# ASSESSMENT INSTRUCTIONS

## Now that you know how to maximise learning opportunities using technology, social and informal learning, how do you plan to use pervasive education strategies in your classroom?

## Keeping in mind what you learned in the lesson and the examples in the video show in the assessment section, think about one of your current lessons and or topics within your subject area.

## On a piece of paper write down some ways in which that you can use to bring more formal, informal and social aspects of learning into your lesson.

1. You will be asked to fill in the information online in the section called “Strategies for incorporating pervasive education”.

## **Marking criteria**

**Unit 49- Assessment Rubric**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Column Heading** | **Not proficient  (0 marks)** | **Partially proficient  (1 mark)** | **Proficient**  **(2 marks)** | **Exceeded expectations**  **(3 marks)** |
| Learner indicated which lesson or topic they would like to enhance by adding pervasive education elements |  |  |  |  |
| Learner was able to give at least 2 reasons why they think this lesson or topic lends itself to pervasive education |  |  |  |  |
| Learner’s strategy for including **formal elements** of pervasive education included at least one of the following:  **E-learning, physical classroom, virtual classroom, roadshows, conferences** |  |  |  |  |
| Learner’s strategy for **formal elements** was well though-out and can be practically implemented |  |  |  |  |
| Learner’s strategy for including i**nformal elements** of pervasive education included at least one of the following:  **coaching, podcasts,**  **role shadowing, mentoring, webinars, reading books, case studies** |  |  |  |  |
| Learner’s strategy for **informal elements** was well though-out and can be practically implemented |  |  |  |  |
| Learner’s strategy for including **social** elements of pervasive education included at least one of the following:  **Wikis, discussions, ratings, blogs, videos, user generated content** |  |  |  |  |
| Learner’s strategy for **social elements** was well though-out and can be practically implemented |  |  |  |  |
| **TOTAL** | | | | **/24** |