

Ollscoil
Teicneolaíochta
an Atlantaigh

Atlantic
Technological
University

Authentic Assessment Practices in a BA in Sociology & Politics

Dr. Susan McDonnell, Dr. Máire Hanniffy, and Sinead Barrins



Presentation Layout

1. Overview of Authentic Assessment on the BA
2. Authentic Feedback Practices in Literature Review Assessment
3. Community Profile Assessment
4. Sustainable Campus Mapping Assessment

NATIONAL FORUM FOR THE ENHANCEMENT OF TEACHING AND LEARNING IN HIGHER EDUCATION



Authentic assessment is a form of assessment which involves students conducting 'real world' tasks in meaningful contexts (Swaffield, 2011 cited in National Forum, 2017).

Limitations of exam as an assessment method recognised from foundation of the programme

Focus on continuous assessment



NATIONAL FORUM FOR THE ENHANCEMENT OF TEACHING AND LEARNING IN HIGHER EDUCATION

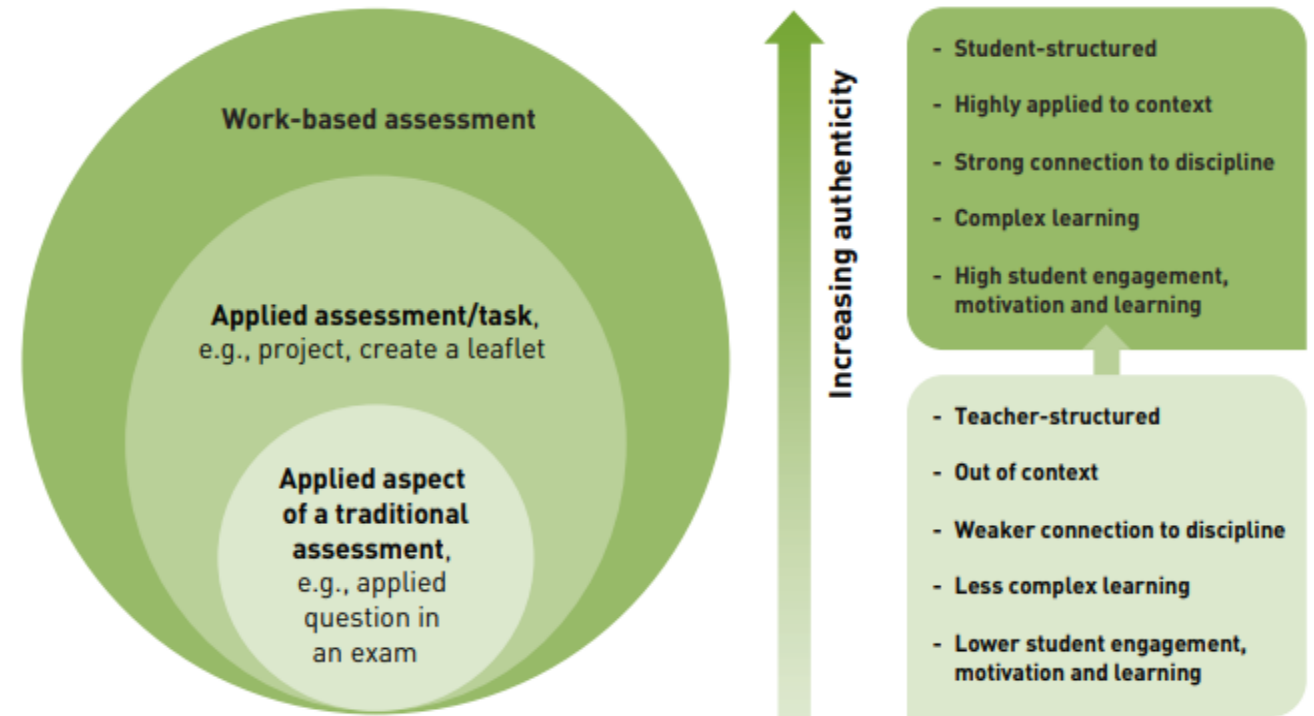
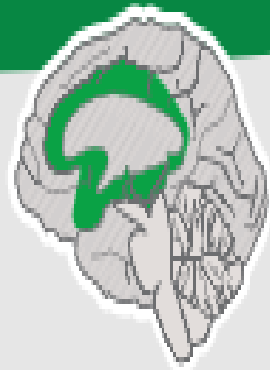


Figure 1 Continuum of authenticity

Universal Design for Learning (CAST, 2018)

Provide multiple means of
Engagement →

Affective Networks
The "WHY" of learning



Engagement:
Optimize
relevance, value,
and authenticity

External Stakeholders: 'Employability'

- Communication skills
- Advocacy skills
- Collaboration
- Ability to build relationships with people from a range of backgrounds
- Commitment to inclusion, anti-racism, sustainability
- Working knowledge of policy
- Engagement with social issues
- Research skills- Quantitative & qualitative
- Analytical skills
- Report writing



2. Authentic Feedback Practices in Literature Review Assessment



Authentic Feedback Practices



Judging own work

Assessment as Learning/
Sustainable
Assessment



Formative dialogic feedback

Collaboration



Feedforward practices

Future relevance



Annotated Feedback in Turnitin

I can see the intention of your introduction is to inform the reader about the purpose and content of the assignment. I found myself wondering about the literature searches you undertook for this literature review. How could you address this moving forward?
Also consult the brief and think about the role the brief plays here for this



[Convert to QuickMark](#)





Annotated Feedback in Turnitin

“Here you have indicated that age plays a role in this. How could you develop this point in order to further understandings of how age interacts with the performance of genders? Consider how further reading will support you in the full development of assignments.”

“It is good to see that you are setting out the study details. I see from your own evaluation that you would like to be more concise. Consider setting out the methodology, location and focus of the study in one sentence and then refer to the specific findings”

“This article is relevant to your research question. I am however left wondering about the type of research that was carried out as I read about the findings. Knowing the methodology and methods used in the first place can help me determine the strength of the findings. How could you improve the structure of this in your final submission? In all of your assessments think about the presentation and structuring of information can assist both you and the reader.”

Students' Experience



10. Overall, what are your thoughts on the process of assessing your strengths and areas of improvement in light of the marking criteria?

3 Responses

ID ↑	Name	Responses
1	anonymous	It's very beneficial to the student - it's important to have a third person perspective on your work and be able to step back from it and pretend to be someone else reading the assignment to see the gaps in your own work
2	anonymous	As I said previously, I feel as though engaging in the self assessment section allowed me to develop an awareness which can be used within any assignment.
3	anonymous	It's a good idea.

13. Do you think the feedback on your draft will help you in future assignments? Please explain your answer

3 Responses

ID ↑	Name	Responses
1	anonymous	Yes, it can be applied across the board regarding feedback of the structure of the assignment, being able to analyse your own work for flaws, and overall this learning is going to be essential to our dissertations in which a literature review is carried out.
2	anonymous	Yes as I have been given a direction in where to go on any areas that I need improvement in.
3	anonymous	Yes. It helped me connect my articles into themes instead of using them separately.



Community Development & Local Government

Year 2 Module BA Sociology & Politics



3. Community Profile Assessment Example

Real world skills in a relevant context to engage students in their own learning



Incorporating Principles of Authentic Assessment

- Collaboration with stakeholders
- Developing employability skills
- Student choice – area & theme
- Engages student in producing a real-world product and experiences
- Feedback



Community Profile

Community Profile

- Introduction to the area



Figure 3f



Researching
Data

The screenshot shows the Pobal Deprivation Indices web application. The browser address bar displays `maps.pobal.ie/WebApps/DeprivationIndices/index.html`. The page title is "Deprivation Indices". A search bar at the top left contains the text "Find address or place". The map shows a geographical area with various streets and landmarks, including "RATHSCANLAN", "TOBERCURRENCY", and "OGHAMBAUN". A popup window titled "Small Areas: 207077004" is open over the map, displaying the following data:

Small Areas: 207077004	
Small Area ID	207077004
Within ED	Tobercurry
Population 2016	223
Population 2011	177.00
Population 2006	117
Deprivation 2016	marginally below average
Deprivation 2011	marginally above average
Deprivation 2006	marginally below average

Below the table is a "Zoom to" link. To the right of the map, a "Layer List" panel is visible, showing a list of administrative boundaries with checkboxes:

- County
- EU Regional Assemblies
- SICAP LOT
- LEADER Sub-Region
- Electoral Division
- Townland
- Small Areas
- City/Council Childcare Committee
- Local Authority
- LCDP Implementer
- RAPID

The bottom of the screen shows a Windows taskbar with various application icons and a system tray displaying the date and time: "ENG UK 18:52 31/05/2022".

All Data

Electoral Divisions: TOBERCURRY (SLIGO)
2016

[Download PDF](#)



Sex, Age and Marital Status

Population by Sex and Age

[Download](#)

Show entries

Search:

Age	Males	Females	Both Sexes
Age 0-4	125	122	247
Age 5-9	115	122	237
Age 10-14	112	125	237
Age 15-19	83	74	157
Age 20-24	61	58	119

Activate Windows

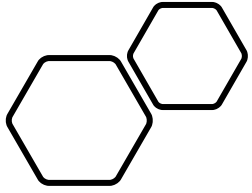
Go to Settings to activate Windows.

nce Survey Irela

y All Data

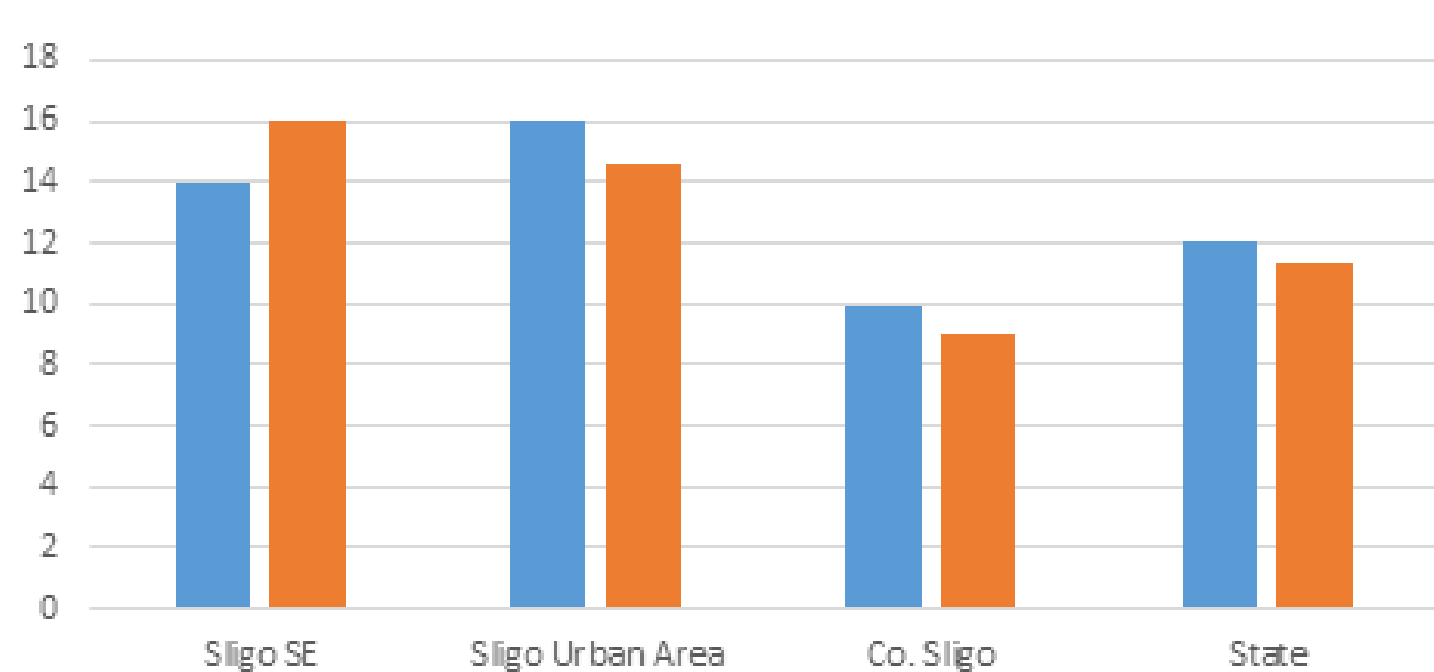
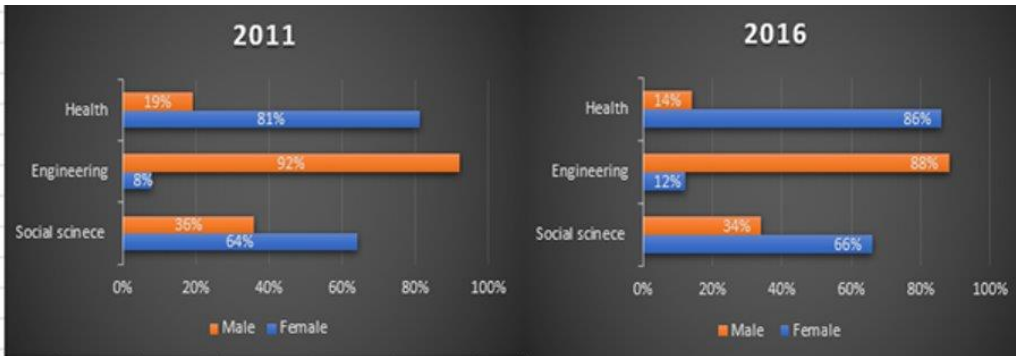
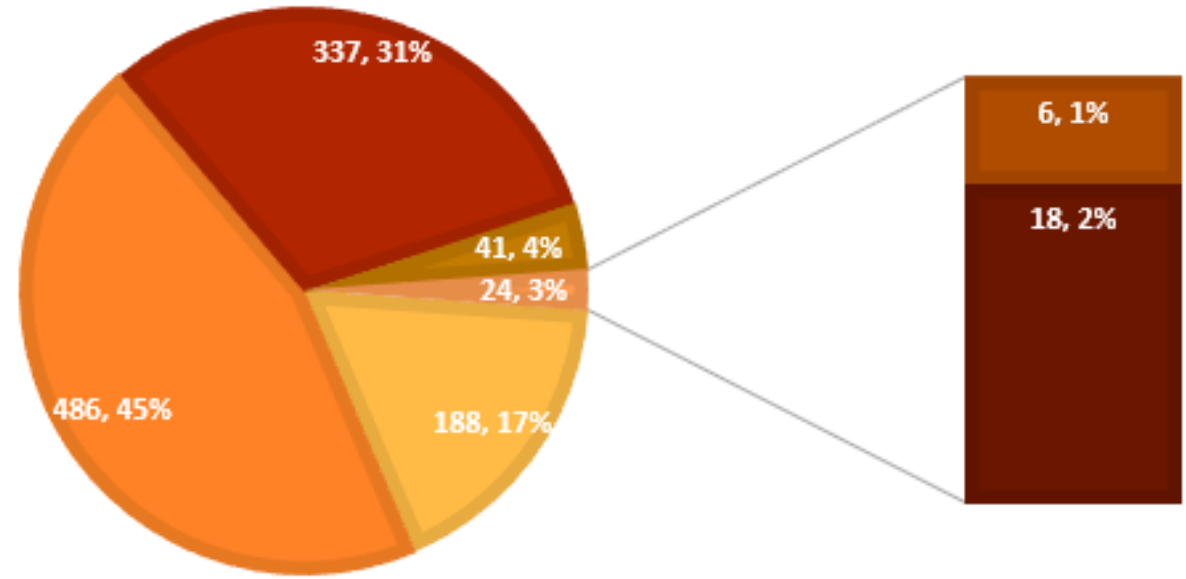
Calculating Percentages %

	Total non-Irish	
Census 2011	N	%
Sligo SE	265	14.0%
Sligo Borough	2,781	16.1%
Co Sligo	6,420	9.9%
State	544,357	12.0%
Census 2016	N	%
Sligo SE	309	16.2%
Sligo Urban Area	2,538	14.6%
Co. Sligo	5,913	9.0%
State	536,642	11.3%



Compiling Graphs & Pie Charts

No Car One Car Two Cars Three Cars Four or more NS



Community Interview

A large blue graphic with a white and red geometric shape on the left. It features two sets of icons: on the left, a bar chart with three bars of increasing height (green, blue, white) and a dotted line with a red dot at the end; on the right, a cluster of icons including a lightbulb, a musical note, and a heart, all within circular frames. A vertical white line separates the two sets of icons.

Quantitative & Qualitative

Student Feedback

I always had a fear of maths. I was shocking at it in school, definitely one of my weakest subjects and my confidence in it was so low. If it wasn't for this CDLG assignment I would not have realised I am a lot better than I think. The time and patience it took to ensure the charts and graphs were right (well I hope they were 😊), really grounded me and proved to me I was able to do more than I initially thought!

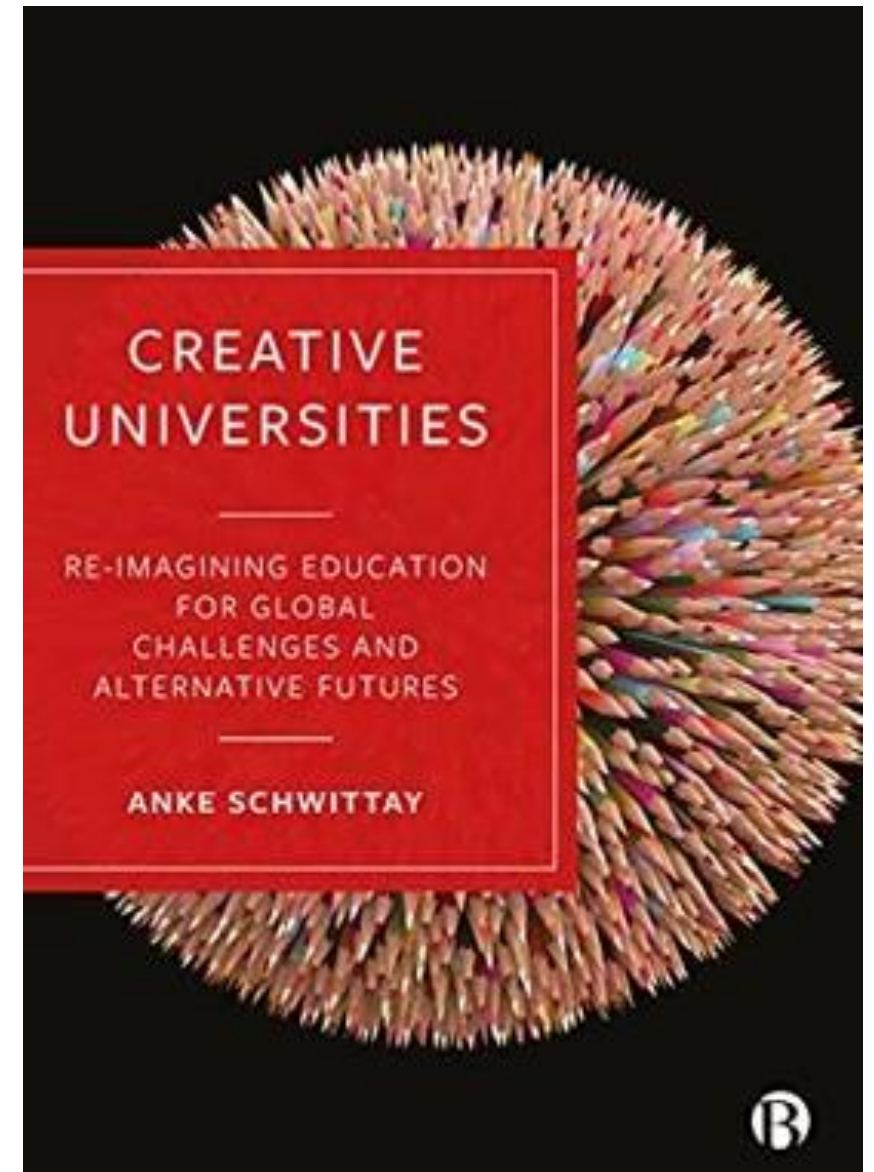
I found working on my local area extremely insightful which has granted me a new found love for my hometown. The work on excel was something I had never been confronted with before and by doing so I now feel much more confident in my abilities to produce reports using this method. Overall I think the class benefited each of us massively and fit in well with our course.

In regard to the real world if I was asked to do a spreadsheet or formulate graphs in future I would have much much more confidence in doing so. Also my research skills have improved. I used to be afraid of quantitative data and research, but after this assignment it gives me the confidence that with some more practice I could do it as well as I can do qualitative!

4. Sustainable Campus Mapping Assessment example



- Technology, Climate & Society module year 3
- Assessment adapted from Schwittay (2021) Creative Universities
- Ajjawi et al. (2022) 3 principles of authentic assessment:
 - Assessment as learning
 - Building employment capacity
 - Collaboration with academic/industry partners
- Enjoyable, creative, critical thinking, UDL
- Links theory and practice
- Learning types- ABC



Sustainable Campus Mapping Assignment: Technology & Society 2022

- Groups choose focus: eg Energy, Water, Food, Transport
- **30-40 minute walking activity. Map route, mark and photograph** physical manifestations of the chosen infrastructure:
- Are they in good condition? How are people interacting with them?
- How sustainable do they seem?
- How do they connect with the surrounding natural habitat?
- Did you see human-environment interactions related to the chosen infrastructure?
- Did you see any signs of inequity connected to the infrastructure- with regard to gender, race, disability for example?
- What values might be at play in the design and maintenance of the systems observed?
- Whose knowledges might not be included?
- Who could tell you more about the infrastructure at IT Sligo? Contact relevant people for further information (Independent research)
- **Propose improvements to infrastructures.** One of these should relate to human inclusion, and one should relate to non-human inclusion.note links to your readings, seminars and other learning materials
- **Create a map annotated with photos and comments on the chosen infrastructures,** including the proposed improvements. This can take any form chosen by the group, for example a poster-size hand-drawn map with printouts; an online map using Storymapping JS; Powerpoint. Class time for this exercise.
- **Present the map in class** and discuss your research, findings and recommendations. 20%
- Essay makes further links to theory 50%



L9006

Food Theme

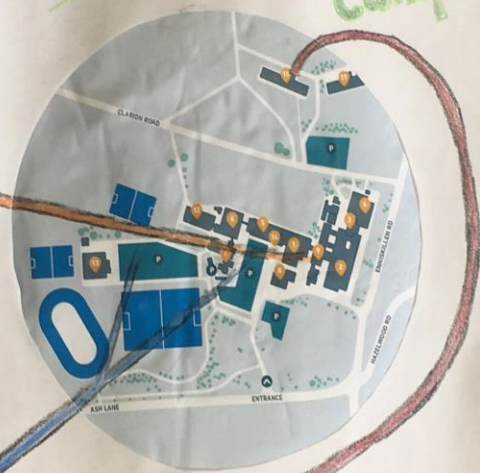
- Food sourcing and preparation
- Food serving
- Food waste
- Recommendations:
 - Renewable energy
 - Local Production
 - Incentivise meat-free options
 - Further waste-reduction technologies

Energy



Energy Theme

Sustainability on campus



Canteen

Additional lights cause sensory issues



Obstruction to vehicles



located in two one cycle way



E-Car

Only one located on the KBlock



Solar Panel

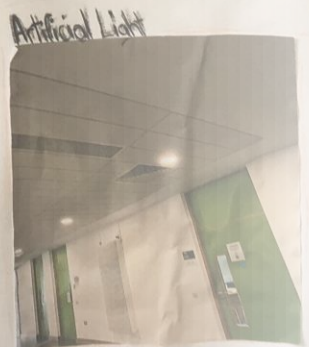
Month	Temp. (C)
January	1.01
February	1.56
March	2.5
April	3.58
May	4.14
June	4.03
July	3.88
August	3.57
September	2.86
October	1.68
November	1.21

Abundance of natural light



Natural Light

Artificial light over-villages?



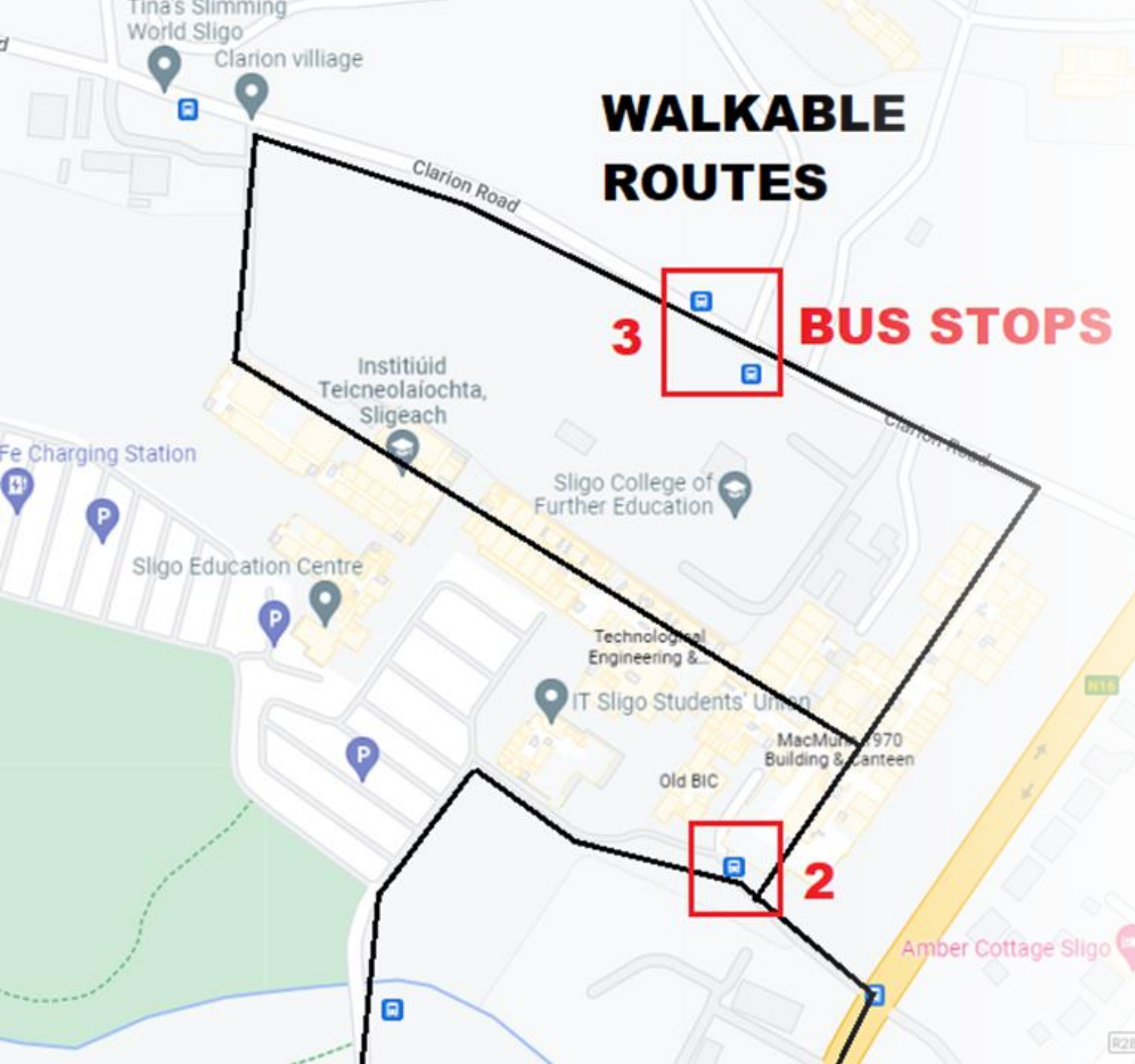
Artificial Light

- Impact of artificial light on plant and animal behaviour
- Human sensory issues
- Effectiveness of solar panels
- Recommendations:
 - Prioritise use of natural light
 - Further solar panels
 - Eco mode computers and printers

No amount of default setting



Computer



Transport Theme

- Mapping bus stops- condition and accessibility
- Recommendations
 - Improved accessibility of bus information
 - Potential for pollination areas and rainwater collection points at bus stops



- **External examiner comments :** "The work relates observations made on campus with research to illustrate the reality and consequences of such practices. It demonstrates a high level of initiative, real-world research skills and desk-based research ability."
- **3rd International Education with Sustainability Conference** hosted by ATU Sligo and Mid Sweden University, Sweden.
15 - 17 August 2022
- **Project to embed climate concerns in Social Sciences Dept**

References

- Ajjawi, R., Tai, J., Le Huu Nghia, T., Boud, D., Johnson, L., & Patrick, C.J., (2020). Aligning assessment with the needs of work-integrated learning: the challenges of authentic assessment in a complex context. *Assessment & Evaluation in Higher Education*, 45 (2).
- Carless, D. (2015). *Excellence in University Assessment: Learning from Award-Winning Practice*. London: Routledge.
- Carless, D. 2018. “Feedback loops and the longer-term: towards feedback spirals.” *Assessment & Evaluation in Higher Education*. <https://www.tandfonline.com/doi/full/10.1080/02602938.2018.1531108>
- Cast (2018) Universal Design for Learning Guidelines.
Available at: https://udlguidelines.cast.org/?utm_source=castsite&utm_medium=web&utm_campaign=none&utm_content=aboutudl
- Li, J., and R. De Luca. 2014. “Review of Assessment Feedback.” *Studies in Higher Education* 39 (2): 378–393.
- National Forum (2016) Assessment OF, FOR and AS Learning: Students as Partners in Assessment. Available at: <https://www.teachingandlearning.ie/our-priorities/student-success/assessment-of-for-as-learning/> Accessed on: 25/02/2021
- National Forum (2017) Expanding our Understanding of Assessment and Feedback in Irish Higher Education. Available at: <https://www.teachingandlearning.ie/publication/expanding-our-understanding-of-assessment-and-feedback-in-irish-higher-education/> Accessed on 25/02/2021.
- Schwittay, A. (2021) *Creative Universities: reimagining education for global challenges and alternative futures*. Bristol University Press





Ollscoil
Teicneolaíochta
an Atlantaigh

Atlantic
Technological
University