

## **Title of presentation**

Authentic Assessments: Preparing undergraduate computing students for a new future of Hybrid/Remote working

## **Presenters**

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## **Abstract**

In response to the industry demands of remote and hybrid working, students now need to be proficient and professional on video conferencing technologies, remote collaboration tools and have skills in flexible timetabling and remote networking. As a lecturer on a B.Sc. Business Computing programme at TU Dublin, I redesigned one of my module assessments to be a more authentic assessment practice that helped students develop these transversal skills as well as their discipline-specific skills. Authenticity has been identified as a key characteristic of assessment design that links student learning with their professional careers and promotes work-ready graduates who are global citizens (Herrington et al. 2014; Wiggins, 1990).

In this authentic assessment, students worked in predefined, remote teams to design, develop and demo a piece of working software to solve a real customer problem using industry tools such as GitHub, JIRA, MS OneDrive, and MS Teams. Students managed the project milestones using industry processes such as the Agile SCRUM framework. The use of video assessment and online collaboration tools reflected the target work environment, increased student engagement, and enhanced student learning.

Authentic assessments are an opportunity to produce 'work ready' graduates for the new hybrid/remote working environment. However, authentic assessments can be decontextualised if designed without considering both

academic outcomes and industry/real-world activities. As part of my assessment redesign, I developed a framework that builds on the recommended design themes of an authentic assessment outlined in the literature (Ashford-Rowe et al. 2014; Gulikers et al. 2004; Villarroel et al. 2018). The framework highlights designing authentic assessments that focus on people skills, processes, and product/performance. The proposed model can help other practitioners design authentic assessments that equip students with skills that will enable them to adapt to a changing and disruptive world.