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## **Authentic Assessment in Physics: A case study**

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Authentic assessment [1,2], or assessment of real-world tasks that demonstrate the student's acquisition of skills and knowledge, is a paradigm that is growing in importance in higher education. In Ontario, this form of assessment is taking on greater relevance as the Province aims to connect the funding of higher education programs to the graduates' demonstrated achievement of gaining job and career-ready skills [3]. How should we do so in Physics, where the philosophy is to create abstract models of reduced complexity? At the University of Windsor, retired Writing Instructor Ron Dumouchelle and I have developed a course entitled 'Technical Communication Skills' that is a multi-genre course with several authentic assessment tasks, where students demonstrate their achievement of multiple program-level learning goals. In this talk, I will present the course design for this fourth year course that enables students to produce multimedia instructional modules [4] on several topics of Physics Instruction.

[1] Stiggins, R. J. (1987). The design and development of performance assessments. *Educational Measurement: Issues and Practice*, 6, 33-42.

[2] Wiggins, G. P., & McTighe, J. (1998). *Understanding by design*. Alexandria, VA: Association for Supervision and Curriculum Development.

[3] [https://www.tcu.gov.on.ca/pepg/audiences/universities/uff/UniversityFundingFormulaConsultationReport\\_2015.pdf](https://www.tcu.gov.on.ca/pepg/audiences/universities/uff/UniversityFundingFormulaConsultationReport_2015.pdf)

[4] <http://www1.uwindsor.ca/physics/student-projects>

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