



Authentic Assessment Methods Summary:

A Practical Handbook for Teaching Staff

Part II – Quick Guide



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**BUILDING CAPACITY
FOR ENHANCED LEARNING**



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PREFACE

The purpose of this handbook (part-I to part-IV) is to assist teaching staff in implementing Deakin University's strategic policy direction by scaffolding authentic assessment practices. The key objective of **part-II** is to **provide a succinct and concise reference handbook** for assessment strategies to realise Deakin's vision of 'empowering learners for the jobs and skills of the future'. This handbook **provides comprehensive guidelines** for choosing appropriate authentic assessment methods to align with Deakin University's Graduate Learning outcomes (DGLO2 to DGLO8).

However, it is important recognise that **authentic assessment methods** provided in this handbook does not necessarily prevent contract cheating or plagiarism. To highlight the difference between **authentic assessment** methods and **assessment methods aimed at reducing plagiarism and contract cheating**, the former is aimed to **simulate real world working environment**, while the latter is aimed at **enhancing academic integrity and honesty amongst students**. Part-I of this handbook provides some strategies to **prevent and detect** academic dishonesty in addition to **detailed resources supporting authentic assessment** methods. Even though there are overlapping elements between the two, authentic assessment methods do not necessarily reduce plagiarism and vice versa. It is crucial to articulate assessment design to get an optimal balance between authenticity of assessments and assessments tasks to reduce plagiarism and contract cheating.

Part-II provides a list of assessment methods, short description of each method, relevant GLOs to assess and degree of authenticity. In short, part-II is a quick guide to assist in choosing appropriate GLOs for **each assessment method**. The degree of **authenticity in this document** is decided based on some of the **characteristics of authentic assessment as mentioned in part-I**. However, the authenticity of these assessment methods profoundly depends on design of the assessment.

This handbook is a work-in-progress document and will be revised based on the latest research and development in this area and feedback from staff members. If you have any feedback or comments for improving this handbook, please contact Bhavani Sridharan bhavani@deakin.edu.au or Jamie Mustard (jamie.mustard@deakin.edu.au)

TABLE OF CONTENTS

ACKNOWLEDGEMENTS	1
PREFACE	1
TABLE OF CONTENTS	2
GLO 2.1 Written Communication	5
Executive summary	5
Annotated bibliography.....	5
Practicum report	5
Field report	5
Partial in-class work	6
Short answer question	6
Inquiry-based report.....	6
Essay	6
Literature review	7
Research proposal	7
Written exam	7
In-tray exam.....	7
Take-away (aka take-home) exam	8
Open-book exam	8
Open-notes exam	8
Structured exam.....	8
Unseen exam	9
Part-seen exam	9

Project work	9
User documentation.....	9
Refined essay.....	10
White paper	10
Grant proposal.....	10
Letter to client or prospective employer.....	10

GLO 2.2 Oral Communication

Oral presentation	11
Oral examination.....	11
Interview.....	12
Interrogation	12
Group discussion.....	12
Round table meeting	12
Role playing exercise	13
Dual role play.....	13
De-briefing	13
Case study discussion	13
Mini-practical	14
Objective structured examination	14
Class participation	14
Guided discussion	15
Presenting a case to an interest group.....	15

GLO 3 Digital Literacy (Refer to Part-I for Alternatives).....

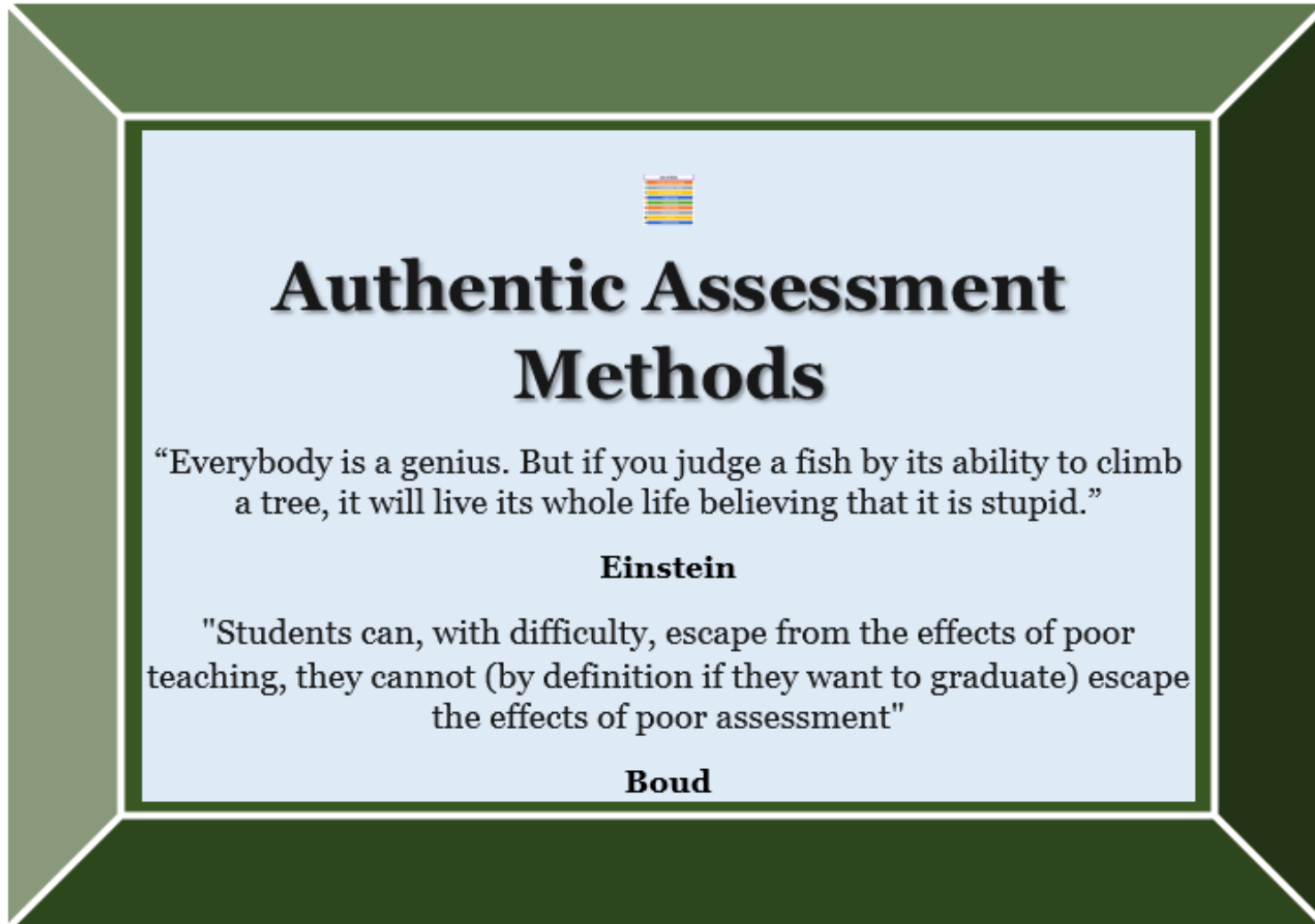
Simulation or game-based assessment.....	16
Development of website or IS/IT system	16
Experimental dataset-based assessment	16
Data collection system	17
Storyboarding.....	17
Simulation or game-based assessment.....	17
Development of website or IS/IT system	17
Experimental dataset-based assessment.....	18
Data collection system	18
Storyboarding.....	18
Simulation or game-based assessment.....	18
Development of website or IS/IT system	19
Experimental dataset-based assessment.....	19
Data collection system	19
Storyboarding.....	19

GLO 4 Critical Thinking

Critical appraisal.....	20
Case study	20
Caselets.....	21
Interrupted case method.....	22
Mini case study or Mini case record (MCR)....	22
Case writing	23
Scenario-based questions.....	23
Multimedia case study	23
Live case	24

Concept map.....	24	Source evaluation of information.....	32	GLO 7 Teamwork (Refer Part-I for Alternatives)	41
Journal article.....	24	Triple jump or three stage assessment	32	Group (or team) work	41
Article review	25	Tripartite assessment	33	Peer review of product.....	42
Argument mapping.....	25	GLO 6 Self-Management	34	Peer assessment of process	42
Critical analysis using Toulmin’s model.....	25	Self-assessment of product	34	Assessment of peer feedback.....	43
Creation of multiple choice questions (MCQ).	25	Self-assessment process	34	Team reflection	43
Poster displays	26	Critical self-reflection.....	35	GLO 8 Global Citizenship	44
Design an assessment rubric.....	26	Pre and post self-inventory and self-reflection.....	35	Local, National, and Global view assessment .	44
Quality of feedback in peer review assessment	27	Benchmark yourself and self-reflection piece.....	36	Global issue awareness assessment (e.g. Corporate Social Responsibility (CSR)).....	44
GLO 5 Problem Solving.....	28	Attitude, skill and knowledge – self-reflection assessment.....	36	Civic engagement and responsibility assessment	45
Problem set assignment	28	Portfolio.....	36	Multicultural awareness assessment.....	45
Situational judgement test (SJT)	28	Reflective journal	37	Ethical value research assessment.....	46
Problem-based multiple choice questions (MCQ)	29	Patchwork text.....	37	Cognitive dissonance assessment	46
Computer-adaptive exam	29	Summary of lecture/each week’s learning	37	Valuing diversity assessment.....	47
Simulated work-based assessment	30	Elevator pitch	38	Study tour or study abroad program – self-reflections piece	47
Modified essay questions (MEQ)	30	Mock job interviews	38	Communities of practice (CoP) assessment ...	48
Incomplete solution set.....	30	Mock job application	38	Self-awareness in global citizenship context assessment	48
Incorrect solution set	30	Professional profile creation.....	38		
Survey instrument	31	Project plan	39		
Self-marking or peer-marking.....	31	Learning contract.....	39		
Interactive computer marked assessment (iCMA).....	31	Team Contract	39		
State the steps and not solve	32	Question and answer bank.....	39		
		Learning log.....	40		
		Debate.....	40		

Assessment Methods and Deakin Graduate Learning Outcomes



Assessment Method	Description	GLO1	GLO2.1	GLO 2.2	GLO 3	GLO 4	GLO 5	GLO 6	GLO 7	GLO8	Level of Authenticity
GLO 2.1 Written Communication											
Executive summary	An executive summary provides the reader with an overview of a report's essential information. It is designed to be read by people who do not have time to read the whole report (e.g. CEO). An executive summary must be short, to the point without losing the key elements. It can be written only after writing the entire report.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	High
Annotated bibliography	An annotated bibliography (or webliography) is a list of resources on a specific topic providing a concise summary of each source and some assessment of its value or relevance. A webliography is a list of resources on a given topic available on the internet, which can include scholarly published articles as well. Judging the authenticity of online articles/sources is an integral aspect of compiling a webliography.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	High
Practicum report	Practicum is an approach that helps students to apply knowledge and skills by participating in real-life projects. These types of projects and their associated tasks are designed to prepare students to put the theory they have studied into practice.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	High
Field report	A field report requires students to combine knowledge of theory and analysis with observation and practice . This is designed for assessing application knowledge involving observation, collation, organisation, representation, and analysis of data from the field.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	High

Assessment Method	Description	GLO1	GLO2.1	GLO 2.2	GLO 3	GLO 4	GLO 5	GLO 6	GLO 7	GLO8	Level of Authenticity
Partial in-class work	In partial in-class work, students are given a research topic (or real-life complex problem) to investigate many days/weeks in advance. On the allocated date, students write a report (or provide solution to the problem). Students are allowed to bring in their plan or notes (one/two page) to complete the work. This avoids the problem of plagiarism in assignments and, if effectively designed , can simulate the real-life working environment.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	High
Short answer question	Short-answer questions can be used to assess students' conceptual understanding on a given topic before assessing in-depth knowledge. Types include open-ended and closed questions. Although a traditional method, it has relevance to authentic assessment as it can replicate real-world working life situations, and more than one answer may be appropriate.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Medium / Low
Inquiry-based report	In an inquiry-based (or analytical) report students record and report their findings using relevant information sources and interpretation of the information. This is a traditional assessment method but it can be adapted to be more authentic by requiring students to respond to real-life scenarios. Good reports are accurate, focussed and complete . These reports can be subjective with no single correct answer. Example reports or essays include structured; free flowing; data interpretation; and book review.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	High
Essay	An essay is a traditional assessment method that requires students to present a coherent set of ideas to support a point of view on an issue based on their prior knowledge. There is no one correct way to respond to an essay prompt, and a wide variation in responses may be appropriate and can be expected.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Low

Assessment Method	Description	GLO1	GLO2.1	GLO 2.2	GLO 3	GLO 4	GLO 5	GLO 6	GLO 7	GLO8	Level of Authenticity
Literature review	A literature review is usually produced in the context of a research project. It requires students to critically analyse the existing literature in relation to the research topic as well as identify gaps in research/knowledge in order to situate the research being undertaken. Variations to this include the review of literature to present a well-informed essay or report.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	High
Research proposal	A research proposal is a written document describing an issue the researcher is intending to investigate; the significance of the issue; existing research in the area; proposed methodology; implications of the outcome and how the research contributes significant value to existing knowledge on the issue.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	High
Written exam	Written exams are designed to assess whether or not students have acquired the discipline knowledge and generic skills required for progressing further. Even though this is a traditional method of assessment, it can be adapted to suit authentic assessment requirements , (e.g. in-class report writing or take-away exam and so on). Identified limitations include lack of reliability and limited applicability in developing real-world scenarios.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Medium / Low
In-tray exam	In-tray exams require students to examine a tray/folder of information provided. Based on this information, they need to clearly identify the problem and provide effective solutions or decisions. These exams take more time to plan but less time to mark. Students spend more time on thinking and less time on writing or communicating their solution. Highly authentic, resembling real-life work environments.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	High

Assessment Method	Description	GLO1	GLO2.1	GLO 2.2	GLO 3	GLO 4	GLO 5	GLO 6	GLO 7	GLO8	Level of Authenticity
Take-away (aka take-home) exam	In take-away exams students pick up their questions and they can go anywhere to find relevant information or consult with anyone or search on internet or phone an friend or expert and submit the written answers to questions within the time set by the examiner. This method is very authentic as it simulates a real-world work situation . Take-away exams can be set over an extended period e.g. over a weekend or a week.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	High
Open-book exam	In open-book exams , students are allowed to take reference books/readings/resources into the examination room to consult when completing their answers to questions. Alternatively, students can be provided or allowed a selected set of resources (e.g. books, learning log, and learning journal) that they can refer to during the exam. However, students are given limited time to complete the questions. The 'time' element can be relaxed based on the complexity of the tasks.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Medium
Open-notes exam	In open-notes exams , students are allowed to take into the examination room any notes/formulae that they have prepared for the purpose. This is similar to open-book exams, except that limited materials are allowed in the exam room. Designing assessment in such a way that allows diverse answers can be considered authentic , requiring higher order critical thinking skills.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Medium
Structured exam	Structured exams have multiple components of multiple formats such as MCQs, true-false, short-answer and essay type questions. They are highly traditional, but if designed effectively higher order learning skills and critical thinking skills can be incorporated through use of real-life cases and fuzzy problems, and by excluding MCQs that test only lower order skills.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Medium / Low

Assessment Method	Description	GLO1	GLO2.1	GLO 2.2	GLO 3	GLO 4	GLO 5	GLO 6	GLO 7	GLO8	Level of Authenticity
Unseen exam	Unseen exams are time-constrained hand-written summative assessment tasks for individual students. This requires students to answer a series of questions or problems primarily designed to demonstrate discipline specific knowledge for grading purposes. Traditional authentic elements can be incorporated by using real-life case scenarios to assess critical thinking skills and ‘thinking on one’s feet’ and ‘time management’ skills. A benefit of this method is that it prevents plagiarism. A limitation is lack of reliability because it provides and considers only a snapshot of student performance.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Medium / Low
Part-seen exam	In part-seen exams , students are provided with a variety of reference materials in advance, such as case studies, articles, topic coverage, and generic assessment criteria and so on. When students enter the exam room, they are given a list of tasks/questions (unseen) to complete. Authentic elements can be incorporated simulating real-life work scenarios.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Medium / Low
Project work	Projects are extended pieces of work that involve solving challenging problems by making use of existing knowledge and discovering new knowledge . Project work can be done independently or collaboratively. This develops higher order thinking skills, independent learning skills and prepares students for real-life work environments. Project work could involve submitting a written report and/or presentation of the results in a clear and useful manner.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	High
User documentation	Producing a user guide for a product or service can assist end users to use the product or service effectively. This is highly authentic in IT/IS and manufacturing sectors.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	High

Assessment Method	Description	GLO1	GLO2.1	GLO 2.2	GLO 3	GLO 4	GLO 5	GLO 6	GLO 7	GLO8	Level of Authenticity
Refined essay	A refined essay is a final version of written work that has been refined after feedback from tutors or student peers. This is very similar to submitting draft versions of documents in work environments before coming up with the final versions. This helps students to develop skills in critical reflection and analysis.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Medium / Low
White paper	A white paper is an article or a document which students can be asked to create to demonstrate skills in promoting products, services or solutions. It is usually developed as a marketing tool to persuade consumers to buy products or services, using facts and logical rationales. This type of task is appropriate in marketing, business and management education.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	High
Grant proposal	A grant proposal is a written document prepared with the objective of obtaining funds for specific projects. Usually it should contain a concise summary of the project, with convincing justification of why the project is a good fit for funding and how the money will be spent. This type of task is usually appropriate for postgraduate students.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	High
Letter to client or prospective employer	Writing a letter , for example to a client, could include proposing a solution to a client or putting forward an argument to persuade them to continue engaging in business. Writing a letter to convince a prospective employer of one's suitability for a job could involve addressing a number of selection criteria specific to a given scenario.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	High

Assessment Method	Description	GLO1	GLO2.1	GLO 2.2	GLO 3	GLO 4	GLO 5	GLO 6	GLO 7	GLO8	Level of Authenticity
GLO 2.2 Oral Communication											
Oral presentation	An oral presentation requires students to convey the results of research/project work and findings in a spoken format. This can include seminar presentations, thesis proposals or 3 minute thesis competitions . This type of task can also measure ability to respond to questions on the spot. Alternatives include mock presentation in tutorials before actual presentation; project presentation to peers/teachers/panel of experts; video submission (particularly for cloud students); individual presentation; group presentation; web-based presentation, moot presentation, etc.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	High
Oral examination	An oral examination can involve various forms of verbal interaction between a student and an examiner (e.g. thesis viva voce; open-ended questions; closed questions). The student may be asked to present their work orally, for example in the form of a thesis viva voce with examiners asking a number of open-ended questions or closed questions relevant to the work submitted. Types of questions include concept-level questions, critical thinking questions, probing questions, prompting questions and other intricate questions .	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	High

Assessment Method	Description	GLO1	GLO2.1	GLO 2.2	GLO 3	GLO 4	GLO 5	GLO 6	GLO 7	GLO8	Level of Authenticity
Interview	Interviews can involve students interacting verbally with clients or prospective employers . This can involve asking oral questions in order to collect information for a research project from respondents (e.g. clients) or responding to interview questions (e.g. from a prospective employer). Types of interviews include individual interviews, group interviews, focus group interviews, simulated interviews and mock job interviews.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	High
Interrogation	An interrogation is a form of short interview where the individual student provides a demonstration of a product (or service) they have developed (e.g. system development or written work) to provide evidence of their authorship of the product.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	High
Group discussion	Group discussion can involve dialogue between students and teaching staff, and between students and their peers. This can help build discipline knowledge and help generate ideas in informal or formal settings.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	High
Round table meeting	A round table meeting involves a group of students meeting to discuss a specific topic (e.g. assessment task or group project) to generate ideas, allocate tasks, and facilitate the planning and execution of the task or the project . In a round table discussion everyone is on an equal footing . This can be used in team work meetings and brainstorming meetings. It provides a non-threatening platform for practising many generic skills, including oral communication and team work skills. This type of assessment task reflects professional reality.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	High

Assessment Method	Description	GLO1	GLO2.1	GLO 2.2	GLO 3	GLO 4	GLO 5	GLO 6	GLO 7	GLO8	Level of Authenticity
Role playing exercise	Role playing exercises ask students to assume the role of a character (e.g. client, service provider), in accordance with the expectations of appropriate behaviour in a particular context. Choosing real-life scenarios will help prepare students for professional life.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	High
Dual role play	Dual role play requires students to present both sides of an argument – similar to playing a ‘devil’s advocate’ role. This helps students to develop oral communication skills and expand their critical thinking skills through ‘ counter belief preservation ’ and helping them to see ‘ cognitive biases and blind spots ’ (Van Gelder 2005).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	High
De-briefing	De-briefing involves students in responding to a list of issues/questions on their completed or assessed work on how they might enhance their performance in the future. Key aspects covered could be clearly articulating lessons learnt and strategies for improvement .	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	High
Case study discussion	Case study discussion requires students to discuss and present the analysis and findings gathered from a case study. This can include brainstorming for idea development in addressing complex issues arising from a case study with their group. Students can be asked to record the group discussion to provide evidence for discipline specific knowledge and generic skills.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	High

Assessment Method	Description	GLO1	GLO2.1	GLO 2.2	GLO 3	GLO 4	GLO 5	GLO 6	GLO 7	GLO8	Level of Authenticity
Mini-practical	Mini-practical requires students to explain the functionalities or features of a system/product . This would be more appropriate for product development or information system units, to showcase a developed product/system . This is best done in a tutorial session or peer assessed session.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	High
Objective structured examination	In an objective structured exam , students are asked to take on a role within a series of practical scenarios, which test specific learning outcomes and skills applicable to a particular discipline. Students are required to progress through a number of practical tasks at timed stations, where they are observed and graded by an examiner using pre-constructed assessment criteria . Students may be asked to give either a verbal or written response. This method is very authentic and widely used in medicine but can be adapted for use in business, law and management .	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	High
Class participation	Class or tutorial participation can require students to provide quality contributions in class discussions, either face-to-face or online. Students can be assessed on the quality and quantity of their contribution to enhancing the discussion, including asking relevant questions. The discussion can be monitored and assessed by tutors or co-teachers or by the lecturer. This task has high authenticity as it encourages brainstorming and idea generation , as often required in professional working life discussions.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	High

Assessment Method	Description	GLO1	GLO2.1	GLO 2.2	GLO 3	GLO 4	GLO 5	GLO 6	GLO 7	GLO8	Level of Authenticity
Guided discussion	In a guided discussion , the student initiates, leads or contributes to a discussion with a group of peers guided and overseen by a tutor or the lecturer . The discussion is moderated and assessed by a staff member. An alternative is contributing to a discussion in an online moderated collaborative environment with opportunities for initiating, leading and contributing (particularly for off-campus students) using voice threads and other technologies.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	High
Presenting a case to an interest group	Presenting a case to an interest group is similar to a sales pitch to a customer or a group of customers or a CEO. This requires students to be aware of the audience and use appropriate language to persuade . This type of assessment is most relevant and authentic for marketing, business and management education.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	High

Assessment Method	Description	GLO1	GLO2.1	GLO 2.2	GLO 3	GLO 4	GLO 5	GLO 6	GLO 7	GLO8	Level of Authenticity	
GLO 3 Digital Literacy (Refer to Part-I for Alternatives)												
Simulation or game-based assessment	Simulation projects or game-based tasks require students to use relevant tools and technologies (including online quizzes, simulation games, PPT quizzes, Intelligent tutoring systems and visceral technologies) to demonstrate discipline specific knowledge and generic skills by correctly responding to simulated games, quizzes or questions.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	High
Development of website or IS/IT system	Students may be asked to develop systems or websites for various purposes with real-life relevance, such as in advertising, marketing or education. This assessment task could also be used to demonstrate skills in the use of specific technologies (e.g. MS access, Excel, Internet technologies, HTML technologies and programming languages).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	High
Experimental dataset-based assessment	Experimental data-set based assessment tasks require the use of real-life (de-identified or fictitious) economic, financial, accounting, statistical or other datasets which can be used for educational and assessment purposes. These tasks assist in developing skills in data manipulation, data analysis and data interpretation. These types of assessment tasks are authentic and help in developing real-life problem solving and critical thinking skills .	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	High

Assessment Method	Description	GLO1	GLO2.1	GLO 2.2	GLO 3	GLO 4	GLO 5	GLO 6	GLO 7	GLO8	Level of Authenticity
Data collection system	Data collection system require students' to use of existing technology (e.g. survey monkey, Qualtrics, MS access) to facilitate collection of data and information from online respondents or from paper-based survey data. Students can be assessed on the functionalities; robustness; user interface , etc. This assessment is authentic with electronic surveys are becoming popular in real world businesses.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	High
Storyboarding	Storyboarding asks students to break down complex tasks to accurately fulfil project objectives. The process also helps to communicate complex ideas to various stakeholders (including clients, employers and team members).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	High
Simulation or game-based assessment	Simulation projects or game-based tasks require students to use relevant tools and technologies (including online quizzes, simulation games, PPT quizzes, Intelligent tutoring systems and visceral technologies) to demonstrate discipline specific knowledge and generic skills by correctly responding to simulated games, quizzes or questions.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	High
Development of website or IS/IT system	Students may be asked to develop systems or websites for various purposes with real-life relevance, such as in advertising, marketing or education. This assessment task could also be used to demonstrate skills in the use of specific technologies (e.g. MS access, Excel, Internet technologies, HTML technologies and programming languages).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	High

Assessment Method	Description	GLO1	GLO2.1	GLO 2.2	GLO 3	GLO 4	GLO 5	GLO 6	GLO 7	GLO8	Level of Authenticity
Experimental dataset-based assessment	Experimental data-set based assessment tasks require the use of real-life (de-identified or fictitious) economic, financial, accounting, statistical or other datasets which can be used for educational and assessment purposes. These tasks assist in developing skills in data manipulation, data analysis and data interpretation. These types of assessment tasks are authentic and help in developing real-life problem solving and critical thinking skills .	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	High
Data collection system	Data collection system require students' to use of existing technology (e.g. survey monkey, Qualtrics, MS access) to facilitate collection of data and information from online respondents or from paper-based survey data. Students can be assessed on the functionalities; robustness; user interface , etc. This assessment is authentic with electronic surveys are becoming popular in real world businesses.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	High
Storyboarding	Storyboarding asks students to break down complex tasks to accurately fulfil project objectives. The process also helps to communicate complex ideas to various stakeholders (including clients, employers and team members).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	High
Simulation or game-based assessment	Simulation projects or game-based tasks require students to use relevant tools and technologies (including online quizzes, simulation games, PPT quizzes, Intelligent tutoring systems and visceral technologies) to demonstrate discipline specific knowledge and generic skills by correctly responding to simulated games, quizzes or questions.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	High

Assessment Method	Description	GLO1	GLO2.1	GLO 2.2	GLO 3	GLO 4	GLO 5	GLO 6	GLO 7	GLO8	Level of Authenticity
Development of website or IS/IT system	Students may be asked to develop systems or websites for various purposes with real-life relevance, such as in advertising, marketing or education. This assessment task could also be used to demonstrate skills in the use of specific technologies (e.g. MS access, Excel, Internet technologies, HTML technologies and programming languages).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	High
Experimental dataset-based assessment	Experimental data-set based assessment tasks require the use of real-life (de-identified or fictitious) economic, financial, accounting, statistical or other datasets which can be used for educational and assessment purposes. These tasks assist in developing skills in data manipulation, data analysis and data interpretation. These types of assessment tasks are authentic and help in developing real-life problem solving and critical thinking skills .	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	High
Data collection system	Data collection system require students' to use of existing technology (e.g. survey monkey, Qualtrics, MS access) to facilitate collection of data and information from online respondents or from paper-based survey data. Students can be assessed on the functionalities; robustness; user interface , etc. This assessment is authentic with electronic surveys are becoming popular in real world businesses.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	High
Storyboarding	Storyboarding asks students to break down complex tasks to accurately fulfil project objectives. The process also helps to communicate complex ideas to various stakeholders (including clients, employers and team members).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	High

Assessment Method	Description	GLO1	GLO2.1	GLO 2.2	GLO 3	GLO 4	GLO 5	GLO 6	GLO 7	GLO8	Level of Authenticity
GLO 4 Critical Thinking											
Critical appraisal	A critical appraisal (similar to an article review) requires students to systematically assess the trustworthiness, validity and relevance of research findings . This method is very popular in health and medical sciences, particularly in evidence-based practice, to assist in clinical decision-making processes . Three key aspects of critical appraisal that students need to address are: validity of the study; reliability of the results; and generalisability of the results to practice . This method can be adapted in business education in guiding business decisions. This requires in-depth understanding of research-methods, research-biases and domain knowledge to provide a fair judgement in evaluating the selected work(s).	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	High
Case study	A case study is a summary of event or a problem that contains real-life or hypothetical situation embedding work-place complexities and fuzziness . A case study requires students to translate academic knowledge into relevant practical contexts. Case studies can facilitate the application of knowledge and the development of a number of generic skills such as communication skills, team working skills, independent working skills, self-management skills and presentation skills. Various types of case studies can be used for this task including mini case studies, live case studies, and multimedia case studies .	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	High

Assessment Method	Description	GLO1	GLO2.1	GLO 2.2	GLO 3	GLO 4	GLO 5	GLO 6	GLO 7	GLO8	Level of Authenticity
Caselets	<p>Caselets is a shorter version of a case study, ranging from 1 to 3 pages in length. Caselets are authentic and powerful assessment tools for developing critical thinking skills. Students are provided with a written synthesis of a real-world problem based on data and research and are asked to respond in a range of ways including critical analysis, problem solving, providing appropriate solutions, presentation, discussion, etc. Short cases provide an opportunity to display an application of knowledge and develop capabilities in interpreting, analysing, applying and critiquing. Caselets facilitate assessment of higher order critical thinking skills such as reasoning, problem-solving and decision making.</p>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	High

Assessment Method	Description	GLO1	GLO2.1	GLO 2.2	GLO 3	GLO 4	GLO 5	GLO 6	GLO 7	GLO8	Level of Authenticity
Interrupted case method	In interrupted case method , students are provided information gradually on a piecemeal basis in multiple steps and students are asked to demonstrate their critical thinking skills and problem solving skills by answering to questions at the end of each step. Example - Step 1: instructor provides selective information and problems from a published journal article and students are asked to design an experiment to solve the problem. Step 2: instructor provides more information on how the author went about choosing appropriate method for solving the problem. Now students are asked to use this method to predict the results. Step 3: Instructor provides author's results to students and are asked to interpret the results. Step 4: Students are provided with author's interpretation of results (Herreid, 2005). Students can be assessed on their original answers and their reflection on corrective actions taken at each step. Example evidence criteria include critical analysis, problem identification, proposed solution , etc.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	High
Mini case study or Mini case record (MCR)	Mini case studies are shorter version of a case study, ranging from 1 to 3 paragraphs in length. This is presented to students and they are asked to apply ideas and insights from theory to respond to real-life issues and problems. A variety of methods can be integrated into mini cases such as written work, oral presentations, oral examination, practical examination, debating and role playing . Mini case studies are becoming popular in business schools, in management and in executive education.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	High

Assessment Method	Description	GLO1	GLO2.1	GLO 2.2	GLO 3	GLO 4	GLO 5	GLO 6	GLO 7	GLO8	Level of Authenticity
Case writing	Case writing is a flipped assessment technique where students are expected to write a case (or mini case) to pose a real-life practical problem . Case writing requires significant critical thinking skills to identify problems, research existing solutions, analyse and recommend strategies and solutions to overcome the problem.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	High
Scenario-based questions	Scenarios are similar to mini cases. Students are provided with a description of a real-world incident, story or event. This can involve giving a narrative description of the scene or story or results from an experiment and then posing a number of short questions (or multiple choice questions) that require critical thinking skills and the application of knowledge in a given domain. This approach is most common in medicine and the health sciences but very promising in business education and building and assessing soft skills.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	High
Multimedia case study	Multimedia case studies provide students with substantial multimedia content such as interviews, video clips, presentations or real-life meetings. Students respond to questions by analysing the strategic issues and provide their recommendations in written and/or oral form after watching the case study. Rich media content makes it more interesting and increases the involvement of students. Students are assessed on their critical thinking skills such as analysis, decision-making and leadership in their responses to the case. This type of assessment is very effective for the current generation of learners.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	High

Assessment Method	Description	GLO1	GLO2.1	GLO 2.2	GLO 3	GLO 4	GLO 5	GLO 6	GLO 7	GLO8	Level of Authenticity
Live case	Live case studies involve analysis of real-life current issues faced by companies. This could involve the company manager presenting current issues to students and/or providing additional information. Students analyse the strategic issues and provide their recommendations in written and/or oral form. Small scale businesses could benefit from being involved in order to get advice and insights from student advisors. Live case studies are authentic and popular in business education .	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	High
Concept map	The creation of a concept map requires students to visualise, organise and represent knowledge visually. Concept maps can be used for communicating ideas and understanding; demonstrating comprehension of topics and sub-topics; representing the outcomes of brainstorming and the relationships between elements in portfolios, reflective journals and written reports. Key aspects of a concept map or mind map include inter-connectedness, differentiation between main and sub-topics, clarity of the map layout and appropriate use .	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	High
Journal article	Writing a journal article involves producing a thoroughly researched and well written article for inclusion in a journal to communicate research findings. Some aspects include: articulating research problems, literature review, and appropriate choice of research design, methodological soundness, persuasive argument, coherence and brevity, analytical insight and value of the contribution to the field.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	High

Assessment Method	Description	GLO1	GLO2.1	GLO 2.2	GLO 3	GLO 4	GLO 5	GLO 6	GLO 7	GLO8	Level of Authenticity
Article review	An article review is a written task that asks students to summarise and evaluate a piece of work (e.g. a journal article, book or essay). This assessment task addresses elements of critical thinking including the evaluation, judgement, and analysis of the selected work. It requires skills in succinctly summarising and paraphrasing the essence of the work in terms of issues, novelty, and value-addition to a given domain.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	High
Argument mapping	An argument map is a visual representation of the structure of an argument, including premises, objections and rebuttals . Students can be asked to provide argument maps to provide evidence of their critical thinking, analytical and evaluation skills in relation to a given scenario or task. Van Gelder (2005) argues that this provides teachers with ' x-ray vision into students mind '.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	High
Critical analysis using Toulmin's model	The Toulmin model of argumentation provides an effective framework for assessing critical thinking skills . Students are given a topic (or questions) and use this technique to write a report or answer questions. This model has six components: claim, evidence, warrant, backing, rebuttal and qualifier, and can help in logically structuring and analysing arguments . This method can be embedded into multiple assessment methods such as written reports, oral presentations, argumentative essays, cases, or group projects.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Medium / Low
Creation of multiple choice questions (MCQ)	The creation of multiple choice questions requires students to develop assessment questions and provide answers with explanations to their questions. Developing effective MCQs requires higher order critical thinking skills. These questions can cover difficult areas or common misconceptions in a chosen area of study.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Low

Assessment Method	Description	GLO1	GLO2.1	GLO 2.2	GLO 3	GLO 4	GLO 5	GLO 6	GLO 7	GLO8	Level of Authenticity
Poster displays	Poster displays require students, individually or in groups, to succinctly and effectively communicate their research using a combination of text and effective graphics in a visually pleasing layout. Students are asked to synthesise their research outcomes, and present the importance and validity of their research in a self-explanatory poster, which can be assessed on the spot. More and more conferences are providing poster-display opportunities as an effective way of disseminating findings and ideas . This kind of assessment can provide practice in developing the higher order critical thinking skills required to communicate research ideas and findings succinctly .	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	High
Design an assessment rubric	The design of an assessment rubric requires a thorough understanding of learning outcomes, expectations and acceptable levels of performance . Students are given the assessment task and a rubric template and invited to come up with criteria, descriptors, standards and weighting for each criteria.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Medium

Assessment Method	Description	GLO1	GLO2.1	GLO 2.2	GLO 3	GLO 4	GLO 5	GLO 6	GLO 7	GLO8	Level of Authenticity
Quality of feedback in peer review assessment	<p>Quality of feedback in peer review assessment requires students to demonstrate critical thinking skills by providing effective feedback to their peers on their product work for enhancing their learning. In this methods each student is allocated 2 or 3 other students' work and required to assess and provide feedback for improvement. Students are assessed on their ability to evaluate and provide feedback on others work. This assessment is very effective for encouraging students to provide sincere and thoughtful feedback to their peers. This method is based on the premise that giving feedback requires higher order thinking skills and deep knowledge in comparison to receiving feedback which requires lower order thinking skills and surface knowledge. (Note: most appropriate in individual work - product context)</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	High

Assessment Method	Description	GLO1	GLO2.1	GLO 2.2	GLO 3	GLO 4	GLO 5	GLO 6	GLO 7	GLO8	Level of Authenticity	
GLO 5 Problem Solving												
Problem set assignment	Problem set assignments involve students completing a list of problems (e.g. on a weekly basis) that can vary in complexity or difficulty, using supporting resources (data files or video files). Students can consult with their peers, lecturers and tutors or outside sources of knowledge to produce a detailed step-by-step solution to the problem. This can contribute to a summative assessment with low weighting attached to the submission. The proposed solution can be released only to those who submitted the work. This method is more suited for disciplines such as accounting, economics, statistics, mathematics or management, which require practice in dealing with well-defined problems .	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Low/Medium
Situational judgement test (SJT)	Situational judgement tests help to assess how well a student responds to a real-life workplace scenario. Students are given a hypothetical problem scenario and are asked to respond orally or in written form on how they would handle the situation. Alternatively they may be asked to choose the most appropriate action. This is more suited to the assessment of soft skills but can also be used to assess problem solving skills in business, management, marketing and law.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	High

Assessment Method	Description	GLO1	GLO2.1	GLO 2.2	GLO 3	GLO 4	GLO 5	GLO 6	GLO 7	GLO8	Level of Authenticity
Problem-based multiple choice questions (MCQ)	With problem-based multiple choice questions , students are provided with a set of difficult problems and asked to choose an answer from a list of options. This approach can also be used to identify correct solutions and arguments in a given discipline. Well-constructed MCQs facilitate the development of problem solving and critical thinking skills. Thoughtful and well-constructed MCQs can be used to test higher order learning (as opposed to rote learning). They can be used to provide immediate feedback and avoid the formation of wrong neural connections and therefore weak foundations of knowledge.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Low
Computer-adaptive exam	Computer-adaptive exams are similar to MCQs but with an intelligent adaptation (e.g. Adaptive Intelligent Tutoring Systems ITS). For example, an automated system can have a large bank of multiple-choice questions with each question associated with a value according to the degree of complexity. The computer randomly chooses a particular question for the student to answer. If the student gets it right, it offers a slightly harder one. If the candidate gets it wrong, the computer gives a slightly easier question, and so on. Based on this approach the system is able to assess the student's level of knowledge and propose suggestions for review of a list of topics. This is more popular in health education but can be adapted for business education.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Medium

Assessment Method	Description	GLO1	GLO2.1	GLO 2.2	GLO 3	GLO 4	GLO 5	GLO 6	GLO 7	GLO8	Level of Authenticity
Simulated work-based assessment	Simulated work-based assessment requires students to be involved in simulated workplace tasks (e.g. an executive planning meeting or presentation or solving a problem). Numerous options are available to assess problem solving skills on the spot. Example methods include direct observation of work activities (e.g. a practical procedure in health such as injecting), planned demonstrations, project meetings, poster exhibitions, oral question-and-answer sessions and focus group sessions.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	High
Modified essay questions (MEQ)	Modified essay questions contain a list of questions or multiple sections which students are required to answer based on a case. After answering each section, students are given further information (this could be an expert solution to the answer) and students proceed to answer the next section and so on. The objective of this approach is to assess students' decision-making skills, their ability to identify problems and to find solutions to the problem . This method has been identified as a valid and reliable method for assessing problem-solving skills.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Medium
Incomplete solution set	Incomplete solution set assessment involves providing students with partly answered problems and asking students to provide solutions. This is more useful in providing a big picture scenario or complex problems to solve within a short timeframe.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Medium
Incorrect solution set	The incorrect solution set approach involves providing students with a solution that contains some errors. Students have to spot the errors and make corrections to arrive at the correct solution. This helps students correct misconceptions, understand difficult concepts and solve problems more efficiently.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Medium

Assessment Method	Description	GLO1	GLO2.1	GLO 2.2	GLO 3	GLO 4	GLO 5	GLO 6	GLO 7	GLO8	Level of Authenticity
Survey instrument	A survey is a data collection tool. Successful development of a survey instrument requires clearly articulated questions to assess the opinions and thoughts of respondents. Types include: paper-based, e-document and online surveys.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	High
Self-marking or peer-marking	In self-marking , students are given problems and are asked to mark their own scripts based on the suggested solution and marking scheme (to be provided after the completion of the task). Students submit their marked script as the summative assessment task. Alternatively, in peer-marking , each student is given a randomly chosen script to mark (based on the solution and marking scheme provided by the instructor) and returns the marked script to the instructor for summative assessment.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Low/Medium
Interactive computer marked assessment (iCMA)	Interactive computer marked assessment (iCMA) requires students to answer questions in an online environment (e.g. Aplia system). Assignments are automatically graded by the system, which provides detailed explanations for each question. It is possible to incorporate various types of questions such as MCQs, essay questions, graphic questions and quantitative questions. This method is popular in the economics discipline for both formative and summative assessments.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Low

Assessment Method	Description	GLO1	GLO2.1	GLO 2.2	GLO 3	GLO 4	GLO 5	GLO 6	GLO 7	GLO8	Level of Authenticity
State the steps and not solve	State and not solve type assessments require students to provide a list of strategies or steps to solve a problem rather than actually solving the problem. This type of assessment has been identified to be effective for correcting misconceptions and helping develop higher order thinking skills .	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Medium
Source evaluation of information	Source evaluation of information requires analysis of the credibility of sources , including website information. This could be a written assessment task requiring students to justify the choice of resources selected in terms of reputation of the author, authenticity of sources or references, quality of references, currency or validity of references.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	High
Triple jump or three stage assessment	Triple jump assessment entails three stages to assess theoretical knowledge, application knowledge and problem solving skills (Rangachari, 2002). In triple jump assessment students are given a real-life scenario or a case study with limited information. For example, in stage 1 , students use the limited information to identify and elicit all key issues and problems and choose one key issue to resolve and submit this document. In stage 2 , students research on the chosen key issue using latest and relevant literature and submit their report. In stage 3 , students do an oral presentation and get feedback through interactive discussion and question session from domain expert. Students use this expert feedback information to revise and provide a resolution and submit their final synthesised report or solution to the problem. Students are assessed on this final report to assess their problem-solving skills and self-directed learning skills . (Possible to vary this to suit different types of assessment design).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	High

Assessment Method	Description	GLO1	GLO2.1	GLO 2.2	GLO 3	GLO 4	GLO 5	GLO 6	GLO 7	GLO8	Level of Authenticity
Tripartite assessment	Tripartite assessment involves three types of reports submitted by students. First , a group submit their group report (or assignment output). Secondly , each student submits a piece of work that he/she researched on and contributed towards his or her final output. Third , individually students reflect on their team working process and submit a report. Each report is given a weight and counts towards their final mark (Doughty et al., 2007). Variations to this include peer assessment and providing feedback in the second step and self-reflection in the third step.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	High

Assessment Method	Description	GLO1	GLO2.1	GLO 2.2	GLO 3	GLO 4	GLO 5	GLO 6	GLO 7	GLO8	Level of Authenticity
GLO 6 Self-Management											
Self-assessment of product	Self-assessment of product requires students to complete a self-evaluation rubric to allocate marks against a predefined criteria. For example, students assess their work and allocate marks and submit it along with their work. After receiving marked assessment, students provide a short write-up on why and how their evaluation varied from instructor's assessment and lessons learnt from this experience. Variation to this include, if their assessment is in line with teacher's assessment, they get a bonus point.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Medium
Self-assessment process	Self-assessment of process requires students to complete a self-evaluation rating in a team working context (or other generic skill related tasks) and provide some rationale or evidence for their rating such as attending of meetings, contribution to ideas, feedback provided to peers and other self-management skills. The self-assessment rating in combination with their evidence document/comments is used for getting summative assessment mark.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	High

Assessment Method	Description	GLO1	GLO2.1	GLO 2.2	GLO 3	GLO 4	GLO 5	GLO 6	GLO 7	GLO8	Level of Authenticity
Critical self-reflection	Critical self-reflection is a transformational process that raises students' self-awareness and self-understanding . Students may be invited to recognise what went right or wrong or identify their own strengths, weaknesses, limitations and gaps. The task usually requires students to provide some written evidence for reflective thinking through reflective writing . This could involve revisiting and processing something that happened in the past (an event or an experience such as group work or information gained). Students can be asked to use this experience to analyse and critically reflect on lessons learnt from mistakes, for personal development. A critical self-reflection must be an authentic honest reflection connecting thought, feeling, and action to facilitate self-development . This could be assessed as a product or a process.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	High
Pre and post self-inventory and self-reflection	Pre and Post self-inventory and self-reflection requires students to do a self-reflection on what they learnt before and after they completed an assignment. This could include prior knowledge, areas for improvement, areas of difficulty, and plan for dealing with specific areas of weakness. Variety of assessment methods could be scaffolded into this (e.g. oral presentation, teamwork, independent work etc.).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	High

Assessment Method	Description	GLO1	GLO2.1	GLO 2.2	GLO 3	GLO 4	GLO 5	GLO 6	GLO 7	GLO8	Level of Authenticity
Benchmark yourself and self-reflection piece	Benchmark against yourself and self-reflection require students to submit a self-marked rubric along with the assignment product (process) and compare their assessment with instructor (or peer) assessment and provide a self-reflection piece on areas where their assessment deviates from instructor allocation of marks. This could include areas where they need to improve and plan of action for executing the improvement.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	High
Attitude, skill and knowledge – self-reflection assessment	Self-reflection on attitude, skill and knowledge requires students to provide self-reflection piece along with their assignment product to reflect on how the assignment task has impacted on the knowledge (discipline specific or generic skills), attitude and skills towards successfully completing the assignment. It could also include lessons learnt for personal and professional growth. This is more appropriate in a team work environment where they encounter a number of issues revolving around professional behavior and soft skills development. However, this could be adapted in other contexts as well.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	High
Portfolio	A portfolio is a collection of a student’s work (chosen by the student) to exhibit effort, progress and achievement throughout the course of the student’s university education. The artefacts from a portfolio can be used to demonstrate a wide range of skills to prospective employers .	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	High

Assessment Method	Description	GLO1	GLO2.1	GLO 2.2	GLO 3	GLO 4	GLO 5	GLO 6	GLO 7	GLO8	Level of Authenticity
Reflective journal	Reflective journal is a means of recording ideas, personal thoughts and experiences, as well as reflections and insights a student has in the learning process of a course. Critical thinking skills are essential for authentically performing this task. Journals can be structured or free form and on product (cognitive skills) or process (soft-skills). It could be on the assessment product or the process.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	High
Patchwork text	Patchwork text involves a short piece of writing each week (or for each topic) based on what they learnt in that week. This could be a summary of a student's understanding of the topic or a commentary on a lecture or insightful thoughts on the application of their learning to a real-life working scenario. At the end of the teaching period, students submit a piece of reflective writing on patchwork text along with the related patchwork text.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	High
Summary of lecture/each week's learning	Writing a summary of a lecture requires students to submit a concise summary document (or answer learning outcome focused questions) of what they learnt each week, highlighting the most important aspects and articulating how it contributed to unit learning outcomes. This document can be randomly distributed to peer students for marking and providing feedback (implement using an automated system). Assign a small weight to entice students to complete this assessment task.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Low

Assessment Method	Description	GLO1	GLO2.1	GLO 2.2	GLO 3	GLO 4	GLO 5	GLO 6	GLO 7	GLO8	Level of Authenticity
Elevator pitch	An elevator pitch is a persuasive speech or sales pitch usually targeting a prospective employer. The objective is to spark interest and stand out from the crowd. It is a clear and succinct summary of ‘who you are’, ‘what you do’, and ‘why you are suitable for the job’. Some key components include previous education, experience, transferable or soft skills and personal traits .	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	High
Mock job interviews	A mock job interview requires students to demonstrate their self-management skills such as self-motivation, preparedness, presentation, professional behaviour, confidence, and attitude . This requires verbal interaction between the mock interviewer and the interviewee to simulate the actual job interview.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	High
Mock job application	Preparing a mock job application requires students to prepare a number of documents supporting a simulated job advertisement. These could include a cover letter, statements addressing selection criteria, a curriculum vitae and testimonials.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	High
Professional profile creation	Constructing a professional profile involves providing a succinct, clear introduction to showcase a student’s cognitive and interpersonal skills (e.g. LinkedIn profile or personal website profile). Some of the key components include prior education, experience, aspirations, career goals, accolades and soft skills such as time management, decision-making and planning skills. Assessment criteria for a profile can include: content, presentation, organisation, completeness, correctness, focus .	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	High

Assessment Method	Description	GLO1	GLO2.1	GLO 2.2	GLO 3	GLO 4	GLO 5	GLO 6	GLO 7	GLO8	Level of Authenticity
Project plan	Developing a project plan requires students to prepare and submit draft documentation covering project scope, objectives, cost, schedule, plans, assumptions, timelines and decisions . Some of the key components include a list of outputs (or products), milestones, activities and resources.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	High
Learning contract	A learning contract is an agreement between a student and teacher to help direct and monitor the student's learning. It involves providing structured guidelines on the content of the learning as well as the learning process. Students can be assessed on whether they delivered as per the contract. Some of the key elements of learning contracts include: managing expectations, understanding and empathy, adapting to differences in learning styles and personalities .	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Medium
Team Contract	A team contract is an agreement between the members of the team to ensure successful completion of a group work. It can include agreement regarding goals, timelines, meeting times, equity in workload, quality of work, communication modes etc. Some of the key elements of team contracts include: goal setting, attending meetings, timely submission, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Medium
Question and answer bank	In question and answer bank creation , students compile a list of questions and associated answers to be aligned with a list of criteria provided by the teacher. Individual student work is assessed based on the quality of questions and answers . This develops students' sense of ownership and responsibility (Brown 1994). Question bank creation includes designing quality questions and developing answers requires deep learning/thinking skills .	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Low

Assessment Method	Description	GLO1	GLO2.1	GLO 2.2	GLO 3	GLO 4	GLO 5	GLO 6	GLO 7	GLO8	Level of Authenticity
Learning log	A learning log requires students to keep track of their learning process by providing log entries for each activity and submitting them at the end of the trimester. A learning log could contain explanations of how students solved sets of problems, any mistakes or false starts they encountered, highlights of their learning , how they closed the gap in their knowledge, and strategies or approaches that were useful. Students could be asked to submit their original version of the log or a refined version of the log for summative assessment purposes.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Medium
Debate	Debate requires students to demonstrate self-management skills such as composure, self-control, enthusiasm, engagement, listening skills, responding skills , etc. Students could choose a controversial topic relevant to the discipline and take turns in convincing the audience about their standpoint.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	High

Assessment Method	Description	GLO1	GLO2.1	GLO 2.2	GLO 3	GLO 4	GLO 5	GLO 6	GLO 7	GLO8	Level of Authenticity
GLO 7 Teamwork (Refer Part-I for Alternatives)											
Group (or team) work	<p>Group work requires students to work collaboratively to complete the assessment tasks by complementing and sharing knowledge with peers. Group work is crucial for developing teamwork skills and discipline specific knowledge. Group work assessment should NOT be perceived only as a way of reducing the marking load. Group work can be assessed on the final product (e.g. report) or the process (e.g. attending meetings, contributing and so on.). Allocating individual marks based on individual and group performance is crucial to achieve fairness and discourage social loafing. Numerous options are available such as assessment of product vs. process; assessed by instructor vs. peer student; and various options for allocation of marks. (Refer to part-1 of this document for detailed options).</p>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	High

Assessment Method	Description	GLO1	GLO2.1	GLO 2.2	GLO 3	GLO 4	GLO 5	GLO 6	GLO 7	GLO8	Level of Authenticity
Peer review of product	Peer review of product involves students evaluating their peer students' discipline specific assignment work based on a pre-set criteria and benchmark assessment guidelines . Students assessing their peer student work is a controversial topic owing to variability in inherent knowledge possessed by the assessor. However, this lack of knowledge can be compensated by training, provision of benchmark solutions and moderation by instructor. Students are allocated marks by their peers but reviewed and moderated by the instructor. (Note: this method is also appropriate for individual work, but needs to ensure that reviewer receives topics that are different from their own work to avoid plagiarism in the review process. e.g. same questions but different scenarios or cases).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	High
Peer assessment of process	Peer assessment of process involves students to assess their team members' contribution in completing the assessment task based on pre-set criteria relating to teamwork process . The list of teamwork process assessment criteria could include items such as contribution to discussions and ideas, attending team meetings, providing constructive feedback, interacting with teammates, etc. Students can be given a benchmark rubric with differing levels of standards for guiding their marking process or provided some guidelines for fair and unbiased marking .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Medium

Assessment Method	Description	GLO1	GLO2.1	GLO 2.2	GLO 3	GLO 4	GLO 5	GLO 6	GLO 7	GLO8	Level of Authenticity
Assessment of peer feedback	In assessment of peer feedback , students are assessed on the quality and constructiveness of the feedback provided to team members either on product or process. Can be a low stake assessment to develop students' skills in giving and receiving constructive and effective feedback . (Note: most appropriate in group work - product or process context)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Medium
Team reflection	In team reflection, students in a group write a reflective piece after conducting a project to identify their strengths, weaknesses, gaps, lessons learnt, areas for improvement, action plan for improvement etc. Reflective practice framework of reflection-on-action (past), reflection-in-action (present), and reflection-for-action (future) can be adopted to effectively assess team (or individual) reflections.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	High

Assessment Method	Description	GLO1	GLO2.1	GLO 2.2	GLO 3	GLO 4	GLO 5	GLO 6	GLO 7	GLO8	Level of Authenticity
GLO 8 Global Citizenship											
Local, National, and Global view assessment	Local, national and global view assessment requires students to demonstrate their skills and understanding of interconnectedness in the context of the course/unit. This type of assessment is very appropriate and feasible for units which has local and international scope such as international finance, international marketing, International management, Global mindset, Audacious Leadership, etc. Example tasks include multi-perspective analysis, local and global view comparisons and analysis, implications for local and global business, resolution or recommended solutions , etc.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	High
Global issue awareness assessment (e.g. Corporate Social Responsibility (CSR))	Global issue awareness assessment requires students to demonstrate their understanding and practice of ethics at personal and professional context. Students can be given a range of global themes (or domain specific themes) to choose and they are required to write a research report incorporating their stand on the chosen issue to address their views on ethics, corporate conscience, corporate citizenship, or corporate social responsibilities (CSR) in accountability and reporting perspectives. This could be discipline specific (e.g. business ethics, accounting ethics, CSR, global financial crisis, foreign aid, etc.) or generic theme relevant to the current issues (e.g. global warming, refugees and asylum seekers issues, environmental issues, terrorism issues, human rights, gun control laws, indigenous issues, contract cheating, plagiarism, etc.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	High

Assessment Method	Description	GLO1	GLO2.1	GLO 2.2	GLO 3	GLO 4	GLO 5	GLO 6	GLO 7	GLO8	Level of Authenticity
Civic engagement and responsibility assessment	Students are required to participate in one or more community service activity. Students can be given a free choice for accomplishing this task such as participating in social service activity or raising money for a good cause (e.g. daffodil day, make a wish foundation, good Friday appeal etc.). After completing the activity students write a reflective piece on their experience of civic and community engagement along with evidence artefacts such as thank you mail, photos, videos, testimonials. Small weight can be assigned to this activity. Example evidence criteria include: participation, effort and time involvement, outcome, honesty of reflection, etc.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	High
Multicultural awareness assessment	Students are required to work in a multicultural team to complete the assessment tasks. Students are allocated in a group so as to have a mix of students from varying background (or multicultural background). After completion of the project, individual student assess their team members based on the experience of working in the team. Example evidence criteria includes: ethical behaviour, values, commitment, taking risks, showing responsibilities, conflict resolution, respecting others views, collaboration, empathy, patience, attitude, effort, preparedness, responsibility, integrity, sensitivity to other cultures (or religion/language), diplomacy, motivation , etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	High

Assessment Method	Description	GLO1	GLO2.1	GLO 2.2	GLO 3	GLO 4	GLO 5	GLO 6	GLO 7	GLO8	Level of Authenticity
Ethical value research assessment	In ethical value research assessment , students are required to research on the ethics on a particular topic (e.g. plagiarism and contract cheating or business ethics) to demonstrate their understanding of their ethical behaviour in the given context. Students can also be asked to provide various strategies and recommendation to deal with the problem. This can be allocated a small mark or a hurdle requirement to enhance awareness and to inculcate ethical values amongst students. The assessment task could take the form of: written essay, critical appraisal, presentation, debate, role-play, MCQ's etc.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	High
Cognitive dissonance assessment	Cognitive dissonance is doing something that is inconsistent with one's own values, beliefs and perceptions (Festinger, 1959) . Students are given a form (or survey) to complete indicating their views, position etc. for a given topic (e.g. asylum seekers issue, double dipping controversy on paid parental leave, negative gearing or discipline specific controversial issue). Students are required to do a role play or dual role play or debate activity that requires them to take the reversal of their views and beliefs. Students are assessed in the context of " put oneself in other's shoes " for gaining global citizenship skills. Other assessment methods can be written essay, oral presentation, case study, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	High

Assessment Method	Description	GLO1	GLO2.1	GLO 2.2	GLO 3	GLO 4	GLO 5	GLO 6	GLO 7	GLO8	Level of Authenticity
Valuing diversity assessment	In valuing diversity assessment , students are required to form a team with a diverse skillset and work together collaboratively to develop one final product. Students identify the expertise requirement of the assessment task and brainstorm to identify each members' strength and weaknesses and distribute the work equitably based on their skillsets. At the end, students submit a team-reflection document covering their team cohesiveness, how they dealt with overlapping skills, if promises were delivered, how they made use of diverse skillsets, who contributed to what , etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	High
Study tour or study abroad program – self-reflections piece	Students (involved in a study tour or study abroad or exchange programs) keep a log of key incidences that transpired during their study tour (or study abroad) experiences. On completion, students write a reflective piece on their global awareness and transformation of their beliefs, values, empathy, perspectives, reactions, feelings and emotions. Alternatively students can honestly self-assess their attitudes and behaviour before and after the new experience.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	High

Assessment Method	Description	GLO1	GLO2.1	GLO 2.2	GLO 3	GLO 4	GLO 5	GLO 6	GLO 7	GLO8	Level of Authenticity
Communities of practice (CoP) assessment	Communities of practice involve “groups of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly” (Wegner, 1998). In a global citizenship context, this requires students to form a voluntary group to accomplish specific service oriented goals (e.g. helping international students on arrival, student mentoring, developing resources to help peers, sharing best practices, providing emotional support for peers from a different culture (rescue from cultural shock), providing support for people affected by natural disasters, etc.). Variation to this include (in discipline specific context) students contributing to valuable learning resources, questions and answers, responding to cry for help from peers , etc. and a small weight could be allocated for this practice. Artefacts for assessment could be resource collection web link (WordPress link), thank you mails from peers, screenshots, and other relevant documents.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	High
Self-awareness in global citizenship context assessment	Self-awareness in global citizenship context requires students to write a research report on their understanding of skills and knowledge required to become a global citizen at local, national and international levels. In addition they can develop an instrument and reflective piece to self-evaluate their current level of global citizenship (skills and knowledge), setting goals within a timeframe and steps proposed to achieve these goals. Variation to this could be writing a journal reflection on their transformation of a global citizen during a specified period in a trimester.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	High