

Transcript

Authentic Assessment

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Evelyn: What makes life easier, if it is easier, for me is having an assignment that I enjoy looking at rather than an assignment that is routine and boring.

I really do say it takes a lot of time, but for me that's why I'm a teacher. I'm trying to help students learn, and the best way to help them to learn is for them to try to do something, and then me to give them feedback on it.

Doug: It really is something we do as landscape architects, we teach in studio settings, and we work one on one with students about their individual projects, so we're used to that, and prepared for that I think, which is different than a lot of other classes on campus I believe.

Evelyn: Teaching this way, active learning is very rewarding for me as an instructor because I really can, as you were saying Doug, interact with them more than I can in other forms of assessment. We in this class don't have an exam.

We are grading them based upon their ability to do things that we teach them how to do. We do have quizzes, but the quizzes are more for them to self-assess their own learning.

What we do with those is they have to achieve a score of let's say, 70 percent for us to count it, to count the points toward their grade, and they have a chance to repeat the quiz once more if they fail to get that percentage the first time.

We are trying to make sure that they have learned some particular content for that, like a recall purpose. We think that the best way to evaluate them in terms of how much they've learned is for them to perform things for us, and that's how we do it.

Doug: I agree with that. An exam in a way... the learning is done by that point, and there's no opportunity to move forward, where with these more active learning, and working with people that the learning continues throughout.

So they're not cramming for an exam, and then forgetting all that information. They're applying it. That helps it stick better in their head.