Resource Title:
RETHINKING ASSESSMENT STRATEGIES FOR ONLINE LEARNING

Resource URL:
https://ecampusontario.pressbooks.pub/rethinkingassessment/front-matter/about-the-book/

Currency: The timeliness of the information:

When was the resource published or posted?
Has the resource been revised or updated?
Does your topic require current information?
Are the links functional?
Published 2022. No indication of being revised or updated. My topic doesn't require current information. Links are functioal

Relevance: The importance of the information for your needs

Does the resource relate to your needs?
Who is the intended audience?
Is the information in the resource at an appropriate level for your learners?
It relates to my needs by sharing knowledge to faculty about authentic assessments. Intended audience is faculty. Yes it is at an appropriate level for learners.

Authority: The source of the information

**Who is the creator? **
What are their credentials or organizational affiliations?
Are they qualified to write on this topic?
Creator: Seneca College, Durham College, Algonquin College, and the University of Ottawa for their support of this VLS initiative

Authors for their contributions and expertise:
Linda Facchini, Project Lead (Modules 1, 2, & 3), Seneca College
Amy Lin (Module 1), Seneca College

Wanqing Zhang (Module 2), Algonquin College
Amanda Maknyik (Module 4), Durham College

Yes they are qualified to write on the topic as they all have an academic background.

Accuracy: The reliability and truthfulness of the information

Is the information supported by evidence?
Has the resource been reviewed or refereed?
Are there spelling, grammar, or typographical errors?
Information is supported by evidence and reviewed by peers. Resources are also available at the end. No spelling, grammar, or typographical errors noted.

Purpose: The reason the information exists

Why does this resource exist? (to inform, teach, sell, entertain, or persuade?)
Is the information fact, opinion, or propaganda?
Are there political, ideological, cultural, religious, institutional, or personal biases?
Resource exists to support faculty and teaching and learning centres at colleges and universities about authentic assessments to ensure academic integrity in online courses to promote student success as well as resources and guidance. The resource also provides examples for evaluating authentic assessments. The goal is to help faculty find new ways to assess, test, and grade students that will benefit them in the real world - taking a step away from the traditional assessment methods. There are no indications of biases. The resource provides the starting assumption that those using this OER have a basic understanding of formative and summative assessment practices, but also provide resources to support learning.

Notes: Are there additional questions or observations you have about this material that affect your decision to use it? (i.e. this is an opinion piece that I will use to demonstrate one side of an argument).
This is a great resource for me when connecting with faculty about assessment best practices. To support and guide faculty with moving away from traditional assessment practices and creating assessments that will add value to the student experience.

Final Recommendation: Will you use this resource? Why or why

not?
Yes I'd use this resource because authentic assessment not only ensures academic integrity, but also provides students with an opportunity to pull on their own experience and knowledge