**Appendix**

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| **Authentic task criteria**  Learning researchers have distilled the essence of authentic learning tasks down to 10 design elements, providing educators with a useful checklist that can be adapted to any subject matter domain. | | | | |
|  | **Absent (0)**  Learning activities and assessments do not evidence the principle | **Underemphasized (1)**  Learning activities and assessments do evidence the principle but without emphasis in quantity: little time is allocated to the task and little to no grade points are allocated to the task | **Emphasized (2)**.  Learning activities and assessments evidence the principle in a noticeable amount of time and the grade points allocated to the task reflect the time allocated to the task. | **Maximized (3)**  Learning activities and assessments evidence the principle in a significant amount of time and the majority of the grade is determined by authentic tasks. |
| **Real-world relevance**  Academic > Real world  Authentic activities match the real-world tasks of professionals in practice as nearly as possible. Learning rises to the level of authenticity when it asks students to work actively with abstract concepts, facts, and formulae inside a realistic— and highly social—context mimicking “the ordinary practices of the [disciplinary] culture. | Learning activities and assessments are purely academic and are presented / assessed without any real-world context. | Learning activities and assessments are largely presented without a real-world context (i.e. exercises, tests, and quizzes) or context is providedbut activities are underemphasized in the grade scheme. | Learning activities and assessments match or simulate the real world tasksfor several of the activities and an appropriate amount of time and grade points are allocated to the tasks. | Learning activities and assessmentsmatch, mimic, or perform real world tasksof a professional or make clear how the knowledge is useful in the world for the MAJORITY of the activities and account for a significant portion of the final grade. |
| **Collaboration**  Cooperation > Group collaboration  Success is not achievable by an individual learner working alone. Authentic activities make collaboration integral to the task, both within the course and in the real world. | Learning activities and assessments *do NOT* foster collaboration between learners. | Students do work together on one assignment but the majority of the assignments are individual and the collaborative assignment is a small part of the total points. Alternatively, students form discussion groups and discussion is an integral part of the course and grade scheme. | Students work together on a collaborative assignment with multiple opportunities to collaborate. Or students work on multiple collaborative assignments and/or that span across the course but the majority of the grade is given to individual assignments. | Students work together on collaborative assignments which are pervasive throughout the course and the weight of the assignment is reflected in the grading scheme. The design of the collaboration addresses roles, positive interdependence and peer evaluation. |
| **Integrated assessment**  Separate tests - Integrated with activities  Assessment is not merely summative, but is woven seamlessly into the major task in a manner that reflects real-world evaluation processes. | All assessments are summative and do not reflect real-world evaluation processes.  (i.e. multiple choice midterm and final) | Assessments include some real-world evaluation processes and products, but there are few opportunities for formative feedback. | Assessments reflect real-world evaluation processes, with several formative assessments that build toward a final product. | Assessments reflect real-world evaluation processes and are woven throughout the course. |
| **Reflection/Self Assessment**  No facility to compare > Able to compare  Authentic activities enable learners to make choices and reflect on their learning, both individually and as a team or community. | Learning activities and assessments do NOT require learners to compare themselves against other learners or expert knowledge, nor do they require learners to reflect and articulate their growing understanding. | Learning activities and assessments include ungraded/informal discussion, which can provide some opportunity for reflection. | Graded learning activities and assessments are inherently reflective in nature (i.e. journals, group work) | Graded learning activities and assessment explicitly ask students to reflect on their learning, articulate what they do/do not understand, and evaluate the quality of their own work. (i.e. reflections, self-evaluations)  or  Inherently reflective assessments determine the majority of the course grade. |
| **Polished products**  Raw -> Polished  Conclusions are not merely exercises or substeps in preparation for something else. Authentic activities culminate in the creation of a whole product, valuable in its own right. | Learning activities and assessments are merely exercises which cannot stand as a product on their own. | Learning activities and assessments are homework or exercises that could result in a polished product, but are never pulled together. | Learning activities and assessments are pulled together into a whole product but are not necessarily “ready for the real world”. | Learning activities and assessments culminate in a polished product and the substep assignments contribute to the finished, polished product. |
| **Multiple sources and perspectives**  Single view -> multiple perspectives  Learners are not given a list of resources. Authentic activities provide the opportunity for students to examine the task from a variety of theoretical and practical perspectives, using a variety of resources, and requires students to distinguish relevant from irrelevant information in the process. | Learning resources are limited to instructor created content and/or a single textbook (or other content resource). | Multiple learning resources are provided in the course, but may not represent multiple perspectives on any given topic.  Learners are not asked to seek out additional resources. | Multiple learning resources provide a variety of perspectives and learners are asked to evaluate their relevance. | Learners are required to locate a variety of resources, evaluate their relevance to an assignment, and synthesize/evaluate the different perspectives. |
| **Multiple interpretations and outcomes**  Single right answer > multiple interpretations and outcomes  Rather than yielding a single correct answer obtained by the application of rules and procedures, authentic activities allow for diverse interpretations and competing solutions | All learning activities and assessments accept only a single answer for which a student would receive credit. | Learning activities and assessments allow for multiple interpretations, but measurement values a single best answer/method above others. | Learning activities and assessments encourage multiple interpretations, | Learning activities and assessments stress multiple interpretations and outcomes over a single answer. |
| **Sustained investigation**  Short time > Long time  Problems cannot be solved in a matter of minutes or even hours. Instead, authentic activities comprise complex tasks to be investigated by students over a sustained period of time, requiring significant investment of time and intellectual resources. | Learning activities and assessments are designed as step by step practice and do NOT require learners to work for an extended period of time. | Learning activities and assessments are designed as weekly activities; none extend over multiple weeks or connect different parts of the curriculum. | Learning activities and assessments span across multiple modules and connect different parts of the curriculum, but the weight of the graded assignments is given to exams. | Learning activities and assessments span across multiple modules and weave together multiple smaller assignments as scaffolds that synthesize the course into a larger assignment. The weight of the graded assignment is well matched to the size of the assignment. |
| **Interdisciplinary perspective**  Single discipline > Multidisciplinary  Relevance is not confined to a single domain or subject matter specialization. Instead, authentic activities have consequences that extend beyond a particular discipline, encouraging students to adopt diverse roles and think in interdisciplinary terms. | Learning activities and assessments are NOT relevant to other disciplines and broader knowledge. | Learning activities and assessments suggest students consider knowledge outside of their discipline but do NOT require students to use interdisciplinary knowledge in their thinking. | Learning activities and assessments ask students to extend their thinking beyond the course discipline to examine consequences and contexts. | Learning activities and assessments extend beyond one discipline; Students explicitly adopt roles that emphasize interdisciplinary thinking. |
| **Ill-defined problem**  Structured > Ill-defined  Challenges cannot be solved easily by the application of an existing algorithm; instead, authentic activities are relatively undefined and open to multiple interpretations, requiring students to identify for themselves the tasks and subtasks needed to complete the major task. | Learning activities and assessments are multiple small tasks and do NOT require students to deconstruct a complex problem into subtasks or develop their own strategy for solving the task. | All major assignments and assessments are highly scaffolded and allow the learner to only define a few steps towards a solution and may discourage independent decision-making. | A major learning activity allows the learner to define the majority of steps toward a solution. However, a model or example is provided that demonstrates a potential path. | A major learning activity or assessment requires learners to identify for themselves the tasks and subtasks needed to complete the major task. |

**Required Signatures**

**Faculty: *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Peer Reviewer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Instructional Designer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Program Director: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Online Course Evaluation Survey**

This online course evaluation is intended to provide feedback for improving your online learning experience. Please note that this is a distinctly different evaluation from the Student Rating of Teaching (SRT) form, which you will be asked to complete separately.

There are 3 sections of questions within this online course evaluation:

1. Student Readiness and Access,
2. Course Design,
3. Instructor Interaction

The entire survey is 16 questions long and should take you no longer than 10 minutes to complete.

Thank you for providing us with your honest feedback!

Online and Educational Services (OES)

College for Continuing Education

This evaluation is anonymous.

**Scale**

Strongly Disagree

Disagree

Neutral

Agree

Strongly Agree

**Student Readiness and Access**

1. I came into this class with adequate computing skills to meet the demands of the course.

Strongly Disagree

Disagree

Neutral

Agree

Strongly Agree

2. The technology used in this course was adequately supported.

Strongly Disagree

Disagree

Neutral

Agree

Strongly Agree

3. I would like additional support using these technologies:

4. What was your primary device for accessing this course?

Windows Desktop

Apple (OS X) Desktop

Windows Laptop

Apple (OS X ) Laptop

Windows Tablet

Android tablet

Apple (iOS) Tablet (iPad)

Windows Smartphone

Apple (iOS) iPhone

Other

5. If you selected “Other” in the question above, what was your primary device that you used in the course?

**Student Readiness and Access**

6. The instructor was engaged in online discussions and responsive to students’ questions and needs.

Strongly Disagree

Disagree

Neutral

Agree

Strongly Agree

7. The instructor provided timely feedback on assignments and exams.

Strongly Disagree

Disagree

Neutral

Agree

Strongly Agree

8. The instructor provided useful feedback on assignments and exams.

Strongly Disagree

Disagree

Neutral

Agree

Strongly Agree

9. The instructor provided individual assistance when needed.

Strongly Disagree

Disagree

Neutral

Agree

Strongly Agree

10. What specific advice would you give to help the instructor improve your learning in this course?

11. The Canvas course site was well designed and easy to use.

Strongly Disagree

Disagree

Neutral

Agree

Strongly Agree

12. Clear instructions were provided to me on how to complete course activities.

Strongly Disagree

Disagree

Neutral

Agree

Strongly Agree

13. The course provides the opportunity for me to create a meaningful project, presentation, or authentic task.

Strongly Disagree

Disagree

Neutral

Agree

Strongly Agree

14. If the course provided the opportunity for you to create a meaningful project, presentation, or authentic task, what made it meaningful and how? If not describe a type of assignment that would have made it meaningful.

15. I understood how to participate in the course, including how to participate in group or team assignments.

Strongly Disagree

Disagree

Neutral

Agree

Strongly Agree

16. The technology employed in the course helped my learning of concepts and principles.

Strongly Disagree

Disagree

Neutral

Agree

Strongly Agree