


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.



Authentic activities <i>consider...</i>	<i>Authentic Learning</i>
<ul style="list-style-type: none"> ▪ Who is involved - who is doing what, with whom and for whom? ▪ Where are they or where they are going? ▪ Why - what is the need, problem or opportunity? ▪ What - is the situation, process, purpose, impact, benefit..? What intervention will be made? ▪ How is <i>this</i> done in the real world, safely, in a simpler way, in a different way, in part,...? What are the alternatives? 	
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An authentic context <i>consider...</i>	<i>Authentic Learning</i>
<p>How can the student or student group learn by,</p> <ul style="list-style-type: none"> ▪ Analysing a situation or the requirements of a group ▪ Planning, 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. ▪ Performing or simulating an action and evaluating it ▪ Deciding what to do in responses to changing conditions or data ▪ Observing and responding to a process, including their own actions ▪ Managing the expected or unexpected ▪ Evaluating the quality or outcomes of a project or piece of work and deciding how to improve it 	
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Authentic Learning Expert Performances

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

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 Multiple Roles & Perspectives

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

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.



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

Authentic Learning

- Divide and share tasks
- Generate and evaluate alternative solutions
- Co-operate and support each other
- Are driven or challenged by competition
- Provide, find and use feedback
- Reflect on and learn from their previous experience or that of others
- Converse as they make decisions or build something together
- Behave in different formal and informal spaces
- Use different communication channels for different purposes
- Work with different media


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Reflection *consider...*

Authentic Learning

- How does real world choice lead to reflection for individuals or groups?
- How is change noticed in the real world?
- How is change evaluated or how is sense made of change?
- How is change assimilated in the real world?
- How does learning transform practice and the practitioner?
- How does problem solving or decision-making generate reflection and continuous improvement in practice in the real world?
- How does task completion generate reflection on practice i.e. after the event?
- How is reflection recorded and acted upon in the real world?


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Authentic Learning Articulation

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

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 Coaching & Scaffolding

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

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.



Articulation *consider...*

Authentic Learning

- Speaking
 - clearly, succinctly, usefully
 - actively in conversation or debate
 - formatively for note-making or to test ideas and understanding
 - summatively to paraphrase, conclude, synthesise or establish ideas, findings or recommendations
- Writing for academic learning or professional purposes
- Recording for collecting ideas, perspectives, information and data, or progress
- Presenting for rehearsing, producing, delivering, collating, or sharing
- Reporting – setting out and summarising the results of research or evaluation
- Listening – actively to remember, reduce, resolve, reason, and reflect.

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Coaching and scaffolding *consider...*

Authentic Learning

- How knowledge is validated when it is not transmitted but experienced
- How complex knowledge and skills can be taught through open-ended problems and experience
- How feedback can be generated through action or on action
- How different people including peers, buddies and mentors, employers and colleagues, as well as tutors can scaffold learning by supporting decision-making
- How information and guidance can be provided 'just-in-time'

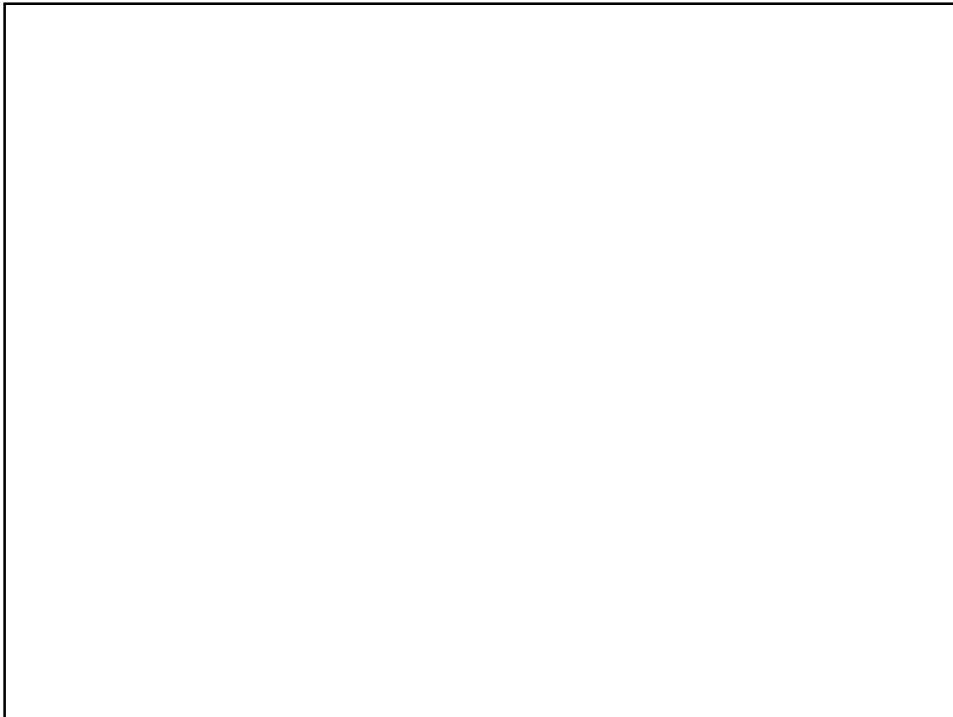
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Authentic Learning Authentic Assessment

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

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Authentic assessment
*consider...**Authentic Learning*

- 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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