



Authentic Assessment:

Transforming Ordinary Online Assignments into Sociodramas, Psychodramas, Reflection, and More

Dr. Kristen Betts
Drexel University
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Presenter

Dr. Kristen Betts

- Associate Clinical Professor
- Director, Doctoral Program, Educational Leadership & Mgt
- Senior Director of eLearning, Office of the Provost
- Online and blended formats
- Began working w/ distance education in 1996

Research focus:

- Student/faculty recruitment, engagement, and retention
- Work-integrated learning/cooperative education
- Learning simulation, communication
- Online Human Touch (students, faculty)



“Thirty-one percent of employers worldwide report having difficulty filling key positions within their organization.....amidst a perpetual global pool of available workers”

~ “Talent is Elusive - Everywhere Yet Nowhere”
ManPower, 2010



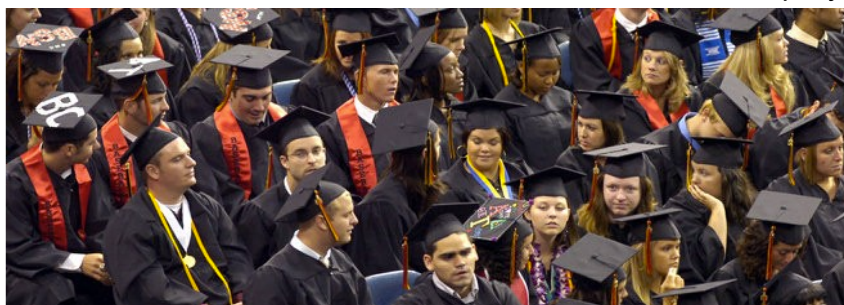
Need for Degrees

Wednesday, March 23, 2011

Article:

“States Asked to Help Increase Number of People with Degrees”

~ TampaBayOnline



The Education Department projects the nation needs 8 million more students earning associate's or bachelor's degrees by the end of the decade.





Where is the Disconnect?

Students are usually consumers of content; they are presented material which has been developed by others (teachers, vendors, instructional designers or other professional developers), and they are expected to demonstrate that they have absorbed the content in some way. (jsener 2009)





Technology & Learning

- More technology than ever in education (K-12 and higher education)
- National focus:
 - ◆ Educational technology in classrooms
 - ◆ Digital literacy

Challenges:

- Utilization / optimization of technology. LMS
- Linking technology to **learning outcomes**
- Integration of technology into curricula
 - ◆ K-12 Teachers
 - ◆ Professors & Adjuncts





Technology & Learning

- **Limited research:** utilization of technology or learning outcomes
- **Single/dual focus studies:** technology - tools, applications, and subjects
- **National Study in Britain**
 - ◆ 2007: 100% primary and 98% secondary schools had at least one interactive whiteboard
 - ◆ Data/results: presence of interactive whiteboards **did not help students learn mathematics any better**
 - ◆ Conclusion: “mere presence of interactive whiteboards **does not change or improve teaching**”

7



Faculty, Curricula, and Pedagogy

Competitive global workforce:

1. Align curricula w/ global employment sectors
2. Pedagogy / instructional strategies to engage students
3. Acquisition / application of new knowledge and skills
4. Reconceptualize assessment



Authentic Assessment

Authentic assessment is any type of assessment that requires students to demonstrate **skills and competencies** that realistically represent **problems and situations** likely to be encountered in daily life. Students are required to produce ideas, to integrate knowledge, and to complete tasks that have **real-world applications**.

<http://www.ncrel.org/sdrs/areas/issues/envrnmnt/stw/sw1lk8.htm>

Backward Design Stages

Stage 1: Identify Desired Results

What "enduring" understandings are desired?
What should students know, understand, and be able to do?
What is worth understanding?



Action steps to refocus the conversation and re-vision an ELA program.

- ___ Set the vision. Focus on the big ideas.
- ___ Create a shared vision.
- ___ Departmental activities to focus on:
 - ___ Enduring Understandings
 - ___ Standards (national, state, district)
 - ___ Essential Questions

Stage 2: Determine Acceptable Evidence of Learning

How will we know if students have achieved the desired results and met the standards? What will we accept as evidence of student understanding and proficiency?




- ___ Determine how students demonstrate their knowledge.
- ___ Focus on assessment before designing the learning activities.
- ___ Expand the assessment continuum.

Stage 3: Design Learning Experiences & Instruction






- ___ Plan instructional activities.
- ___ Share best practice.
- ___ Build in collaboration.
- ___ Ensure success for all learners.




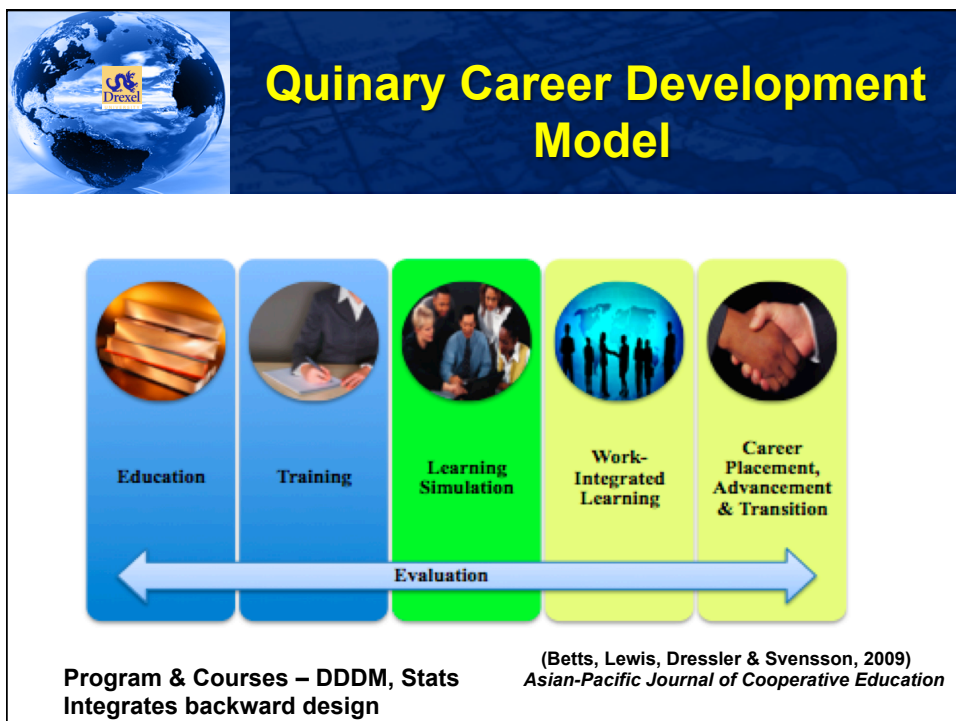
Authentic Assessment


Authentic assessment is:

Preparing K-12 students for
a) higher education or b) career placement

Preparing higher education students for
a) career placement, transition, advancement, or
b) advanced studies



Online Enrollments

“Enrollment in online programs jumped from
229,363 to 2,139,714
— an 832 percent increase —
from 2001 to 2009
according to higher education consultancy
Eduventures.”

(US News & World Report, Sept. 2010)

13





Learning Simulation

Definition - Learning Simulation

A set of educational and training techniques and strategies that engage individuals in real-life scenarios through *role-plays, sociodramas, psychodramas, gaming, and reflection* to develop and reinforce knowledge and skills learned in the classroom and workplace relating to problem-solving, decision-making, leadership, collaboration, and communication. (Betts, 2009)



Learning Simulation

- Role Play
- Sociodrama
- Psychodrama
- Gaming
- Reflection







Backwards Design

Master of Science in Higher Education - Drexel University

Graduates are recognized as excellent:

- ✓ Communicators – oral and written
- ✓ Analytical problem solvers
- ✓ Researchers – mixed methods
- ✓ Data driven decision-makers
- ✓ Leaders (lead / serve on teams)
- ✓ Project managers
- ✓ Strategic planners
- ✓ Evaluators
- ✓ *Expertise* – technology and specialized area / concentration






Learning Simulation

Role Play

can include *individual* and *interactive* exercises where students research historic, current, or emerging issues from the role of assigned *enactors*.

individual role-play - students can: (a) write position **papers**, (b) write and deliver **speeches**, (c) write **letters**, (d) develop and present **problem statements**, and so on.

interactive role-play - students take on the role of assigned enactors and participate in real-life or hypothetical **scenarios** that involve: (a) debate, (b) conflict management, (c) persuasion, (d) crisis management, (e) problem solving, etc.




Learning Simulation

Sociodrama

is used with groups wishing to explore common issues in training, organizations, community, educational and political contexts. It uses many of the same techniques as psychodrama to enable individual and group learning and change.

~ British Psychodrama Association, ¶6



Learning Simulation

Psychodrama

employs guided dramatic action to examine problems or issues raised by an individual. Psychodrama facilitates insight, personal growth, and integration on cognitive, affective, and behavioral levels. It clarifies issues, increases physical and emotional well-being, enhances learning and develops new skills.

~ British Psychodrama Association, ¶1



Learning Simulation

Reflection

Guided reflection is the weaving of being and becoming. *Being* is the reflection of the practitioner's clinical practice as known through reflection – the stories written in a reflective journal or shared in guided reflection. *Becoming* is the reflection of the practitioner's journey from where she is at now to where she wants to be, as known by, looking back through the unfolding series of reflected-on experiences to perceive self as transformed or not.

(Jones et al., p. x)



Learning Simulation


Gaming

as defined by Hsu (2004) “consist of interactions among groups of players (decision makers) placed in a prescribed setting and constrained by a set of rules and procedures.”

“...in the military, education, healthcare, and public policy can assist individuals to gain experience by enacting real-life scenarios”

~ Betts, Lewis, Dressler & Svensson, 2009

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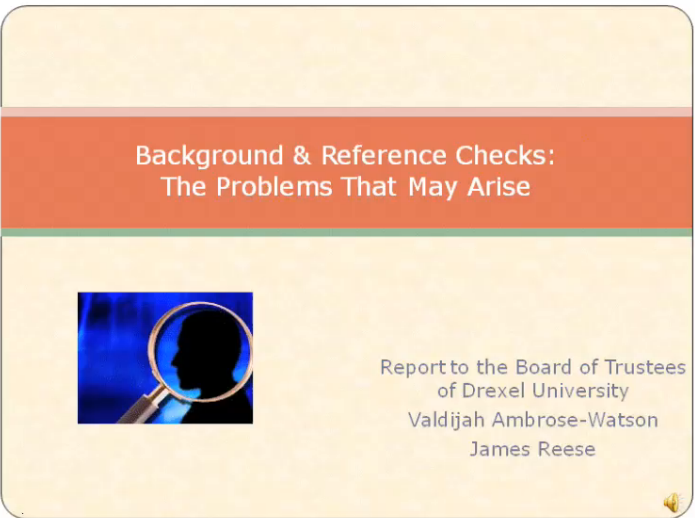


Sociadrama


VP of Human Resources & Colleagues
Power Point Presentation Board of Trustees
Week 3

- One group member VP of HR w/ two Associate VPs
- President requests presentation to identify “top” HR issue that should be on the institution’s radar screen
- Presentation to Board of Trustees, must record in Wimba in case there is not enough time to present live

Wimba Classroom – Presentation: Background and Reference Checking – 05/14/2009 23:16



Background & Reference Checks:
The Problems That May Arise



Report to the Board of Trustees
of Drexel University
Valdijah Ambrose-Watson
James Reese

Archive Navigation

Duration: 09:45

Archive Start	00:00
FREEHAND	00:00
WIDE	00:26
Background Checks - Purpose	00:26
Background Checks - Problem	01:36
Time Marker +02:00	03:36
Background Checks - Resoluti	03:39
ons	04:40
(no title)	04:51
(no title)	06:35
(no title)	08:00
References	09:38
Archive End	09:45

0:00:03 -- 0:09:45

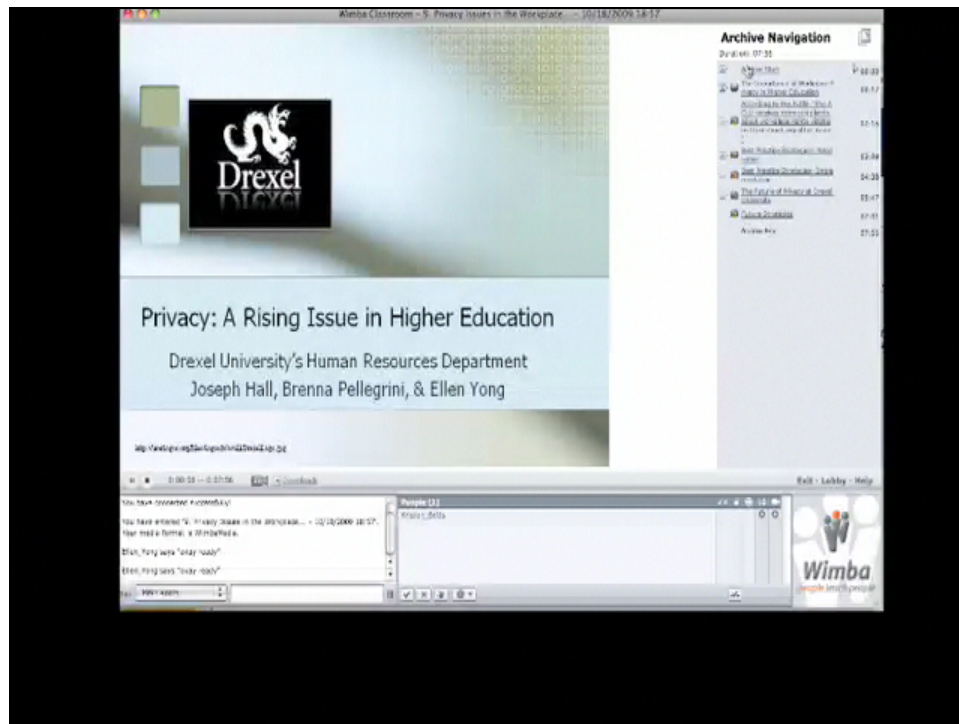
Connecting to server...
You have connected successfully!
You have entered 'Presentation: Background and Reference Checking - 05/14/2009 23:16'.
Your media format is WimbaMedia.


To: Main Room

People (1)
Kristen_Betts

Exit - Lobby - Help

Wimba
people teach people






Role Play

Board of Trustees

Evaluate HR Issues from Role of Trustee

Week 6

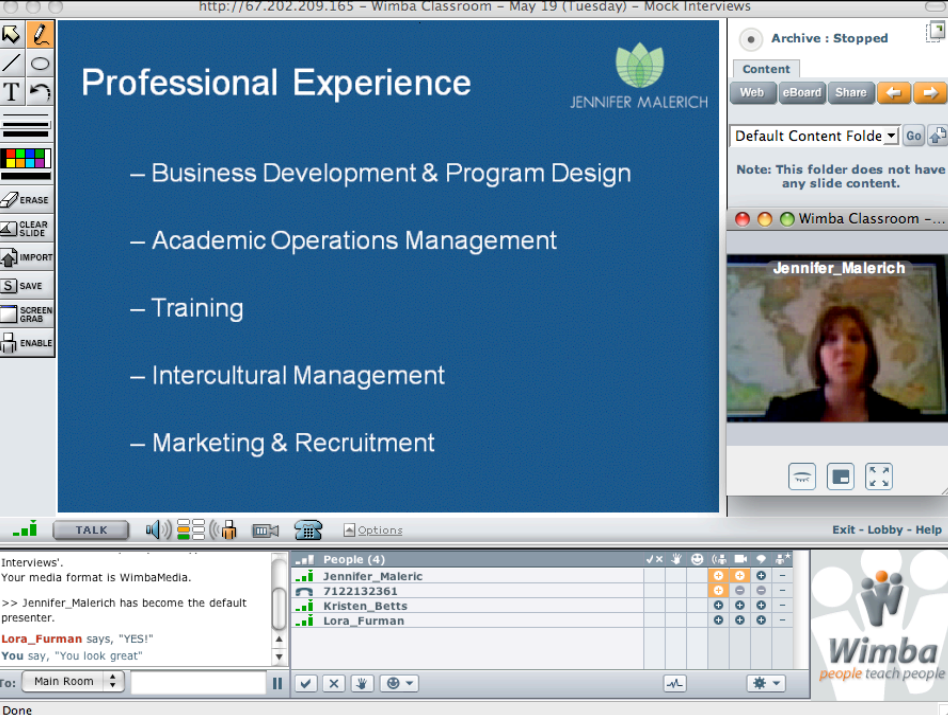
- **Role of Board of Trustees**
- **Must listen to all of the archived HR issues**
- **Identify the top three HR Issues**
- **Discussion board**
 - 1. Select top three HR Issues, why you selected these three (issue, PPT, presentation, researchcombination)**
 - 2. Review your group's presentation; identify three things group did very well and identify three things group could enhance**



Psychodrama

Next Career Step ePortfolio w/ Mock Interview

- Identify new career step – Chronicle of HE, Higherjobs.com, HERC, etc.
- Cover letter, bio, resume, three sample projects
- “Apply to position” – email from “university/college” sharing one of the finalist, need to conduct Wimba or Second Life due to budget cuts *Must respond to email w/ in 48 hours
- Interview – PPT presentation, introduction, brand, strengths, MUST do homework
- Search committee – Associate Deans, Deans, VPs, Directors; actual search evaluation; research on institution; record interview
- Must send thank you note



http://67.202.209.165 - Wimba Classroom - May 19 (Tuesday) - Mock Interviews

Professional Experience

JENNIFER MALERICH

- Business Development & Program Design
- Academic Operations Management
- Training
- Intercultural Management
- Marketing & Recruitment

Archive : Stopped

Content

Web eBoard Share

Default Content Folder

Note: This folder does not have any slide content.

Jennifer_Malerich


Exit - Lobby - Help

Interviews!
Your media format is WimbaMedia.
>> Jennifer_Malerich has become the default presenter.
Lora_Furman says, "YES!"
You say, "You look great"

People (4)

Name	Avatar	Color	Volume	Mute	Unmute	Close
Jennifer_Malerich		7122132361				
Kristen_Betts						
Lora_Furman						


Wimba
people teach people



Amanda E. Swartz

Interview for the position of
Director of Development, Office of Student Affairs

February 22, 2011



Archive Navigation

Duration: 20:13

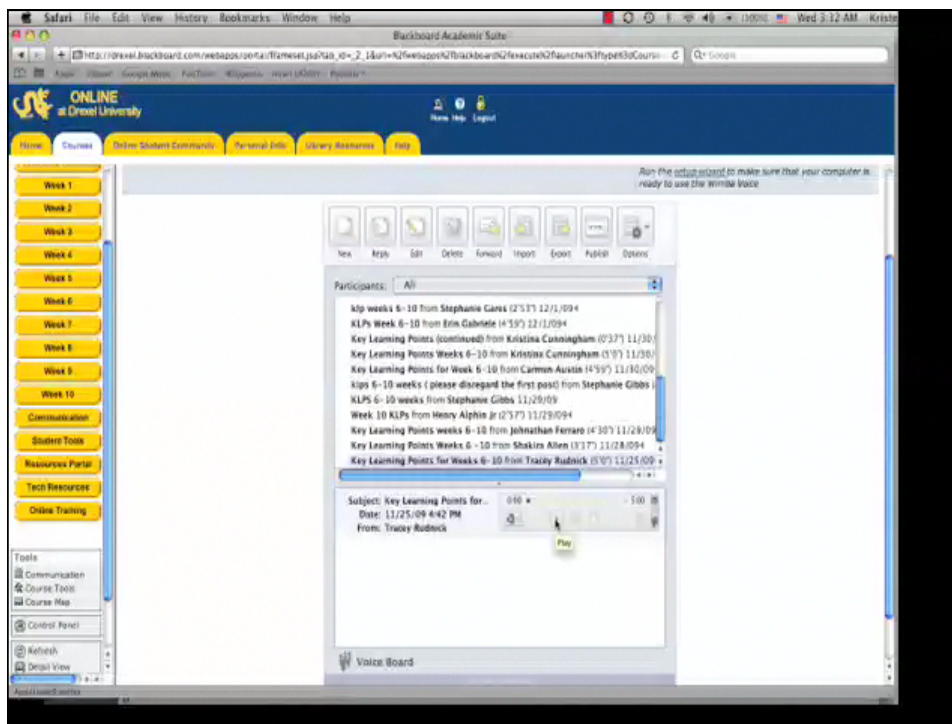
[-] Archive Start	00:00
[-] Introduction	01:57
[-] Time Marker +02:00	03:57
[-] Time Marker +04:00	05:57
[-] Professional Accomplishments	06:29
[-] Work Samples	08:15
[-] Work Samples	08:17
[-] Director of Development, Student Affairs: A candidate's credentials to benefit the UA community	09:34
[-] (no title)	10:35
[-] Time Marker +02:00	12:35
[-] Time Marker +04:00	14:35
[-] Time Marker +06:00	16:35
[-] Time Marker +08:00	18:35
[-] Archive End	20:13

0:00:24 -- 0:20:13

Downloads


Exit - Lobby - Help





EDHE 606: Sample Reflective Comments

- One word comes to mind when reflecting upon the career *and* life lessons I have acquired during the past 10 weeks – **invaluable**.
- Unlike many of the courses I have taken so far, this course was **specifically designed for me**. The knowledge and experience I gained in this course really gave me **confidence that I currently possess the skills** and I am prepared to enter into the higher education profession.
- If I were to reflect on all I have learned in EDHE 606, I would need far more than two pages. The **practical knowledge** I have gained will benefit me so much **throughout my career**. Sometimes the things we need to learn as graduate students are the things we will use in the **real world**, and this course certainly proved that.



Learning Simulation

Gaming

EDHE 662: Critical Issues in Student Affairs Ethics Simulation

(www.ethicsgame.com)
Screen Shots

About G-BioSport

Core Values

Company Handbook

Ethics Coach

Your Notes

Your Library

Ethical Lenses

Ethics Glossary

Contact GameMaster

Log Out

Page 22 of 44

From: Rian Brown

To: Test

G-BioSport Bonus

Total: 2,375 (out of 5,000)

Avoiding an Orange Jumpsuit

The reason for putting you through this drill is to make sure that you never have to wear an orange jumpsuit because of an action you took as an employee of G-BioSport. So, here's the bottom line . . .

You chose the following option:

Tell Gayle you will maintain confidentiality. If she discloses harassment, talk with Bill. If he is sending the roses, ask him to stop. If not, begin a formal reporting process.

On a scale of 0 to 5, from low to high risk, your decision rates a 5. It represents very high risk.


- This is the worst of all worlds and the chances of resolving this problem or preventing future problems are slim.
- Unless Gayle discloses something unexpected, you are contemplating breaking your promise to her.
- If you do not begin a formal reporting process, you are also breaking your word to the company and creating liability.
- If Bill is the source of the problem, you are also not giving him the opportunity the Company Handbook provides to defend himself.

Settled Law

Hostile Work Environment vs. Quid Pro Quo: Sexual Harassment falls into two broad legal categories:

1. Quid Pro Quo - literally means 'this for that' and refers to sexual harassment in which the employee is required to gratify a superior's sexual wishes as a condition of continued employment, favorable review or promotion.
2. Hostile Work Environment - a much broader category in which 'unwelcome comments or conduct based on sex, race or other legally protected characteristics unreasonably interferes with an employee's work performance or creates an intimidating, hostile, or offensive work environment.' (<http://www.fcc.gov/owd/understanding-harassment.html>) Anyone in that environment could have a legal claim, not solely the person who is the direct recipient of the "unwelcome comment or conduct."



Continue



MS in Higher Education Data

Drexel University

- ◆ **92% very satisfied/satisfied with MSHE Program**
(186 students/62% response rate – June 2009)
- ◆ **97% recommend to others seeking career advancement and 91% to others seeking career transition**
- ◆ **50% quality same as on-campus / 43% higher than on-campus**
- ◆ **30-40% students advance career or transition to new position prior to graduation**

MS in Higher Education Data

Increase in skills since enrolling in the online Drexel University Master of Science in Higher Education program

	Previous Skills (Strong/Very Strong %)	Current Skills (Strong/Very Strong %)	Increase (%)
Conducting research (e.g., SWOT analysis, environmental scan, literature review, etc.)	42	85	43
Developing PowerPoint (PPT) Presentations	43	83	40
Using new technologies (e.g., Blackboard, Wimba Classroom, iPods, Impatica, etc.)	41	80	39
Delivering PPT Presentations	44	74	30
Writing	73	91	18
Decision making	70	88	18
Serving as a leader	70	87	17
Working in groups	74	87	13
Problem solving	80	93	13
Online communications (email, text chat rooms)	79	92	13
Oral communication (audio/voice boards, presentations)	78	90	12

Likert scale: Very strong, Strong, neutral, Weak, Very weak



“It is critical that higher institutions today proactively examine and re-develop curricula to educate, train, retrain, “rewire,” and retain a competitive **global workforce.”**

(Betts, Lewis, Dressler & Svensson, 2009)

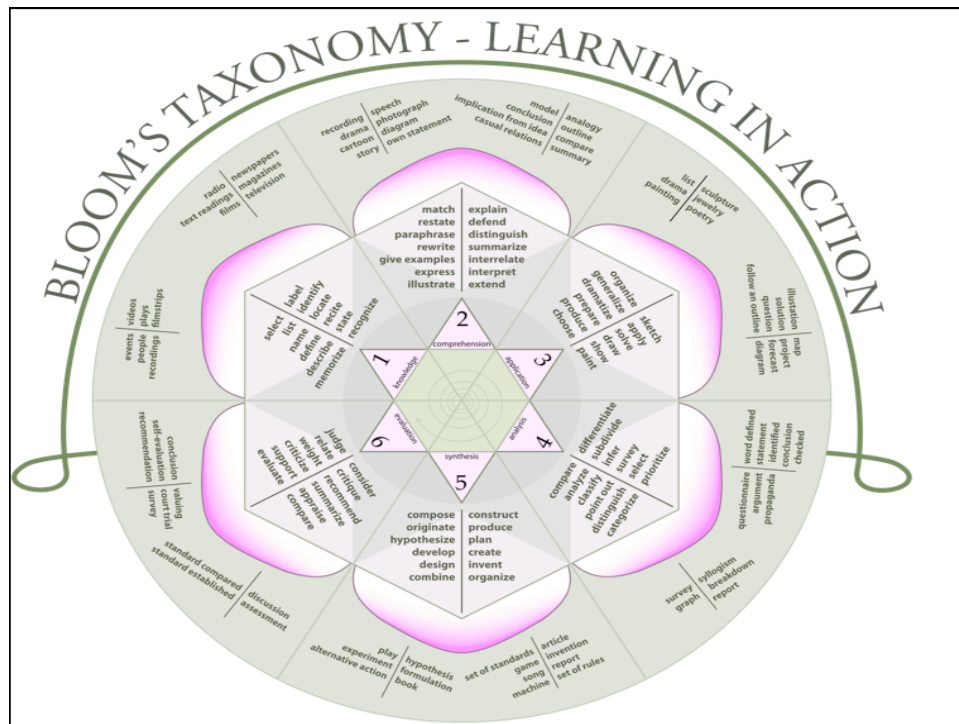




Verb Wheel Based on Bloom's Taxonomy

- Domain
- Appropriate verbs
- Student products





The Helpful Hundred – Planning for Instruction

Smaldino, Lowther, and Russell (2008) suggest 100 verbs that highlight performance. Each of these verbs is observable and measurable, making them work quite well in writing objectives for learning. This is not to say that these 100 verbs are the only ones that can be used effectively; however, they provide a great reference.

add	compute	drill	label	predict	state
alphabetize	conduct	estimate	locate	prepare	subtract
analyze	construct	evaluate	make	present	suggest
apply	contrast	explain	manipulate	produce	swing
arrange	convert	extrapolate	match	pronounce	tabulate
assemble	correct	fit	measure	read	throw
attend	cut	generate	modify	reconstruct	time
bisect	deduce	graph	multiply	reduce	translate
build	defend	grasp	name	remove	type
cave	define	grind	operate	revise	underline
categorize	demonstrate	hit	order	select	verbalize
choose	derive	hold	organize	sketch	verify
classify	describe	identify	outline	ski	weave
color	design	illustrate	pack	solve	weigh
compare	designate	indicate	paint	sort	write
complete	diagram	install	plot	specify	
compose	distinguish	kick	position	square	

Source: Smaldino, S. E., Lowther, D. L., & Russell, J. D. (2008). *Instructional Media and Technologies for Learning* (9th ed). Upper Saddle River, NJ: Pearson.

www.niu.edu/facdev/programs/handouts/blooms_helpful100.doc



A banner image featuring a row of university logos at the top, including Baruch College, UN, and Drexel University. Below the logos are three smaller images: a classroom with students, a globe, and a group of people in a meeting. The background of the banner is a dark blue map of Africa.

Q & A

Dr. Kristen Betts

kbetts@drexel.edu / Skype: ProfessorBetts