# Blog and Discussion Assignment – 20% of final grade

At times you will be asked to post a response to a question in your blog. You'll make your post available to your colleagues and hopefully benefit from their review and comments on it. At other times, you will be asked to discuss an issue with your classmates in a discussion forum. **When using the forum it is very important that you tag your post with your name.** This will allow the Open Learning Faculty Member to filter your discussion posts when the time for grading arrives. A schedule of your posts is provided below. To view the grading rubric for this assignment click [here](https://eddl.tru.ca/wp-content/uploads/2019/07/Blog-and-Discussion-rubric.pdf).

Why do we want to introduce colleague feedback into an online course? Without the walls and group dynamics of a traditional classroom, these dialogues become the classroom where you can share your experiences with others and similarly learn from your colleagues. The benefit of posting and commenting is exactly equal to the effort everyone puts in. The more comments, the richer the environment. And if no one posts comments, it becomes stale. Please engage with your colleagues!

View the grading rubric to see how marks are awarded. [EDDL 5111 Blog and Discussion rubric PDF](https://eddl.tru.ca/wp-content/uploads/2019/07/Blog-and-Discussion-rubric.pdf)

## Blog Posts and Discussions Schedule

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| Blog posts | Week 1: Reflecting on design of an existing unit of instruction  Week 2: Experience of congruence (describe a good or bad example)  Week 3: How is your use of technology reflected in your TPI results?  Week 4: Application of the Checklist  Week 7: Design Perspectives  Week 12: Reflecting on the course |
| Discussions | Week 1: Self-introduction  Week 2: Taxonomies: Too restrictive or good guidance?  Week 4: Participate in development of checklist (discussion plus collaborative document development)  Week 6: Design Models  Week 9-10: Reflection on the design process  Week 11: Standardized tests and authentic assessment |