Learners and E-Tutors Experiences of Authentic Assessment in Babcock University Centre for Open Distance and e-Learning

Experiences Des Apprenants Et Des Tuteurs Electroniques En Matiere D'evaluation Authentique Au Centre De L'Universite Babcock Pour L'apprentissage Ouvert A Distance Et L'apprentissage Electronique

Mobolanle Ebunoluwa Sotunsa
Babcock University Centre for Open Distance and e-Learning
sotunsam@babcock.edu.ng

Jane Frances-Agbu
Commonwealth of Learning

Emeka Akpa
Babcock University Centre for Open Distance and e-Learning

Ngozi Ogbona
Babcock University Centre for Open Distance and e-Learning

Damilare Akinwunmi
Babcock University Centre for Open Distance and e-Learning

Abstract

Authentic Assessment (AA) has been heralded as the form of assessment that reflects the real world in classroom learning. Recognising this, the Commonwealth of Learning (COL), in collaboration with the National Universities Commission (NUC) in Nigeria, selected Babcock University among 6 dual-mode universities in Nigeria for sensitisation in, and implementation of Authentic Assessment (AA). Having implemented AA in the second semester of the 2021/2022 academic session at Babcock University Centre for Open Distance and e-Learning (BUCODeL), it becomes imperative for a study to evaluate the impact of the assessment method. This study explores learners' responses to authentic assessment tasks in five courses designed and delivered over a semester. The survey was designed to

*compare the learners' and e-tutors' preferences for AA over Traditional
Assessment (TA) and compare the performance of learners in both
assessment methods. Using the survey and Focus Group Discussion methods,
findings from the study showed that the learners and e-tutors preferred AA to
TA. In addition, the test scores of the learners confirm that their performance
is better in the AA courses than in the TA courses. Recommendations from
the learners and e-tutors are that courses run on AA be prepared with AA
principles and tasks embedded. Additionally, there should be an orientation
for learners to familiarize them with AA and continuous training for learners,
tutors and other stakeholders.*

Résumé

*L'évaluation authentique (AA) a été présentée comme la forme d'évaluation
qui reflète le monde réel dans l'apprentissage en classe. Reconnaissant cela,
le Commonwealth of Learning (COL), en collaboration avec la Commission
nationale des universités (NUC) au Nigeria, a sélectionné l'Université
Babcock parmi 6 universités à double mode au Nigeria pour la sensibilisation
et la mise en œuvre de l'évaluation authentique (AA). Ayant mis en œuvre l'AA
au second semestre de la session académique 2021/2022 au Centre de
l'Université Babcock pour l'apprentissage ouvert à distance et en ligne
(BUCODeL), il devient impératif de réaliser une étude pour évaluer l'impact
de la méthode d'évaluation. Cette étude explore les réponses des apprenants
aux tâches d'évaluation authentiques dans cinq cours conçus et dispensés au
cours d'un semestre. L'enquête a été conçue pour comparer les préférences
des apprenants et des tuteurs électroniques pour l'AA par rapport à
l'évaluation traditionnelle (TA) et pour comparer les performances des
apprenants dans les deux méthodes d'évaluation. En utilisant les méthodes de
l'enquête et de la discussion en groupe, les résultats de l'étude ont montré que
les apprenants et les e-tuteurs préféraient l'AA à l'AT. En outre, les résultats
des tests des apprenants confirment que leurs performances sont meilleures
dans les cours AA que dans les cours TA. Les apprenants et les tuteurs
électroniques recommandent que les cours dispensés sur l'AA soient préparés
en intégrant les principes et les tâches de l'AA. En outre, il devrait y avoir
une sensibilisation des apprenants pour les familiariser avec l'AA et une
formation continue pour les apprenants, les tuteurs et les autres parties
prenantes.*

Background

The Commonwealth of Learning (COL), in collaboration with the National Universities Commission (NUC) in Nigeria, selected Babcock University among 6 dual-mode universities in Nigeria for sensitisation and implementation of Authentic Assessment (AA). On successful sensitization and development of Authentic Assessment Implementation Strategy Framework (AAISF) to cover initial 5 (five) years of implementing AA at Babcock, COL engaged BUCODeL to run five (5) selected courses on Authentic Assessment as a pilot project and carry out an assessment of the pilot project. This culminated in this study which provides a report of the experiences of AA by learners and e-tutors in BUCODeL.

Conceptualisation of Authentic Assessment

Authentic Assessment (AA) is a form of assessment of learning outcomes that requires learners to demonstrate competency in skills or knowledge acquired through performing real-world tasks. Similarly, "Assessment is authentic (AA) when we directly examine student performance on worthy intellectual tasks. Traditional assessment, by contrast, relies on indirect or proxy 'items'--efficient, simplistic substitutes from which we think valid inferences can be made about the student's performance at those valued challenges" (Wiggins, 1990, p. 1). In fact, traditional assessment method has been described in various ways – as a 'one-shot' or 'single-occasion' test thus, the assessment does not track the progress of the learner, making it learning summative (authentic assessment is formative). The traditional assessment method has also been described as lacking in real-world applicability. Hence, it is devoid of case studies, and real-world scenarios (Ghosh et al, 2020). Furthermore, the traditional assessment method forces educators to teach students how to pass tests and the methods for selecting correct answers (Hartman, 2019).

Authentic Assessment is perceived as better than the traditional method because it is more criterion-based, that is, the standards of assessment and evaluation of learners from the least acceptable, to the most acceptable is clearly spelt out (Tanner, 2001). Besides, Authentic Assessment is more in line with real-world examples, and rather than being test score focused, it is focused more on the process of learning, thus making it a formative method of assessment. For example, an economics student who has been taught about business cycles and its effects can be helped to use real-world data to track cycles in the economy, rather than limit learning to just knowing what business cycles are and labelling the business cycle diagram. The notion of authentic assessment is framed within the emancipatory practice because within the context of authentic assessment, students have a fair control over how they are assessed and the context of their assessment. Additionally, "authentic assessment is conducted in the context of student's work, including their perceptions of roles, experiences, and practices. As students investigate the social and political dimensions of their practice, they are exploring the "context of their work" through a new lens characterized by an emancipatory focus". Rennert-Ariev (2005, p. 8)

Aim of the Study

The study aims to ascertain through surveys, learners' and e-tutors' perception of their experiences in the courses run on AA. More specifically, the objectives of the study were to:
  i.   Evaluate the level of understanding of the concept of AA among learners
  ii.   Appraise the extent of preference for AA by learners
  iii.   Assess learners' level of satisfaction with AA
  iv.   Explore the perception of learners about the impact of AA
  v.   Evaluate the level of understanding of the concept of AA among e-Tutors
  vi.   Appraise the extent of preference for AA by e-Tutors
  vii.   Assess e-Tutors' level of satisfaction with AA
  viii.   Explore the perception of e-Tutors about the impact of AA on learners' academic performance

Research Questions

Following from the objectives specified above, the research questions for the study are:

i. To what extent do learners understand the concept of AA?
ii. Which assessment method is preferred by learners – AA or TA?
iii. How satisfied are learners with AA?
iv. How do learners perceive the impact of AA on their academic performance?
v. To what extent do e-Tutors understand the concept of AA?
vi. Which assessment method is preferred by e-Tutors – AA or TA?
vii. How satisfied are and e-Tutors with AA?
viii. What do e-Tutors think has been the impact of AA on the academic performance of leaners?

Review of Related Literature

Sokhanvar, et al (2021) is a comprehensive review of relevant literatures on the advantages of AA. The study reviewed 26 other studies from 2010 to 2019. The reviewed papers indicate that AA is important in helping learners engage with learning, achieve educational goals and improve employability skills. The present study attempts to evaluate the preference for AA and its impact on the academic performance of learners.

It is important to recognize the place of stakeholders in online education and protect those interests. Marshall (2018) recognizes various stakeholders in higher education. These include parents, students, donors, alumni and academic faculty. The present study focuses on the appraisal of authentic assessment by two stakeholders – the learners and the e-tutors. Previous studies such as Seymour et al (2018) recognizes the important role that teachers play in the implementation of an assessment method. Taking into account the

needs of stakeholders cannot be overemphasized in the implementation of authentic assessment (Strohschen, 2020).

The study by Hill & Worth (2019) is one of the few to appraise the acceptability and usefulness of the authentic assessment method on the students and faculty. The study recognized that faculty delivering authentic assessment require considerable planning and time, thus, advocating that it be built into the first-year programme when students need considerable amount of direction from faculty. Learners on the other hand found the assessment method useful and meaningful in improving their work, with their performance improving significantly. This is largely in agreement with James & Casidy (2016) who found that authentic assessment leads to student satisfaction and improved behaviour. The present study seeks to appraise preference for and satisfaction with AA which are indicative of acceptability of AA among learners and e-Tutors at BUCODeL.

Similarly, in terms of preference of AA technique, the study by Kankam, et al (2014) reveals that in the Central region of Ghana, AA is used, and is preferred by teachers who believe it would help them provide practical learning to the students. However, its use is limited by policies, time and resources. On the other hand, Maclellan (2001) found that traditional assessment method is still the dominant assessment form in the University of Strathclyde, even though the authentic assessment is the aspiration. The current study seeks to investigate the preference for AA technique among learners and e-Tutors and the extent of AA's impact on both teaching and learning.

Additionally, Butakor & Ceasar (2021) finds that AA strategy is positively related to the academic performance of students in Junior High School students in Tema Metropolis area of Greater Accra region in Ghana. The present study compares the performance of learners in TA courses to AA courses to determine the positive or negative relationship between AA and academic performance.

The reviewed literatures have covered stakeholder acceptability of authentic assessment. The studies have been few and largely limited to physical learning mode. This study differs because it assesses the role

and acceptability of stakeholders to authentic assessment in an online learning mode. Moreover, existing studies evaluate acceptability of AA among teachers. The present study attempts to extend existing ones by specifically evaluating preference for AA among teachers and learners. Again, the reviewed literature examined the impact of AA on performance among high school children; This study evaluates the issue among university students.

Methodology

The study adopted both quantitative and qualitative approaches. The quantitative approach involved the use of surveys for the learners and e-tutors. Focused Group Discussions were also adopted to elicit information to complement the surveys.

Design: Descriptive design was adopted to execute this work. It allows for exploring variations in the responses of the sample on each variable under investigation.

Sample: Purposive sampling was used in the choice of courses and respondents.

Choice of Authentic Assessment [AA] Courses

Five courses (out of nine) offered in the second semester of the 2021/2022 session by accounting students at BUCODeL were chosen for the AA exercise. These courses include core courses and General Education Courses (GEDs). In order to ensure equitable spread of courses, one course each from all the five e- Tutors teaching Accounting were selected. These courses comprise:
i.   GEDS 132: Communication in English II
ii.   GEDS 112: Health Principles
iii.   BSAD 112: Business Mathematics II
iv.   PLSC 102: Citizenship and Elements of Government
v.   ECON 102: Principles of Economics II

To the extent that AA courses are more hands-on and lead to the creation of content and/or the execution of tasks, it is different from the

TA courses. For example, while continuous assessment and final examination in the TA courses often involved the setting and answering of questions without relevance given to the real-life application of the themes in the courses, AA courses involved the application of the courses to real-life issues. For the TA courses assessment was mostly Computer Based Test (CBT) mode comprising objective questions and answers. On the other hand, for AA courses, assessment was based on real world tasks as related to each of the courses taught.

Additionally, AA tasks were developed by e-Tutors and reviewed by a committee on AA. Rubrics were developed for each AA task and published alongside the given tasks. As such the learners could determine what marks were allotted to each stage of the tasks. Moreover, all learners were not required to carry out exactly the same tasks. The tasks had variety and learners could choose specific ones they were most comfortable with. Choice and variety of tasks are in line with AA principles which recognise differences in abilities, inclinations and preferences of learners.

The concept of AA was presented to the learners through video illustrations and voice notes on WhatsApp by the e-Tutors. Discussions on the concept of AA were deployed by the various e-Tutors on the discussion thread on the Learning Management System (LMS). Opportunity was given for clarifications before the AA courses were deployed and the subsequent survey carried out
The Assessment period lasted for six (6) weeks starting on 15th July 2022 to 31st August 2022. The AA was based on the Continuous Assessment (CA) of each of the courses, comprising 40 marks.

The instruments were made available to all the registered learners of Accounting program and all e-tutors in BUCODeL as at 2021/2022 academic session. 12 of the 17 learners responded to the survey while all 5 e-tutors responded to the survey.

Instrumentation: Authentic Assessment Survey for Learners (AASL) questionnaire was the instrument used for data collection from the learners (See Appendix A). The instrument has two sections. The first

section elicited personal information and quantitative details relating to their experiences, while the second section bothered on their open or free comments of their expectations met and challenges. Similarly, Authentic Assessment Survey for Tutors (AAST) questionnaire was the instrument used for data collection from the-tutors (See Appendix B). The instrument also has two sections. The first section elicited personal information and quantitative details relating to their experiences, while the second section bothered on their experiences as tutors and their perception of the impact of AA on their learners. The instruments used were validated by the committee set up for the implementation of AA.

Data Analysis Procedure: Descriptive statistics of frequency counts and percentages analysis were the adopted statistics used to analyze the collected data. Content Analysis was employed to analyse the qualitative data from the survey and the Focused Group Discussion (FGD). Focused Group Discussion was held with all respondents to ascertain views expressed in the questionnaire and validate results. The FGD was held physically at the BUCODeL facility at Babcock University, with all the respondents in attendance. Semi-structured interview was adopted, as the questions the respondents were asked revolved around pre-determined thematic areas highlighted in section 4.1.2

Limitation: The study is based on 17 current learners and 5 e- tutors in BUCODeL. The small population constitutes a limitation to the study.

Findings

This section begins by summarizing the demographic information from the study. This does not answer the research question, but gives an insight into the characteristics of the respondents.

Demographic descriptions for learners

The demographic information of participants is provided in this section. This includes the gender, age, employment status, nationality, religion, and marital status of the 2021/2022 accounting learners.

Gender distribution of the learners

Table 1:. *Gender of the 2021/2022 Accounting Class*

Gender	Frequency	Percent
Male	8	66.7
Female	4	33.3
Total	12	100.0

Table 1 shows that the majority of the respondents (66.7%) were male, while 33.3% of the learners were females.

Age distribution of the learners

Table 2: *Age of the 2021/2022 Accounting Class*

Age	Frequency	Percent
21 to 30 years	3	25.0
Above 30	9	75.0
Total	12	100.0

Table 2 shows that the majority of the respondents were above the age of 30; this is indicated by 75% of the learners. It can also be seen that about 25% of the respondents were between the ages 21 and 30. This is an indication that the learners are mostly matured.

Employment status of the learners

Table 3: *Employment Status of the 2021/2022 Accounting Class*
Employment Status

	Frequency	Percent
Employed	12	100.0

Table 3 reveals that all the participants were employed (100%). This is an indication of the popularity of ODeL among the employed.

Nationality of the learners

Table 4: *Nationality of the 2021/2022 Accounting Class*

Nationality	Frequency	Percent
Nigerian	12	100.0

The result of the analysis of the Authentic Assessment Survey shows that all the respondents were Nigerians (100%).

Religion of the learners

Table 5: *Religion of the 2021/2022 Accounting Class*

Religion	Frequency	Percent
Christianity	9	75.0
Islam	3	25.0
Total	12	100.0

The result of the analysis shows that the majority of the participants (75%) are Christians, while 25% are Muslims.

Marital status of the participants

Table 6: *Marital Status of the 2021/2022 Accounting Class*

Marital Status	Frequency	Percent
Single	5	41.7
Married	7	58.3
Total	12	100.0

A great proportion of the respondents were married (58.3%); this was successfully followed by those who were single (41.7%).

Analysis Of Learners' Responses

Table 7 presents the responses of leaners to questions soliciting their understanding of the concept of AA, which meets research objective one.

Table 7: *Learners Understanding the Concept of AA*

Criteria	Yes		Not Sure		No		Total	
Items	Freq	%	Freq	%	Freq	%	Freq	%
I understand the concept of Authentic Assessment	9	75	3	25	-	-	12	100
Authentic Assessment seeks to link classroom tasks to the real world	11	91.7	1	8.3	-	-	12	100
Authentic Assessment seems to be different from traditional assessment methods	9	75	1	8.3	2	16.7	12	100
Mean		80.57		13.87		5.57		100

The participants' responses to understanding of the concept of AA reveals that 80.57% of the participants understood it, while 13.87% were not sure, and 5.57% asserted that they did not understand the concept of AA. The concept was presented to learners through videos, instructions on the LMS, and explanations on the tasks. This accounts for majority of learners understanding the concept of AA.

Table 8 presents the responses of leaners to questions soliciting their preference of AA as their assessment method, which meets research objective two.

Table 8: *Learners Preference for AA*

Criteria	Yes		Not Sure		No		Total	
Items	**Freq**	**%**	**Freq**	**%**	**Freq**	**%**	**Freq**	**%**
If Authentic Assessment were implemented across all your courses, would you welcome it?	7	58.3	5	41.7	-	-	12	100
While carrying out the Authentic Assessment tasks you were assigned, did you think it helped you connect to reality over the traditional assessment method?	11	91.7	1	8.3	-	-	12	100
Mean		75		25		-		100

The majority of the respondents (75%) prefer AA to TA, only a few (25%) still prefer the traditional method of assessment. This may be apparently due to the hands on and practical experiences which AA affords the learners as well as the novelty of creativeness in tasks and choices of which specific tasks the learners undertook.

Table 9 presents the responses of leaners to questions asking how satisfied they were with AA, which meets research objective three.

Table 9: *Learners Satisfaction Level with AA*

Criteria	Yes		Not Sure		No		Total	
Items	**Freq**	**%**	**Freq**	**%**	**Freq**	**%**	**Freq**	**%**
Did you engage with any real-world industry or organization in carrying out your task?	7	58.3	2	16.7	3	25	12	100
I enjoyed the Authentic Assessment task(s)	9	75	3	25	-	-	12	100
Do you think you were being spoon-fed by having a rubric to guide you in carrying out the Authentic Assessment task, as against the traditional assessment method?	1	8.3	2	16.7	9	75	12	100
Mean		75		16.67		8.3		100

A greater proportion (75%) of the learners have high level of
satisfaction for Authentic Assessment method, while 16.67% are not
sure of their satisfaction level and 8.3% are not satisfied with Authentic
Assessment methods (8.3%).

Table 10 presents the responses of leaners to questions on their
academic performance as a result of the implementation of AA, which
meets research objective four.

Table 10: *Learners Perception about the Impact of AA*

Criteria	Agree		Undecided		Disagree		Total	
Items	Freq	%	Freq	%	Freq	%	Freq	%
Carrying out Authentic Assessment task is too demanding	8	66.7	2	16.7	2	16.7	12	100
If Authentic Assessment tasks were too demanding, would you rather prefer the traditional assessment method?	1	8.3	5	41.7	6	50	12	100
I believe my grades will be better if I am assessed more using Authentic Assessment	7	58.3	4	33.3	1	8.3	12	100
With Authentic Assessment, I believe I will acquire the requisite skills to function in the real world.	11	91.7	1	8.3	-	-	12	100
Mean		56.25		25		18.75		100

Majority (56.25%) of the learners agree that AA has a positive impact on their grades and skills, while some (25%) of the learners are not sure of the impact of AA. Only a few of the participants (18.75%) do not believe that AA will impact their grades positively.

Comments and recommendations by learners

The following summarises the positive perception of learners in their experience of AA:
- Practical and hands-on experiences
- Application of learning to real world situations
- Robust information
- Clear expectations as provided in the rubrics
- Engagement with research
- Novelty
- Increased participation of learners
- Interactiveness
- Deepening of knowledge
- More Guidance
- Acquisition of new skills
- Information about marking scheme contained in the rubrics
- Use of case study
- Group work experience
- Interesting and exciting learning experience

The following summarises recommendations and areas for improvement on AA by learners:
- Greater commitment by group leaders in cases of Group assignments
- Extended time to complete tasks
- Detailed explanation on how to complete tasks

Focused Group Discussion (FGD)

The FGD for the learners involved all the 17 learners comprising 13 males and 4 females. The FDG revolved around four (4) thematic areas. These are: (a) description of AA (b) differentiating between AA and TA (c) unique AA experiences (d) challenges. The responses of the learners are highlighted as follows:

Description of AA

The learners mostly described what they understood by the concept of AA rather than define AA. Their responses include:

i.   Being able to practice what they have learnt

ii.   Applying theories to real life situations

iii.   Finding solution to problems.

iv.   Use of initiative and creativity

The above responses portray the learners' personal descriptions of their understanding of the concept of AA. While exact definitions were not offered by the learners, their descriptions demonstrate their understanding of the concept of AA.

Differences between AA and TA

In the FGD, the leaners described the differences between AA and TA as follows:

i.   AA, unlike TA, forces one to think of how to solve problems

ii.   Unlike TA, AA helps you explore global issues. More specifically, they opined that while the curriculum is a useful guide, AA makes one go beyond the curriculum in the process of learning.

iii.   While TA is based on the course material, AA makes one go beyond the course material to get information required to execute tasks.

iv.   The time frame to work on AA tasks is often more than that for TA tasks, thus giving room for more robust AA outcomes.

v.   AA affords the learner the opportunity to do research, unlike the TA method.

Unique AA experience(s)

The learners shared the following as unique learning experiences:

i.   In the course: **Communication in English,** a learner was able to explore the subject of homosexuality for the first

time as he prepared for a presentation. This was because the learners were given opportunity to choose from various topics to write. This particular learner seized the opportunity of novelty offered by AA.

ii. In the course **Principles of Economics**, a learner was able to learn how to plot graphs for the first time on MS Excel. Plotting a graph was novel. Using excel was also a new experience.

iii. The teamwork experience that the learners had was a unique experience too. While team work was complicated for some participants because of poor attitude of some group members, others found working in groups interesting.

Challenges

The leaners had two major challenges in their AA experience. These challenges include:

i. Being able to execute AA tasks that require the use of laptops. Some task could not be executed on phones. Some learners did not own laptops and had limited access to the use of laptops for their tasks.

ii. The nonchalance of some group members in tasks that required execution in groups.

Comparison Of Learners Performance in AA and TA
Table 11: *Marks Obtained in TA Courses and AA Courses*

TA Courses					AA Courses					
BSAD 102	ACCT 102	GEDS 126	GEDS 134	Average	ECON 102	BSAD 112	PLSC 102	GEDS 112	GEDS 132	Average
35	37		21	23.25	30	35	37	38	31	34.2
30	36	37	21	31	38	34	38	38	31	35.8
23	32	35	11	25.25	22	28	38	32	26	29.2
34	35	37	28	33.5	35	33	35	36	34	34.6
30	35	38	16	29.75	24	35	35	40	30	32.8
31	38	40	24	33.25	31	13	35	37	37	30.6
35	37	36	25	33.25	35	35	39	38	34	36.2
34	37	35	29	33.75	28	38	38	40	37	36.2
22	36	37	18	28.25	32	36	35	32	31	33.2
30	38	37	26	32.75	31	35	38	31	29	32.8
31	36	36	22	31.25	33	34	38	35	37	35.4
23	33	37	26	29.75	24	29	35	38	29	31
19	35	30	20	26	27	30	38	21	28	28.8
20	33	38	18	27.25	19	29	35	36	35	30.8
24	31	37	19	27.75	15	27	33	21	8	20.8
35	35	39	31	35	34	36	39	40	38	37.4
34	28	29	19	27.5	21	30	33	28	24	27.2
Average score				**29.91176**	**Average score**					**32.17647**

Note: This pass rate is based on the continuous assessment of the learners only.

From the findings, it is observed that the pass rate for AA is higher than TA. However, the difference is slight. In the next section, we examine the e-tutors' information and perceptions about AA.

Analysis Of e-Tutors' Responses

Demographic Data of e-Tutors

Table 12: *e-tutors s' Demographic Data*

S/N	Variable	Category N = 5	Frequency	Percentage
1	Gender	Male	3	60
		Female	2	40
2	Age	21 – 30	1	20
		31 above	4	80
4	Employment Status	Employed	5	100
5	Nationality	Nigerian	5	100
6	Religion	Christianity	5	100
7	Marital Status	Single	1	20
		Married	4	80

Results in Table 12 reveal that a majority of the e-tutors (60%) are male, while 40% are female. Thus, there are more males than females. The greatest proportion of the respondents are above 31 years old and above (80%), only 20% of the respondents are between 21 – 30 years old. This is an indication that the respondents are all matured adults. All the respondents are employed (100%). In addition, all the e-tutors are Christians (100%) and Nigerians (100%). A greater proportion of the respondents are married (80%). Single constitute (20%).   The greatest proportion of the respondents are above 31 years old and above (80%), only 20% of the respondents are between 21 – 30 years old.

Table 13 presents the responses of e-Tutors to questions soliciting their understanding of the concept of AA, which meets research objective five.

Table 13*: e-Tutors' Understanding of the Concept of AA*

Criteria	Yes		Not Sure		No		Total	
Items	Freq	%	Freq	%	Freq	%	Freq	%
I understand the concept of Authentic Assessment	5	100	-	-	-	-	5	100
Authentic Assessment seeks to link classroom tasks to the real world	5	100	-	-	-	-	5	100
Authentic Assessment seems to be different from traditional assessment methods	5	100	-	-	-	-	5	100
Mean	5	100					5	100

The e-tutors' responses to questions bothering on understanding of the
concept of Authentic Assessment reveal that all of them (100%)
understood it.

Table 14 presents the responses of e-Tutors to questions soliciting their
preference of AA as their assessment method, which meets research
objective six.

Table 14*: e-Tutors' Preference for AA*

Criteria	Yes		Not Sure		No		Total	
Items	Freq	%	Freq	%	Freq	%	Freq	%
If Authentic Assessment were implemented across all your courses, would you welcome it?	5	100	-	-	-	-	5	100
Mean	5	100					5	100

All the e-tutors (100%) prefer AA to TA

Table 15 presents the responses of e-Tutors to questions asking how
satisfied they were with AA, which meets research objective seven.

Table 15: *e-Tutors' Satisfaction Level with AA*

Criteria	Yes		Not Sure		No		Total	
Items	Freq	%	Freq	%	Freq	%	Freq	%
Did you ensure your learners engaged with any real world, industry or organization in the Authentic Assessment Task?	5	100	-	-	-	-	5	100
Did you ensure your learners engaged with creating the Authentic Assessment task(s)?	4	80	1	20	-	-	5	100
Do you think your learners were being spoon-fed by having a rubric to guide you in carrying out the Authentic Assessment task and rubrics are too demanding?	-	-	1	20	4	80	5	100
Mean		60		13.3		26.7	5	100

A greater proportion (60%) of the e-tutors have high level of satisfaction for Authentic Assessment method, while 13.3% are not sure of their satisfaction level and 26.7% are not satisfied with Authentic Assessment (8.3%).

Table 16 presents the responses of e-Tutors to questions on what they perceive as the effect on the academic performance of learners as a result of the implementation of AA, which meets research objective eight.

Table 16*: e-tutors' Perception about the Impact of Authentic
Assessment*

Criteria	Agree		Undecided		Disagree		Total	
Items	Freq	&	Freq	%	Freq	%	Freq	%
Creating out Authentic Assessment task and rubrics are too demanding	3	60	1	20	1	20	5	100
If creating Authentic Assessment task and rubrics are too demanding, would you rather prefer the traditional assessment method?	-	-	1	20	4	80	5	100
I believe learners' grade will be better if assessed more using Authentic Assessment	4	80	1	20	-	-	5	100
With Authentic Assessment, I believe my learners will acquire the requisite skills to function in the real world.	5	100	-	-	-	-	5	100
Mean		60		15		25	5	100

Majority (60%) of the e- tutors agree that Authentic Assessment has a
positive impact on their learners, while few (15%) of the e-tutors are
not sure of the impact of Authentic Assessment, 25% do not believe
that AA will impact the learners positively.

Comments and Recommendation by e-Tutors

The following summarizes the positive perception of e-tutors in their
experience of AA:
- AA provides practical and hands-on experiences for learners
- AA ensures fair assessment
- The hands-on approach of AA is encouraging
- Ability to set AA tasks and oversee implementation by
  learners is satisfying
- Creating rubrics is interesting

- AA creates awareness that teaching can be linked to the real world
- AA is interesting because it is novel
- AA provides opportunities for tutors to undergo training
- Certificates from AA trainings is gratifying and gives feeling of accomplishments

The following are comments and recommendations from the e-tutors:
- Time allowed for assessment should be longer.
- A proper orientation of learners should be carried out
- There should be more practical workshops and training
- There is a need to make the tasks more creative and practical.
- It will be useful to practice similar tasks with the learners before they do the assigned one so that they do not get stuck.
- The course content should be developed in line with the concept of AA and with tasks already imbedded in the activities in the content.

Summary of Findings

This section summarizes the major findings of this study. They are highlighted below:
a. 80.57% of participants understand the concept of AA
b. Most of the participants (75%) prefer AA to TA, while the same number are highly satisfied with AA
c. Most participants, representing 56.25% believe AA has a positive impact on their grades and skills.
d. Overall, participants posit that AA forces them to think, go beyond course material. Additionally, they responded that AA equips them with the capacity to carry out research
e. The result showed that there is a 52% pass rate for AA while the pass rate for TA is 48%.
f. 100% of e-tutors understand the concept of AA. Another 100% prefer AA to AA, even though 60% have high level of

satisfaction for AA. Similarly, 60% of e-tutors agree that AA
has a positive impact on their learners. This is very close to
the 56.25% of learners who expressed optimism about the
positive effect they expect AA to have on their grades and
skills.

Conclusion and Recommendations

From the findings of this study, AA is understood by all e –tutors at
BUCODeL and majority of the learners. This is established by their
ability to describe AA. The study also established that all e-tutors
preferred AA to TA while most learners preferred AA to TA. This
indicates that AA has gained acceptance among leaners and tutors at
BUCODeL. Furthermore, the performance of learners in AA courses
is slightly better than in TA courses. The study concludes therefore that
the experience of AA for both learners and e-tutors at BUCODeL is
highly satisfactory and encouraged. The study recommends that
courses run on AA should already be developed with AA principles in
mind and AA tasks imbedded in the courses. Furthermore, there should
be orientation for learners to familiarize them more with AA and
extended periods of time be assigned for AA tasks from the beginning
of the semester. Continuous trainings for tutors and other stakeholders
is also necessary in implementing AA successfully.

References

Butakor, P. K., & Caesar, J. (2021). Analysing Ghanaian teachers'
perceived effects of authentic assessment on student
performance in Tema Metropolis: Analysing Ghanaian
teachers' perceived effects of authentic
assessment. *International Journal of Curriculum and
Instruction*, *13*(3), 1946-1966.

Ghosh, S., Brooks, B., Ranmuthugala, D., & Bowles, M. (2020).
Authentic versus traditional assessment: an empirical study
investigating the difference in seafarer students' academic
achievement. *The Journal of Navigation*, *73*(4), 797-812.

Hartman, D. (2019, January 25). *Advantages & Disadvantages of
Traditional Assessment /Bizfluent*. Bizfluent.
https://bizfluent.com/info-8475094-advantages-disadvantages-
traditional-assessment.html

Hill, J., & Worth, N. (2019). Authentic assessment and feedback to
develop lifelong learning. In H. Walkington, J. Hill, & S. Dyer
(Eds.), *Handbook for Teaching and Learning in Geography* (pp.
371–385). https://doi.org/10.4337/9781788116497.00037

James, L. T., & Casidy, R. (2016). Authentic assessment in business
education: its effects on student satisfaction and promoting
behaviour. *Studies in Higher Education*.
https://doi.org/10.1080/03075079.2016.1165659

Kankam, B., Bordoh, A., Eshun, I., Kweku Bassaw, T., & Yaw
Korang, F. (2014). Teachers' perception of authentic assessment
techniques practice in social studies lessons in senior high schools
in Ghana.

Maclellan, E. (2001). Assessment for learning: the differing
perceptions of tutors and students. *Assessment & Evaluation in
Higher Education*, *26*(4), 307-318.

Marshall, S. J. (2018). Internal and External Stakeholders in Higher Education. In *Shaping the University of the Future* (pp. 77–102). Springer Singapore. https://doi.org/10.1007/978-981-10-7620-6_4

Rennert-Ariev, P. (2005). A theoretical model for the authentic assessment of teaching. *Practical Assessment, Research, and Evaluation*, *10*(1), 2.

Seymour, C., Burns, B., & Henry, J. (2018). Cooperating Teachers: Stakeholders in the edTPA?. *Issues in Teacher Education*, *27*(1), 41–56.

Sokhanvar, Z., Salehi, K., & Sokhanvar, F. (2021). Advantages of authentic assessment for improving the learning experience and employability skills of higher education students: A systematic literature review. *Studies in Educational Evaluation*, *70*, 101030.

Strohschen, G. (2020). Authentic Assessment, Implementation, and Evaluation in Social Movements: Considerations for Adult Educators. *International Forum of Teaching and Studies*, *16*(1), 1–15.

Tanner, D. E. (2001). Authentic assessment: A solution, or part of the problem?. *The High School Journal*, *85*(1), 24-29.

Wiggins, G. (1990). The Case for Authentic Assessment. *Practical Assessment, Research, and Evaluation*, *2*(2), 1–3.

Appendix A

BUCODEL 2021/2022 AUTHENTIC ASSESSMENT
BABCOCK UNIVERSITY CENTRE FOR OPEN DISTANCE
AND e-LEARNING

Authentic Assessment Review Instrument for Learners
Please respond to the following statements about your experience on Authentic Assessment at BUCODeL

Demographic data

Gender
o   Male
o   Female

Age
o   Below 20 Years
o   21 to 30 Years
o   Above 30 Years

Employment Status
o   Employed
o   Unemployed
o   Underemployed

Nationality
o   Nigerian
o   Non-Nigerian

Religion
o   Christianity
o   Islam
o   Traditional
o   Others (Please specify)

Marital Status
o   Single
o   Married
o   Divorced
o   Widowed

Understanding of the concept of Authentic Assessment

I understand the concept of Authentic Assessment

o No
o Not Sure
o Yes

Authentic Assessment seeks to link classroom tasks to the real world

o No
o Not Sure
o Yes

Authentic Assessment seems to be different from traditional assessment methods

o No
o Not Sure
o Yes

Preference for Authentic Assessment

If Authentic Assessment were implemented across all your courses, would you welcome it?

o No
o Not Sure
o Yes

While carrying out the Authentic Assessment tasks you were assigned, did you think it helped you connect to reality over the traditional assessment method?

o No
o Not Sure
o Yes

Satisfaction Level of Authentic Assessment

Did you engage with any real world industry or organization in carrying out your task?

o No
o Not Sure
o Yes

I enjoyed the Authentic Assessment task(s)

o No
o Not Sure
o Yes

Do you think you were being **spoon-fed** by having a rubric to guide you in carrying out the Authentic Assessment task, as against the traditional assessment method?*
o   No
o   Not Sure
o   Yes

Impact of Authentic Assessment
Carrying out Authentic Assessment task is too demanding
o   Disagree
o   Undecided
o   Agree

If Authentic Assessment tasks are too demanding, would you rather prefer the traditional assessment method?*
o   Disagree
o   Undecided
o   Agree

I believe my grades will be better if I am assessed more using Authentic Assessment*
o   Disagree
o   Undecided
o   Agree

With Authentic Assessment, I believe I will acquire the requisite skills to function in the real world
o   Disagree
o   Undecided
o   Agree

Please, state three special things you enjoyed during your learning journey through Authentic Assessment.
Your answer

List three things you experienced that you wish to be improved upon*
Your answer

Appendix B

**BUCODEL 2021/2022 AUTHENTIC ASSESSMENT
BABCOCK UNIVERSITY CENTRE FOR OPEN DISTANCE
AND e-LEARNING**

Authentic Assessment Review Instrument for e-Tutors
Please respond to the following statements about your experience on Authentic
Assessment at BUCODeL

Demographic data
Gender
o   Male
o   Female

Age*
o   Below 20 Years
o   21 to 30 Years
o   Above 30 Years

Employment Status
o   Employed
o   Unemployed
o   Underemployed

Nationality
o   Nigerian
o   Non-Nigerian

Religion
o   Christianity
o   Islam
o   Traditional
o   Others

Marital Status
o   Single
o   Married
o   Divorced
o   Widowed

Understanding of the concept of Authentic Assessment

I understand the concept of Authentic Assessment

o   No

o   Not Sure

o   Yes

Authentic Assessment seeks to link classroom tasks to the real world

o   No

o   Not Sure

o   Yes

Authentic Assessment seems to be different from traditional assessment

o   No

o   Not Sure

o   Yes

Preference for Authentic Assessment

If Authentic Assessment were implemented across all your courses, would you welcome it?

o   No

o   Not Sure

o   Yes

Satisfaction Level of Authentic Assessment

Did you ensure your learners engaged with any real world, industry or organization in the Authentic Assessment Task?

o   No

o   Not Sure

o   Yes

Did you ensure your learners engaged with creating the Authentic Assessment task(s)?

o   No

o   Not Sure

o   Yes

Do you think your learners were being **spoon-fed** by having a rubric to guide you in carrying out the Authentic Assessment task and rubrics are too demanding?*

o   No

o   Not Sure

o   Yes

Impact of Authentic Assessment
Creating out Authentic Assessment task and rubrics are too demanding
o   Disagree
o   Undecided
o   Agree

If creating Authentic Assessment task and rubrics are too demanding, would you rather prefer the traditional assessment method?
o   Disagree
o   Undecided
o   Agree

I believe learner's grade will be better if assessed more using Authentic Assessment*
o   Disagree
o   Undecided
o   Agree

With Authentic Assessment, I believe my learners will acquire the requisite skills to function in the real world
o   Disagree
o   Undecided
o   Agree

Please, state three special things you enjoyed during your training journey and implementation through Authentic Assessment.*

Your answer

List three things you have experienced that you wish to be improved upon*

Your answer