

Title: Taking the SWIF approach: Using Student Written Instructor Facilitated Cases for Assessment and Authentic Learning

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Session Learning Outcomes

By the end of this session, delegates will be able to:

1. Assess the value of SWIF as a form of authentic assessment and authentic learning using a framework based on the literature
2. Evaluate the approach to implementing the SWIF approach in a postgraduate business class
3. Consider possible applications for the use of SWIF for authentic assessment

Session Outline

Key issues to be addressed are:
authentic assessment, authentic learning and teamwork in assessment.

According to Mims (2003), authentic learning is a pedagogical approach that allows students to explore, discuss, and meaningfully construct concepts and relationships in contexts that involve real-world problems and projects that are relevant to the learner. Wiggins (1990) points out that assessment is authentic when we directly examine student performance on worthy tasks. This study explores authentic learning and an authentic assessment practice implemented in a postgraduate class in a business school.

In the context of a trimester of study at the tertiary level, time is limited for full engagement in real world activities such as internships. It is important to generate critical reflection among students and engage them in real-life problem-solving. In this regard, Paul Swiercz (n.d.) highlights the value of the Student Written Instructor Facilitated (SWIF) Case Writing Approach. SWIF engages students in a real-life experience by requiring them to select a case site and assume the roles of researcher, interviewer, writer, editor, team member and in so doing immerse themselves in the context of the case site. The SWIF approach was used as a form of assessment for learning and assessment of learning with a group of 11 postgraduate students in a business school in Trinidad and Tobago. Students were required to research and write about a training problem they identified. They were expected to integrate theory into practice as they critically reflected on and assessed the application of training and instructional systems design theory to their real-world context.

Session Activities and Approximate Timings

The outline of the workshop is as follows;

Activity and Time	Description
Icebreaker (5 minutes)	Delegates to put the push-pin in the right location (to contextualize the study)
Introduction and Presentation of Examples and findings (15 minutes)	Why and how SWIF was introduced to the Business studies class including examples. Reactions: feedback from students & lecturer's reflections.
Sharing of views/feedback from delegates (15 Minutes)	Questions to be asked: What are your views on the value of SWIF as a form of authentic assessment in the case described? Based on the data presented what are your views on the impact of SWIF on the students involved?
Wrap-up: Q& A on Recommendations (10 minutes)	List of recommendations presented and delegates can tick recommendations they are in favour of and add new recommendations (if any).

References

MIMS, C. (Winter, 2003). Authentic Learning: A Practical Introduction & Guide for Implementation. *Meridian: A Middle School Computer Technologies Journal*, 6(1), Raleigh, NC: NC State University. Available from http://www.ncsu.edu/meridian/win2003/authentic_learning/ [Accessed October 29, 2015]

SWIERZ, P.M. (n.d). SWIF Learning: A Guide to Student-Written, Instructor-Facilitated Case Writing. Available from <http://college.cengage.com/business/resources/casestudies/students/swif.pdf>. [Accessed October 29, 2015]

WIGGINS, G. (1990.) *The Case for Authentic Assessment*. ERIC Clearinghouse on Tests, Measurement and Evaluation. Washington D.C.