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| Assignment 2: Synchronous Lesson Design (30%) | we |
| Learning Outcome |  |
|  | Assessment criteria | Level 3 - Exemplary | Level 2 - Proficient | Level 1 - Developing |
| **Communication** |  | In your session and written brief, you: | In your session and written brief, you: | In your session and written brief, you: |
| 1.2 Makes effective presentations and communicates using appropriate media and techniques. | Communicates in a style and language that is suitable for the context | * clearly and concisely communicate in chosen format
* correctly use relevant terminology suitable for your audience
* adhered to the word limit
 | * communicate in chosen format
* use mostly relevant terminology
* did not adhere to the word limit being either above or below the limit
 | communicate in chosen format and length was either below or above the word limit |
| **Knowledge** |  | * In your
 | * In your
 | * In your
 |
| 5.1 Applies knowledge of learning theory to the design and development of technology-mediated courses. | Compares and contrasts the characteristics of current learning theories. | *synchronous lesson design,** you demonstrate a thorough understanding of learning theory by applying your knowledge to develop a synchronous session that includes 3 distinct strategies to engage the intended audience
 | *synchronous lesson design,** you demonstrate a cursory understanding of learning theory by applying your knowledge to develop a synchronous session that includes some strategies to engage the intended audience
 | *synchronous lesson design,** you demonstrate a limited understanding of learning theory to develop a synchronous session that includes fewer than 3 strategies OR does not reference the intended audience
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|  | Explains the potential influence of motivation and learning style on the design process. | *planning for your synchronous session,* * you prepare a well-researched and thorough analysis of your intended audience
 | *planning for your synchronous session,* * you prepare a cursory analysis of your intended audience
 | *planning for your synchronous session,* * you do not produce an audience analysis
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| 5.3 Facilitates online learning and community building. | Discusses the facilitator's roles and responsibilities in developing an online learning community.  | *written brief,* * you thoroughly address the feedback provided and indicate key lessons learned while planning and facilitating your session, including an in-depth analysis of what worked well and what you would change if given the opportunity to redo the session
 | *written brief,* * you address the feedback provided and indicate some lessons learned while planning and facilitating your session
 | *written brief,* * you address some of the feedback provided
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|  | Presents strategies for building on-line communities. | *synchronous session,* * you facilitate online community building by successfully using the 3 strategies you developed in your design plan and by responding and adapting these strategies to fit the live environment
 | *synchronous session,* * you facilitate online community building by attempting to use the 3 strategies you developed in your design plan and/or by responding and adapting these strategies to fit the live environment
 | *synchronous session,* * you facilitate online community building by attempting to use the strategies you developed in your design plan but do not respond to issues in the live environment that require adapting the strategies
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|  | Demonstrates on-line facilitation skills. | *synchronous session,* * you effectively perform the role of facilitator by demonstrating the following skills:
* being a good host
* adapting to and reacting appropriately to the live environment
* using the chosen technology to engage participants
 | *synchronous session,** you take a supportive role in facilitation and/or do not respond appropriately to the live environment
 | *synchronous session,* * you do not take a turn at facilitating OR you do not respond appropriately to the live environment
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| 5.6 Uses instructional technologies to support learning. | Selects the appropriate technology to support desired learning outcomes. | *synchronous session,* * you successfully use appropriately chosen technology to support learning outcomes and instructional strategies
 | *synchronous session,* * you use technology to support some of the learning outcomes and instructional strategies
 | *synchronous session,* * you do not successfully use technology to support learning outcomes or instructional strategies
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|  | Comments (table text) |