

# Off-roading: letting learners decide how to make their learning visible in student-designed assessments



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# Kelly's off-road adventure

- Small class of senior students who applied to take course
- Students and instructor know each other well
- High level of trust
- Off-roading optional  
= 24% of course grade

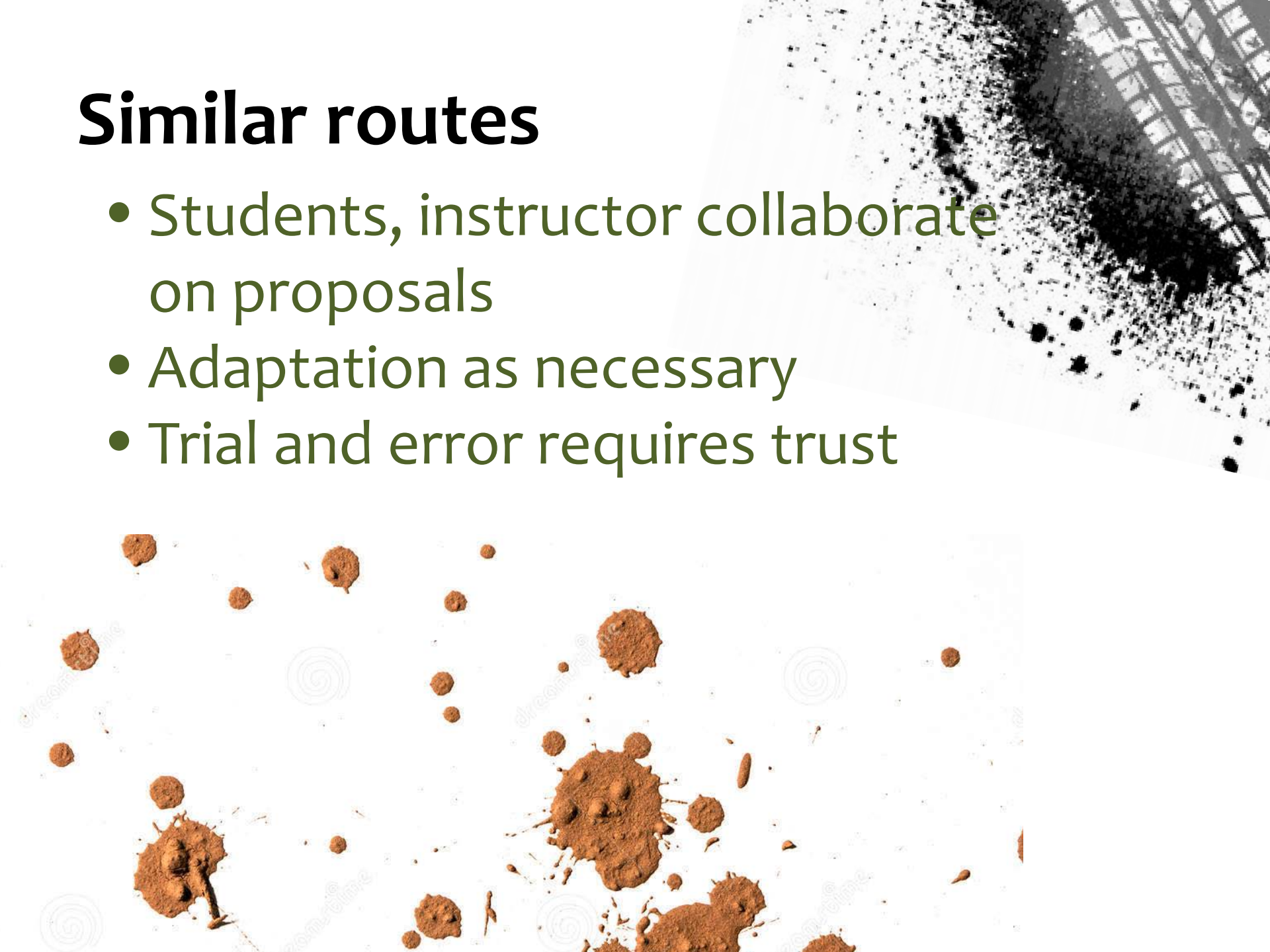


# Shannon's off-road adventure

- Just over 30 students
- Lower division students
  - Elective course
- Students from various majors
- Student-designed assessment mandatory = 45% of course grade

# Similar routes

- Students, instructor collaborate on proposals
- Adaptation as necessary
- Trial and error requires trust



# Some divergences

- Very different student cohorts
- Very different initial student-instructor relationships
- Optional versus mandatory
- Different approaches to assessment

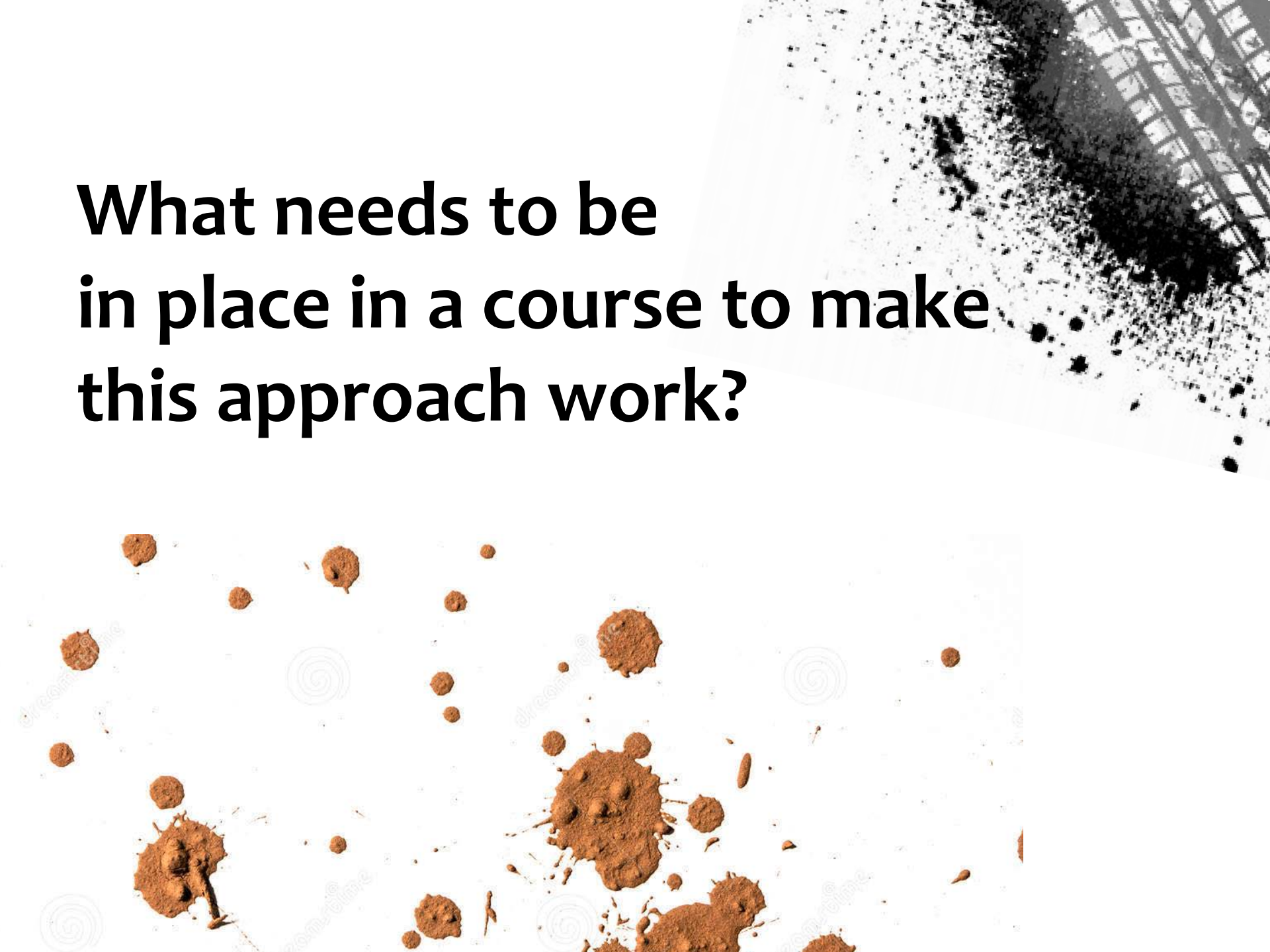
# Benefits of off-roading

- Student engagement
- Meta-cognition
- Intellectual autonomy
- Integrative thinking



I really enjoyed the opportunity to design our own project. I think that it gave students the freedom to explore our own interests and do something in the community that is important to us. Before the course, I was never pushed to apply my learning outside of the classroom and as soon as you introduced the 'off road' project, I began exploring the community with a social determinants of health lens looking for problems that I could solve, because it was fun! For me, the problem of accessibility was obvious since at that time in my life I was struggling with accepting my friend's trampoline accident that left him a quadriplegic. The assignment gave me the opportunity to apply the knowledge I gained throughout my undergrad, with a passion, and allowed me to make a difference for individuals with a physical limitation. In summary, it was amazing and I'm hoping to expand my project this summer!

**What needs to be  
in place in a course to make  
this approach work?**





# Your turn!

- Think of a course in which you might try off-roading
  - What makes it a good fit?
- How to structure it?
- What %age of the course grade?
- Mandatory?
- How to support the students?

# Thank you!



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