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# Authentic learning and active engagement: a business strategy case study

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## **Paper 62 – Pecha Kucha**

### **Learning domains, authentic learning and creativity.**

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#### **Abstract**

Assessment is a crucial component of education. For lecturers, assessment tasks embody some combination of collecting information and driving learning. Students tend to focus their efforts on things they expect will be tested and graded – for them, assessment tasks create the need to ‘get there’.

In this presentation, I argue that educational outcomes can be improved and better aligned with the changing needs of the community if we can go beyond the ‘non-aggression pact’ that has characterized assessment practice in the past. Specifically, awareness of the four learning domains (cognitive, affective, psychomotor and conative) in designing teaching learning and assessment practices can increase the achievement of higher order outcomes and meta-outcomes such as critical thought, problem solving and creativity.

The presentation refers to a number of authentic learning designs applied in business strategy, economic development and journalism courses. Authentic learning designs centre on engaging students in a complex task, having significant real-world relevance, to be developed over a sustained period of time. They can have a positive impact on student engagement if they set a significant challenge and encourage students to be active and collaborative.