**Adapted from Authentic Learning for the 21st Century: An Overview (2007)**

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**Access at http://net.educause.edu/ir/library/pdf/eli3009.pdf**

Learning researchers have distilled the essence of the authentic learning experience down to ten design elements, providing educators with a useful checklist that can be adapted to any subject matter domain.

1. Real-world relevance:

Authentic activities match the real-world tasks of professionals in practice as nearly as possible.

2. Ill-defined problem:

Real world challenges are almost always ill-defined and “messy”. Authentic activities are relatively undefined and open to multiple interpretations.

3. Sustained investigation:

Problems cannot be solved in a matter of minutes or even hours. Authentic activities comprise complex tasks to be investigated by students over a sustained period of time.

4. Multiple sources and perspectives:

Authentic activities allow students to examine the task from a variety of theoretical and practical perspectives using a variety of resources, requiring them to distinguish relevant from irrelevant information in the process.

5. Collaboration:

Authentic activities make collaboration integral to the task.

6. Reflection (metacognition):

Authentic activities enable learners to make choices and reflect on their learning, both individually and as a team or community.

7. Interdisciplinary perspective:

Relevance is not confined to a single subject area. Authentic activities have consequences that extend beyond a particular discipline, encouraging students to think in interdisciplinary terms.

8. Integrated assessment:

Assessment is not merely summative (at the end of the course or experience). Assessment in authentic activities is formative (throughout) and ongoing as in real life.

9. Polished products:

Authentic activities culminate in the creation of a whole product, valuable in its own right.

10. Multiple interpretations and outcomes:

Authentic activities allow for diverse interpretations and competing solutions.

**Response:**

Discuss ways in which the above principles can be adapted to your various contexts (academic setting, church, your cultural context). Which seem most relevant or applicable?