Weekly Reflection Assignment
Learning Analytics: Process and Theory
Spring 2016

Students will write weekly reflections on the course readings and critically evaluate each other's reflections, which will constitute the final 5% of the course grade. Each weekly reflection assignment should contain the following components:

- brief summary of the main lessons learned from the weekly readings;
- description of major points learned from the weekly readings that are relevant to the course's assignments and a brief description of why;
- outline of major points that are most relevant for the student's personal interests, work, and/or practice;
- summary of the main points of confusion faced by the student (if any)

Consistent with the literature in online education, the purpose of this assignment is to receive formative feedback from both peers and the instructors and encourage social knowledge construction activities that will contribute to the three assessments in the course.

Weekly reflections and participation in the discussions contribute 5% towards the final grade. Each weekly reflection is expected to be at the level of integration (definition is provided below). In addition to responding to the comments on their own weekly reflections, each student is expected to participate in the discussions of **at least five** other peers' reflections each week. These peers can be from either Edinburgh University or Teachers College, Columbia University. In the discussions of other peers' weekly reflections, students are expected to contribute at least two posts at the level of integration or resolution each week.

Participation in the discussions about peers' reflections is optional in weeks in which discussions in Assignments 2 and 3 are scheduled.

Definition of the post types:

i)   Clarification post
      a.   asking for an explanation of some part of the paper about which you are uncertain;
      b.   presenting background information that culminates in a question
ii)   Exploration post
      a.   presenting many different ideas in the same message (but no explicit connection established between them);
      b.   offering unsupported opinions (e.g., without a citation of some empirical study);
      c.   adding to established points but without systematically defend/justify/develop addition (i.e., brainstorming, but no connection with relevant literature and/or methodological justifications;
      d.   exchanging information (e.g., explaining additional some facts from the papers presented to answer questions, but without making connections with other work)
iii) Integration post

a. posting comment that connects the topics of the presentation with another peer-reviewed paper discussed in either the *Study Guide*, a presentation by another student, or a research publication.
b. Building upon previous posts in the forum and/or some cited literature to conclude some points of agreement with the colleagues in the group
c. using the results presented in the paper to discuss about or propose a novel research topic. Preferably, the result of a discussion triggered by such a question will result in ideas for the research problem that will be studied in Assessment 3.

iv) Resolution post
a. Further elaborating the ideas generated for some promising research projects to the point how such a project would be conducted (e.g., which research methodological steps would be followed to achieve some research objectives)
b. Validating the ideas generated for some promising projects, but backing them further by some relevant sources to be cited and how similar ideas were pursued elsewhere in the literature or might be important to research due to clear practical implications.