

## BEDU320 Experiential Learning and Authentic Assessment

ECTS Value: 3 ECTS  
Self-Study Hours: 24

Contact Hours: 15  
Assessment Hours: 36

### Overall Objectives and Outcomes

This module deals with authentic pedagogy. The modern student has the world at his/her fingertips and has access to all the knowledge that is available online. The teacher needs to be relevant, to show the student how he/she can learn from his/her own experiences in the actual physical environment. The highly contextualised setting makes learning meaningful and relevant to the student's daily life; thus, education is seen to impact the student while motivating him/her to want to learn more. As the student learns in a real-world scenario, assessment should be authentic and in conjunction with his/her experiences.

By the end of this module, the learner will be able to:

### Competences

- a. create tasks from the curriculum in their respective subject that are authentic in both learning and assessment;
- b. transform traditional tasks to authentic tasks;
- c. conduct tasks that are experiential in nature and ask students to reflect on the outcome of their experience.

### Knowledge

- a. define experiential learning and authentic pedagogy;
- b. comprehend the learning cycle and draw out its importance in learning;
- c. implement the main criteria of authentic pedagogy.

### Skills

- a. interact with students in the learning process within highly contextualised settings;
- b. critically evaluate the traditional approach with the authentic approach;
- c. design classroom settings that are authentic and give students the opportunity to be engaged within a learning community;
- d. analyse the progress of students within an authentic and experiential learning environment;
- e. support students to assess their own learning and that of their peers;
- f. transfer learning from the classroom to the real world and from the real world to the classroom;
- g. illustrate the process of an experiential learning environment;
- h. interact with students to elicit metacognition and open-ended inquiry;
- i. learn how to learn and value authentic learning;
- j. investigate the transfer of learning from the classroom to authentic settings and vice-versa;
- k. use video to film authentic settings;
- l. use apps to give feedback and enhance interaction between the teacher and the students.

## Assessment Methods

This module will be assessed through: Experiential activities, peer feedback and forum discussion.

## Suggested Readings

### Core Reading List:

1. Dewey, J. (1938). *Experience and Education*. New York: Collier Books
2. Kolb, D.A. (2015). *Experiential Learning: Experience as the Source of Learning and Development*. Pearson Education Inc.
3. Newmann, F.M., Marks, H.M. & Gamoran A. (1996) *Authentic Pedagogy and Student Performance*. *American Journal of Education* 104 (4) 280-312.
4. OECD (2010). *The Nature of Learning – Using Research to Inspire Learning*. Available at <https://www.oecd.org/edu/ceri/50300814.pdf>. [Accessed 20 Dec 2017]
5. Pearce S. (2016). *Authentic learning: what, why and how?* Available at [http://www.acer.org.au/acer/ACEL\\_docs/Publications/e-Teaching/2016/e-Teaching\\_2016\\_10.pdf](http://www.acer.org.au/acer/ACEL_docs/Publications/e-Teaching/2016/e-Teaching_2016_10.pdf) [Accessed 20 Dec 2017]
6. Thomas, G. Martin, D., & Pleasants, K. (2011). *Using self- and peer-assessment to enhance students' future-learning in higher education*. *Journal of University Teaching & Learning Practice*, 8(1), 2011. Available at: <http://ro.uow.edu.au/jutlp/vol8/iss1/5>.
7. Wurdinger, S.D. & Carlson, J.A. (2009). *Teaching for Experiential Learning: Five Approaches That Work*. R&L Education

### Supplementary Reading List:

1. Kearney, S. (2012): Improving engagement: the use of 'Authentic self-and peer-assessment for learning' to enhance the student learning experience. *Assessment & Evaluation in Higher Education*, 38(7), 875-891.
2. Mughal, F., Zafar, A (2011) *Experiential learning from a constructivist perspective: Reconceptualizing the Kolbian cycle*. *International Journal of Learning and Development* 1 (2), 27-37
3. Schwartz, M. *Best Practices in Experiential Learning*. Ryerson University. [Online] Available at <https://www.ryerson.ca/content/dam/lt/resources/handouts/ExperientialLearningReport.pdf> [Accessed 21 Dec 2017].