



EDUC545 Reflective Blog Assignment Guidelines

Each student will create an individual blog using the *Blog* tool in Blackboard and will post at least 5 substantive, separate entries throughout the course. Generally speaking, there are a number of ways to approach open-ended blog posts in college classes. Blogging is a platform whereby people can consider concepts/topics/readings in relation to their historical or theoretical context; write about things they don't understand, or about something that jars them; formulate insightful questions and then attempt to answer them; or respond to others' posts, building upon, agreeing/disagreeing, or re-shaping ideas.

Starting a blog can be an intimidating process, particularly for those unfamiliar with blogging. In order to provide some context for how this assignment is designed to help you as a learner in this class, and as an educator in general, please spend some time reading [How to Grow a Blog](#). This should get you thinking not only about blogging for this assignment, but also about the "bigger picture" of how blogging can greatly enhance interconnectedness and communities of practice as teacher-leaders. Who knows? You might even "assign" blogging to your mentees or even decide to keep your blog going after class. Have fun as you learn!

Specifically, blogging in this course will follow these guidelines:

- ✓ A blog is not only a place for you to glean information from your fellow learners/colleagues, but is especially a place to **reflect on what you are learning and how it relates to practice**. Each blog should contain the four *R*'s of Reflective Writing:

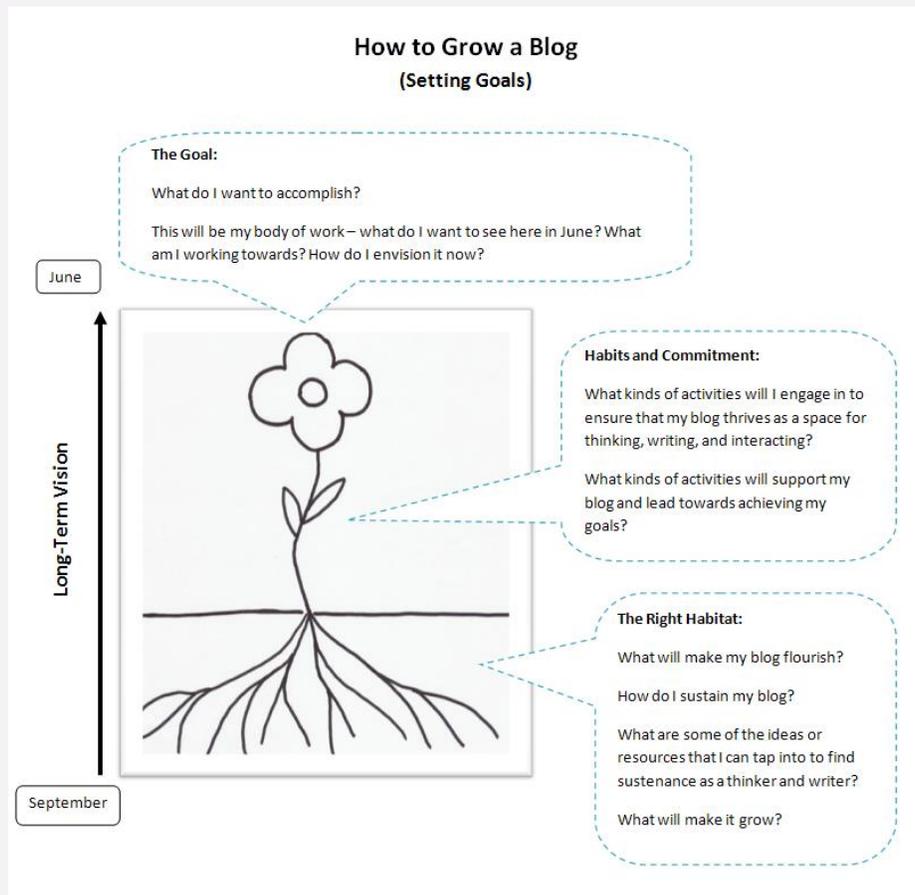
Recollections address the "who, what, where, how" of the experience/topic/concept.

Reaction engages the *affective* domain of attitudes, beliefs, and feelings - What did this experience say to you? How do you feel about it now?

Relevance engages the *cognitive* domain of thinking. How is this meaningful to you? What impact has it had on you? What perspectives have changed or been added? More specifically, (and **most** importantly in a doctoral level applied course) how does any of this connect to current research or knowledge bases? What academic and applied resources relate? How can one learn more about the concepts you explore?

Responsibility deals with how this applies to your current learning process as a doctoral level learner **and** your current or future education environment as a teacher-leader? What else do you need to know? What are the next steps for immediate/future applications? What questions have arisen or still remain?

- ✓ View this [Bb tutorial video](#) on how to create blog entries in Bb if you have not yet been introduced to this tool.
- ✓ You will post a total of 5 separate entries. Three will be on your own blog. Two will be on your fellow classmates' blogs. All entries should be posted on or before the deadlines stated in the course syllabus (at the end of Modules 2, 4, 6, 8 and 10). Please note that you are encouraged to post as many entries on your own blog and participate in as many of your classmates' blogs as you like! The number of posts and their associated deadlines are guidelines only. The whole idea of blogging is for it to be an ongoing venture, so don't be shy. Make it a part of your everyday process when you log in to class.
- ✓ Use the tool on the next page (which will only make sense if you have read "[How to Grow a Blog](#)" hyperlink above, as directed 😊!), and upload your goals, habits/commitments, and habitat as part of your first blog entry. (you will substitute "January" for September and "April" for June, to adjust for our course timeline.)



- ✓ The total points for the Reflective Blog assignment equals 125, which represents 12.5% of your total course grade. Each entry is worth 25 points and will be assessed using this rubric.

Score	Characteristics (You will be assessed according to <i>doctoral</i> level expectations.)
24-25	Exceptional. The blog post is focused and coherently integrates examples with explanations or analysis. The post demonstrates awareness of its own limitations or implications, and it considers multiple perspectives when appropriate. The entry reflects in-depth engagement with the topic and contains all required components. Writing conventions are excellent.
20-23	Satisfactory. The blog post is reasonably focused, and explanations or analysis are mostly based on examples or other evidence. Fewer connections are made between ideas, and though new insights are offered, they are not fully developed. The post reflects moderate engagement with the topic and contains most required components. Writing conventions are above average.
16-19	Underdeveloped. The blog post is mostly description or summary, without consideration of alternative perspectives, and few connections are made between ideas. The post reflects passing engagement with the topic and contains some required components. Writing conventions are average and require more attention to detail.
6-15	Limited. The blog post is unfocused, or simply rehashes previous comments, and displays no evidence of student engagement with the topic and is lacking required components. Writing conventions are unacceptable and include several major mistakes in syntax, grammar and mechanics.
0-5	Unacceptable. The blog post is missing or consists of one or two disconnected sentences and/or represents a marked lack of critical thinking skills and very poor writing conventions.

Additional resources:

[Using Blogs in Graduate Courses
http://www.educause.edu/ero/article/educational-blogging-toward-a-better-blogging-assignment](http://www.educause.edu/ero/article/educational-blogging-toward-a-better-blogging-assignment)

[Example BLOG
Blogs in Education
Edublogger](#)