Assignment 1: Community Engagement

Overview

As part of our exploration of the use of technology in education, we'll be practising what we preach in this course! The Community Engagement assignment for EDDL 5101 encompasses our interactions with each other, and the larger global audience of our colleagues who are interested in the use of educational technology. This assignment includes:

- Engagement in discussions of weekly course topics.
- Creation of a personal portfolio to share ideas, resources, and your assignments.
- Peer reviews and commentary on assignments posted by your classmates.
- Engagement with external peers and educational technology-related resources, such as:
    - Following experts and newsfeeds via their blogs, websites, or social media.
    - Subscription to educational technology and/or curriculum area specific online newsfeeds, journals, etc.

Course Learning Objectives Covered:

The purpose of this assignment is to:

- Employ digital technologies to share documents, resources and experiences with other students and educators
- Critically employ digital technologies to create resources that facilitate and support instructional activities from a variety of worldviews

Value: 20%

Due Date: Ongoing, with all activities to be completed by the end of Week 13.

Assignment Instructions:

Instructions for specific aspects of this assignment are included in each of the weekly units, under the heading of "Community Engagement." Instructions and guidance for the creation of a personal blog for the Community Engagement activities are provided in **Week 1: Getting Started—Introduction to Educational Technology – Fall 2020**.

Evaluation Rubric: Assignment 1

Criteria	Excellent	Proficient	Satisfactory	Unsatisfactory
Connection to Course Content (5%)	All contributions demonstrate deep knowledge and understanding of the course content. Contributions are strongly supported by concepts and perspectives introduced in the course, and relevant outside resources and/or personal experiences.	Most contributions demonstrate knowledge and understanding of the course content. Contributions are supported by concepts and perspectives introduced in the course, and relevant outside resources and/or personal experiences.	Some contributions demonstrate knowledge and understanding of the course content. Contributions are somewhat supported by concepts and perspectives introduced in the course, and relevant outside resources and/or personal experiences.	Few contributions demonstrate knowledge and understanding of the course content. Contributions are not supported by concepts and perspectives introduced in the course, and relevant outside resources and/or personal experiences.
Consistency (5%)	All blog posts, discussion posts, and online activities are completed comprehensively and are consistently posted within the established due dates. The requirements of the blog posts and online activities are consistently met.	Most blog posts, discussions posts, and online activities are completed and posted within the established due dates. The requirements of the blog posts and online activities are mostly met.	Some blog posts, discussion posts, and online activities are completed and posted within the established due dates. The requirements of the blog posts and online activities are partially met.	Few blog posts, discussion posts, and online activities are completed and posted within the established due dates. The requirements of the blog posts and online activities are inconsistently met.

Collaboration (5%)	The student provides meaningful feedback and comments on peers' contributions, and consistently encourages classmates to share ideas.	The student provides feedback and comments on peers' contributions, and encourages classmates to share ideas.	The student provides some feedback and comments on peers' contributions, but does little to encourage classmates to share ideas.	The student provides little to no feedback or comments on peers' contributions, and does not encourage classmates to share ideas.
Communication (5%)	All contributions are clear and on topic, and formatted in a style appropriate for the particular kind of online activity. Written responses are free of grammatical, spelling, or punctuation errors.	Most contributions are clear and on topic, and formatted in a style appropriate for the particular kind of online activity. Written responses are mostly free of grammatical, spelling, or punctuation errors.	Some contributions are clear and on topic, and formatted in a style appropriate for the particular kind of online activity. Written responses contain some grammatical, spelling, or punctuation errors.	Few contributions are clear and on topic, and formatted in a style appropriate for the particular kind of online activity. Written responses contain several grammatical, spelling, or punctuation errors.