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| Assignment 1: Exploration of Authentic Activities (20%) | we |
| Learning Outcome |  |
|  | Assessment criteria | Level 3 - Exemplary | Level 2 - Proficient | Level 1 - Developing |
| **Weighting 25%** |  | **In your tech sheet, you:** | **In your tech sheet, you:** | **In your tech sheet, you:** |
| 1. Apply principles of effective authentic learning and assessment to curriculum planning.
 | Identifies principles of authentic learning and assessment. | * provide a detailed explanation of why you chose your activity and thoroughly identify how it relates to all 9 characteristics of authentic learning
 | * explain why you chose your activity and identify how it relates to some of the 9 characteristics of authentic learning
 | * explain why you chose your activity, but do not identify how it relates to the 9 characteristics of authentic learning
 |
|  | Determines the appropriateness of specific authentic assessment principles in application to practice.  | * demonstrate a comprehensive understanding of the 9 characteristics of authentic learning by providing examples of how your chosen activity could be made more authentic
 | * describe how you would make your activity more authentic
 | * do not provide examples or a description of how to make your activity more authentic
 |
| **Weighting 25%** |  | **In your discussion postings, you:** | **In your discussion postings, you:** | **In your discussion postings, you:** |
| 1. Apply key concepts of a learner-centered approach to the design of learning and assessment activities in courses.
 | Explains the rationale for applying key concepts of a learner-centered approach to own course or unit design.  | * demonstrate a thorough and comprehensive understanding of the learner-centered approach and its connection to the design of learning and assessment activities
* insightfully reflect on how you could apply key concepts of a learner-centered approach to the design of your own course or unit and provide specific examples
 | * demonstrate your understanding of the learner-centered approach and its connection to the design of learning and assessment activities
* reflect on how you could apply key concepts of a learner-centered approach to the design of your own course or unit in general
 | * inadequately demonstrate an understanding of the learner-centered approach
* do not reflect on how you could apply key concepts of a learner-centered approach to the design of your own course or unit
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| **Weighting 25%** |  | **In your tech sheet and/or teaching session, you:** | **In your tech sheet and/or teaching session, you:** | **In your tech sheet and/or teaching session, you:** |
| 1. Communicates effectively in selected media and modes.
 | Organizes written material and media presentations coherently, concisely and completely.  | * highlight all points of your tech sheet coherently, concisely and completely
 | * highlight points of your tech sheet, somewhat coherently and concisely.
 | * highlight some of the points of your tech sheet
 |
|  | Develops written material and media presentations that conform to standard grammatical, formatting, and referencing conventions. | * consistently use coherent, concise and cohesive expression by adhering to standard grammatical, formatting, and referencing conventions
 | * sometimes use coherent, concise and cohesive expression by adhering to standard grammatical, formatting, and referencing conventions
 | * rarely use coherent, concise and cohesive expression by adhering to standard grammatical, formatting, and referencing conventions
 |
|  | Uses an effective structure to help the audience identify main points and follow the sequence of ideas. | * use a lesson plan to prepare the teaching session, clearly defining learning outcomes and identifying instructional strategies that effectively support the learning outcomes
 | * uses a lesson plan to identify learning outcomes for the session and instructional strategies that could support the learning outcomes
 | * does not use a lesson plan or instructional strategies the session
 |
|  | Uses media to support ideas (e.g. text, image, graphics, sound, video, etc.). | * Used media:
	+ that was visually appealing and readable, using colours that draw the eye, fonts that are easily readable for your presentation type
	+ with high sound quality
	+ within an uncluttered layout, balancing content with white space to effectively communicate your ideas
 | * Used media:
	+ that was appealing, sometimes using colours that draw the eye and fonts that are readable for your presentation type
	+ with adequate sound quality
	+ within a layout that balanced content with white space to communicate your ideas
 | * Used media that was not visually appealing, readable or balanced to communicate your ideas and/or with inadequate sound quality

or* Did not use media to communicate ideas
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| **Weighting 25%** |  | **In your teaching session, you:** |  |  |
| 1. Use technology to develop and support effective authentic learning and assessment practices.
 | Selects technology to support desired learning outcomes.  | * successfully uses technology to support chosen learning outcomes and instructional strategies
 | * uses technology to support some of the chosen learning outcomes and instructional strategies
 | * does not successfully use technology to support learning outcomes or instructional strategies
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| **Grade** | **Comments** |