

Evaluating the Effectiveness and Impact of Authentic Assessment on Improving Students' Employability

S. Zaung Nau

✉ <https://orcid.org/0000-0002-4075-5219>

Curtin University, Australia

Melina Doargajudhur

✉ <https://orcid.org/0000-0002-0287-9691>

Edinburgh Napier University, UK

Sanju Naraidoo

✉ <https://orcid.org/0000-0003-4925-4936>

Curtin University, Mauritius

EXECUTIVE SUMMARY

This book chapter explores the design and implementation of authentic assessments to enhance students' employability skills. It includes a literature review and case study, highlighting the positive outcomes of integrating authentic assessments into academic frameworks. It emphasizes the importance of self-assessment and reflection in improving employability skills, and insights into the theoretical underpinnings and practical implications. This dual strategy enables students to gauge their progress in meeting project deliverables and also encourages self-reflection on individual professional development. By combining theory with real-world experiences, the

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study demonstrates how authentic assessments can prepare students for the job readiness. It also discusses the five dimensions of authentic assessment and the role of self-awareness in benefiting from these assessments. To ensure valuable work-integrated learning experiences, a structured approach and guidance should be provided. Overall, this approach fosters student self-efficacy in employability skills and job readiness.

INTRODUCTION

Extensive research and discussion on the significance of authentic assessment dates to the early 1900s. In recent times, various researchers have emphasized the crucial role played by authentic assessment in equipping higher education students with the necessary employability skills. In their 2021 study, Sokhanvar et al. systematically reviewed 26 research papers spanning from 2010 to 2019. These papers examined the influence of authentic assessment on students' learning experiences and development of employability skills. Their analysis underscored the significant role of authentic assessment in enhancing higher education students' engagement, learning experiences, and attainment of educational objectives. Moreover, they found that authentic assessment contributes to the refinement of students' employability skill set, including communication, collaboration, teamwork, critical thinking, problem-solving, and self-confidence.

Australian universities have placed a strong emphasis on the significance of employability skills in curriculum development. Bridgstock (2009) emphasized the need for Australian universities to go beyond just focusing on generic skills and instead prioritize lifelong career management skill development. She also stressed the importance of a reflective and evaluative approach, utilizing career management skills such as self-management (e.g. values, aptitudes, interests) and career building skills (e.g. analytical skills, building professional relationships). By integrating these skills, higher education graduates can enhance their job readiness by acquiring, demonstrating, and effectively utilizing both discipline-specific and generic skills.

Therefore, it is crucial to grasp the essence of authentic assessments and their five-dimensional framework. This understanding enables the design of authentic assessments that align with the learning outcomes in curriculum development, thereby enhancing the employability skills needed by higher education graduates to be job-readiness.

Wiggins (1990) suggested that authentic assessments should be used for enabling the students to develop the skills which are applicable to real-world situation which in turn improving their job readiness. It was supported by (Lombardi & Oblinger, 2007) and they also emphasised that authentic assessment can enable the students

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