

*Authentic Learning*

## **An Authentic Context**

*A context that reflects the way  
knowledge, skills and attitudes are used  
in real life*

Based upon Herrington, J. and Oliver, R. (2000). An instructional design framework for authentic learning environments. Educational Technology Research & Development, 48(3), pp. 23- 48.





*Authentic Learning*

## **Authentic Activities**

*Engaging in real world situations, or  
simulating them to heighten relevance  
and meaning*

Based upon Herrington, J. and Oliver, R. (2000). An instructional design framework for authentic learning environments. Educational Technology Research & Development, 48(3), pp. 23- 48.

An Authentic Context	<i>Authentic Learning</i>
<i>Consider...</i>	
<ul style="list-style-type: none"> <li>▶ <b>Who</b> is involved - who is doing what, with whom and for whom?</li> <li>▶ <b>Where</b> are they or where they are going?</li> <li>▶ <b>Why</b>- what is the need, problem or opportunity?</li> <li>▶ <b>What</b> - is the situation, process, purpose, impact, benefit..? What intervention will be made?</li> <li>▶ <b>How</b> is <i>this</i> done in the real world, safely, in a simpler way, in a different way, in part,...? What are the alternatives?</li> </ul>	
<p><small>Produced by Quality Enhancement with academic staff from all faculties</small></p> 	

Authentic Activities	<i>Authentic Learning</i>
<i>Consider...</i>	
<p>How can the student or student group learn by</p> <ul style="list-style-type: none"> <li>▶ <b>Analysing</b> a situation or the requirements of a group</li> <li>▶ <b>Planning</b>, for example, by defining and organising tasks, identifying priorities, setting out a timeline, or by managing risks, assumptions, or by stating benefits, costs and impacts.</li> <li>▶ <b>Performing</b> or simulating an action and evaluating it</li> <li>▶ <b>Deciding</b> what to do in responses to changing conditions or data</li> <li>▶ <b>Observing</b> and responding to a process, including their own actions</li> <li>▶ <b>Managing</b> the expected or unexpected</li> <li>▶ <b>Evaluating</b> the quality or outcomes of a project or piece of work and deciding how to improve it</li> </ul>	
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**Expert Performances**

*Accessing, modeling or simulating real world performances or processes*

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*Authentic Learning*

**Multiple Roles & Perspectives**

*Appreciating and making use of different perspectives or roles and having or developing an analysis of stakeholder requirements*

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<b>Expert Performance</b>	<i>Authentic Learning</i>
<i>Consider...</i>	
<p>How can students be engaged by</p> <ul style="list-style-type: none"> <li>▶ <b>Observing</b> a performance or process</li> <li>▶ <b>Following</b> a process</li> <li>▶ <b>Recording</b> a performance or process</li> <li>▶ <b>Communicating</b> a process</li> <li>▶ <b>Describing</b> a performance</li> <li>▶ <b>Analysing or critiquing</b> a performance or process</li> <li>▶ <b>Comparing</b> different approaches and interpretations (their own and/or others)</li> <li>▶ <b>Improving</b> a performance or process</li> </ul>	
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<b>Multiple Roles &amp; Perspectives</b>	<i>Authentic Learning</i>
<i>Consider the different...</i>	
<ul style="list-style-type: none"> <li>▶ <b>Needs, styles, or interests</b> of students and how they can add to the richness and energy of the learning environment by engaging together</li> <li>▶ <b>Needs, preferences or contexts</b> of real world, complex communities or situations</li> <li>▶ <b>Options</b> for modeling, interpreting, reflecting on, or comparing situations and how they can challenge simple perceptions or understandings in different ways</li> <li>▶ <b>Social contexts</b> and how these can be reproduced or simulated in class or online</li> <li>▶ <b>Critical (inter-) dependencies</b> – relationships, priorities and paths through a task or process</li> <li>▶ <b>Benefits</b> of a situation, usually expressed in terms of time, money, or experience</li> <li>▶ <b>Outcomes</b> of a situation, whether they are intended and designed, or unexpected</li> </ul>	
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## *Authentic Learning*

### **Collaboration**

*Working together for mutual benefit,  
joint enterprise or to share practice or  
knowledge*

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## *Authentic Learning*

### **Reflection**

*A context that reflects the way  
knowledge, skills and attitudes are used  
in real life*

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Collaboration	<i>Authentic Learning</i>
<i>Consider how people...</i>	
<ul style="list-style-type: none"> <li>▶ Divide and share tasks</li> <li>▶ Generate and evaluate alternative solutions</li> <li>▶ Co-operate and support each other</li> <li>▶ Are driven or challenged by competition</li> <li>▶ Provide, find and use feedback</li> <li>▶ Reflect on and learn from their previous experience or that of others</li> <li>▶ Converse as they make decisions or build something together</li> <li>▶ Behave in different formal and informal spaces</li> <li>▶ Use different communication channels for different purposes</li> <li>▶ Work with different media</li> </ul>	
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Reflection	<i>Authentic Learning</i>
<i>Consider what reflection looks like in the real world...</i>	
<ul style="list-style-type: none"> <li>▶ How does real world choice lead to reflection for individuals or groups?</li> <li>▶ How is change <i>noticed</i> in the real world?</li> <li>▶ How is change <i>evaluated</i> or how is sense made of change?</li> <li>▶ How is change <i>assimilated</i> in the real world?</li> <li>▶ How does learning <i>transform</i> practice and the practitioner?</li> <li>▶ How does problem solving or decision-making generate reflection and continuous improvement in practice in the real world?</li> <li>▶ How does task completion generate reflection on practice (i.e. after the event)?</li> <li>▶ How is reflection recorded and acted upon in the real world?</li> </ul>	
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## *Authentic Learning*

# **Articulation**

*The articulation or representation of  
knowledge, skills  
in person, media or artefact*

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## *Authentic Learning*

# **Coaching & Scaffolding**

*Learning is managed and supported so  
that it is optimised for the learner  
throughout their development*

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<b>Articulation</b> <i>Consider the role of...</i>	<i>Authentic Learning</i>
<ul style="list-style-type: none"> <li>▶ <b>Speaking</b> <ul style="list-style-type: none"> <li>▶ clearly, succinctly, usefully</li> <li>▶ actively in conversation or debate</li> <li>▶ formatively for note-making or to test ideas and understanding</li> <li>▶ summatively to paraphrase, conclude, synthesise or establish ideas, findings or recommendations</li> </ul> </li> <li>▶ <b>Writing</b> for academic learning or professional purposes</li> <li>▶ <b>Recording</b> for collecting ideas, perspectives, information and data, or progress</li> <li>▶ <b>Presenting</b> for rehearsing, producing, delivering, collating, or sharing</li> <li>▶ <b>Reporting</b> – setting out and summarising the results of research or evaluation</li> <li>▶ <b>Listening</b> – actively to remember, reduce, resolve, reason, and reflect.</li> </ul>	
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<b>Coaching &amp; Scaffolding</b> <i>Consider...</i>	<i>Authentic Learning</i>
<ul style="list-style-type: none"> <li>▶ How knowledge is validated when it is not transmitted but experienced</li> <li>▶ How complex knowledge and skills can be taught through open-ended problems and experience</li> <li>▶ How feedback can be generated <i>through</i> action or <i>on</i> action</li> <li>▶ How different people including peers, buddies and mentors, employers and colleagues, as well as tutors can scaffold learning by supporting decision-making</li> <li>▶ How information and guidance can be provided ‘just-in-time’</li> </ul>	
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## *Authentic Learning*

# Authentic Assessment

*Performance of relevant or real-world tasks  
that demonstrate the meaningful  
application of essential knowledge, skills or  
attitudes*

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## AUTHENTIC LEARNING

Work with one or more of these cards if your students will benefit from establishing their academic study within contexts that feel more concrete and relevant to the pictures they want to form of their future selves.

Authentic approaches to teaching establish a strong connection between learning and situation.

The ideas and questions presented on these cards are vague and general.  
Begin by discussing what one or more ideas mean for you.

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**Authentic Assessment***Authentic Learning**Consider...*

- ▶ Imagine your students in the short or long term future. How are they applying their learning and how can assessment prepare them for this?
- ▶ What does success look like in a complex world and is it measured?
- ▶ What does 'the genuine article' mean for you and your students?
- ▶ Authenticity is meaningful: something clear, useful and generalisable. How can students evaluate their learning in a meaningful way?
- ▶ How the learner or group can design, lead, carry out or evaluate a task?
- ▶ Drawing upon, involving or changing something in the 'real world', proving "it's not just academic".
- ▶ Using constructed or applied knowledge - not recalled or recognised
- ▶ How the learner can act as a central character, supporting actor, observer or client
- ▶ Directly producing evidence and using it.

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