## Group Exercise 1: Dissecting intended learning outcome (ILO) statements into component parts

As a group, work through the following two ILO statements to identify the three different components in the ILO. We will compare these answers to those on the PowerPoint slide when we return to the main session.

| ILO statement: You will carefully reflect on how to create an authentic assessment that links to your intended learning outcomes following brainstorming in small groups. | |
|---|---|
| Learning activity: | |
| Conditions: | |
| Criteria: | |

| ILO statement: Through a small group activity, you will identify approaches to assessment that are relevant to your teaching and an authentic assessment framework. | |
|---|---|
| Learning activity: | |
| Conditions: | |
| Criteria: | |

# Group Exercise 2: Thinking through the five dimensions of authentic assessment in relation to an ILO

Use the table below to reflect on what might make a strong authentic assessment task for either of the ILOs above (on *Group Exercise 1*). Alternatively, if your group has individual course-level ILOs they would like to discuss, feel free to use the table for that discussion. Think through the five different dimensions of authentic assessment outlined by Gulikers et al. (2004)[1].

*Five dimensions of authentic assessment:*
- Task – authentic task is a task that mimics what students will do in professional practice
- Physical or virtual context – reflects the Knowledge, Skills, and Attitudes used in professional practice
- Social context – working together/collaborative; mimic the professional practice
- Assessment form or result – how the assessment is submitted and includes a) quality that would be asked in professional world; b) demonstration of competencies; c) full array of tasks and multiple indicators to showcase learning and progress; d) present work to others for feedback
- Authentic criteria – setting criteria and standards based on what they would be in the professional practice while making them explicit and transparent to learners is key for authentic assessment because it can guide learning

| ILO statement: | | | | |
|---|---|---|---|---|
| Assessment Task | Physical Context | Social Context | Assessment Result or Form | Assessment Criteria |
| | | | | |
| | | | | |

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[1] Gulikers, J. T. M., Bastiaens, T. J., & Kirschner, P. A. (2004). A five-dimensional framework for authentic assessment. Educational Technology Research and Development, 52(3), 67–86. http://www.jstor.org/stable/30220391

# Self-directed Exercise 1: Writing statements of learning that support student learning, growth, and engagement

Use the space below on your own to practice writing your own course-level ILOs or to review previously written course-level ILOs.

| | |
|---|---|
| Learning activity: | |
| Conditions: | |
| Criteria: | |
| ILO statement: | |

| | |
|---|---|
| Learning activity: | |
| Conditions: | |
| Criteria: | |
| ILO statement: | |

| | |
|---|---|
| Learning activity: | |
| Conditions: | |
| Criteria: | |
| ILO statement: | |

# Aligning Intended Learning Outcomes for Course Design[1]

The following table presents a framework to communicate the constructive alignment of course-level intended learning outcomes (ILOs) with assessments, teaching and learning activities, as well as how the course-level intended learning outcomes fit within the context of the program or major. This framework can be used to support course design as well as to communicate course alignment to colleagues and students.

| Course-level Intended Learning Outcomes (ILOs)<br><br>*What will students value, reflect, do, or other by the end of the course?*<br><br>Note: Courses may have 5-8 intended learning outcomes.<br><br>By the end of the course, you will … | Assessment Methods<br><br>*What assessment methods will provide evidence that students have achieved the ILO?*<br>*How will feedback be provided to students regarding their achievement of the ILO?*<br>*What assessment methods will help to inform and improve student progress toward this ILO?*<br><br>Note: These can be formative (low-to-no marks) or summative (high-to-low marks) assessments. | Teaching and Learning Activities (TLA)<br><br>*What TLAs will students actively engage in as they progress towards this ILO? What TLAs will help to support students to achieve the ILO?*<br><br>Note: These activities can occur both inside and outside of the classroom. | Alignment with Program or Major Level Intended Learning Outcomes<br><br>What program-level or major-level ILO does this course-level ILO align with?<br><br>Note: If not known, consider reaching out to your Chair or other departmental resource. |
|---|---|---|---|
| 1. | | | |

| 2. | | | |
|---|---|---|---|
| 3. | | | |
| … | | | |