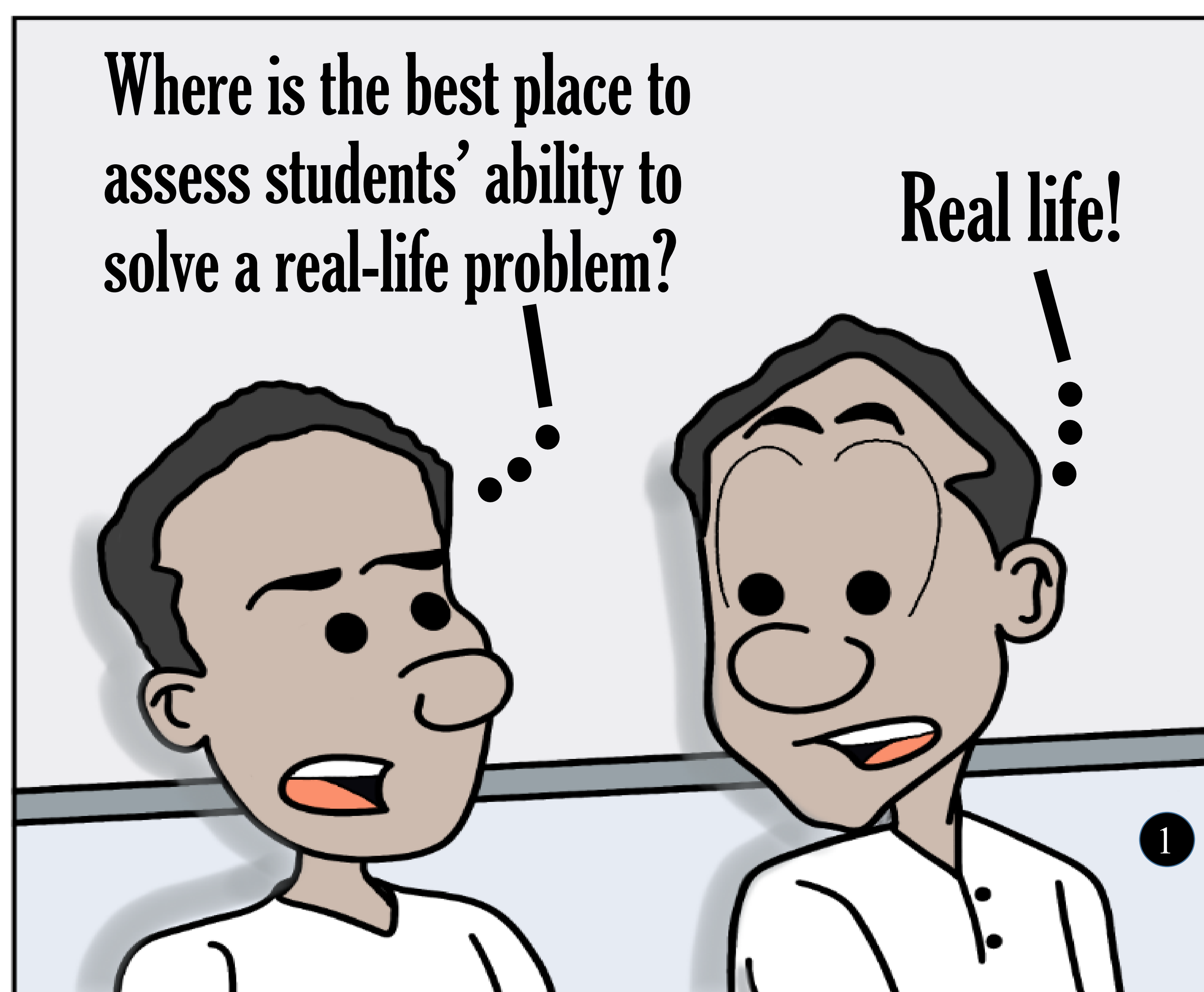


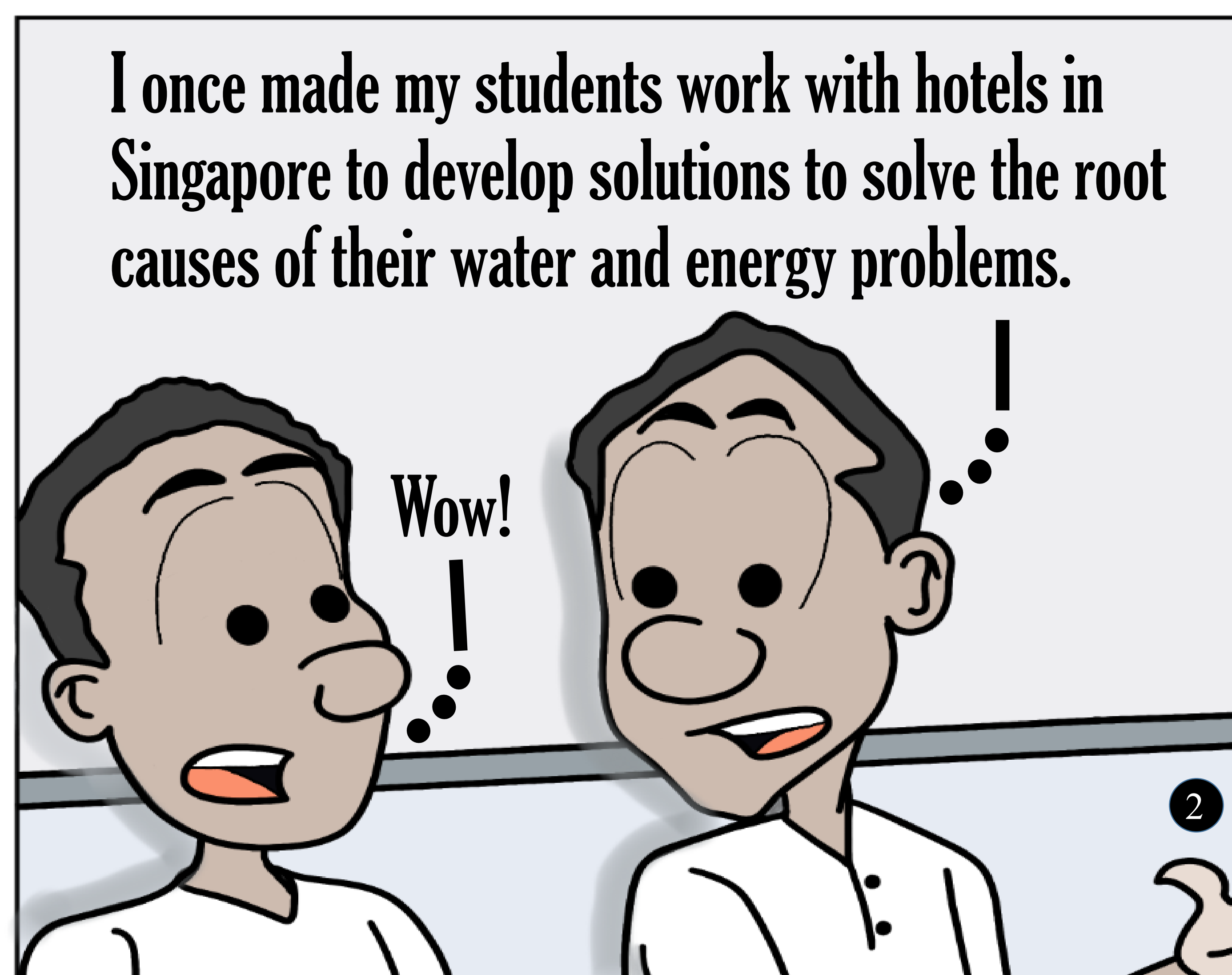
# Assessment of students' knowledge and skills in solving water and electricity problems in real life

**Moshood Olawale Fadeyi**

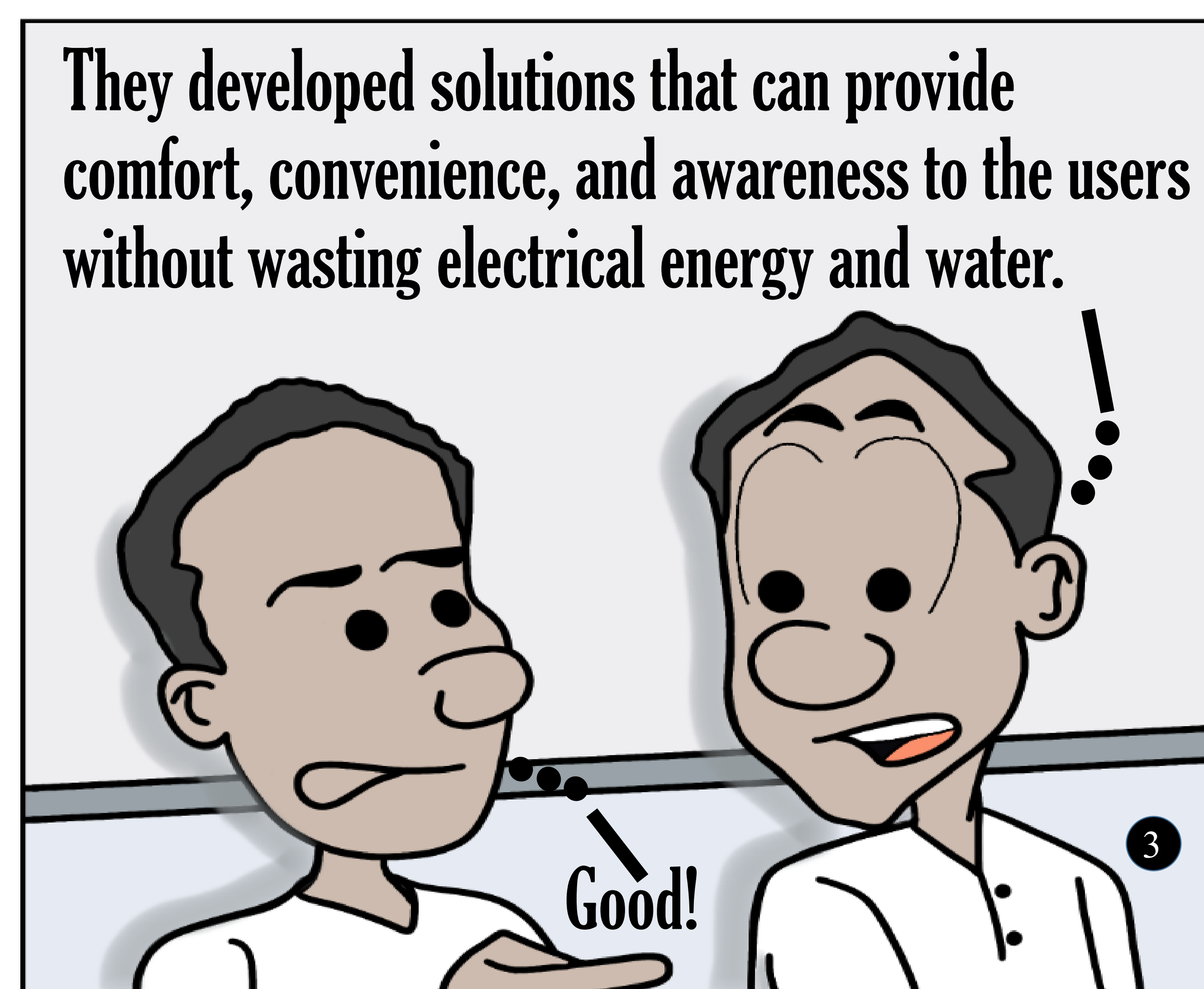
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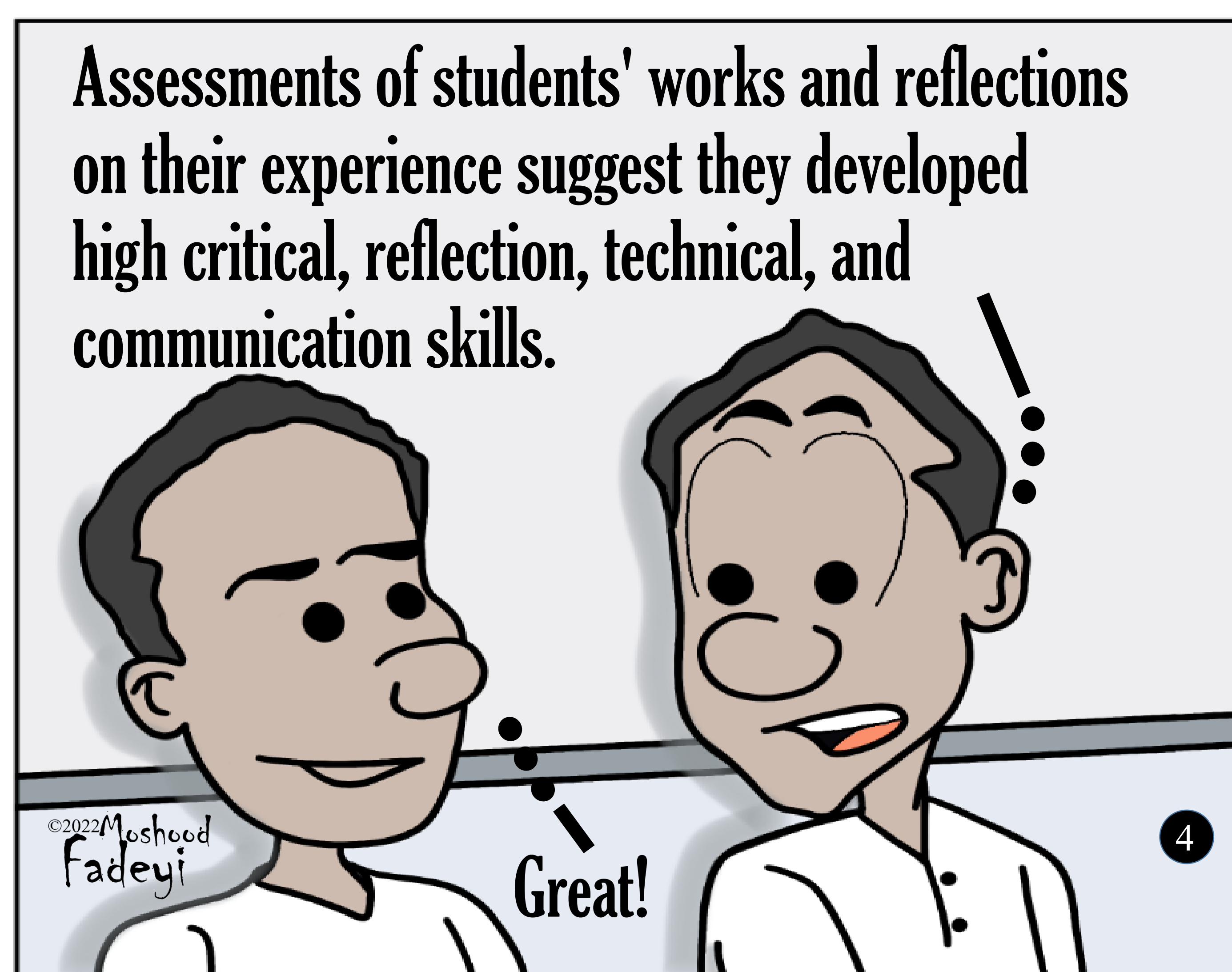
On a rainy Saturday afternoon, Rob and Mos, both educators, were watching TV. Suddenly, Rob cleared his throat, "ahem," and asked Mos, "Where is the best place to assess students' ability to solve a real-life problem?" Rob asked this question because he was looking for an authentic way of preparing his students to be job-ready immediately upon graduation. Mos found the question relevant and was happy to answer.



Mos shared his experience of how he once trained his students to work in a group and identify specific human behaviour related root causes that contributed to a high energy or water consumption problem in a hotel of their choice in Singapore. He shared that in the process of defining a problem and identifying its root causes, the students experienced typical real-life challenges that only a real-life setting can teach. Rob was very impressed.



Mos shared with Rob that the authentic assessment criteria he used were based on (i) technical capabilities which include originality and creativity, problem analysis, and quality and comprehension of data analysis, and prototype development; and (ii) communication skills which include students' ability to share their findings with people with the technical background through an oral presentation and non-technical background through video storytelling.



"The students were required to write a reflection report, a critical incident technique method of collecting data on students' learning journey experience," Mos said. Mos further shared findings of his assessment methods with Rob. Rob was inspired by how Mos contributed to the job readiness of his students and was ready to implement the same methods in his classes. Rob went on to make considerable contributions to his students and other colleagues in his university.

## REFERENCES

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Swaffield, S. (2011). Getting to the heart of authentic assessment for learning. *Assessment in Education: Principles, Policy & Practice*, 18(4), 433-449.

*[Based on a true life story of the author that happened at SIT.]*

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