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| **Assignment 4: Course Redesign for Synchronous + Asynchronous Delivery (40%)** | | | | |
| **Learning Outcome** |  |  |  |  |
|  | **Assessment criteria** | **Level 3 -  Exemplary** | **Level 2 -  Proficient** | **Level 1 -  Developing** |
| **Weighting 20%** |  | **In your proposal, you:** | **In your proposal, you:** | **In your proposal, you:** |
| 1.1 Produces effective written material. | Organizes material coherently, concisely and completely.  Writes text that is legible, accurate (spelling is correct) and conforms to the style, grammatical and formatting conventions that match the purpose of the writing (APA standards for formal writing).  Uses a structure that makes it easy for the reading audience to identify main points and to follow the sequence of ideas.  Provides attributes in accordance with APA citation specifications, including copyright approval where appropriate for material copied from published and unpublished sources.  Ensures accuracy of documents by proof-reading and re-drafting as needed. | • organize all of your material coherently, concisely and completely in a table with a provide a detailed written analysis  • all media is cited with appropriate attribution  • consistently proofread and re-draft report to ensure it adheres to accuracy conventions | • organize your material somewhat coherently and concisely in a table with accompanying written analysis  • most media is cited with appropriate attribution  • proofread and re-draft report to ensure it adheres to accuracy conventions | • provide a table with no written analysis  • few media are cited with appropriate attribution  • inconsistently proofreads and re- drafts report |
| **Weighting 40%** |  | **In your proposal, you:** | **In your proposal, you:** | **In your proposal, you:** |
| 5.1 Applies knowledge of learning theory to the design and development of technology-mediated courses. | Describes the evolution of our understanding of how people learn. | * demonstrate a thorough understanding of learning theory by applying your knowledge when critically assessing the effectiveness of the team’s synchronous session activities | * demonstrate an understanding of learning theory by applying your knowledge when assessing the effectiveness of the team’s synchronous session activities | * demonstrate a cursory understanding of learning theory by applying your knowledge when assessing the effectiveness of the team’s synchronous session activities |
|  | Explains the potential influence of motivation and learning style on the design process.  Compares and contrasts the characteristics of current learning theories. | * provide insightful commentary on the effectiveness of the team’s synchronous activities for the intended audience | * provide commentary on the effectiveness of the team’s synchronous activities for the intended audience | * provide cursory commentary on the effectiveness of the team’s synchronous activities for the intended audience |
| **Weighting 40%** |  | **In your proposal, you:** | * **In your proposal, you:** | * **In your proposal, you:** |
| 5.6 Uses instructional technologies to support learning. | Recognizes and assesses the impact that criteria have on the selection of meaningful assessment approaches. | * provide a detailed description of the instructional technology planned for the course and specify the connection between instructional technology and stated assessment criteria and learning activities | * describe the instructional technology planned for the course and show a cursory connection to the assessment criteria and learning activities | * list the planned instructional technology |
| **Grade** | **Comments** | | | |