going to post it in the chat as well. You can kind of have it all in one loop, but have a space to thinking about what are we reflecting on. We're reflecting on creating an authentic assessment as a possibility. So, what are we specifically reflecting? Again, it is that process feed.

Those conditions, the brainstorming small group? Definitely. And the criteria that we're carefully and that it's linking to your intended learning outcome statements. So, what are we reflecting? We can just say authentic assessment is great, the framework is awesome. This is how it does it. But really thinking about where do we want that reflection to go? What are we looking for in that reflection that we can see that linkage to our intended learning outcomes? So, thank you. Thank you all so very much. Just being cognizant of our time, the second intended learning outcome will be on the slide. That's already been shared out with you, but you'll also have them sent out with the recording as well so you can kind of do your own self-assessment. Again, happy to connect if you have any questions as we do move along. But regarding those authentic frameworks, yes, that's the some good notes of the chat about how would you actually assess carefully. But to carefully look like and this is where we're really going to think about what are those authentic assessments and how can we really engage in those different spaces in different ways?

So, thank you for engaging in those activities and opportunities to think about clear intended learning outcomes. And what is it that is actually what are we assessing? How is that going to look and how can we provide choice and options for our learners? So, thank you all for

engaging in those conversations. Thank you for sharing your reflections in the chat. What I would like us to do now is just have a space for about 60 seconds to just quietly reflect. So, you can doodle, rewrite, engage, whatever it is that works for you, and how you may apply designing authentic assessments that support your students' learning and align with your course level and intended learning outcomes. So, really thinking about how is it that we're going to take what we talked about today and engaging in that space of authentic assessment and crafting our intended learning outcomes, and how is it that you'll take that away in your own work in your own roles to provide that space? So, I'm going to give 60 seconds just to quiet reflect.

Wonderful, thank you all so very much for taking that time to just kind of synthesize our learning for that pause in our learning as we begin to wind down this session. And so in summary, our intended learning outcome statements generally have three components, the learning activity, the learning condition or context and that criteria, how will you know that the learners have met that statement. As you engage in your discussions and you saw through those exercises as well, it was shared in this chat, really tricky. And thinking about what it is that we're actually assessing and what it is that we're looking for when we think about our outcome statements can be really important for designing those strong outcomes. They often begin with a strong verb thinking about that learning activity that we're having our students engage with. And then those authentic assessments and that alignment, ensuring that our outcomes aligned with that assessment piece can help our learners not just in our class, but also be prepared for the world beyond our class in different ways.

And so I would like to say before I pass it over to Gwen, thank you all so very much for your time and attention today. It has been wonderful, engaging and working with each of you. I'm happy to say after a few moments if there are questions, but again, my contact information will be shared and you're more than welcome to connect with me at any point. And to close out the session, I'd like to pass it over to Gwen.

GWEN:

Thank you so much, Gerry, for a wonderful engaging session. And thank you so much, everybody, for being with us here until this very moment now. And in the chat, we would like to share the link to anonymous survey. So, please help us with your feedback so that we can provide more fruitful professional development activities for all scholars around BCcampus. And I'd really like one of the question that Gerry put, how do we attend our intended learning outcomes? How do we design that attend allied curriculum? So, as we are in the era of thinking of curriculum and education of decolonization, and also the curriculum that support the equity, diversity and inclusion as well. So, besides the intended learning outcome, the other aspect is also like the ethics in the designing. And our next session could be the FLO Friday on antiracist teaching practice on October 7, and the registration is open now until that very day, and the link for registration and the information is in the chat. So, please, we look forward to seeing you again in that next conversation about designing to maximize a student's success in learning and teaching.

Thanks very much, everybody, for this session today.

GERRY:

Thank you all. Have a wonderful long weekend.

GWEN:

Thank you.