

**BABCOCK  
UNIVERSITY**



# **AUTHENTIC ASSESSMENT IMPLEMENTATION STRATEGY FRAMEWORK**

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## Acknowledgments

We appreciate the Commonwealth of Learning (COL) for the Authentic Assessment initiative and the financial support.

The Team at BUCODEL, especially the Taskforce comprising Professor Mobolanle E Sotunsa (Director), Prof. Adekunle Binuyo (Deputy Director Academis), Dr Stephen O Maitainmi (Deputy Director Management), Dr Ngozi Ogbonna (BUCODEL Quality Assurance Officer), Mr Odunayo Aluko (Head Learner Support), Mr Damilare Akinwumi (Webmaster and Head Media Services), and Mr Emeka Akpa (e Tutor) that worked assiduously to put this document together is appreciated.

We appreciate the support of participants at our workshops.

## Acronyms

BU	Babcock University
BUCODEL	Babcock University Centre for Open Distance and e-Learning,
COL	Commonwealth of Learning
AA	Authentic Assessment
TMA	Tutor Marked Assignment
SIWES	Students' Industrial Work Experience Scheme
TA	Traditional Assessment
SO	Strategic Objective
AAISF	Authentic Assessment Implementation Strategy Framework
DAP	Director of Academic Planning
NUC	National Universities Commission

## **Background**

Babcock University is a private Christian co-educational Nigerian university owned and operated by the Seventh-day Adventist Church in Nigeria. The University is located at Ilishan-Remo, Ogun State, Nigeria, a city of over 59,752 people. BU was established on June 17, 1999 with 3 (three) Faculties (to later become Schools); Education and Humanities, Social and Management Sciences and Faculty of Science and Technology. The University was established to build leadership through Christian education, transforming lives, impacting society for positive changes by training learners who will be able to demonstrate competencies/ skills, knowledge upon graduation by applying acquired these to industry and real work-place scenarios.

Babcock University's Centre for Open Distance and e-Learning (BUCODEL) is established to provide blended/Open Distance and eLearning to all who seek knowledge without prejudice to their gender, race, national origin, religious affiliation or physical disability. To achieve this by meeting global best practices, BUCODEL is in partnership with COL Regional Training and Research Institute for Distance and Open Learning (RETRIDOL) housed at National Open University of Nigeria, Abuja. Staff of BUCODEL have participated in a number of training programmes COL organised through RETRIDOL. Late 2021, COL contacted NUC to nominate 6 dual mode universities in Nigeria for a sensitisation workshop on Authentic Assessment, which is core to ODL and eLearning in the post-pandemic era. BU was one of the 6 dual mode universities and the only private university to participate in the workshop. The Workshop was successfully held from 30<sup>th</sup> November to 1<sup>st</sup> December 2021 at BUCODEL complex, Ilishan-Remo, Ogun State.

Following receipt of report of the workshop by COL, a request was made by COL to BUCODEL to continue with phase 2 of the project by developing an Authentic Assessment Implementation Strategy Framework (AAISF) to cover initial 5 (five) years of implementing AA at BU. BUCODEL responded in affirmative and therefore this framework.

## **Institutional Mission**

As mentioned earlier, BU's mission is to build leadership through Christian education, transforming lives, impacting society for positive changes by demonstrating competency in skills or knowledge and applying acquired skills to real world tasks. This mission is akin to the ideals of AA, especially in a dual mode university like BU.

## **Authentic Assessment Concept**

Authentic Assessment (AA) is a form of assessment of learning outcomes by asking learners to demonstrate competency in skills or knowledge acquired through performing real world tasks. Babcock University in building leadership through Christian education, transforming lives, and impacting society for positive changes desires to give learners opportunities to showcase what they know, and to be able to explain how they arrived at their conclusions, by assigning real world tasks to learners.

## **Rationale for the Framework**

Babcock University adopts the Adventist philosophy of education encapsulated in the wholistic development of the learners. Such an education involves the education of the head, hands and heart. Thus, the strategy framework for the implementation of AA at Babcock University will help to achieve its philosophy of education. This is premised on the fact that AA is learner centred, and it involves performing real world tasks.

## **Key Strategic Objectives**

The strategic objectives to be achieved with the implementation of AA at Babcock University include ensuring pragmatic knowledge dissemination; acquiring lifetime skills and competencies; and the ability of students to be able to connect the knowledge acquired in the classroom to real-life scenarios.

The key objectives of the implementation of AA at Babcock University include:

SO1 Review current assessment tools to ensure they are in line with AA objectives of providing opportunities for learners to demonstrate understanding of core learning objectives in a real-world context.

SO2 Provide students with opportunities to engage in authentic tasks that will expand their knowledge, skills and competencies that meet industry needs beyond what is learned in the classroom.

SO3 Liaise with related industries and work places to identify specific tasks to perform and challenges that graduate would need to address to ensure that tasks given learners reflect industry/workplace scenarios.

SO4 Design acceptable rubrics for grading tasks given to learners to ensure quality.

SO5 Do template for monitoring and evaluation.

## Guidelines for Implementing AA

**Table 1: AA Guidelines**

AA Guideline	Expected Outcome if Guideline is followed
Reliability	Produce comparable outcomes with consistent standards over time.
Fairness	Consideration of students' needs and characteristics.
Flexibility	Respond to individual student's learning needs in line with the curriculum
Clear thinking	Improve meta-cognitive awareness and sharpen students' higher order thinking skills
Effective communication	Ensure clarity of learning outcomes, including thoughts, feelings and experiences
Validity	Standardize the appropriate criteria for scoring varied answers to ensure tasks measure what they are designed to measure.

## Guiding Principles

At Babcock University, the underpinning principles for the implementation of AA are:

- Lead students to create collaborative knowledge
- Require application of learned concepts
- Stimulate tasks from industry
- Involve multiple roles and perspectives
- Use relevant real-world examples in teaching
- Reflect experiences of various learners
- Accountability
- Ensure learners and teachers are not discriminated against on the basis of gender, ethnicity, race or nationality.

## Accountability

To drive the implementation of this AA strategy framework, the responsibilities shall be entrusted with the following:

BUCODEL Director – drives the implementation of AA in Babcock University

BUCODEL Deputy Director (Academics) – ensures approval processes of AAISF

BUCODEL Quality Assurance Officer – monitors the AA evaluation process

BUCODEL Instructional Designer/Head, e-Tutors – integration of AA into courseware development.

BUCODEL Learner Support – Coordinates collaborative knowledge and industry tasks integration

Heads of departments – to assign courses to teachers (academic staff) who will design and give to learners, relevant authentic tasks to be performed

Director, SIWES – to ensure off campus industry experience where authentic tasks are performed off-campus meet requisite standards.

Director of Academic Planning – to ensure BU Senate’s guidelines on assessments are complied with.

### Monitoring & Evaluation

The programme is to be supervised by relevant officers of the University including tasks that are performed off-campus. Where need be, a video monitoring devices will be deployed to meet learners where they are, a principle well-known by global ODL operators.

### Summary Table

Table 2: Strategic Objectives and Action Plan

Strategic Objective	Action Plan	Expected Outcome
SO1. Review current assessment tools to ensure they are in line with AA objectives of providing opportunities for learners to demonstrate understanding of core learning objectives in a real-world context.	Academic heads assess current assessment structures and practices to align them with AA	Existing gaps are identified and filled. Valid AA tasks are designed for deployment to learners
SO2 Provide students with opportunities to engage in authentic tasks that will	Tutors design acceptable authentic tasks and grading	Students are given opportunities to demonstrate competencies acquired over



expand their knowledge, skills and competencies that meet industry needs beyond what is learned in the classroom.	rubrics that reflect real work place context	time by performing real work tasks
SO3. Liaise with related industries and work places to identify specific tasks to perform and challenges that graduate would need to address to ensure that tasks given learners reflect industry/workplace scenarios	Relevant officers of BU analyze students' diversity according to disciplines/professions to identify workplace sites to visits for the purpose of designing authentic tasks that are relevant to students' disciplines/professions.	Students are given tasks that are relevant to their learning and workplace needs
SO4. Design acceptable rubrics for grading tasks given to learners to ensure quality.	Tutors design rubrics for grading authentic tasks at the same time they are designing authentic tasks	Students' authentic tasks are properly graded
SO5. Do template for monitoring and evaluation.	Monitoring, Evaluation and Learning toolkit is designed for effective monitoring of authentic tasks on and off campus	Students are monitored and properly guided as they perform their task for quick feedback. Also, impact assessment is supported by on the spot monitoring and evaluation.

### Approval of AA Implementation Strategy

- Taskforce committee submits draft approval to BUCODEL Management
- BUCODEL Management submits to Academic Standard Board for consideration.
- Senate approval following Academic Standard Board's recommendation.

### Strategy Review

The AA document shall be reviewed every 5 years as COL continues to partner with BUCODEL on continuous implementation of AA