STIAEM — Open Educational Resource (OER) Repository for AI

Metadata Sheet — WP2 / Erasmus+ KA220-SCH, ref. 2025-1-IT02-KA220-SCH-000365213

OER 6.3.2

Moving Beyond Rote Text Reproduction: Methodologies for Real-World Tasks

Identifier	OER 6.3.2
Title	Moving Beyond Rote Text Reproduction: Methodologies for Real-World Tasks
Creator	University of Foggia - Italy
Description	Complementing OER 6.3.1, the resource illustrates redesign methodologies that move beyond tasks of pure textual reproduction, which have lost measurement capacity in the era of generative models. It applies the redesign blueprint of Villarroel and colleagues to turn a traditional test into an authentic task and treats feedback as feed-forward through transparent rubrics. The practical focus is on governing real constraints — time, subjectivity of correction, large classes — with sustainable organisational strategies.
Keywords	authentic tasks; rote reproduction; redesign blueprint; Villar\u00f3el; feed-forward feedback; rubrics; multidisciplinarity; assessment constraints
Language	EN (English)
Affiliation	University of Foggia - Italy
Contributor	STIAEM Transnational Scientific Board (peer review, Rhodes validation protocol)
Media Format	Text; Infographics
Genre	Training Manual; Educational Guide
URL	https://www.stiaemproject.eu/?oer_download=OER-6.3.2
Citation	University of Foggia. (2026). *Moving Beyond Rote Text Reproduction: Methodologies for Real-World Tasks* [Educational guide]. Slow Tech Innovation: AI, Ethics, and New Teaching Methods (STIAEM), 2025-1-IT02-KA220-SCH-000365213.
References	Gulikers, J. T. M., Bastiaens, T. J., & Kirschner, P. A. (2004). A five-dimensional framework for authentic assessment. Educational Technology Research and Development, 52(3), 67-86. https://link.springer.com/article/10.1007/BF02504676 Villarroel, V., Bloxham, S., Bruna, D., Bruna, C., & Herrera-Seda, C. (2018). Authentic assessment: Creating a blueprint for course design. Assessment & Evaluation in Higher Education, 43(8), 1287-1301. https://doi.org/10.1080/02602938.2017.1412396 Villarroel, V., Boud, D., Bloxham, S., Bruna, D., & Bruna, C. (2019). Using principles of authentic assessment to redesign written examinations and tests. Innovations in Education and Teaching International, 58(1), 38-49. https://doi.org/10.1080/14703297.2018.1564882 Wiggins, G. (1990). The case for authentic assessment (ERIC Digest ED328611). ERIC Clearinghouse on Tests, Measurement, and Evaluation. https://eric.ed.gov/?id=ED328611 Redecker, C. (2017). European framework for the digital competence of educators: DigCompEdu (Y. Punie, Ed.). Publications Office of the European Union. https://doi.org/10.2760/159770 CAST. (2024). Universal Design for Learning guidelines version 3.0.

	CAST. https://udlguidelines.cast.org/ European Commission. (2022). Ethical guidelines on the use of artificial intelligence (AI) and data in teaching and learning for educators. Publications Office of the European Union. https://doi.org/10.2766/153756
Educational Level	Secondary School
Associated Module / MOOC Video Lesson	Module 6 - Classroom Practice and Authentic Assessment / Video 6.3 - Designing Authentic Assessment Tests
Learning Objectives	Recognise why reproduction tasks have lost measurement capacity in the era of generative models; apply the redesign blueprint of Villarroel and colleagues to turn a traditional test into an authentic task; govern real constraints (time, subjectivity of correction, large classes) with sustainable organisational strategies.
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Date Available	13/09/2026
Date Modified	